



**COURSE SYLLABUS**  
**CJ 478-001: Community Based Corrections**  
**Spring 2015**  
**MWF 9:00-9:50PM**  
**Web-enhanced**

**Instructor:** Dr. Martha Henderson Hurley  
**Office Location:** Ferguson 210  
**Office Hours:** MW: 10:00-11:00AM and 12-1:00PM  
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<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

*Required Reading:*

Abadinsky, R. (2015). Probation and Parole (12thed). Pearson. ISBN 9780133483703

Other materials as assigned and located in DocSharing in ECollege

**Course Description:**

A study of probation, parole, diversion, pre-trial release, and intermediate sanctions. A critical analysis of the statutes and policies relating to the administration of community-based correctional programs.

Specifically, this course will highlight critical issues and trends in community-based corrections as well as evaluate the practice of community corrections nationwide. Special emphasis will be placed on exploring the development of community corrections, including probation, parole,

intermediate punishments, special offenders in the community, and juvenile offenders in the community.

**Student Learning Outcomes:**

1. The student will obtain a basic understanding of community corrections concepts
2. The student will understand the policy implications of community corrections practice
3. The student will be able to put community corrections practice in a national context
4. The student will learn how to think critically about community corrections issues

<b>COURSE REQUIREMENTS</b>
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**Instructional / Methods / Activities Assessments**

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work toward achieving these outcomes through homework assignments, in-class activities, and quizzes/exams. Below is an explanation of each course requirement including due date, assignment instructions, and other information.

Please note that a core competency of this course is critical thinking. Critical thinking requires students to think through situations, facts, and issues in an open-minded and objective way in an effort to analyze and evaluate information in an informed manner. Qualities of a critical thinker (and of arguments that embody critical thinking) include:

- **Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration**—in other words, just because the book tells you it is true, doesn't mean that there may not be another solution or possibility to consider. The way that facts relate to one another—and not just fact alone—should be used to determine truth.
- **Critical thinkers are not only independent thinkers; they are also fair-minded in that they are willing to consider all points of view, and they are careful to take every aspect of an argument into consideration**—your way of thinking may not necessarily be the only way or the right way of thinking. Consider other perspectives

- **Consider evidence (facts), source (from what source did your evidence come from), and motivations (what might be the underlying motivation behind these facts)**—in other words, gather information from credible sources and evaluate these sources/factual information in the context of what you have been asked to discuss/evaluate.

When preparing homework assignments, presentations and taking exams, use the following to help you critically think through the question being asked. You will be graded (in part) on how well you perform these tasks.

- Determine the problem/issue you are trying to solve. Make sure you remain open-minded and objective and be aware of your own biases on the subject and put them aside
- Develop a hypothesis and/or possible solution to the problem/issue. Brainstorm other possible solutions. Think about the pros and cons of the problem/issue
- Gather information on the problem/issue that may support or contradict your position
- Analyze your facts. Do not assume anything. Evaluate the facts objectively
- Determine a reasonable conclusion based on all of the facts
- Make sure your facts (and the reporting of the facts) are accurate. You may assume a causal relationship but there might be other possible conclusions to be drawn based on other factors. Be sure to evaluate what those might be

Homework (4 assignments worth 100 points each = 400 course points)

You are required to complete **4** homework assignments for this course. Be sure to utilize APA citation format for all homework assignments. (See below under Course and University Procedures/Policies for more on APA format).

All assignments should be a **MINIMUM** of 2 pages in length, **MAXIMUM** 12-point font, double-spaced. Homework assignments should be turned in to the appropriate eCollege dropbox by 10:00AM CST on the following days. (See below under Technology Requirements for more on turning in assignments using eCollege).

