

**ALBERTUS MAGNUS COLLEGE**

700 Prospect Street  
New Haven, CT 06511

**MS in CJ Program**

**Course:** CJ 521-1/DL-1: Probation, Parole, Community Corrections

**Term:** Mod

**Time/ Location:** DL / FLEX Format: Tuesday & Thursday Attendance  
FULLY ON-LINE

**Instructor:** Prof. Steven Strom, J.D.

**Office Hours:** By appointment

**Phone/ E-mail:** Work – 860-808-5450 / [srstrom@albertus.edu](mailto:srstrom@albertus.edu); [steven.strom@ct.gov](mailto:steven.strom@ct.gov)

**Text:** **Offender Reentry: Rethinking Criminology and Criminal Justice; Crow & Smylka**  
**ISBN-13: 978-1449686024**  
**But They All Come Back; Travis, Jeremy** **ISBN: 9780877667506**

- **Course Rationale**

This course is being offered in accordance with ACJS standards. With well over 2 million individuals living under the auspices of America's correctional system, it is imperative that students grasp the importance of alternatives to incarceration and community reentry for released offenders.

- **Course Description**

This course will look into the alternatives to incarceration that exist in the United States. Parole, probation, and community corrections will be examined in order to gain a better understanding for the potential use of these services as a more sensible option to mass incarceration. (*This course is also part of the corrections concentration*).

- **Methodology**

The methodologies employed to accomplish the learning objectives include having students read the textbook, articles distributed in class, and court cases. In addition, students will engage in in-depth classroom/online discussions of the topics covered, engage in research paper writing, and classroom/online testing.

- **Course Requirements:**

**DISTANCE LEARNING Students (DL)**

Grades will be based on the average of (2) tests, a research paper, (6) weekly chapter submissions and (8) weekly online forum submissions.

**Tests:** There will be two (2) tests during the MOD, one approximately halfway through and one at the end. All of the information needed to prepare for the tests will be available from the assigned readings, notes, eLearning site, and/or handouts. Each test will account for 20% of your final grade (40% total). **NOTE: TESTS MAY ONLY BE MADE UP DURING THE MOST EXTREME CIRCUMSTANCES AND AT THE DISCRETION OF THE INSTRUCTOR.**

**Research Paper:** Each student will be responsible for completing an 6-8 page research paper related to probation, parole or community corrections in the United States. Students **MUST** properly cite **LEGITIMATE** sources. Students will use Times New Roman type, 12 pt. font, and 1” margins. The paper will account for 20% of your final grade. **NOTE: YOU WILL LOSE 10 POINTS FOR EACH CLASS THE PAPER IS LATE, \_\_\_\_\_**

**Online Chapter Submissions:** There will be 6 online chapter submissions throughout the MOD, and each will cover the assigned readings for that particular class. Submissions shall be a minimum of 3 pages in length and address the specific issues presented by the instructor. The online submission average will account for 20% of your final grade. **NOTE: IF YOU MISS AN ASSIGNMENT, IT CANNOT BE MADE UP.**

**Online Forum Submissions:** Students will be responsible for contributing to each of the (8) eLearning forums established for that particular week. Submissions must be **robust and scholarly** (not simply, “I agree”), contribute to the overall discussion, and thoroughly address the subject matter. Students must submit a **MINIMUM** of 3 positions/responses to the weekly forum discussions. The online forum discussions will be graded and account for 20% of your final grade. **NOTE: IF YOU MISS A FORUM SUBMISSION DEADLINE/REQUIREMENT, IT CANNOT BE MADE UP.**

- **Attendance**

- Class attendance is required and excessive (unexcused) absences will adversely affect your final grade.

### **Tuesday/Thursday Attendance Classes**

**Classes will run on a Sunday through Friday “MOD week” and attendance will be tracked by responding to the 2 weekly *Attendance Questions* (one for Tuesday and one for Thursday). Students must respond to the *Tuesday Attendance Question* between Sunday and Tuesday of the week and then respond to the *Thursday Attendance Question* on either Wednesday or Thursday of the week. If you do not respond to the *Attendance Questions* within those timeframes, you will be marked absent on the respective days. Class attendance is required and excessive (unexcused) absences will adversely affect your final grade.**

- **Grading**

Your final grade will be based on the following scale:

94 - 100	A
90 - 93	A-
87 - 89	B+
84 - 86	B
80 - 83	B-
77 - 79	C+
74 - 76	C
70 - 73	C-
67 - 69	D+
60 - 66	D
< 60	F

- **Tradition of Honor:** As a member of the Albertus Magnus College Community, each student taking this course agrees to uphold the principles of honor set forth by this community, to defend these principles against abuse or misuse, and to abide by the regulations of the College. To this end, every student must write and sign the following statement at the end of each examination: *“I declare the Honor Pledge.”*
- **Intellectual Honesty:** Plagiarism is a serious offense against academic integrity and intellectual honesty. In completing written assignments, the student must work independently

unless the class instructor indicates otherwise. It is important for students to understand that they must reference the sources for all direct quotes, for the rephrasing of information from an outside source, and for ideas borrowed from readings. Citations are also needed for any images, videos, or other multimedia the student may use in their ePortfolio. Students are required to use APA or MLA format when referencing sources. Failure to cite appropriate references in any of these instances results in an act of plagiarism, intentional or unintentional. The first violation shall result in a grade of zero for the assignment; a second violation will result in failure of the course. If a student is unfamiliar with these formats, please notify the instructor.

