I. Course Information

Instructor Information:
Instructor: Estee Marchi, M.A., M.A.
Email: emmarchi@scarletmail.rutgers.edu
Office: Gottfredson Library, Room 355B - Center for Law & Justice
Office Hours: By appointment only – please email

Course Overview:
• Course Catalog description: This course explores the impact of alternatives to incarceration, the growing prisoner rights movement, strikes by correctional employees, and public resentment toward persistently high rates of recidivism are major topics discussed in this course. In addition, the class provides for an in-depth study of issues concerning correctional education, job training, work release, and post-incarceration employment.
• General course description: This course goes beyond the basic foundational corrections course focus on origins, purposes, actors and actions, and consequences of the United States’ corrections system and subsystems to a particular emphasis on an exploration and analysis of the problems of that system and subsystems. This includes the issues with correctional philosophies of rehabilitation and retribution, alternatives to incarceration and support for former inmates, and a survey approach to specific issues faced by the incarcerated and correctional employees.

Prerequisites:
• None.

B.S., Criminal Justice Program Learning Goals:
• Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

1) Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.
2) Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.

3) Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.

4) Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.

5) Obtain a comprehensive knowledge about the process of conducting criminal justice research, and develop the skills to conduct criminal justice research with appropriate methodologies.

Student Learning Objectives:
• Upon completion of this course, students should be able to:

  1) Describe the development and functions of correctional systems, including the historical roots of incarceration as a response to crime.

  2) Obtain a comprehensive knowledge about the current debates that undergird correctional philosophies of rehabilitation and retribution, and discuss potential responses to those debates.

  3) Demonstrate the ability to differentiate different types of specific correctional issues that affect prisoners and correctional employees, and to evaluate the responses to those issues.

  4) Demonstrate the ability to gather, explain, analyze, and apply empirical research of a particular controversial issue in corrections.

  5) Articulate through classroom discussions and written work their praxis of the specific correctional problems examined in lectures and course material.

• More generally, students will learn basic principles of social science research as applied to a specific controversial issues in corrections; how to reason from evidence; and how to articulate their reasoning in class discussions and through written work.

• By the end of this course, students will have improved their research and writing skills via their papers and journal. Students will also have gained experience to refine their ability to articulate personal reflections on course issues.

• Note: over the semester, we may discuss topics and view images about material addressing a wide array of potentially offensive, disturbing or triggering subjects including violence, racism, colonialism, classism, rape and sexual violence, child abuse, violence and abuse of animals, discussions about substance use and abuse, and sex work. We may also be addressing issues surrounding cultural practices as well as sexuality and gender. Through the critical examination of these subjects, students are expected to strengthen their ability to imagine and empathize with other perspectives, and work to better address those criminal justice issues relating to those subjects.
Course Requirements:

Required Readings:
• REQUIRED TEXTBOOK:


• ISBN: 9780135154267
• The book has been ordered for you at the campus bookstore, but you are welcome to pursue other options for purchase or rental.
• Professor’s hard copy can be used in-library by making an appointment for office hours.
• It is your responsibility to get and maintain textbook access throughout the semester.
• All textbook readings are due before the class meeting and topic they are listed under.
• Failure to complete the readings before class will hamper your ability to participate competently and perform on assessments.

• SUPPLEMENTAL READINGS AND MATERIALS:
• Additional readings and materials are posted on Blackboard. These are required in addition to the textbook.
• All supplemental readings and materials are posted in PDF or hyperlink format are posted on Blackboard under the corresponding topic and date.
• Supplemental readings include select reports, articles, grey literature, websites, and multimedia and posted in either PDF or hyperlink format.
• Check Blackboard for all materials frequently, as they may be updated pending current events.
• All readings and material review are due before the class meeting they are listed under.
• Failure to complete the readings before class will hamper your ability to participate competently and perform on assessments.

Blackboard
• Blackboard is used extensively.
• Class announcements, readings and materials, lecture slides, assignment parameters, and assignment submission are all to be completed through Blackboard.
• Frequent editing and adding is done to Blackboard content, especially in the case of weather or current events that are relevant to the course – check frequently.