**Homework Assignment #1 due on January 30, 2015 (Friday)**

Student Learning Outcome #3, & 4: The student will be able to put community corrections practice in a national context. The student will learn how to think critically about community corrections issues

Assignment Instructions: The purpose of this assignment is to familiarize you with community corrections in a national context. To this end, you are asked to evaluate information on community corrections at the national and state level and to evaluate it in some detail (i.e., compare and contrast)

Your assignment should be organized in the following manner:

- Pick a state other than Texas
- Go to the state's website and locate information regarding their community corrections system. Explain this system in detail. Provide any information that will help you explain the community corrections system in your state in a detailed way.
- Go to the Bureau of Justice Statistics website: <http://bjs.ojp.usdoj.gov/>
- Download relevant reports that help you put your state's community corrections system in national context. **HINT:** this will not be easy—it will take time and take some investigation. Start this assignment early.
- Locate the state you are interested in studying in the report(s) you find
- Identify the following:
  - Number of people under community corrections supervision in that state v. national figures
  - Ethnic and gender breakdown for the state v. national figures
- Include other relevant information that will help compare your state with national data. You must provide two other pieces of information that will help you in this regard.
- Use critical thinking skills to evaluate your state/the national community corrections landscape. Compare and contrast the state you chose with national figures on community corrections. What are your thoughts? What trends do you observe?
- Be sure to use APA citation format

Assessment Method: This homework assignment will be graded using the Homework Assignment Grading Rubric provided in Appendix A of the syllabus.

*Homework Assignment #2 due on February 13, 2015 (Friday)*

Student Learning Outcome #1 & 4: The student will obtain a basic understanding of community corrections concepts. The student will learn how to think critically about community corrections issues.

Assignment Instructions:

- Select **ONE** of the following topics to write about:
  - Pre-trial and diversion
  - Assessment and risk prediction
  - Probation management and case planning
- After you have selected your topic, explain what your topic is and why it is important in the realm of community corrections.
- Utilize the online library databases to locate **one** article on your topic (this does NOT mean Google). This means CJ Abstracts, SOCIindex, etc. Read this article and evaluate it in light of what you have read on the subject in your text/reader. How does the article 'fit in' to the discussion (or not). Use information from the article and your text (or other sources) to make your point. What questions do you have about what you have read?
- Be sure to use your critical thinking skills when completing this assignment. Think through your topic. What role does it play in the larger discipline of community corrections? You may use your text to provide context.
- Be sure to cite properly using APA citation format.

Assessment Method: This homework assignment will be graded using the Homework Assignment Grading Rubric provided in Appendix B of the syllabus.

### *Homework Assignment #3 due on March 6, 2015 (Friday)*

Student Learning Outcomes #3 & 4: The student will be able to put community corrections practice in a national context. The student will learn how to think critically about community corrections issues.

Assignment Instructions: The purpose of this assignment is for you to study/learn about community corrections in some depth. To that end, your assignment should be organized in the following manner:

- Identify **one topic related to** community corrections officers or parole supervision that you are interested in studying in some depth. Explain this topic's place in the context of community corrections programs.
- Compare and contrast information on your topic. Locate at least **3** articles on the subject matter and write a mini literature review. These articles should be retrieved from databases as suggested in Assignment #2. This review should briefly outline the article and compare/contrast and/or somehow integrate information from both articles in to a cohesive discussion about the subject matter. Be sure to use information from your text/reader to support your position.
- Be sure to use your critical thinking skills when completing this assignment.
- Be sure to use APA citation format

Assessment Method: This homework assignment will be graded using the Homework Assignment Grading Rubric provided in Appendix C of the syllabus.

### *Homework Assignment #4 due on May 1, 2015 (Friday)*

Student Learning Outcomes #3 & 4: The student will be able to put community corrections practice in a national context. The student will learn how to think critically about community corrections issues.

Assignment Instructions: The purpose of this assignment is for you to study/learn about community corrections in some depth. To that end, your assignment should be organized in the following manner:

- Identify **one** community corrections topic related to juvenile offenders that you are interested in studying in some depth. The topic cannot be the same as what you completed for previous homework assignments. Explain this topic's place in the context of community corrections programs.

