



**47: 202: 224 Community Corrections**  
**3 Credits**  
**Spring 2025**  
**Online, asynchronous**

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Modules will be posted, and assignments will be due, Mondays at midnight (11:59pm).  
The best way to get into contact with me is via email.

**I. Course Information**

**Instructor Information:**

Instructor: Michael Ostermann, Ph.D.

Email: [michael.ostermann@rutgers.edu](mailto:michael.ostermann@rutgers.edu)

Office Hours: Mondays 1-3:00pm; [Zoom Meeting Room](#)

**Course Description and Structure:** The purpose of the course is to study the theory and practice of major community based correctional responses (such as probation, parole, and diversion programs) to convicted people charged with committing criminal offenses, and to examine community corrections as an important social movement. The historical, social, legal and practical approach to community based corrections will be examined. The course will explore the principles of community corrections, diversion and sentencing as well as probation, intermediate sanctions, parole, and reentry.

The course will incorporate diverse online learning activities including video lectures, PowerPoints, supplemental videos and articles, discussion board posts, and quizzes. Modules that include lecture slides, videos, quizzes, discussion board prompts, and other materials for the week will be posted at midnight (11:59pm) on Mondays. Assignments will be available for a week until the following Monday at midnight. Module materials are to be completed at the student's own pace, and in a self-directed and asynchronous manner.

**Prerequisite:** None

## **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.

## **Course Learning Objectives:**

By the end of this course, students will be able to:

1. Students will learn about the evolution of community corrections.
2. Students will learn about various aspects of evidence based correctional supervision and treatment.
3. Students will learn about various enhancements and graduated sanctions that are a part of community based correctional programs.
4. Students will learn about the various trends and special issues in current community based correctional programs.

## **Required Readings:**

Alarid, Leanne Fiftal (2019). Community-Based Corrections (12<sup>th</sup>. Ed.) Cengage Learning. [ISBN-13: 978-1337687362].

*Additional readings may be assigned during the semester. They will be posted on Canvas.*

**Course Requirements:** Students are required to read assigned readings, engage with modules, and submit assignments each week of the semester. Every student's comprehension of course content/readings/video lectures will be assessed throughout the semester.

## II. Course Schedule (subject to change)

Week	Date Module Becomes Available	Class Topic	Readings	Assignments Due by Midnight
1	January 21	Course introduction and syllabus coverage	Syllabus	
2	January 27	Overview of Community Corrections	Chapter 1	Syllabus Quiz
3	February 3	How Probation Developed	Chapter 2	Chapter 1 Quiz Chapter 1 Discussion Board Post
4	February 10	History of Parole and Mandatory Release	Chapter 3	Chapter 2 Quiz Chapter 2 Discussion Board Post
5	February 17	Pretrial Supervision, Sentencing, and the PSI	Chapter 4	Chapter 3 Quiz Chapter 3 Discussion Board Post
6	February 24	Case Management Using RNR	Chapter 5	Chapter 4 Quiz Chapter 4 Discussion Board Post
7	March 3	Supervision and Treatment of Special Needs Clients	Chapter 6	Chapter 5 Quiz Chapter 5 Discussion Board Post
8	March 10	Community Supervision Modification and Revocation	Chapter 7	Chapter 6 Quiz Chapter 6 Discussion Board Post
9	March 17	<b>SPRING BREAK NO MATERIALS</b>		
10	March 24	Residential Community Supervision Programs	Chapter 8	Chapter 7 Quiz Chapter 7 Discussion Board Post
11	March 31	Nonresidential Graduated Sanctions	Chapter 9	Chapter 8 Quiz Chapter 8 Discussion Board Post
12	April 7	Economic and Restorative Justice Reparations	Chapter 10	Chapter 9 Quiz Chapter 9 Discussion Board Post
13	April 14	Prisoner Reentry: Collateral Consequences, Parole, and Mandatory Release	Chapter 11	Chapter 10 Quiz Chapter 10 Discussion Board Post
14	April 21	Career Pathways in Community	Chapter 12	Chapter 11 Quiz

		Corrections		Chapter 11 Discussion Board Post
15	<b>April 28</b>	Juvenile Justice, Probation, and Parole	Chapter 13	Chapter 12 Quiz Chapter 12 Discussion Board Post
16	<b>May 5</b>	Bringing it all Together	Chapter 14	Chapter 13 Quiz Chapter 13 Discussion Board Post

### III. Grading

Students must work on and submit assignments independently. The final grade will be assessed based upon your performance on the following:

Assignment Description	Linked to Course Learning Objectives	Percent of Course Grade
Assignment #1 Module Quizzes	#1-4	60%
Assignment #2 Discussion Board Posts	#1-4	40%

**QUIZZES (60%):** Every module will have a multiple choice quiz that will test your knowledge of course content and learning objectives. Quizzes will include questions from the module materials and readings. Quizzes will be made up of randomly assigned questions from a larger question bank. Students are to independently work their way through weekly modules, having read the readings and engaged with the other materials for the week, and then take the quiz at the end. Quizzes are due within the week that the module assignments are active. When a student begins a quiz, they will have ten-minutes to complete the quiz. One opportunity is given to answer each question within weekly quizzes. It is advisable that students take notes and study the weekly readings, lectures, and other materials prior to beginning a quiz. The student needs to make ten-minutes of uninterrupted time available each week to take quizzes.

Module quizzes are active for one week, and open Mondays at midnight (11:59pm). For example, Quiz 1 will cover Chapter 1. The quiz will be available as of midnight on January 27 and is due by midnight on February 3. Quiz 2 will cover Chapter 2. Quiz 2 will be available as of midnight on February 3 and is due by midnight on February 10. Students are able to take quizzes at their leisure (i.e., whenever they want) during the week.