Preparation:
• Students are required to read assigned readings and participate in classroom discussions in a manner that reflects familiarity with the readings and previous class sessions.
• To prepare for class, you should complete the assigned readings, take notes on the authors’ main points, and think about possible questions or discussion points for the class before the class meeting.
• Students are required to access the course website on Blackboard regularly to stay informed
about any changes in lecture topics, assigned readings and other course announcements.

**Course Structure:**
- The course content is divided into 3 sections:
  - I. Beginnings: Overview and History of Correctional Systems and Functions
  - II. Perspectives – Rehabilitation, Retribution, and Alternatives to Incarceration
  - III. Issues – The Incarcerated, the Warders, and the System
- The course will consist of lectures, a review of the weekly readings, and extensive discussion of the various topics related to correctional foundations, philosophical perspectives and practices of incarceration, and a survey approach to issues specific to prisoners, correctional employees, and the future of American corrections.
- The research and data that policy makers, researchers and practitioners utilize in the creation, implementation and evaluation of correctional policies will be introduced, analyzed, and discussed via assigned readings, documentaries, and lecture material and discussion.
- Class participation and discussion is a crucial component of lectures.
- Occasional in-class activities will work to reinforce this material.

**II. Course Schedule**
- This calendar of events, assignments, and readings is subject to change based on the completion of course material, student progress, and other events, like weather.
- The instructor reserves the right to alter course schedule and content at any time.
- WDYT? assignments are *assigned* on the date listed.
- Controversial Corrections Issue Project (CCIP) assignments are *due* on the date listed.
- All assigned readings are posted on Blackboard.
  - This includes those readings from textbook and posted on Blackboard.
  - All readings and material review are to be completed *before* the date they are assigned.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment Schedule</th>
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</thead>
<tbody>
<tr>
<td>1   Thursday, September 7th</td>
<td>Course Introduction &amp; Syllabus Review</td>
<td>Introductory Survey</td>
</tr>
<tr>
<td>2   Monday, September 11th</td>
<td>I. Beginnings: Overview and History of Correctional Systems and Functions, Part I</td>
<td>WDYT #1 Assigned</td>
</tr>
<tr>
<td>3   Thursday, September 14th</td>
<td>I. Beginnings: Overview and History of Correctional Systems and Functions, Part II</td>
<td>WDYT #2 Assigned</td>
</tr>
<tr>
<td>4   Monday, September 18th</td>
<td>The Problem of Recidivism</td>
<td></td>
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<tr>
<td>5   Thursday, September 21st</td>
<td>Introduction to Part II. Rehabilitation, Retribution, and Alternatives to Incarceration</td>
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</tr>
<tr>
<td>6   Friday, September 22nd</td>
<td>N/A</td>
<td>CCIP #1 Due</td>
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<tr>
<td>6   Monday, September 25th</td>
<td>Rehabilitation: Preparing for the Outside, Part I – Counseling and Treatment</td>
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<tr>
<td>No.</td>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>7</td>
<td>Thursday, September 28th</td>
<td>Rehabilitation: Preparing for the Outside: Programs, Part II – Education, Job Training, Postcarceral/Reentry Support</td>
</tr>
<tr>
<td>8</td>
<td>Monday, October 2nd</td>
<td>Documentary: The Return, Part I</td>
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<tr>
<td>9</td>
<td>Thursday, October 5th</td>
<td>Documentary: The Return, Part II</td>
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<tr>
<td>10</td>
<td>Monday, October 9th</td>
<td>Retribution: Corporal Punishment &amp; the Death Penalty, Part I</td>
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<tr>
<td>11</td>
<td>Thursday, October 12th</td>
<td>Retribution: Corporal Punishment &amp; the Death Penalty, Part II</td>
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<tr>
<td></td>
<td></td>
<td>Documentary: Death Row Stories: Nathan Dunlap</td>
</tr>
<tr>
<td>12</td>
<td>Monday, October 16th</td>
<td>Alternatives to Incarceration, Part I – Restorative Justice</td>
</tr>
<tr>
<td>13</td>
<td>Thursday, October 19th</td>
<td>Alternatives to Incarceration, Part II – Non-Custodial Sanctions</td>
</tr>
<tr>
<td>14</td>
<td>Monday, October 23rd</td>
<td>Introduction to Part III. Issues – The Incarcerated, the Warders, and the System</td>
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<tr>
<td>15</td>
<td>Thursday, October 26th</td>
<td>The Prisoner Rights Movement</td>
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<tr>
<td>16</td>
<td>Monday, October 30th</td>
<td>Female and Juvenile Prisoners</td>
</tr>
<tr>
<td>17</td>
<td>Thursday, November 2nd</td>
<td>Mentally Ill and Elderly Prisoners</td>
</tr>
<tr>
<td>18</td>
<td>Monday, November 6th</td>
<td>Gangs and Violence</td>
</tr>
<tr>
<td>19</td>
<td>Thursday, November 9th</td>
<td>Health and Disease</td>
</tr>
<tr>
<td>20</td>
<td>Monday, November 13th</td>
<td>Solitary Confinement, Part I</td>
</tr>
<tr>
<td>21</td>
<td>Thursday, November 16th</td>
<td>Solitary Confinement, Part II</td>
</tr>
<tr>
<td></td>
<td><strong>Online Meeting</strong></td>
<td>Documentary: Frontline: Solitary Nation</td>
</tr>
<tr>
<td>22</td>
<td>Monday, November 20th</td>
<td>Overcrowding</td>
</tr>
<tr>
<td>23</td>
<td>Tuesday, November 21st</td>
<td>Correctional Employees: Overview</td>
</tr>
<tr>
<td></td>
<td>Thursday, November 23rd</td>
<td>No Class – Thanksgiving Holiday</td>
</tr>
<tr>
<td>24</td>
<td>Monday, November 27th</td>
<td>Correctional Employees: Safety</td>
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<td></td>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>25</td>
<td>Thursday, November 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Correctional Employees: Strikes</td>
</tr>
<tr>
<td></td>
<td>Friday, December 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>N/A</td>
</tr>
<tr>
<td>26</td>
<td>Monday, December 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Correctional Employees: Professionalization of Officers</td>
</tr>
<tr>
<td>27</td>
<td>Thursday, December 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Privatization of Prisons and Technocorrections</td>
</tr>
<tr>
<td>28</td>
<td>Monday, December 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Conclusion: The Future of American Corrections</td>
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<tr>
<td></td>
<td>Monday, December 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>N/A</td>
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### III. Course Assessment and Grading

