



RUTGERS

47:202:224 COMMUNITY CORRECTIONS

3 CREDITS

FALL SEMESTER 2022

Academic Calendar Directory: <https://academicaffairs.rutgers.edu/academic-calendar-directory>

You are advised to retain a copy of this syllabus in your personal files for use when applying for future degrees, certifications, or transfer of credit.

INSTRUCTOR INFORMATION

Instructor: Dr. Johnna Christian
Email: johnnac@scj.rutgers.edu
Office Hours: Virtual Office Hours To Be Announced
Teaching Assistant: Rosheka Faulkner
Email: rnf32@scarletmail.rutgers.edu
Office Hours: Virtual Office Hours To Be Announced

Throughout the semester, we will communicate with you via either **Canvas Announcements** or your **Rutgers email account**. Please review the following link for [Accessing Rutgers Email](#):

<https://canvas.rutgers.edu/documentation/general/accessing-rutgers-email/>

If you have a question or concern of a confidential and personal nature, please email me or the teaching assistant directly and do not post to a discussion board.

GENERAL COURSE DESCRIPTION

Course Description:

This course examines and analyzes the theory and practice of major community-based correctional responses (such as probation, parole and diversion programs) in the United States of America. The origins, purposes, actors and actions, and consequences of the community corrections system are studied. Contemporary theories guiding community corrections including retribution, deterrence, incapacitation, and rehabilitation are discussed. The course also examines the experiences of populations such as women and juveniles, and the disproportionate impact of the community correctional system on members of racial and ethnic minority groups. Specific topics include reentry and reintegration into the community after incarceration, the collateral consequences of involvement with the community corrections system, risk assessment, evidence-based policies, and restorative justice.

Prerequisites: None

Course Modality:

This course is delivered **fully online**. To access the companion Canvas course site, please visit Rutgers Canvas at <https://canvas.rutgers.edu/> and log in using your NetID. For more information about course access and support contact Canvas Help at <https://canvas.rutgers.edu/canvas-help/>, via email at help@canvas.rutgers.edu, or call 877-361-1134.

STUDENT LEARNING OBJECTIVES

Course Learning Objectives:

After taking this course students should:

- 1) Articulate the historical roots of community corrections systems within the United States.
- 2) Develop in-depth knowledge about the functions of the different subsystems of community corrections including probation, parole, diversionary programs and alternative sanctions.
- 3) Analyze and critique community corrections practices and assess the evidence-base from which these practices stem.
- 4) Articulate potential collateral consequences brought about by processing individuals through the community correctional system, as well as the potential social, political, and economic ramifications of expanding community correctional resources.
- 5) Analyze the roles and functions of community corrections in the broader criminal justice system.

B.S. Criminal Justice Program Learning Goals:

Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

- 1) Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.
- 2) Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.
- 3) Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.
- 4) Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.
- 5) Obtain a comprehensive knowledge about the process of conducting criminal justice research and develop the skills to conduct criminal justice research with appropriate methodologies.

MATERIALS

Required Texts:

The assigned textbook is required and is available in both print and digital formats.

Hanser, R. D. (2018). *Essentials of Community Corrections*. SAGE Publications. ISBN 9781506359762

Additional required readings and resources will be posted on Canvas in the Learning Modules.

Course Resources:

A variety of printed and digital content will be provided during the course. Digital content will be found within the **Canvas course site**. There may be additional reading assignments and digital content as student interests dictate.

Technology Requirements:

This course will require that you access online resources in the University's Canvas site. Please review the following link for Canvas Student Resources for assistance on getting started in Canvas:

<https://canvas.rutgers.edu/students/>

Review Rutgers' Tech Guides at: <https://it.rutgers.edu/technology-guide/>

Canvas Accessibility Statement:

<https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564>

The Rutgers University Software Portal may be a helpful resource if you need software for your coursework:

<https://software.rutgers.edu/info/login/>

TEACHING PROCEDURES AND PHILOSOPHY

Students will be supported to master core course content as the basis for their learning. In doing so, you will have the tools needed to expand your knowledge to areas of your own interest and curiosity. Our class explores important questions about fairness, justice and individual and societal well-being. It is my hope that after completing the course you are encouraged to study further. Course objectives, teaching procedures and assessments were developed with these goals in mind.

Instructor Responsibilities:

- You can expect me to be a supportive guide as you complete the class.
- Learning modules will be released approximately one week prior to the module end date.
- I will respond to e-mails sent through Canvas within 24 to 48 hours whenever possible.
- Grading will be completed in as timely a manner as possible. I will aim to provide grades on major written assignments within two weeks of the submission deadline.

