



INSTRUCTIONAL PACKAGE

CRJ 101

Intro to Criminal Justice

Effective Term

Fall 2024/Spring 2025/Summer 2025

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Part I: Course Information

Effective Term: Fall 2024/Spring 2025/Summer 2025

COURSE PREFIX: CRJ-101

COURSE TITLE: Introduction to Criminal Justice

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

The course is designed as an entry-level course. The course provides students with a basic understanding of the criminal justice system and its components. This class is a survey of most subjects in the courses required for the Criminal Justice associate degree.

COURSE DESCRIPTION:

This course includes an overview of the functions and responsibilities of agencies involved in the administration of justice to include police organizations, court systems, correctional systems, and juvenile justice agencies.

PREREQUISITES/CO-REQUISITES:

None.

***Online/Hybrid** courses require students to complete the [Distance Learning Orientation Video](#) prior to enrolling in an online course.

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

None.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

Whether traditional, hybrid, or online, all criminal justice courses require students to access the course in D2L through a personal computer. Therefore, students should have reliable access to a computer with a dependable Internet connection to succeed in this course or any criminal justice course. Students will be required to access, download, or print material from the course in D2L, which is accessible through MyCourses and the student's account. Students should pay particular attention to the course outline under Content as well as the course calendar. Students will be able to monitor grades and attendance through the course in D2L. Whether traditional, hybrid or online, criminal justice courses **require** students to complete some, if not all, course work – assignments, exams, and other activities - through an online environment in D2L. Traditional and hybrid require students to complete a portion of the required work online. The amount of online activity depends on the course format; therefore, students should pay particular attention to the course information and documents. Courses with an online component move very rapidly, with graded requirements typically due each week. Students **must** be aware of the calendar and mindful of updates and announcements; therefore, a student **must** have access to a reliable computer and a dependable Internet connection. Criminal justice courses use D2L as a platform for course activities.

When having technology problems find another computer. Computers are open to students at numerous locations on all campuses of Horry-Georgetown Technical College, including open computer labs and libraries. Computers are available for use in public locations, including public libraries. A final option would be to contact a friend or relative to borrow a computer. When technology issues are related to the system (e.g., D2L) and not the result of a broken computer, contact TECH Central at (843) 3498324 or https://www.hgtc.edu/admissions/student_information/index.html. Technology issues or technical problems are **not** an acceptable excuse for missing a course requirement that **must** be completed through D2L. When having difficulty accessing the course or its components, or email function, it is a good idea to notify the course professor about the problem or difficulty.

STUDENT IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

All criminal justice students are expected to conduct themselves in a **professional and ethical** manner at all times in word or action. The standards of professional and ethical behavior will be enforced. Any violation associated with inappropriate behavior, including but not limited to statements or remarks made in class, during internships, or through emails, postings including Facebook or social media sites, text messages, or other communications, will **not** be tolerated.

At the discretion of the professor of record, academic misconduct or inappropriate behavior may be reported in writing as a violation of the Student Code, resulting in disciplinary action (Catalog, 2024).

All alleged acts of sexual violence or sexual harassment **must** be reported to the Title IX Coordinator or designee. Per the South Carolina Technical System Student Code Procedures for Addressing Alleged Acts of Sexual Violence and Sexual Harassment (3-2-106.2), “students may also contact any responsible employee, who has an obligation to report any claim of sexual harassment or sexual assault to the Title IX Coordinator, or designee” (Catalog, 2024, p. 41).

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Week 1	<p>UNIT I - FOUNDATION OF THE CRIMINAL JUSTICE SYSTEM</p> <ul style="list-style-type: none"> • Learning Outcome: Identify the three major components of the criminal justice system. • Learning Outcome: Explain the relationship between norms and criminal law. • Learning Outcome: Describe what is meant by the elements of a crime. • Learning Outcome: Describe how crime is measured in the U.S. • Assessment: Assignment #1
Week 2	<p>UNIT I - FOUNDATION OF THE CRIMINAL JUSTICE SYSTEM</p> <ul style="list-style-type: none"> • Learning Outcome: Identify the three major components of the criminal justice system. • Learning Outcome: Explain the relationship between norms and criminal law. • Learning Outcome: Describe what is meant by the elements of a crime. • Learning Outcome: Describe how crime is measured in the U.S. • Assessment: Assignment #2
Week 3	<p>UNIT I - FOUNDATION OF THE CRIMINAL JUSTICE SYSTEM</p> <ul style="list-style-type: none"> • Learning Outcome: Identify the three major components of the criminal justice system. • Learning Outcome: Explain the relationship between norms and criminal law. • Learning Outcome: Describe what is meant by the elements of a crime.