- Grades represent the level of quality of a student’s performance in this course. The following grading scale will be used for individual assignments, and for the final course grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90–100%</td>
</tr>
<tr>
<td>B+</td>
<td>85–89%</td>
</tr>
<tr>
<td>B</td>
<td>80–84%</td>
</tr>
<tr>
<td>C+</td>
<td>75–79%</td>
</tr>
<tr>
<td>C</td>
<td>70–74%</td>
</tr>
<tr>
<td>D</td>
<td>60–69%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

- Written assignments, submitted through Blackboard, comprise the majority of your course assessments.
- Proper grammatical (APA) form as well as quality content are important factors in grading these assessments.
- To that end, grading rubrics are employed to clarify where your assessment meets or fails to meet particular standards. (Rubric to be distributed and discussed in class).
- Refer carefully to the grading rubric and instructor comments on each graded assessment for feedback.
- The final course grade calculation includes performance on the following weighted components, more detailed descriptions to follow below:

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Linked to Student Learning Objectives</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>SLO #5</td>
<td>10%</td>
</tr>
<tr>
<td>What Do You Think?</td>
<td>SLO #1, 2, 3, 5</td>
<td>50%</td>
</tr>
<tr>
<td>Journal Entries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Controversial Correctional Issue Project #1: Issue Selection and Rationale</td>
<td>SLO # 4, 5</td>
<td>10%</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td>Controversial Correctional Issue Project #2: Pro</td>
<td>SLO # 4, 5</td>
<td>10%</td>
</tr>
<tr>
<td>Controversial Correctional Issue Project #3: Con</td>
<td>SLO # 4, 5</td>
<td>10%</td>
</tr>
<tr>
<td>Controversial Correctional Issue Project #4: My View</td>
<td>SLO # 4, 5</td>
<td>10%</td>
</tr>
</tbody>
</table>

**LATE OR MISSING ASSIGNMENT POLICY:**
- Late assignments are accepted up to 24 hours after the due date, and are then closed permanently – no exceptions.
- All late assignments are penalized 20 points – no exceptions.

