



**Note to Instructor: Replace the placeholder text beneath the headings with the appropriate information for your course. Please note that all sections, with the exception of "Other Course Information," are required elements.**

### Basic Course Information

Semester:	<b>Spring 2021</b>	Instructor Name:	<b>Benny Benavidez</b>
Course Title & #:	<b>Concepts of Probation and Parole</b>	email	<b>Benny.benavidez@imperial.edu</b>
CRN #:	<b>21337</b>	Webpage (optional):	
Classroom:	<b>online</b>	Office #:	<b>760-355-8350</b>
Class Dates:	<b>online</b>	Office Hours:	<b>Tuesday and Thursday 1:30 - 2_30</b>
Class Days:	<b>vary</b>	Office Phone #:	<b>760 355 8350</b>
Class Times:	vary	Emergency Contact:	<b>Rhonda Ruiz</b>
Units:	3	Class Format:	Online Canvass

### Course Description

A survey of the historical development of probation and parole from early court procedures through modern practices with an emphasis on the operation of probation and parole agencies in California including such topics as probation and parole laws and procedures. (CSU)

### Course Prerequisite(s) and/or Corequisite(s)

*[Paste in the course prerequisite(s) and/or corequisite(s) from the COR, located at <https://imperial.curricunet.com/Search>]*

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to: 1. Identify the historical development of the Probation system. (ILO4, ILO5) 2. Identify the different roles of a Probation and Parole Officer. (ILO2, ILO4) 3. Identify the basic concepts of Probation and Parole. (ILO1, ILO2, ILO3, ILO4, ILO5)



## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Summarize the evolution of the Administration of Justice System.
2. Demonstrate an awareness of the objectives of the system, the crime problem and role expectations of criminal justice personnel.
3. Distinguish the system's responsibilities to the community, social implications of crime and general concepts in crime causation.
4. Compare and contrast various agencies, their organizational structures and develop an appreciation of the education, training and professionalism in the justice system.
5. Demonstrate an understanding of basic legal terms, the organization and concepts of the United States court system and identify the roles, functions and relationships of persons within the court system.
6. Summarize the history, structure and operation of the American correctional system.
7. Compare and contrast the juvenile justice system and its interrelationships with the criminal justice system.

## Textbooks & Other Resources or Links

Required Information-Probation, Parole and Community Corrections  
6<sup>th</sup> edition,

Author: Dean John Champion

This is your main textbook for the course. The questions contained in the exams will come from this book so read and study it carefully. This textbook takes an in-depth look at the procedures of Administration of Justice and probation and parole.

## Course Requirements and Instructional Methods

*[Describe course activities, assignments, tests, homework, etc.]* We will be using Canvas to conduct this online course. Logging into Canvas: a. Goto <http://imperial.canvas.com> and follow the login instructions to login. b. Once logged in, click on the 'courses' tab located on the top right of the page. c. Click on CSI 104 to enter the course. d. Read the course syllabus. e. Read the document under Week 1 entitled "Week 1 Online Things to Do." This outlines exactly what you have to do and by when you have to do it for Week 1. The online version of this course is not self-paced. There are strict deadlines that need to be met every week. You will be given a list of weekly deliverables that you will be responsible for. You can find these under the appropriate weekly heading (ie. Week 1). Any questions you may have about the course can be posted in the 'Ask the Instructor' forum inside Blackboard. Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less



than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

*[Provide detailed information related to grading practices and grading scale, including values and totals. Consider adding final grade calculation, rubrics, late assignment policy, and other grading practices.]*

Course Grading Based on Course Objectives Assignment Descriptors Points

1. Discussions	200 (10)
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2. Chapter Review/Vocabulary	200 (10)
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3. Tests	400
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#### (4) Course Requirements and Instructional Methods

Imperial Valley College Course Syllabus – Probation, Parole, and Community Corrections

Attendance	4
Classroom Etiquette	4
Final Exam	200 (1)
<b>TOTAL POINTS</b>	<b>1000</b>

A=100-90

B=89-80

C=79-70

D=69-60

F=59 below

**PLEASE NOTE:** Assignments are due on the date stated on the syllabus. No late assignments accepted. Make every effort to turn in assignments on time or you may receive a zero for that assignment

### Course Policies

*[Describe other policies such as attendance, academic honesty, netiquette, expected classroom behavior, etc.]*

A student who fails to attend the first meeting of a class or does not complete the first mandatory

activity of an online class will be dropped by the instructor as of the first official meeting of that class.

Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.

•Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per

week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped. • Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Other Course Information

*[Optionally, include other necessary information.]*

• **Electronic Devices:** Cellphones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.

### Imperial Valley College Course Syllabus – Probation, Parole, and Community Corrections 5 Online

**Netiquette Academic Honesty** • Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor. • **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog. • **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children. • **What is netiquette?** Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online. • **Students are to comply with the following rules of netiquette:** (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)]

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property. There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct. • **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help. • **Cheating** is

defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question. Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or

Imperial Valley College Course Syllabus – Probation, Parole, and Community Corrections  
Additional Student Services  
Disabled Student Programs and Services (DSPS)  
Student Counseling and Health Services  
attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas. Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- Learning Services. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- Library Services. There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources. Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as



possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations. Students have counseling and health services available, provided by the pre-paid Student Health Fee. • Student Health Center. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information. • Mental Health Counseling Services. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential,

Imperial Valley College Course Syllabus – Probation, Parole, and Community Corrections  
Veteran’s Center  
Extended Opportunity Program and Services (EOPS)  
Student Equity Programs  
supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information. The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141. The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population. Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355-6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu). EOPS provides additional support and services that may identify with one of the following experiences: • Current and former foster youth students that were in the foster care system at any point in their lives • Students experiencing homelessness Formerly incarcerated students To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).



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## Imperial Valley College Course Syllabus – Probation, Parole, and Community Corrections 8 Student Rights and Responsibilities Information

**Literacy**•The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100. •The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100

### Anticipated Class Schedule/Calendar

*[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]*

### COURSE ROAD MAP

#### CSI 104

#### Course Road Map Schedule

**Week Number**

**Dates**

[Week 1](#)

**Feb. 16 - Feb. 21**

Syllabus & Introduction

**Week 2**

**Feb. 22 - feb 28**

Chapter 1-Criminal Justice System Components: Locating Probation and Parole

Discussions/Chapter Review

**Week 3**

**March 1 - March 7**

Chapter 2-Theories of Offender Treatment

Discussions/Chapter Review

**Week 4**

**March 8 - March 14**

Chapter 3-An overview of Community Corrections

Discussions and test

**Week 5**

**March 15 - March 21**

Chapter 4-Sentencing and the Presentence Investigation Report

Discussions/Chapter Reviews

**Week 6**

**March 22 - March 28**

Chapter 5-Probation and Probationers

Discussions/Chapter Review

**Week 7**

**March 29 - April 4**

Chapter 6-Programs for Probationers

Discussions and test

**SPRING BREAK April 5- April 11**

**Week 8**

**April 12 - April 18**

Chapter 7-Jails and Prisons  
Discussions/Chapter Review

**Week 9**

**April 19- April 25**

Chapter 8-Parole and Parolees  
Discussions/Chapter Review

**Week 10**

**April 26- May 2**

Chapter 9-Early Release, Parole Programs and Parole Revocation  
Discussions and test

**Week 11**

**May 3 - May 9**

Chapter 10-Probation/Parole Organization and Operations  
Discussions/Chapter Review

**Week 12**

**May 10 - May 16**

Chapter 11-Probation and Parole Professionals  
Discussions/Chapter Review

**Week 13**

**May 17 - May 23**

Chapter 12-Offender Supervision: Types of offenders  
Discussions and test

**Week 14**

**May 24- May 30**

Chapter 12 Continued-Offender Supervision: Types of offenders

Discussions/Chapter Review

**Week 15**

**June 1 - June 6**

Chapter 13-Juvenile Probation and Parole

Discussions/Chapter Review

**Week 16**

**June 7&8**

Chapter 14-Evaluating Programs

**FINAL EXAM**

**\*\*\*Tentative, subject to change without prior notice\*\*\***