



# INSTRUCTIONAL PACKAGE

CRJ 242

Correctional Systems

2019-2020

## **INSTRUCTIONAL PACKAGE**

### **Part I: Course Information**

**EFFECTIVE TERM:** 2019-2020

**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 historical 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 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](#)

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

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

### **TECHNICAL REQUIREMENTS:**

All criminal justice courses whether traditional, 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 in the classroom 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 or server connection, 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.

### **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/NETIQUETTE:**

All students are expected to conduct themselves in a **professional and courteous** manner at all times, and toward all members of the class, whether online or in a traditional classroom setting. The standards of professional behavior will be enforced. Any violation associated with inappropriate behavior including statements or remarks in class or e-mails as well as postings or other communications will **not** be tolerated. At the discretion of the professor of record, the 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, 2017-2018, pp. 31-37).

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*: 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:** Assignment #2
- **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 found in most prisons and state-wide Department Of Corrections.
- **Student Outcome:** Identify the threat groups found 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:** Quiz #2
- **Assessment:** Assignment #3

## 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 #4
- **Assessment:** Quiz #3
- **Assessment:** Exam #2

## 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 #3

### **Part III: Grading and Assessment**

#### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\***

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

#### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS:**

##### **EVALUATION (COURSE GRADING):\***

Exams .....	30%
Quizzes .....	25%
Assignments .....	25%
Term Paper .....	<u>20%</u>
	100%

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

##### **GRADING SYSTEM:**

State the College's or departmental grading system as delineated in the Catalog. 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.

##### **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. 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 ([ACADEMIC CALENDAR](#)). 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 (2017-2018), "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. 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. 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. 47).

*The attendance for **traditional** courses will be determined by each student attending and participating in a traditional classroom meeting for the scheduled amount of time. 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 scheduled 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 scheduled 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 in the classroom will be determined based on the 80% attendance requirement. If a student misses 20% of scheduled meetings, whether online or in the classroom, 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 in a row without notification will be withdrawn for excessive absences. Please be advised that for an online or hybrid format, 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 complies 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, 2017-2018, p. 47). 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](mailto: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 technical problems or issues with the technology. 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 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: [Student Success & Tutoring Center](#) 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 or go to the [Online Resource Center](#) to access on-demand resources any time.

## TECH Central – Student Information Center





TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

**Phone:** 843-349-5340

**Email:** [techcentral@hgtc.edu](mailto:techcentral@hgtc.edu)

**Text:** 843-357-8552

**TECH Talk (Live Chat):** Located on the "Home" tab in WaveNet.

**Website:** [www.hgtc.edu/techcentral](http://www.hgtc.edu/techcentral)

### **Locations:**

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

### **Student Testing:**

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more 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 RPNOW, 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 Beth Havens, 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.

**Statement of Equal Opportunity/Non-Discrimination Statement**

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, 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 educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, [Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu). Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, [Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu).

**Title IX Requirements**

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

\*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).

<p><b>Inquiries regarding the non-discrimination policies:</b></p>	
<p>Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.</p>	<p>Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.</p>
<p><b>Dr. Melissa Batten, VP Student Affairs</b> <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a></p>	<p><b>Jacquelyne Snyder, VP Human Resources</b> <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a></p>