

PERU STATE COLLEGE  
CJUS 308 – COMMUNITY-BASED CORRECTIONS  
SYLLABUS – SPRING 2010

**INSTRUCTOR:** Dr. Kelly Asmussen  
**OFFICE:** TJM 308 (O) 402-872-2426 (H) 402-423-7857  
[kasmussen@oakmail.peru.edu](mailto:kasmussen@oakmail.peru.edu)  
**OFFICE HOURS:** M & W 8:30 – 9:30 11 – 1 Scheduled by appt. also  
**COURSE MEETS:** Monday & Wednesday 9:30 – 10:45 P.M. TJM 302

**REQUIRED TEXT:** Community-Based Corrections. 8<sup>th</sup> Edition. 2010. Alarid and Carmen. Wadsworth/Cengage Learning.

**PREREQUISITES:** CJUS 110 Survey of Criminal Justice

**COURSE DESCRIPTION:**

This course focuses on correctional procedures, practices, strategies and personnel regarding probation, parole, juveniles, diversion, and other innovative correctional approaches applied in a community setting.

**COURSE OBJECTIVES:**

Upon completion of this course, you should be able to:

1. Know which variables have the most impact upon successfully completing community based sanctions.
2. Understand which skills and resources utilized by adult and juvenile probation and parole officers are most effective for community-based supervision.
3. Read and understand a pre-sentence investigation report, how these reports are utilized, and the importance of these reports to the disposition of cases. .
4. Know which new and innovative programs proposed for use in community-based corrections are appropriate for particular types of offenders.
5. Understand how Parole Board or Pardon Board Hearings are conducted and how decisions are rendered.

On the first day of class, I will discuss how these objectives fit into the School of Professional Studies and College mission and goal statements attached to this syllabus.

**EXPECTATIONS & INSTRUCTIONAL APPROACH:**

This class will involve class lectures and answering questions posed regarding applications of the reading materials. I will provide you with educational opportunities such as discussion groups, guest speakers, field trip(s), and video and films deemed appropriate for you to be successful in this course.

## **ASSESSMENT & GRADING:**

### **CHAPTER QUIZZES:**

**10 -15 points each**

A quiz will be given over each chapter and is worth 10 -15 points. Your goal is to get 5 consecutive 90% or better quiz grades and you will not have to take any more quizzes for the rest of for the semester. I will use your current grade percentage for each of the rest of the quizzes. Quizzes will include any topics also discussed by a guest speaker.

If you participate in extra-curricular activities that take you away from campus, it is your responsibility to make arrangements to take the quiz BEFORE you are gone from campus, not after you return to campus.

### **EXAMS:**

**Approximately 300 points**

**Taking tests at the designated time is required, not an optional decision on your part. The instructor reserves the right to determine whether or not you will have an opportunity to take a test at another time. This ensures the process of testing is equitable to everyone.**

There will be three exams scheduled throughout the semester. Each exam is scheduled to be worth approximately 100 points. Each of the three exams will be equally weighted, non-cumulative unit exams. The test dates are scheduled to be: February 17, March 31 & May 5.

### **DAILY ASSIGNMENTS:**

**10 – 25 points each**

I will have daily assignments that will be handed in for evaluation.

#### **Case Studies**

Several case studies at the end of chapters will be assigned. Most case studies will require you to read the vignette and provide “a solution” to the case, or suggest a course of action. These will be typed up and handed in for evaluation

### **REQUIRED MEETING ATTENDANCE:**

**30 points**

You must attend one of these meetings this semester with an appropriate write-up:

The write-up of your attendance will include:

**Community Corrections Council report** (meet twice in spring semester (2/12 & 3/19 Lincoln) – look up this council on their web-site and read the past 3 years reports so you know what issues they may be discussing at the meeting. Listen intently to the meeting and take notes of the discussion from the various perspectives.

**Pardons Board report** – (meet once in spring semester (February 11<sup>th</sup> Lincoln) - You can read about the Board and past decisions on their website. Listen intently to the issues discussed as to why the Board should allow this person’s application to be approved or denied, and what civil rights this person is given back to participate in society.