- **Appropriate Classroom Conduct:** Students are expected to show a respect for order, the rights of others, and to exemplify a sense of honor and integrity in the classroom. Student conduct is considered an integral part of the educational process. Therefore, no student should be denied the right to learn as a direct result of disruptions in the classroom. Active learning, open inquiry, and the free expression of informed opinion are the foundations of a liberal education at Albertus Magnus College. However, student behavior that interferes with an instructor's ability to conduct the class is prohibited. Students are expected to be considerate and respectful of the rights, views, and interests of other students and faculty. The instructor will take appropriate action if students do not abide by these rules. **CELLPHONE USE IS STRICTLY PROHIBITED DURING CLASS MEETINGS!**
- **Accommodations for Special Needs:** Please advise the instructor of any special needs at the beginning of the semester. Those students seeking accommodation based on disabilities should provide a Faculty Contract Sheet through the Director of Academic and Student Disability Services, Aquinas Hall, Room 114 at (203) 672-1050, or email [asejdic@albertus.edu](mailto:asejdic@albertus.edu).
- **Incompletes/Withdrawals:** Students experiencing difficulty with course material may wish to withdraw from a course/take an incomplete. Students need to comply with the Registrar's instructions (see student handbook under "academic policies") in order to officially withdraw from a class or take an incomplete.
- **Library Component:** All information required to complete assignments may be accessed through the AMC library.
- **Definition of a Credit Hour:**
  - **Albertus Magnus College Definition of a Credit Hour:**
  - Albertus Magnus College adheres to the definition of a credit hour in compliance with and as defined by [NECHE commission policy](#).
  - Definition and Commission Review of the Credit Hour The Commission defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than – (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for

approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
- **Writing Guidelines:** The writing guidelines for this course will follow the APA STYLE FORMAT described below:

(1) American Psychological Association's (APA) style format standards. Referenced pages must be correctly formatted and alphabetized; sources must be appropriate to the assignment, correctly cited, and traceable; and the number of citations and sources must be adequate for each paper. Citing your sources properly requires following the APA style format rules. Please use the documentation guidelines found in your citation manual or through the online Purdue Online Writing Lab (OWL).

**Class Schedule**  
**CJ 521-1/DL-1: Parole, Probation, Community Corrections**

**YOU MUST CHECK E-LEARNING FREQUENTLY AS THE SYLLABUS MAY CHANGE**

**Week 1**

- **Assigned Readings: ALL STUDENTS**
  - Chapter 1: Reentry: Parole by Any Other Name**
  - Chapter 2: Cultural Challenges: Implementing Reentry Reform at a Correctional Facility**
- **Assigned Viewing: ALL STUDENTS**
- **Chapter Submission: ALL STUDENTS**
- **Forum Discussion: ALL STUDENTS**

**Week 2**

- **Assigned Readings: ALL STUDENTS**
- **Begin Reading But They All Come Back; Travis, Jeremy**
  - Chapter 3: Prison Work: Transforming Identity and Reducing Recidivism**
  - Chapter 4: A second Chance? Challenges in Implementing and Assessing Offender Reentry Initiatives**
- **Assigned Viewing: ALL STUDENTS**
- **Chapter Submission: ALL STUDENTS**
- **Forum Discussion: ALL STUDENTS**
- **Quiz #1 – June 6, 2021**

**Week 3**

- **Assigned Readings: ALL STUDENTS**
  - Chapter 5: Addressing the Unique Challenges of Jail Reentry**
  - Chapter 6: Factors Associated with Recidivism among Reentry Program participants in the Jail Setting: Results and Recommendations**
- **Assigned Viewing: ALL STUDENTS**
- **Chapter Submission: ALL STUDENTS**
- **Forum Discussion: ALL STUDENTS**

### Week 4

- Assigned Readings: ALL STUDENTS
  - Chapter 7: Unmet Need: A Survey of State Resources at the Moment of Reentry
  - Chapter 8: Using 20 Minutes Wisely: Community Supervision Officers as Agents of Change
- Assigned Viewing: ALL STUDENTS
- Forum Discussion: ALL STUDENTS
- Test #1 Due

### Week 5

- Assigned Readings: ALL STUDENTS
  - Chapter 9: Reentry and Employment: Employers' Willingness to Hire Formerly Convicted Felons in Northwest Florida
  - Chapter 10: Men's Network Relationships and Reentry Experiences
- Assigned Viewing: ALL STUDENTS
- Chapter Submission: ALL STUDENTS
- Forum Discussion: ALL STUDENTS
- Finish Reading But They All Come Back; Travis, Jeremy
- Book Review Due But They All Come Back
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### Week 6

- Assigned Readings: ALL STUDENTS
  - Chapter 11: When Troubled Offenders Come Home: Removing Barriers to Reentry for Offenders with Mental Illness
  - Chapter 12: Managing the Reentry Transition with Substance Use Propensities: Insights from a Sample of Parolees in a Small, Industrialized Midwestern City
- Assigned Viewing: ALL STUDENTS
- Chapter Submission: ALL STUDENTS
- Forum Discussion: ALL STUDENTS
- Research Paper due
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## **Week 7**

- **Assigned Readings: ALL STUDENTS**
  - Chapter 13: Evaluating a Juvenile Reentry Program: An Elusive Target**
  - Chapter 14: What Works Here? A Methodology for Evaluating Local Reentry Programming**
- **Assigned Viewing: ALL STUDENTS**
- **Chapter Submission: ALL STUDENTS**
- **Forum Discussion: ALL STUDENTS**
- **Test #2 Due**

## **Week 8**

- **Assigned Readings: ALL STUDENTS**
  - Chapter 15: Lessons on Prison Reentry Program Implementation from San Diego SB 618 Experience**
  - Chapter 16: Prison, Reentry, and Offenders' Perceptions of Correctional Punishments**
  - Chapter 17: Coming to a Crossroads: A Critical Look at the Sustainability Of the Prisoner reentry Movement**
- **Forum Discussion: ALL STUDENTS**
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