- Compare and contrast information on your topic. Locate at least **3** articles on the subject matter and write a mini literature review. These articles should be retrieved from databases as suggested in Assignment #2. This review should briefly outline the article and compare/contrast and/or somehow integrate information from both articles in to a cohesive discussion about the subject matter. Be sure to use information from your text/reader to support your position.
- Be sure to use your critical thinking skills when completing this assignment.
- Be sure to use APA citation format

Assessment Method: This homework assignment will be graded using the Homework Assignment Grading Rubric provided in Appendix C of the syllabus.

Group Presentation (100 course points)

Student Learning Outcomes #1, 2, #4: The student will obtain a basic understanding of community corrections concepts. The student will understand the policy implications of community corrections practice. The student will learn how to think critically about community corrections issues.

Students are responsible for making one 15 minute presentation on an approved community corrections topic. Each student will be assigned to work in a group. You may obtain information on your topic from anywhere (i.e., news outlet, newspaper, blog, etc). Your presentation will include an explanation of your topic and how it applies (coincides with or contradicts) to what we have/are learning in class. You will need to clearly identify how your material 'fits in' to our course discussion and critically evaluate its relevance. You will need to provide a copy of your topic, annotated bibliography, PowerPoint presentation of 10 to 15 slides to the instructor the class period prior to each presentation date.

Students will sign up to present on **one** of the following dates during the semester. Sign-up sheets will be distributed in class.

**May 4, 2015**

**May 6, 2015**

**May 8, 2015**

Assessment Method: This assignment will be graded using the Class Presentation Assessment Grading Rubric provided in Appendix E of the syllabus.

Exams (4 exams worth 50 points each =200 course points)

Student Learning Outcome #1: The student will obtain a basic understanding of community corrections issues.

**EXAMS MAYBE TAKEN IN CLASS Via ECollege.** Students will be advised of the precise composition of the exam prior to taking it. Your exam will take place on the following days.

*Exam #1 is on February 6, 2015 (Friday).*

*Exam #2 is on February 27, 2015 (Friday).*

*Exam #3 is on April 10, 2015 (Friday).*

*Final Exam is on May 13, 2015 from 8:00AM-10:00AM.*

Assessment Method: Multiple choice and/or short answer/essay questions.

Class Participation/Discussion (50 course points)

Student Learning Outcomes #1-3: The student will obtain a basic understanding of community corrections concepts. The student will understand the policy implications of community corrections practice. The student will be able to put community corrections practice in a national context.

Regular class attendance and participation is critical for a comprehensive understanding of the material that we will cover during the course of the semester. Please note that concepts for this course build upon one another and so it is **VERY IMPORTANT** for you to stay on top of the course material.

Also note that lectures and class discussions are designed to supplement, not replace or repeat the textbook. Therefore, I highly recommend that you attend class regularly and take excellent notes. Students are expected to read all materials assigned for class before the class period for which they are due. Students will be asked to sign in at the beginning of each class period.



Assessment Method: Based on your ability to discuss in an open and constructive way, those concepts and issues that we will cover in class.

<b>GRADING</b>
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Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Assignment Type	# of Assignments	Point Value	Total Points
Homework	4	100	400
Group Project/Class Presentation	1	100	100
Exams	4	50	200
Class Part/Discussion	1	50	50
		<b>TOTAL</b>	<b>750</b>

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course.

Total points possible for the semester = 800.

750-675 = A
674-600 = B
599-525 = C
524-450 = D
449 and below = F

You will find your course grades in the gradebook located in ECollege. This gradebook will keep a 'real-time' accounting of the points you earn on assignments for this class. In this way, you may track your progress in this course throughout the course of the semester.

## TECHNOLOGY REQUIREMENTS

The following hardware and software are necessary in order to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

For those of you who are not familiar with eCollege, I suggest you take the tutorial offered online. Should you have any questions, feel free to contact the folks in Technology Services.

## ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To log in to the course, go to:

<https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu).

