INSTRUCTIONAL PACKAGE

CRJ 242
Correctional Systems

Effective Term
2021-2022

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 2021-2022

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/CO-REQUISITES:

Online/Hybrid courses require students to complete the DLi Online Student Orientation prior to completing an online course. The DLi Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Allen, H. E., Latessa, E. J., & Ponder, B. S. (2019). *Corrections in America*. New York: Pearson.

ADDITIONAL REQUIREMENTS:
CRJ 242 – Correctional Systems does not have additional costs other than tuition and fees.

TECHNICAL REQUIREMENTS:
Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

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:

All students are expected to conduct themselves in a **_professional and courteous_** manner and toward all class members, 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 emails 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*:

UNIT I - HISTORICAL PERSPECTIVES AND CORRECTIONAL IDEOLOGIES

- **Student Outcome:** Describe the development corrections before the 1800s.
- **Student Outcome:** Differentiate between the Pennsylvania Plan and the Auburn Plan.
- **Student Outcome:** Describe the development of American corrections after the Civil War.
- **Student Outcome:** Compare and contrast the correctional ideologies.
- **Student Outcome:** Describe the relationship between the transportation system of corrections and colonialization.
- **Student Outcome:** Discuss the use of prison ships for criminals and prisoners of war.

- **Assessment:** Discussion Assignment #1
- **Assessment:** Discussion Assignment #2

UNIT II - ALTERNATIVES TO IMPRISONMENT; PROBATION; DIVERSION AND INTERMEDIATE SENTENCING

- **Student Outcome:** Describe the impact of sentencing and appeal on correctional systems.
- **Student Outcome:** Discuss the impact of mandatory sentencing on prison populations.
- **Student Outcome:** Discuss the impact of sentencing drug users on prison populations.
- **Student Outcome:** Describe the modern use of monitoring before sentencing, after sentencing, and release.
- **Student Outcome:** Describe how probation developed and how it is used in modern criminal

justice in the U.S.
- **Student Outcome:** Describe the concept behind intermediate sanctions.
- **Student Outcome:** Describe house arrest and electronic monitoring as a sentencing alternative.

- **Assessment:** Discussion Assignment #3
- **Assessment:** Exam #1

UNIT III – CUSTODY, THREATS TO SECURITY, MANAGEMENT AND TREATMENT

- **Student Outcome:** Describe the bureaucratic nature of correctional systems, both State and local.
- **Student Outcome:** Describe the processes and equipment used in modern correctional facilities to limit crimes committed inside and escapes.
- **Student Outcome:** Identify the threat groups found in modern prisons and how they affect prison safety and security.
- **Student Outcome:** Compare and contrast the models found in correctional operations, including the treatment model, the vocational model, and the reintegration model.
- **Student Outcome:** Discuss the culture found in correctional institutions.

- **Assessment:** Discussion Assignment #4
- **Assessment:** Discussion Assignment #5

UNIT IV - CORRECTIONAL FACILITIES – LOCAL, STATE, FEDERAL, AND PRIVATE

- **Student Outcome:** Identify the issues facing the modern local jail or detention facility.
- **Student Outcome:** Compare and contrast modern designs for correctional facilities with historical approaches to prison design.
- **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.
- **Student Outcome:** Discuss the implications of overcrowding.

- **Assessment:** Discussion Assignment #6
- **Assessment:** Discussion Assignment #7
- **Assessment:** Exam #2

UNIT V - CAPITAL PUNISHMENT, PAROLE, AND INMATE AND EX-OFFENDER RIGHTS, MALE AND FEMALE PRISONERS

- **Student Outcome:** Describe the early approaches to deterrence through the death penalty.
- **Student Outcome:** Compare and contrast the cost of life imprisonment to the death penalty.
- **Student Outcome:** Compare and contrast probation with parole, including the effectiveness of each.
- **Student Outcome:** Identify and describe the basic rights of incarcerated offenders.

- **Student Outcome:** Describe the effect of prisonization or institutionalization of offenders.
- **Student Outcome:** Compare and contrast the male prison culture with the female prison culture.

- **Assessment:** Discussion Assignment #8
- **Assessment:** Discussion Assignment #9
- **Assessment:** Research Paper

Unit VI - JUVENILE AND SPECIAL CATEGORY OFFENDERS

- **Student Outcome:** Discuss the incarceration of juvenile offenders.
- **Student Outcome:** Describe the implications of gang membership on juvenile offenders and institutionalization.
- **Student Outcome:** Describe crime in juvenile correctional facilities.
- **Student Outcome:** Describe issues facing correctional systems with increasing numbers of mentally ill inmates.
- **Student Outcome:** Describe issues facing correctional systems in dealing with sex offenders.
- **Student Outcomes:** Describe issues facing correctional systems with an aging inmate population.

- **Assessment:** Discussion Assignment #10
- **Assessment:** Exam #3

*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*

Exams	45%
Discussion Assignments	40%
Papers/Project	<u>15%</u>
	100%

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

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 negatively impact students' academic progression and financial aid status.

The Add/Drop Period is the first five (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

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 are obligated to withdraw the student, and a student may not be permitted to re-enroll. **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 appointments using TutorTrac, visit the Student Services tab in WaveNet. Email [sstc@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 **<u>free</u>** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the **[Online Resource Center (ORC),](#)** including scheduled technology training, Office 365 support, password resets, and username information.
3. **Drop-in technology support or scheduled training** in the Center or class.
4. **In-person workshops, online tutorials, and more services** are available.
5. **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.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Alternatively, please call (843) 349 – TECH (8324).

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

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 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 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 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.

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).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

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.

> **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

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
EEO and Title IX Coordinator
Building 200, Room 212A, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5212
Jacquelyne.Snyder@hgtc.edu