	<ul style="list-style-type: none"> • Learning Outcome: Describe how crime is measured in the U.S. • Assessment: Assignment #3
Week 4	<p>UNIT II – EXPLAINING CRIME THROUGH CRIMINOLOGICAL THEORY</p> <ul style="list-style-type: none"> • Learning Outcome: Describe the social structure theoretical area of criminology. • Learning Outcome: Describe the social interaction theoretical area of criminology. • Learning Outcome: Describe the social conflict theoretical area of criminology. • Learning Outcome: Describe how theories can become law and governmental policy. • Assessment: Assignment #4
Week 5	<p>UNIT II – EXPLAINING CRIME THROUGH CRIMINOLOGICAL THEORY</p> <ul style="list-style-type: none"> • Learning Outcome: Describe the social structure theoretical area of criminology. • Learning Outcome: Describe the social interaction theoretical area of criminology. • Learning Outcome: Describe the social conflict theoretical area of criminology. • Learning Outcome: Describe how theories can become law and governmental policy. • Assessment: Exam #1
Week 6	<p>UNIT III – CRIMINAL AND CONSTITUTIONAL LAW</p> <ul style="list-style-type: none"> • Learning Outcome: Identify and describe the origins of law. • Learning Outcome: Identify and describe the Bill of Rights. • Learning Outcome: Explain selective incorporation using the 14th Amendment. • Learning Outcome: Describe the relationship between state law and the U.S. Constitution. • Assessment: Assignment #5
Week 7	<p>UNIT III – CRIMINAL AND CONSTITUTIONAL LAW</p> <ul style="list-style-type: none"> • Learning Outcome: Identify and describe the origins of law. • Learning Outcome: Identify and describe the Bill of Rights. • Learning Outcome: Explain selective incorporation using the 14th Amendment. • Learning Outcome: Describe the relationship between state law and the U.S. Constitution. • Assessment: Assignment #6
Week 8	<p>UNIT IV – HISTORICAL LAW ENFORCEMENT AND POLICING</p>

	<ul style="list-style-type: none"> • Learning Outcome: Describe the development of the first modern police force in London. • Learning Outcome: Describe the difference in the development of law enforcement between the different regions of the United States. • Learning Outcome: Summarize the Police Reform Movement in the U.S. • Learning Outcome: Describe recruitment and screening and the effect on hiring. <ul style="list-style-type: none"> • Assessment: Course Project Paper Draft
Week 9	<p>UNIT IV – HISTORICAL LAW ENFORCEMENT AND POLICING</p> <ul style="list-style-type: none"> • Learning Outcome: Describe the development of the first modern police force in London. • Learning Outcome: Describe the difference in the development of law enforcement between the different regions of the United States. • Learning Outcome: Summarize the Police Reform Movement in the U.S. • Learning Outcome: Describe recruitment and screening and the effect on hiring. <ul style="list-style-type: none"> • Assessment: Exam #2
Week 10	<p>UNIT V - THE COURTS</p> <ul style="list-style-type: none"> • Learning Outcome: Describe the different levels of courts. • Learning Outcome: Describe the different courts found in the federal system. • Learning Outcome: Describe the use of a presentence. • Learning Outcome: Describe the procedure to determine the sentence in a death penalty case, including aggravating and mitigating circumstances. <ul style="list-style-type: none"> • Assessment: Assignment #7
Week 11	<p>UNIT V - THE COURTS</p> <ul style="list-style-type: none"> • Learning Outcome: Describe the different levels of courts. • Learning Outcome: Describe the different courts found in the federal system. • Learning Outcome: Describe the use of a presentence. • Learning Outcome: Describe the procedure to determine the sentence in a death penalty case, including aggravating and mitigating circumstances. <ul style="list-style-type: none"> • Assessment: Assignment #8
Week 12	<p>UNIT VI – MODERN ISSUES IN CRIMINAL JUSTICE</p> <ul style="list-style-type: none"> • Learning Outcome: Describe the implications of terrorism foreign and domestic. • Learning Outcome: Describe the effective methods to respond to police misconduct and excessive force. • Learning Outcome: Describe the use of scientific advances in criminal justice.

	<ul style="list-style-type: none"> • Learning Outcome: Describe the radicalization and militarization of state and local law enforcement. • Assessment: Assignment #9
Week 13	<p>UNIT VI – MODERN ISSUES IN CRIMINAL JUSTICE</p> <ul style="list-style-type: none"> • Learning Outcome: Describe the implications of terrorism foreign and domestic. • Learning Outcome: Describe the effective methods to respond to police misconduct and excessive force. • Learning Outcome: Describe the use of scientific advances in criminal justice. • Learning Outcome: Describe the radicalization and militarization of state and local law enforcement. • Assessment: Final Course Paper Project
Week 14	<p>UNIT VII - CORRECTIONS; JUVENILE JUSTICE</p> <ul style="list-style-type: none"> • Learning Outcome: Describe the historical development of corrections, including facilities. • Learning Outcome: Differentiate between types of community corrections. • Learning Outcome: Describe the landmark cases based on prisoners’ rights. • Learning Outcome: Describe the landmark cases based on the rights of juvenile offenders. • Assessment: Nothing Due-Thanksgiving
Week 15	<p>UNIT VII - CORRECTIONS; JUVENILE JUSTICE</p> <ul style="list-style-type: none"> • Learning Outcome: Describe the historical development of corrections, including facilities. • Learning Outcome: Differentiate between types of community corrections. • Learning Outcome: Describe the landmark cases based on prisoners’ rights. • Learning Outcome: Describe the landmark cases based on the rights of juvenile offenders. • Assessment: Assignment #10
Finals	<ul style="list-style-type: none"> * Assessment: Exam #3 (Final)

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students' performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests	45%
Assignments	40%
Projects/Portfolios	15%
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at

approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email ssc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.



HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College shall not discriminate in employment or personnel decisions or in student admissions or in student decisions, or in all other segments of the

College community on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, in the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws.

TITLE IX REQUIREMENTS:

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement*.

*Faculty and Staff are required to report these incidents to the Title IX Coordinator when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, tamatha.sells@hgtc.edu.

OTHER INQUIRIES REGARDING THE NON-DISCRIMINATION POLICIES:

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, jacquelyne.snyder@hgtc.edu.

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu.