INSTRUCTIONAL PACKAGE

CRJ 242

Correctional Systems

2017-2018

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

EFFECTIVE TERM: 2017-2018

COURSE PREFIX: CRJ 242   **COURSE TITLE:** Correctional Systems

CONTACT HOURS: 3.0   **CREDIT HOURS:** 3.0

RATIONALE FOR THE COURSE:

The course is designed to provide the student with an understanding of historic and modern aspects of correctional systems, including facilities, environment, and legalities. The course will assist the student in investigating corrections from the differing philosophies of punishment, correctional traditions and processes, and the changing face of correctional facilities. The student will analyze through the course different types of correctional environments and services as well as prisoner rights both historic and modern.

COURSE DESCRIPTION:

This course is an introduction to aspects of the correctional function in criminal justice, including organization, process, procedure, and clients incarcerated and on conditional release.

PREREQUISITES:

CRJ 101 and CRJ 125 Minimum with a C or better as a final grade

REQUIRED MATERIALS:

Allen, H. E., Latessa, E. J., & Ponder, B. S. (2013). *Corrections in America: An introduction*.
     Boston: Pearson.

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.
BOOKSTORE.
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Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

CRJ 242 – Correctional Systems does not have additional costs other than textbook, tuition, and fees.

TECHNICAL REQUIREMENTS:

All criminal justice courses whether traditional on-the-ground, hybrid or online, require students to access the course in D2L through a personal computer. Therefore, students should have a reliable access to a computer with a dependable Internet connection to be successful in this course or any criminal justice course. Students will be required to access, download, and/or print material from the course in D2L, which is accessible through My Courses and the student's WaveNet 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.

Criminal justice courses, whether traditional, hybrid, or online **_require_** students to complete some, if not all, course work – assignments, exams, and other activities - through an online environment in D2L. Traditional on-the-ground and hybrid require students to complete a portion of the required work online. The amount of online activity depends on the format of the course; 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 three campuses including open computer labs and the libraries. There are computers available for use in other public locations including the 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 (i.e., D2L and WaveNet), and not the result of a broken computer, you should contact Student Online Support OIT Help Desk at (843) 349-5340 or through their link on the WaveNet homepage. Technology issues or technical problems are not an acceptable excuse should there be a course requirement that **_must_** be completed through D2L. When having difficulty with accessing the course or its components, or e-mail function, it is a good idea to notify your professor about the problem or difficulty.

CLASSROOM ETIQUETTE/NETIQUETTE:

All students are expected to conduct themselves in a **_professional and courteous_** manner at all times, and toward all members of the class. The standards of professional behavior will be enforced. Any violation associated with inappropriate behavior including statements or remarks in class or e-mails, postings, or other communications will **_not_** be tolerated. At the discretion of

the professor of record, inappropriate behavior may be reported in writing as a violation of the Student Code of Conduct under Proscribed Conduct, which could result in disciplinary action as described in College Catalog and Student Handbook (HGTC, 2014-2015, pp. 31-37).

PART II: STUDENT LEARNING OUTCOMES

COURSE LEARNING OUTCOMES AND ASSESSMENTS:

Unit I - Historical Perspectives, and Correctional Ideologies

- **Material Covered:** Read Corrections in America: An introduction, Chapters 1-3, pp. 1-65
- **Student Outcome:** Describe the development corrections prior to 1800 AD.
- **Student Outcome:** Differentiate between the Pennsylvania Plan and the Auburn Plan.
- **Student Outcome:** Describe the conflicting correctional ideologies.
- **Assessment:** Assignment #1
- **Assessment:** Quiz #1

Unit II – Sentencing and Appeals, and Alternatives to Imprisonment

- **Material Covered:** Read Corrections in America: An introduction, Chapters 4-6, pp. 68-153
- **Student Outcome:** Describe the impact of sentencing and appeal on correctional systems.
- **Student Outcome:** Describe the concept behind intermediate sanctions.
- **Student Outcome:** Describe house arrest and electronic monitoring as a sentencing alternative.
- **Assessment:** Exam #1