COURSE COMPLETION REQUIREMENTS

Your success in this course depends on the following:

- Regularly accessing the course site on Canvas
- Thorough and engaged reading of the course textbook and other assigned readings
- Accessing and viewing, listening to, and reflecting upon digital content
- Spending time thinking about course content and developing your own ideas and responses
- Posting to discussion boards and engaging with your colleagues and the instructors
- Thoughtful and respectful interaction with your colleagues and the instructors
- Approximately 8-10 hours per week devoted to the class
- Contacting the professor or teaching assistant if you encounter difficulties keeping up with the course or meeting course requirements

- Regularly using the resources provided by the campus writing center
<https://myrun.newark.rutgers.edu/writing-center>
- Writing and revising your work in response to feedback provided by the teaching assistant and the instructor
- You should not share course content with individuals who are not enrolled in the course

Discussion Forum Post Requirements:

Each week, you should post one comment of 150-200 words responding to the discussion board prompt and respond to at least one comment posted by another student, in at least 50 words. The strongest comments engage with the course material and are thoughtfully responsive to the prompt and other postings. You should use full sentences and correct grammar when posting. Derogatory or demeaning posts will not be tolerated.

Zoom Meetings:

To facilitate interaction and discussion, several Zoom meetings will be scheduled throughout the semester as indicated on the syllabus. Please remember to be respectful and courteous to colleagues during these meetings. Technology sometimes makes interactions awkward, and we will all do our best. You may join with video if you choose to, but this is not required.

GRADING

COURSE ASSESSMENT AND GRADING

The final grade will be assessed based on the following distribution:

Community Corrections Reform Analysis **40%**

Student Learning Objectives 1 through 5

The major project for the semester will be an in-depth analysis of a contemporary innovation or reform related to community corrections. The analysis will include information such as description of the underlying problem the innovation was designed to address, the underlying policy goals and key objectives of the reform effort, stakeholders, design and implementation, and status of the reform effort including empirical evidence about the effectiveness. The overarching objective of the assignment is to raise awareness of and critique efforts to improve the community corrections system. In so doing, you will both deepen your understanding of a specific aspect of the community corrections system, gain an in-depth understanding of the problems in the system and analyze the complexity and challenges of reform and innovation efforts. Appropriate sources of evidence for the project will include peer-reviewed research articles, reports, media sources such as videos and print media, and podcasts. You will share updates about your progress on your reform analysis with your classmates throughout the semester. A detailed description of the assignment and the grading rubric will be posted on Canvas.

Quizzes **30%**

Student Learning Objectives 1 through 5

Each learning module will include a brief, four question quiz that should be completed before moving on to the next module. **You will have 20 minutes to complete the quiz once it is opened.** Successful completion of the quiz will require completion of all components of the learning module, including reading

the textbook, prior to taking the quiz. The quiz must be completed by 11:59 PM EST on Friday of the module week. You must take the quiz independently and may not consult other students or share quiz questions or answers.

Discussion Boards

30%

Student Learning Objectives 3, 4 and 5

To foster active learning and communication between class members, a discussion board prompt will be posted for each module and students must post at least one original comment of 150-200 words, and one response of at least 50 words, to a classmate’s comment each week. You should use full sentences and correct grammar when posting. The strongest comments engage with the course material and are thoughtfully responsive to other postings. Disagreeing with another post is appropriate, but you should do so in a respectful manner. Derogatory or demeaning comments will not be tolerated. Responses must be posted by 11:59 PM EST on Friday of the module week.

Final Course Grade:

Grades in this course are weighted according to the table below.

Activity or Major Assignment	Due Date	Grade %
Quizzes	Weekly	30%
Discussion Board	Weekly	30%
Reform Analysis	Part 1: October 7 th Part 2: November 4 th Part 3: December 9 th	40%
Total		100%

Grading Scale:

The following grading scale will be used for this course:

Grade	Range
A	100 – 90%
B+	89-87%
B	86-80%
C+	79-77%
C	76-70%
D	69-60%
F	Below 60%

ACADEMIC POLICIES AND PROCEDURES

Coursework Difficulties:

Please discuss any issues that you are having completing the coursework on time with me as soon as you realize you are facing challenges.

Academic Honesty and Plagiarism:

Our purpose in the classroom is to seek the truth; this work requires trust and honesty between teacher and student. If we are not honest about what we know and do not know, our learning will always be impaired. Because our teaching and learning depends on this honest communication, we expect all students to understand what plagiarism is and why it is unacceptable.