Please note that this is a web-enhanced course and as such, all of your assignments will be turned in/completed through eCollege. The gradebook will also be available in eCollege. However, all tests will be taken in class.

Students will submit assignments electronically using the eCollege dropbox. The dropbox is found under the ‘dropbox’ tab located along the top toolbar or under each weekly unit for which an assignment is due. Students should be sure to submit all assignments as attachments (do not cut and past into the dropbox) and to submit the assignment into the properly named/numbered dropbox.

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

My primary form of communication with the class (when outside of class and office hours) will be through Email. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo. It will be your responsibility to check your University Email regularly.

Students who Email me outside of regular office hours for personal issues can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day. E-mail is not for clarification of class lessons; that is the purpose of attending class on a regular basis.

### **ECollege Student Technical Support:**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

**Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.

**Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

**Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

#### *Academic Honesty*

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

*Cheating* is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

*Plagiarism* is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

*Collusion* is defined as:

- Collaborating with another, without authorization, when preparing an assignment  
If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link for more detailed information.

<http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyAskedQuestions/academicHonesty/default.aspx>

*Policy for Reporting Problems with eCollege*

Should students encounter ecollege-based problems while submitting assignments in the dropbox the following procedure **MUST** be followed.

- Students must report the problem to the help desk. You may reach the helpdesk at [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511
- Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
- Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
- At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE: Personal computer/access problems are not a legitimate excuse for filing a ticket with the helpdesk. I strongly encourage you to check for compatibility of your browser BEFORE the course begins and to take the ECollege tutorial offered for students who may require some extra assistance in navigating the ECollege platform. ONLY Ecollege-based problems are legitimate.**

### ***Examination Policy***

There will be no make-up quizzes/exams except for students with documented medical excuses, students observing official religious holidays, and students on official college business. It is up to the student to advise me in advance if the student will not be able to take the exam due to official college business or religious holiday and to make alternative testing arrangements.

**ATTENDANCE/PARTICIPATION:** It is essential to attend all classes to do well in this course. Lectures and discussions are designed to supplement the book, not repeat it. Many items will be discussed in class that is not in the book. While students can copy someone's lecture notes, and complete reading assignments, there is no way to gain the information lost by missing class discussions. Study guides are not provided for any exams. Your study guides are your notes from your reading and class discussions.

Attendance will be taken each class period and you can receive up to 2 points per for each day you attend and participate or up to 100 points. If you miss more than one week's worth of classes (3 class sessions or more) you may want to consider dropping the course. There will be an automatic **dropping of one letter grade** for absences in excess of six (6) without an official documented excuse.

**TARDINESS:** Being on time is almost as important as being present. Class will begin **promptly** at the scheduled time. If you are not present when attendance is taken you will be counted absent. Tardiness is extremely rude and disruptive, and reflects a "don't care attitude" on your part. If for some reason beyond your control you must be late, enter the room as quickly and quietly as possible to minimize disruption. Repeated tardiness absolutely will not be tolerated. **If you cannot make it to class on time or have just taken employment/internship during the scheduled class time, please drop the course.** Should you routinely engage in behavior that disrupts the class, the professor reserves the right to ask you to leave the classroom.

**Note:** Class time needs to be focused on the academics. Please do not bring food into the classroom. Eat your snacks and meals before or after class. **You may not leave your cell phones on when you enter the classroom** absent an emergency which you should inform me about in advance. Any student caught texting while class is in session will have two (2) points deducted from the final grade for each documented infraction.

### ***APA Citation Format Policy***

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Style Sheet that is located in DocSharing in ECollege. You may also choose to access the following websites:

[www.apastyle.org](http://www.apastyle.org)

<http://owl.english.purdue.edu/owl/resource/560/02/>

[www.library.cornell.edu/resrch/citmanage/apa](http://www.library.cornell.edu/resrch/citmanage/apa)

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask.

### ***Late Work***

In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the semester and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy applies ONLY to assignments OTHER than exams.

Assignments received after the due date and time up to 1 day (24 hours) late will lose 20 points. Assignments received 2 days (48 hours) late will lose 20 points. Assignments 2+ days late will not be accepted/graded.

### ***Drop Course Policy***

I do not have a policy on nor do I condone the curving of grades. Your grades in this class will be an accurate reflection of your time, effort, and commitment to the subject matter at hand. Everyone begins this class with an 'A'. What you choose to do with that grade as the term progresses is up to you. You know up front what the requirements of this course are. If you are not willing or able to commit the time and effort to this class, you cannot and should not expect me to 'give you a break'. Students should take responsibility for dropping themselves from the course according to University policy should this become necessary. I will not do it for you.

### **University Specific Procedures:**

#### *ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library 132**  
**Phone (903) 886-5150 or (903) 886-5835**

Fax (903) 468-8148

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

[Student Disability Resources & Services](#)

### *Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

## COURSE OUTLINE / CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University Email and in class. The professor reserves the right to change the schedule if necessary and depending on the progress of the class

**Please note that all homework assignments are due by 10:00AM CST in eCollege on the day they are due as outlined in the syllabus.**

### **WEEK #1—January 21-23**

Review Syllabus  
Community Corrections in Context

### **WEEK #2—January 26-30**

#### **Section I: History and Development of Community-Based Corrections**

Text- Chapters 1 and 2

*The Ethics of Community-Based Sanctions*

*What Influences Offenders' Willingness to Serve Alternative Sanctions?*

*When the Policy Becomes the Problem: Criminal Justice in the New Millennium*

**Homework Assignment #1 due—Friday, January 30, 2015 @10:00 AM CST**

### **WEEK #3—February 2-6**

**Section II: Pretrial Release and Diversion**



Text Chapter 3

*The Impact of Gender and Race-Ethnicity in the Pretrial Release Process*  
*State Administration of Drug Courts: Exploring Issues of Authority, Funding, and Legitimacy*

**Exam #1- Friday, February 6, 2015 (Chapters 1, 2, 3 and class lecture)**

**WEEK #4—February 9-13**

**Section III: Parole Part One**

Text Chapter 4

**Homework Assignment #2 due—Friday, February 13, 2015 @10:00AM**

**WEEK #5—February 16-20**

**Section IV: Parole Part Two**

Text Chapter 5

**WEEK #6—February 23-27**

**Section IV: The Viability of Treatment Perspectives**

Text Chapter 6

*Offender Coercion in Treatment: A Meta-Analysis of Effectiveness*

**Exam #2 –Friday, February 27, 2015 (Chapters 4, 5 and 6, articles, lecture)**

**WEEK #7—March 2-6**

**Section VI: Effective Intervention Part 1**

What Works Literature- TBD

*Removing a Nail from the Boot Camp Coffin: An Outcome Evaluation of Minnesota’s Challenge Incarceration Program*

*Post-Release Substance Abuse Treatment for Criminal Offenders: A Cost-Effectiveness Analysis*

**Group Assignment Part 1 due—Friday, March 6, 2015 @10:00AM**

**WEEK #8—March 9-13**

**Section VI: Effective Intervention Part 2**

**Group Assignment Part 2 due—Friday, March 13, 2015 @10:00AM**

**WEEK #9—March 16-20**

**NO CLASS—SPRING BREAK**

**WEEK #10—March 23-27**

**Section VII: Officers**

Text Chapter 7

*Gender Matters: Differences in State Probation Officer Stress*

**WEEK #11—March 30-April 3**

**Section VIII: Supervision in the Community**

Text Chapter 8

*From the Inside: The Meaning of Probation to Probationers*

*Attorney Views on the Use of Private Agencies for Probation Supervision and Treatment*

**Homework Assignment #3 due Friday, April 3, 2015**

**WEEK #12—April 6-10**

**Section VIII: Community-Based Nonresidential and Economic Intermediate Sanctions:**

Text Chapter 9

*Day Reporting Center Completion: Comparison of Individual and Multilevel Models*