Unit III – Custody, Threats to Security, and Management and Treatment

- **Material Covered:** Read Corrections in America: An introduction, Chapters 7-9, pp. 155-213
- **Student Outcome:** Describe the bureaucratic system fond in most prisons and state-wide Department Of Corrections.
- **Student Outcome:** Identify the threat groups in modern prisons, and how these issues compare to the historical prison.
- **Student Outcome:** Compare and contrast the treatment model, vocational model, and the reintegration model.
- **Assessment:** Assignment #2
- **Assessment:** Quiz #2
- **Assessment:** Exam #2

Unit IV – Correctional Facilities – Local, State, Federal, and Private

- **Material Covered:** Read Corrections in America: An introduction, Chapters 10-13, pp. 216-294

- **Student Outcome:** Identify the issues facing the modern local jail or detention facility.
- **Student Outcome:** Describe classification and assignment in state-level prisons.
- **Student Outcome:** Describe the development of the Federal Bureau of Prisons and recent developments.
- **Student Outcome:** Describe the use of surveillance and control technologies in private correctional facilities.
- **Assessment:** Assignment #3
- **Assessment:** Quiz #3
- **Assessment:** Exam #3

Unit V – Capital Punishment, Probation and Parole, and Inmate and Ex-Offender Rights

- **Material Covered:** Read Corrections in America: An introduction, Chapters 14-16, pp. 296-370
- **Student Outcome:** Compare and contrast the cost of life imprisonment to the death penalty.
- **Student Outcome:** Compare and contrast probation to parole.
- **Student Outcome:** Identify and describe the basic rights of incarcerated offenders.
- **Assessment:** Assignment #4
- **Assessment:** Quiz #4
- **Assessment:** Research Paper

Unit VI – Male, Female, Juvenile and Special Category Offenders

- **Material Covered:** Read Corrections in America: An introduction, Chapters 17-21, pp. 374-481
- **Student Outcome:** Identify and describe the problems associated with male inmates.
- **Student Outcome:** Identify and describe the special problems associated with female inmates.
- **Student Outcome:** Describe the use of restorative justice in the juvenile justice system.
- **Student Outcome:** Identify and describe facilities available for dealing with juvenile offenders.
- **Student Outcome:** Identify and describe the special groups currently housed in modern correctional facilities.
- **Assessment:** Assignment #5
- **Assessment:** Quiz #5
- **Assessment:** Exam #4

PART III: GRADING AND ASSESSMENT

Students' performance will be assessed and the weighted associated with the various measures listed below.

EVALUATION (COURSE GRADING)*

Exams 40%
Quizzes 25%
Assignments 25%
Term Paper ………………………………….. 100%
                                                            100%

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

COLLEGE GRADING SYSTEM:

90-100……………… A
80- 89……………… B
70- 79……………… C
60- 69……………… D
Below 60…………… F

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. Grades of D, F, W, WF and I (Incomplete), also have a negative impact on a student's 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 (http://www.hgtc.edu/academics/academiccalendars.html). 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

According to the Horry-Georgetown Technical College Catalog (2016-2017) "College Students are responsible for all course work and class assignments; so, they are expected to regularly and promptly attend all meetings of classes in which they are enrolled. Students should limit absences to those that are unavoidable and, with professor's consent, should make up all missed work, if permitted. Per SC Technical College Policy, HGTC maintains a general attendance policy requiring students to be present for a minimum of 80% of classes to be eligible to receive credit for any course. However, a more rigid attendance policy may be

required by the program of study. At a minimum, a student may be withdrawn from a course after he/she has been absent in more than 10% of the total contact hours for a course. Professors define absentee limits for their classes at the beginning of each term. Students withdrawn from a course due to excessive absences will receive a grade of Withdraw ("W") up to the 2/3 point of the semester. Thereafter, a Withdraw ("W") or Withdraw Failure ("WF") will be assigned, depending upon his/her academic status at the time of the last date attended. Students may be required to repay source of financial assistance for non-attendance, excessive absences or withdrawals. Attendance records begin the first day of class for ALL students, regardless of registration date. Online and hybrid classes also require attendance and each instructor defines the method for students to indicate their class attendance by logging onto the class, participating in chats and/or submitting documents. Each student is responsible for awareness of the attendance requirements for each class" (p.45).