Any student considering plagiarism should recognize the consequences and consider alternatives. Students uncertain about what constitutes plagiarism may request help from faculty or from appropriate University services. For information on using sources in writing, see the Identifying and Avoiding Academic Dishonesty section of the Rutgers Academic Integrity web site:

<http://academicintegrity.rutgers.edu/>

STUDENT CODE OF CONDUCT

Students are required to adhere to the University Student Code of Conduct delineated in the Rutgers Student Affairs website Student Conduct page:

<http://studentconduct.rutgers.edu/student-conduct-processes/university-code-of-student-conduct/#1495568095620-2f5ce77d-17dd>

ACCOMMODATIONS

Rutgers University welcomes students with disabilities into all the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).

STUDENT SUPPORT SERVICES

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals Experiencing Disability: The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA to and have a conversation

with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the [RU-N ODS website \(ods.newark.rutgers.edu\)](http://ods.newark.rutgers.edu). Contact ODS at (973) 353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Short-term Absence Verification: The Office of the Dean of Students can help with absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Title IX Policy and Grievance Procedures located at <https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf>

For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office does **not** have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence; any student can receive services, information and support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If students are not quite ready to make an appointment with a therapist but are interested in self-help, check out *Sanvello* for an easy, web-based approach to self-care and support. Visit <https://my.rutgers.edu/>, click on Sanvello: Wellness @ RUN, and log in with your netid to begin your journey toward wellness.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

Please connect to the following student support services as needed:

Launchpad (for computing issues)

<https://runit.rutgers.edu/technology-launch-pad/>

Writing Assistance

<https://myrun.newark.rutgers.edu/writing-center>

Health Services

<https://www.newark.rutgers.edu/health-wellness-students>

Academic Services:

- For academic support visit Rutgers Academics Student Support at <https://www.rutgers.edu/academics/student-support>
- Any student can obtain tutoring and other help at the [Learning Centers](#) on each campus. Check the website at <https://rlc.rutgers.edu/>
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the [Rutgers Libraries](#) website at <https://www.libraries.rutgers.edu/>

Veteran Services:

Rutgers is proud to support veterans. If you are a veteran of the armed forces, please visit the [Office of Veteran and Military Programs and Services](#) website for more information: <https://veterans.rutgers.edu/>

TOPICS SCHEDULE

The schedule may be modified or adjusted slightly with appropriate notice from the professor.

Module 1: Begins Tuesday, September 6th

Category	Description
Core Topic(s)	Getting Started
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"> • Recognize the course objectives • Identify your personal learning objectives for the course • Review the syllabus and identify questions or concerns • Identify and correct technological challenges or difficulties
Readings/Media	<ul style="list-style-type: none"> • Course Syllabus • “We Are Witnesses,” The Marshall Project
Assignments Due	<ul style="list-style-type: none"> • None

Module 2: Begins Monday, September 12th

Category	Description
Core Topic(s)	<ul style="list-style-type: none"> • What is Community Corrections?
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"> • Identify examples of community corrections • Analyze the purpose and functions of community corrections • Compare and contrast community and institutional corrections • Evaluate how various forms of community corrections fulfill the objectives of punishment • Interact with your colleagues on the Discussion Board
Readings/Media	<ul style="list-style-type: none"> • <u>Essentials of Community Corrections</u>, Chapter 1 • “We Are Witnesses,” The Marshall Project
Assignments Due	<ul style="list-style-type: none"> • Module Quiz Completed by 11:59 PM EST Friday, September 16th • Discussion Board Posting by 11:59 PM EST Friday, September 16th

Module 3: Begins Monday, September 19th

Category	Description
Zoom Meeting (Join one from these options)	Zoom Meeting Option 1: Wednesday, September 21 st 5:00-5:30 PM EST Zoom Meeting Option 2: Wednesday, September 21 st 5:30-6:00 PM EST Zoom Meeting Option 3: Friday, September 23 rd 10:00-10:30 AM EST Zoom Meeting Option 4: Friday, September 23 rd 10:30-11:00 AM EST
Core Topic(s)	Historical and Theoretical Foundations of Community Corrections

Category	Description
Learning Objectives	<p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none"> • Describe historical practices influencing modern day community corrections • Evaluate how theories of crime inform community corrections policies and practices • Imagine how entities beyond the formal criminal justice system might work to enhance public safety and community corrections policies and practices
Readings/Media	<ul style="list-style-type: none"> • <u>Essentials of Community Corrections</u>, Chapters 1 and 2 • “John Augustus Sentence Deferred,” Film • “Rapper Meek Mill talks about his new criminal justice reform organization,” Good Morning America video segment • “Innovation in Probation,” Criminal Injustice Podcast
Assignments Due	<ul style="list-style-type: none"> • Module Quiz Completed by 11:59 PM EST Friday, September 23rd • Discussion Board Posting by 11:59 PM EST Friday, September 23rd • Zoom Meeting: Introductions (prepare a list of questions about the course)