*Under Surveillance: An Empirical Test of the Effectiveness and Consequences of Electronic Monitoring*

**Exam #3- Friday, April 10,, 2015 (Chapters 7, 8, 9 and class lecture)**

**WEEK #13—April 13-17**

**Section IX: Parole Management, Case Planning, and Reentry/ Special Programs**

**Text Chapter 10**

*Does Parole Work?-Revisited: Reframing the Discussion of the Impact of Post-Prison Supervision on Offender Outcome*

*"Punishment on the Installment Plan": Individual-Level Predictors of Parole Revocation in Four States*

**WEEK #14—April 20-24**

**Section X: Juvenile Offenders**

Text Chapter 11

*An Experimental Juvenile Probation Program: Effects on Parent and Peer Relationships*

**April 24, 2015- Group Project Assignment**

**WEEK #15—April 27-May 1**

**Section XI: Future/Effective Programs**

Text Chapter 12

*Closing the Revolving Door? Substance Abuse Treatment as an Alternative to Traditional Sentencing for Drug-Dependent Offenders*

*The Effectiveness of Community Service Sentences Compared to Traditional Fines for Low-Level Offenders*

*Day Reporting Center Completion: Comparison of Individual and Multilevel Models*

**Homework Assignment #4 due Friday, May 1, 2015 @10:00AM**

**WEEK #16—May 4-8**

**Group Project/Presentations**

**May 4, 2015**

**May 6, 2015**

**May 8, 2015 Final Exam Review on May 8, 2015**

May 13 per University Schedule

**\*\*\*Final Exam:**

8:00-10:00AM

***Note: Instructor intends to follow syllabus but reserves the right to make revisions as deemed necessary and appropriate and will notify students in writing.***

**APPENDIX A**  
**Homework Grading Rubric**  
**Rubric for Homework Assignment #1**

Provide detailed community corrections information on state of choice	<u>      </u> /15
Provide relevant information from BJS or other relevant reports/information	<u>      </u> /15
Include number of people under community supervision, ethnic and gender (state v. national figures) and two additional pieces of information	<u>      </u> /20
Student engages in critical thinking	<u>      </u> /20
Student utilizes proper APA citation format	<u>      </u> /15
Student follows directions/formats paper properly/uses correct grammar	<u>      </u> /15

Comments:

**APPENDIX B**  
**Homework Grading Rubric**  
**Rubric for Homework Assignment #2**

Student chose a topic and explains why it is important \_\_\_\_\_/20

Student includes information from outside credible source (peer-reviewed article or report) and used the information  
To explain how the article compliments (or not) what the student has read \_\_\_\_\_/30

Student utilizes critical thinking \_\_\_\_\_/20

Student utilizes proper APA citation format \_\_\_\_\_/15

Student follows directions/formats paper properly/uses correct grammar \_\_\_\_\_/15

Comments:

**APPENDIX C**  
**Homework Grading Rubric**  
**Rubric for Homework Assignment #3**

Student picks program and explains its place in the continuum of community corrections programs.	<u>          </u> /20
Student provides information from 2 peer-reviewed articles, outlines them, and compares/contrasts/integrates the information from the articles in a cohesive manner; student uses material from the text for support	<u>          </u> /30
Student evaluates programs critically	<u>          </u> /20
Student utilizes proper APA citation format	<u>          </u> /15
Student follows directions/ formats paper properly/uses correct grammar	<u>          </u> /15

Comments:

**APPENDIX D**  
**Class Presentation Grading Rubric**

Group provides clear synopsis of article/material  
\_\_\_\_\_ /20

Group links material to what they have learned in class  
\_\_\_\_\_ /20

Group utilizes critical thinking skills  
\_\_\_\_\_ /30

Group provides copy of material  
\_\_\_\_\_ /10

Average Group Member Rating from Members  
\_\_\_\_\_ /10

Class Rating of the Presentation  
\_\_\_\_\_ /10

Comments