The attendance for **_traditional_** courses will be determined by each student attending and participating in a traditional classroom meeting for the amount of time scheduled. Whereas, attendance for **_hybrid_** criminal justice courses will be determined by each student attending and participating in a traditional classroom meeting for the amount of time scheduled as well as completing all online graded requirements and/or participating in the schedule activities for each particular week.

Online attendance, whether completely online or a hybrid, is demonstrated through the student completing the graded requirements and/or participating in the schedule activities for each particular week. Participation in the scheduled activities includes but are not limited to posting an assignment to the Dropbox, responding to a question in the discussion forum, completing an exam, test, or quiz or as directed by the professor of record. **_However, an e-mail cannot be counted as attendance for online criminal justice courses._**

Beginning with the first week of class, the number of class meetings online or on-the-ground will be determined based on the 80% attendance requirement. If a student misses 20% of scheduled meetings, whether online or on-the-ground, he(she) may be withdrawn by the professor of record for excessive absences without further notice. Please remember the graded requirements or activities are recorded for a score and attendance. Any student missing more than two (2) weeks without notification will be withdrawn for excessive absences.

Please be advised that simply logging into the course does not constitute participating for the purposes of attendance.

The attendance policy and requirements are published in the instructor's addendum to course Instructional Package (IP) as well as in the course in D2L.

Again, should any student **_not_** follow the announced attendance guidelines, which is in compliance with the College Attendance Policy, he(she) will be withdrawn from the course. A grade of "W" or "WF" will be assigned in accordance with course withdrawal procedures of

Horry-Georgetown Technical College" (HGTC, 2015-2016, pp. 44-45). Again, students withdrawn due to excessive absences will **_not_** be readmitted to the course regardless of reason or excuse.

Since the College maintains an attendance policy for all courses, including program offerings through an online format, technology issues are **_not_** an excuse for **_not_** participating or missing a deadline for a graded requirement. Therefore, if for some reason access to the course or its functions is **_not_** available, immediately notify the Help Desk via the Live Help at http://www.hgtc.edu/, e-mail to HelpDesk@hgtc.edu, or telephone at (843) 349-5340. The Help Desk hours of operation are posted on WaveNet. Also, notify your course professor; so, he(she) is aware of the technology problems. Nevertheless, please be aware that technology issues or problems are **_not_** an acceptable excuse for **_not_** participating as **_required_** for attendance, **_not_** completing an exam during the required time period (testing window), or failing to respond to a discussion assignment before the required due date.

PART V: STUDENT RESOURCES

THE STUDENT SUCCESS AND TUTORING CENTER (SSTC)

The Student Success and Tutoring Center (SSTC)

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

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
2. **On-line student success and academic support resources.**

Visit the SSTC website: www.hgtc.edu/sstc and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.

Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the **Online Resource Center (ORC)** for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials, and more services** are available.

Visit the WNC website: www.hgtc.edu/wavenetcentral. Live Chat and Center locations are posted on the website. Or please call one of the following locations:
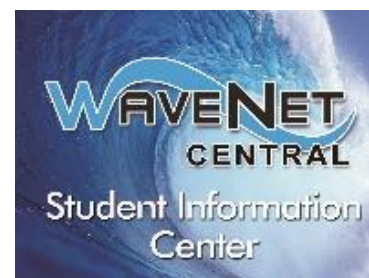
WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals 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.

TITLE IX REQUIREMENTS

The South Carolina Technical College System does not discriminate on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and activities as required by Title IX. As outlined in the Violence Against Women Act, Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Students who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking are encouraged to report such incidents to the Title IX Coordinators:

Dr. Melissa Batten, AVP of Student Affairs
Building 1100, Room 107A, Conway Campus
843-349-5228
Melissa.Batten@hgtc.edu

Jacquelyne Synder, AVP of Human Resources
Building 200, Room 212A, Conway Campus
843-349-5212
Jacquelyne.Synder@hgtc.edu

*Faculty and Staff are required to report incidents to the Title IX Coordinators 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).