



INSTRUCTIONAL PACKAGE

CRJ 242
Correctional Systems

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 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 Orientation Video](#) prior to enrolling in an online course.

REQUIRED MATERIALS:

This course uses available online education resources (OER) rather than a textbook. The resources used are from verifiable, reliable, and trustworthy Open access materials, websites, webpages, paper repositories, and library databases that are free to the public rather than a purchased textbook.

ADDITIONAL REQUIREMENTS:

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

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.

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 criminal justice 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 be investigated and reported to Student Affairs for appropriate action. At the discretion of the professor of record, academic misconduct may be reported in writing as a violation of the Student Code of Conduct. Reporting inappropriate behavior or academic misconduct could result in disciplinary action, as described in College Catalog and Student Handbook (HGTC, 2022, pp. 36-37). Please see the Instructor's Addendum for further information.

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*:

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 correctional ideologies.
- Student Outcome: Describe the relationship between the transportation system of corrections and colonialization.

- Student Outcome: Discuss using prison ships for criminals and prisoners of war.
- Assessment: Class Activity or Assignment #1
- Assessment: Class Activity or 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 prisons.
- Student Outcome: Discuss the impact of sentencing drug users on prison populations.
- Student Outcome: Describe the modern use of house arrest and electronic monitoring before sentencing, as a part of sentencing, after release, and during probation or parole.
- 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.
- 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 historic and modern techniques and processes for controlling and managing inmate populations.
- Student Outcome: Describe the processes and equipment used in modern correctional facilities for security and safety by limiting criminal activities committed inside and escapes.
- Student Outcome: Identify the threat groups, such as gangs, 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: Class Activity or Assignment #4 • Assessment: Class Activity or Assignment #5
- Assessment: Class Activity or Assignment #6

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 private correctional facilities, including the issues associated with the operation and the pros-cons of these compared to government-operated correctional facilities.
- Student Outcome: Discuss the implications of overcrowding.
- Assessment: Class Activity or Assignment #7
- Assessment: Discussion Assignment #8
- 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: Research Paper or Project
- Assessment: Discussion Assignment #9

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 inmates with mental disorders.
- 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: Class Activity or Assignment #10
- Assessment: Exam #3

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students' performance will be assessed, and the grade will be determined by the methods below.

EVALUATION*

Exams, Tests, or Quizzes	45%
Class Activities or Assignments	40%
Research Paper or Project	15%
Total	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.

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 Synder, 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.