**DISCUSSION BOARD POSTS (40%):** Your frequency and quality of engagement with the course will factor into your final grade. The frequency and quality of your participation in group discussions will be noted, as will your constructive feedback and support offered to other classmates throughout the semester. Weekly discussion board posts will be made available for modules, and students are to participate in the discussion within the week that the module assignments are active. Discussion board posts will be graded on a pass/fail basis. Students are to thoughtfully respond to and participate in the discussion. "Yes, I agree," for example, is not considered a thoughtful response or an active show of participation in a discussion.

Modules discussion board posts are active for one week, and open Mondays at midnight (11:59pm). For example, Discussion Board Post 1 will prompt students to add to a discussion about topics covered in Chapter 1. The Discussion Board Post will be available as of midnight on January 27 and is due by midnight on February 3. Discussion Board Post 2 will prompt students to add to a discussion about topics covered in Chapter 2. Discussion Board Post 2 will be available as of midnight on February 3 and is due by midnight on February 10. Students are able to contribute to Discussion Board Posts at their leisure (i.e., whenever they want) during the week.

The following grading scale will be used for this course:

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

## **IV. Course Policies**

### **Missing Assignment Policy:**

**CANVAS WILL AUTOMATICALLY SCORE MISSED ASSIGNMENTS (INCLUDING INDIVIDUAL QUIZ QUESTIONS THAT ARE MISSED OR OTHERWISE UNANSWERED) AS A ZERO. I DO NOT RE-OPEN MISSED ASSIGNMENTS WITHOUT FORMAL DOCUMENTATION (I.E., ON A FORMAL LETTERHEAD) OF A SUDDEN AND SIGNIFICANT EMERGENCY (E.G, A DOCTOR'S NOTE ABOUT A SEVERE ILLNESS, DOCUMENTATION OF THE DEATH OF A LOVED ONE, ETC.) THAT WOULD HAVE PRECLUDED YOU FROM ENGAGING WITH THE CLASS FOR THE WEEK (I.E., THE DATES OF THE CIRCUMSTANCE COINCIDE WITH THE DATES OF THE ASSIGNMENT(S)). IF YOU DO NOT HAVE FORMAL DOCUMENTATION ABOUT AN EMERGENCY CIRCUMSTANCE, DO NOT CONTACT ME ABOUT MISSED ASSIGNMENTS.**

**ASSIGNMENTS ARE AVAILABLE FOR A WEEK, AN ISSUE WITH SUBMISSIONS TO CANVAS PRIOR TO A DUE DATE IS NOT AN EMERGENCY CIRCUMSTANCE. IF NECESSARY, CONTACT THE OFFICE OF INFORMATION TECHNOLOGY WITH ISSUES ABOUT CANVAS. DO NOT LEAVE ASSIGNMENTS TO THE LAST MINUTE AND RISK HAVING TECHNOLOGICAL ISSUES WITH CANVAS THAT COULD PRECLUDE OR OTHERWISE HINDER YOUR SUBMISSION(S).**

Any issues regarding an assigned grade must be brought to the attention of the instructor before May 5 (the due date of the final assignments). Do not wait until the last minute! Absolutely **NO CONSIDERATION FOR GRADE CHANGES** will be made after May 5. You'll get the grade you earn.

**Language Statement:** The Rutgers University School of Criminal Justice (SCJ) encourages students, faculty, and staff to use person-first and humanizing language in their verbal and written communications. Being mindful of the ways in which we describe people impacted by our criminal legal systems is an important step in restoring their dignity and humanity. This evolution of language is an important piece of broader systemic shifts that are needed to make our justice systems more equitable. We encourage replacing labels that refer to people as "offender," "inmate," "parolee" or related labels with more neutral descriptors such as "person convicted of a crime," "incarcerated person," and "person under parole supervision." Additional details about why this is important can be found [here](#), [here](#), and [here](#).

**Generative AI and Large Language Models Statement:** This course prohibits the use of ChatGPT or any other generative AI tool to help complete your work. The instructor wants to read, grade, and interact with their students' own thoughts; not those developed by a computer. Submitting work generated by AI (e.g., discussion board posts) without proper disclosure constitutes a violation of academic integrity and may result in disciplinary action, including failing grades or other academic penalties. This can include tools that are developed in the future that aid in the detection of previously submitted AI generated coursework. Students should consult their instructors if they have questions regarding the appropriate use of AI in this class.

**Academic Integrity:** As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students <http://studentconduct.rutgers.edu/academic-integrity>. Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university's policy will result in appropriate action.

### **Accommodation and Support**

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 with Disabilities:** The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](http://ods.rutgers.edu). Contact ODS at (973)353-5375 or via email at [ods@newark.rutgers.edu](mailto: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](mailto:TitleIX@newark.rutgers.edu).

**For Absence Verification:** The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., 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](mailto: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 (e.g., 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 English as a Second Language (ESL):** The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing [PALS@newark.rutgers.edu](mailto:PALS@newark.rutgers.edu) to discuss potential supports.



**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](mailto:TitleIX@newark.rutgers.edu). Incidents may also be reported by using the following link: [tinyurl.com/RUNReportingForm](https://tinyurl.com/RUNReportingForm). For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

**For support related to interpersonal violence:** The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu). There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

**For Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: [tinyurl.com/RUNCARE](https://tinyurl.com/RUNCARE) or emailing [careteam@rutgers.edu](mailto: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](mailto:counseling@newark.rutgers.edu) or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

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