Module 4: Begins Monday, September 26th

Category	Description
Core Topic(s)	Assessment and Risk Prediction
Learning Objectives	<p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none"> • Describe the use and purpose of risk assessments in community corrections • Distinguish between the various approaches to risk assessment • Evaluate the potential advantages and disadvantages of the use of risk assessments
Readings/Media	<ul style="list-style-type: none"> • <u>Essentials of Community Corrections</u>, Chapter 3 • “Risk Assessment Tool Helps Probation Officers,” video segment • “The Problems with Risk Assessment Tools,” Chelsea Barabas, Karthik Dinakar and Colin Doyle, The New York Times (2019)
Assignments Due	<ul style="list-style-type: none"> • Module Quiz Completed by 11:59 PM EST Friday, September 30th • Discussion Board Posting by 11:59 PM EST Friday, September 30th

Module 5: Begins Monday, October 3rd

Category	Description
Core Topic(s)	Community Corrections Practitioners
Learning Objectives	<p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none"> • Recognize the varied work of community corrections practitioners • Consider the work environment in community corrections agencies • Evaluate how worker styles and approaches influence the experiences of people under the supervision of the community corrections system

Category	Description
Readings/Media	<ul style="list-style-type: none"> • <u>Essentials of Community Corrections</u>, Chapter 4 • “Adult Probation Officer Recruitment Video,” video segment • “Stanislaus County Probation Department HD,” video segment
Assignments Due	<ul style="list-style-type: none"> • Module Quiz Completed by 11:59 PM EST Friday, October 7th • Discussion Board Posting by 11:59 PM EST Friday, October 7th • Reform Analysis Part 1 submitted in Canvas by 11:59 PM EST Friday, October 7th

Module 6: Begins Monday, October 10th

Category	Description
Core Topic(s)	Legal Issues in Community Corrections
Learning Objectives	<p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none"> • Describe the legal principles guiding community corrections practices • Identify key legal concerns and challenges in community corrections
Readings/Media	<ul style="list-style-type: none"> • <u>Essentials of Community Corrections</u>, Chapter 5
Assignments Due	<ul style="list-style-type: none"> • Module Quiz Completed by 11:59 PM EST Friday, October 14th • Discussion Board Posting by 11:59 PM EST Friday, October 14th

Module 7: Begins Monday, October 17th

Category	Description
Core Topic(s)	<ul style="list-style-type: none"> • Case Management and Planning
Learning Objectives	<p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none"> • Describe the elements of case management approaches to community corrections supervision • Analyze the differences between various approaches to case management • Recognize how people under supervision experience different approaches to case management
Readings/Media	<ul style="list-style-type: none"> • <u>Essentials of Community Corrections</u>, Chapter 6 • “Life on Parole,” PBS Documentary
Assignments Due	<ul style="list-style-type: none"> • Module Quiz Completed by 11:59 PM EST Friday, October 21st • Discussion Board Posting by 11:59 PM EST Friday, October 21st

Module 8: Begins Monday, October 24th

Category	Description
Core Topic(s)	Treatment Perspectives
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"> • Describe the treatment needs of people involved in the community corrections system • Explain different treatment modalities • Analyze the value of risk, needs and responsivity approaches to treatment
Readings/Media	<ul style="list-style-type: none"> • <u>Essentials of Community Corrections</u>, Chapter 7 • “Prison Mental Health and Substance Abuse Treatment Programs” C-SPAN video segment • “Motivational Interviewing Training,” Video Segment
Assignments Due	<ul style="list-style-type: none"> • Module Quiz Completed by 11:59 PM EST Friday, October 28th • Discussion Board Posting by 11:59 PM EST Friday, October 28th

Module 9: Begins Monday, October 31st

Category	Description
Zoom Meeting (Join one from these options)	Zoom Meeting Option 1: Wednesday, November 2 nd 5:00-5:30 PM EST Zoom Meeting Option 2: Wednesday, November 2 nd 5:30-6:00 PM EST Zoom Meeting Option 3: Friday, November 4 th 10:00-10:30 AM EST Zoom Meeting Option 4: Friday, November 4 th 10:30-11:00 AM EST
Core Topic(s)	<ul style="list-style-type: none"> • Residential Facilities
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"> • Identify the various types of residential facilities • Critique the use of residential facilities in community corrections
Readings/Media	<ul style="list-style-type: none"> • <u>Essentials of Community Corrections</u>, Chapter 8 • “Halfway to Nowhere: Out of Prison, Not Yet Home,” Eric Borsuk, The Marshall Project (2015)
Assignments Due	<ul style="list-style-type: none"> • Module Quiz Completed by 11:59 PM EST Friday, November 4th • Discussion Board Posting by 11:59 PM EST Friday, November 4th • Reform Analysis Part 2 Submitted in Canvas by 11:59 PM EST Friday, November 4th • Zoom Meeting: Discussion about project progress

