

## ***COURSE SYLLABUS***

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### **CJUS 322**

#### **COMMUNITY BASED CORRECTIONS**

#### **COURSE DESCRIPTION**

This course introduces the student to the new philosophies within corrections to establish successful rehabilitation programs in the community and outside of traditional prison settings. Students will analyze different programs that are being implemented nationally to include electronic monitoring, boot camps, and restorative justice programs.

#### **RATIONALE**

Community Based Corrections enables the student to understand the legitimate, oftentimes superior, alternatives to traditional forms of incarceration. In lieu of the exorbitant financial burden, exceedingly high recidivism rate, and flawed philosophical theories driving various contemporary correctional practices, it is essential that future practitioners and policy makers understand that successful alternatives to incarceration exist. A Criminal Justice major who completes the degree program possessing an understanding of legitimate Community Based Corrections programs will be more professionally effectual and philosophically transformational within the criminal justice profession.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word

#### **IV. MEASURABLE LEARNING OUTCOMES**

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

- A. Describe community corrections concepts.
- B. Understand the policy implications of community corrections practice.
- C. Explain community corrections practice in a national context.

- D. Describe the strengths and weaknesses of community corrections as an alternative to imprisonment.
- E. Critically evaluate community corrections issues.
- F. Compare biblical scriptures and perspectives with real-world situations.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (5)

Discussion boards are collaborative learning experiences. Therefore, the student will participate in 5 discussions on topics provided in Blackboard. For the thread, the student will present his/her own informed opinion on the assigned topic forums in a thread consisting of at least 300 words (with citations to support his/her assertions for full credit to be possible). In addition to the thread, the student will post a reply of at least 150 words to at least 2 other classmates' posts.

- D. Case Studies (3)

Case Studies are an opportunity for the student to apply his/her reading and what he/she has learned in the course to real life situations. The student will propose a course of action appropriate to the context of the case/facts. The student must demonstrate critical thinking skills in analyzing, synthesizing, integrating, and drawing conclusions. The student must support his/her evaluation and recommendations with evidence. The student will need a minimum of 3–5 references for each case study. Each case study must be 5–7 pages. The student must integrate a biblical worldview in his/her proposed course of action for each case study. The paper must have a substantive conclusion that summarizes the student's key points. The paper must also have a cover page and a reference page in current APA format.

Exams (2)

There are 2 exams in this course. The student must think, reflect upon, and choose the best answer based on the readings. Each exam consists of 50 multiple-choice and true/false questions and has a 2-hour and 30-minute time limit. Exams are open-book/open-notes, but are not to be collaborated on with anyone.

**VI. COURSE GRADING AND POLICIES**

- A. Points

Course Requirements Checklist	10
Discussion Board Forums (3 at 75 pts ea; 2 at 50 pts ea)	325
Case Studies (3 at 125 pts ea)	375
Exam 1	150

Exam 2

150

**Total** 1010

## B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

## C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

## D. CJUS Policy

The nature of the criminal justice community demands that persons involved be of a high level of integrity, and education is not merely academic in nature, but is holistic. Students enrolled in CJUS courses will be held to a high standard. Self-control is imperative for CJUS practitioners. If not “merely” to honor Christ, your family, and this academic institution, on a purely pragmatic level, in anticipation of future employability in the career field of your choice, conduct yourselves so as not to place yourselves in difficult and embarrassing situations.

## E. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

***COURSE SCHEDULE***

**CJUS 322**

Textbook: Alarid, *Community Based Corrections* (2017).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Alarid: chs. 1–3 1 presentation	Course Requirements Checklist Class Introductions DB Forum 1	10 0 75
<b>2</b>	Alarid: ch. 4 1 presentation	DB Forum 2	75
<b>3</b>	Alarid: ch. 5 1 presentation	Case Study 1	125
<b>4</b>	Alarid: chs. 6–7 2 presentations 2 articles	DB Forum 3 Exam 1	50 150
<b>5</b>	Alarid: chs. 8–9 2 presentations	Case Study 2	125
<b>6</b>	Alarid: ch. 10 1 presentation 1 article	DB Forum 4	75
<b>7</b>	Alarid: ch. 11 1 presentation	Case Study 3	125
<b>8</b>	Alarid: ch. 14	DB Forum 5 Exam 2	50 150
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.