**Parole Board report** – (meet several times each month (Lincoln/Omaha/York) posted schedule) - the Board meets several times each month at different correctional institutions. You WILL NOT be able to take notes at this meeting, so you would need to remember vital information about the cases, not specific information about each case. Listen intently to what the Board members emphasize and what the inmates say to the Board, and whether the inmates are prepared to speak on their own behalf.

**Parole Revocation report** – (meet every other Tuesday at LCC (Lincoln) - Parole Administration has meetings every other Tuesday at LCC in Lincoln. These hearings emphasize due process and the introduction of evidence, as well as parole officer's reports about how the inmate has met or broken the conditions of parole.

Summarize your thoughts with no less than 3 full pages of discussion with 1" margins; excluding the title page and references pages. What did you learn? How did the discussions compare to what you have read in your textbook? Conduct additional research about a particular topic discussed and give your reactions. Make sure you cite relevant materials APA style; there must be 3 citations listed.

You will be responsible for all transportation and food costs. You may be required to contact the person(s)/agency where the meeting will be held in order to make arrangements to attend the meeting. I would suggest you work with others in the class in order to car-pool and save expenses.

### **ALTERNATIVE TO INCARCERATION PROJECT** 100 points

You will develop a poster for an alternative program that would keep convicted felons out of prison. There are virtually no limitations to this project; only your creativity. Your proposal and class presentation will include and be evaluated on:

1. **Problem** – Identify the specific problem area your project would focus on. 10 points
2. **Project Design** - Describe what the project is designed to do. 15 points
3. **Goals – Objectives** – Describe specific outcomes you will achieve in measurable terms. 10 points
4. **Methods** – Describe actual activities you will incorporate into the project – specify timelines, etc. 20 points
5. **Evaluation** – How will you evaluate what you have accomplished meeting your objectives 20 points
6. **Presentation of Project to Class** 25 points

You will develop and produce a poster board presentation (no larger than 24" x 36" – grey scale). You will present your program with a partner of your choice from the class. The presentation will last approximately 10 minutes. **The presentations will be given the week of Dead Week (April 26<sup>th</sup> and 28<sup>th</sup>).** No groups of 3 or larger are permitted.

### **LATE ASSIGNMENT POLICY:**

I DO NOT ACCEPT LATE ASSIGNMENTS, unless you are given specific permission by me in advance. If you encounter a major problem, be sure to contact me ASAP to notify me of the nature of the problem so we discuss what the appropriate action might be to deal with that problem.

### **CLASS ATTENDANCE AND PARTICIPATION:**

Class attendance and participation in this class are vital to your learning experience. Therefore, I expect you to read the textbook in order to be ready to participate in daily class discussions. The questions I have given you will serve as a method for your studying the chapter and summarizing key points. I encourage students to ask questions, seek out my help when you have questions, and help your classmates to understand the materials and assignments. It is essential that keep up in your readings and assignments.

### **Cell Phones/Texting:**

All cell phones will be turned off when you enter the classroom, unless you are an emergency responder. Cell phone use/texting is very disruptive to class discussions. Your grade will be docked 25 points each time you violate this directive and you will be asked to leave the classroom for that day.

### **COLLEGE'S INCOMPLETE COURSEWORK POLICY:**

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade ONLY when serious illness, hardship, death in the immediate family, or military service during the semester in which they are reregistered prevents them from completing the course requirements by finals week. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete the required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

### **COLLEGES ACADEMIC INTEGRITY POLICY**

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited properly. They may observe students in the act of cheating or may become aware of instances of cheating from statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College "... will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored." Peru State College's policy is that each course that is offered entirely on-line will feature a proctored final exam that substantially measures the extent the course's stated learning objectives are achieved. Online course syllabi will clearly state, regardless of grades previously earned, the proctored final exam must be passed in order to receive full credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment, or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters if found to be responsible of multiple instances of academic dishonesty. The reason for the suspension will be noted on the student's transcript.

A faculty member need present only basic evidence of academic dishonesty. There is not requirement for proof on intent. Students are responsible for understanding these tenets of academic dishonesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeal.

### **TITLE IX COMPLIANCE NOTICE**

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII,

IX Compliance Coordinator, Peru State College, P.O. Box 10, Peru, NE 68421-0010,  
(402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the  
Center for Achievement and Transition Services (CATS).

**A tentative course schedule will be handed out in class.**