Module 10: Begins Monday, November 7th

Category	Description
Core Topic(s)	Intermediate Sanctions

Category	Description
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"> • Identify examples of intermediate sanctions • Describe the use and purpose of intermediate sanctions • Critique the impact of the use of intermediate sanctions on people under supervision
Readings/Media	<ul style="list-style-type: none"> • Essentials of Community Corrections, Chapter 9 • “From Mass Incarceration to E-carceration” Criminal Injustice Podcast
Assignments Due	<ul style="list-style-type: none"> • Module Quiz Completed by 11:59 PM EST Friday, November 11th • Discussion Board Posting by 11:59 PM EST Friday, November 11th

Module 11: Begins Monday, November 14th

Category	Description
Core Topic(s)	Reentry and Restorative Justice
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"> • Describe the aspects of life in prison that make reentry into the community challenging • Identify the needs of people reentering the community after a prison term • Evaluate the potential for restorative justice approaches to improve upon justice and well being
Readings/Media	<ul style="list-style-type: none"> • Essentials of Community Corrections, Chapter 10 • “How Restorative Justice Could End Mass Incarceration,” Shannon Silva, TEDx Talk • “Kissing the Concrete,” Ear Hustle Podcast, Season 4, Episode 29 • Equal Justice Initiative Website • Ella Baker Center for Human Rights Website
Assignments Due	<ul style="list-style-type: none"> • Module Quiz Completed by 11:59 PM EST November 18th • Discussion Board Posting by 11:59 PM EST Friday, November 18th

Module 12: Begins Monday, November 21st

Category	Description
	Thanksgiving Break: No Assignments Due

Module 13: Begins Monday, November 28th

Category	Description
Core Topic(s)	Diversity and Cultural Competence
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"> • Critique how race and ethnic marginalization shape people’s experiences of the community corrections system • Evaluate the application of cultural competence in community corrections
Readings/Media	<ul style="list-style-type: none"> • <u>Essentials of Community Corrections</u>, Chapter 11 • “How Post-Prison Reentry Programs Fail Queer Women,” Erin Kerrison, The Marshall Project (2018) • “They Got Their Voting Rights Back, But Will They Go to the Polls?” Nicole Lewis, The Marshall Project (2019)
Assignments Due	<ul style="list-style-type: none"> • Module Quiz Completed by 11:59 PM EST Friday, December 2nd • Discussion Board Posting by 11:59 PM EST Friday, December 2nd

Module 14: Begins Monday, December 5th

Category	Description
Core Topic(s)	Diversity of Needs and Innovations
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"> • Articulate the needs of different populations in the community corrections system • Evaluate different approaches to meeting the needs of these populations
Readings/Media	<ul style="list-style-type: none"> • <u>Essentials of Community Corrections</u>, Chapter 12 • “Innovation in Probation,” Criminal Injustice Podcast
Assignments Due	<ul style="list-style-type: none"> • Module Quiz Completed by 11:59 PM EST Friday, December 9th • Discussion Board Posting by 11:59 PM EST Friday, December 9th • Reform Analysis Part 3 Submitted in Canvas by 11:59 PM EST Friday, December 9th

Module 15: Begins Monday, December 12th

Category	Description
Zoom Meeting (Join one from these options)	Zoom Meeting Option 1: Wednesday, December 14 th 5:00-5:30 PM EST Zoom Meeting Option 2: Wednesday, December 14 th 5:30-6:00 PM EST Zoom Meeting Option 3: Friday, December 16 th 10:00-10:30 AM EST Zoom Meeting Option 4: Friday, December 16 th 10:30-11:00 AM EST
Core Topic(s)	<ul style="list-style-type: none"> • Evidence Based Practices and Project Discussion

Category	Description
Learning Objectives	At the end of this week, you will be able to: <ul style="list-style-type: none"> • Articulate the value and limitations of evidence-based practices • Identify the stakeholders promoting various policies and practices • Consider the potential for reform of the community corrections system
Readings/Media	<ul style="list-style-type: none"> • <u>Essentials of Community Corrections</u>, Chapter 13
Assignments Due	<ul style="list-style-type: none"> • Zoom Meeting: Reform Analysis Final Reports