**WHAT DO YOU THINK? JOURNAL** (50%, ~14 entries):
- Completed after the conclusion of a lecture week, and including one to two lecture topics, the What Do You Think? (WDYT?) Journal is a reflective space for students to reflect on the issues and topics discussed and raised in class, and to hone writing skills.
- Questions are set for each WDTY?, due dates roughly three to four days after being assigned.
- It is a private journal and only the instructor can see its content.
- A minimum word count and due date will be established for each journal entry pending the completion of lecture material, readings, and students’ participation in class discussion.
- Demonstration of critical thinking and mastery of the materials and concepts is key to successful completion of journals. You are always welcome and encouraged to add your own thoughts and responses in addition to completing the assigned questions.
- All questions, and all components of each question, as well as minimum word counts much be met in order for the journal to be graded. Incomplete or short journals are not accepted.
- A WDTY? journal template will be available on Blackboard for download.
- Proper grammar, sentence structure and citation format is necessary and will be closely applied.
- Any instance of plagiarism, no matter how minor, will not be tolerated and will result in an automatic zero score for that assignment. Violators will be sent to the Department of Criminal Justice for further sanctioning.
- SafeAssign plagiarism software is used on all WDTY? assignments.
  - SafeAssign does not grade assignments or make decisions about your work – I do.

**CONTROVERSIAL CORRECTIONAL ISSUE PROJECT** – (4 parts, 10% each):
- The Controversial Correctional Issue Project (CCIP) asks students to engage with the concepts and issues raised in this class by holistically exploring a particular issue in contemporary corrections that is controversial in nature. By reviewing the existing scholarship and commentary on the issue, students will explicate both sides, and then present their own views – with research support.
• Purpose: to strengthen writing and articulation skills (with feedback), to demonstrate a knowledge of correctional issues and controversies, to build skill at explicating both sides of an issue, to explicate your own conclusions buttressed by social science research and evidence.

• The project will unfold in four paper segments:
  • I. Issue Selection and Rationale
    • In this component, students will disclose what controversial correctional issue question they will focus on for their project. This paper will include an introduction, a statement of selection, a brief synopsis of the student's current knowledge about the issue, and a treatise as to why they selected that issue.
    • 3 pages, minimum.
  • II. Pro
    • In this component, students will outline the side in favor of the controversial correctional issue question. This paper will include an introduction, a statement of the issue, a synopsis of the existing scholarship and commentary in favor of the issue, a discussion of the student’s analysis of the existing scholarship and commentary in favor of the issue, and a conclusion.
    • Must include at least 3 scientifically rigorous resources outside of course material.
    • 5 pages, minimum.
  • III. Con
    • In this component, students will outline the side opposed to the controversial correctional issue question. This paper will include an introduction, a statement of the issue, a synopsis of the existing scholarship and commentary opposed to the issue question, a discussion of the student’s analysis of the existing scholarship and commentary in favor of the issue, and a conclusion.
    • Must include at least 3 scientifically rigorous resources outside of course material.
    • 5 pages, minimum.
  • IV. My View
    • In this component, students will outline their view on the controversial correctional issue question, with research support. This paper will include an introduction, a statement of the issue, a synopsis of the existing scholarship and commentary that supports their view on the issues, a discussion of the student’s analysis of the existing scholarship and commentary that supports their view on the issue, their appraisal of the future of the issue, and a conclusion.
    • Must include scientifically rigorous resources outside of course material, can be reused from previous CCIP papers.
    • 5 pages, minimum.

• More detailed information about each portion of the Controversial Correctional Issue Project will be provided in class and made available on Blackboard.

• A list of potential Controversial Correctional Issues will be provided in-class and on Blackboard – you are encouraged to select something that interests you.

• Paper formatting, including references and in-text citations, must follow APA format.

• SafeAssign plagiarism software is used on all CCIP assignments.
  • SafeAssign does not grade assignments or make decisions about your work – I do.
QUIZZES/EXAMS:
• Pending the level of lecture and discussion participation as well as reading and homework completion, the instructor reserves the right to use quizzes and additional exams to assure satisfactory progress – at instructor’s sole discretion.

ATTENDANCE and PARTICIPATION (10%): A significant percentage of your grade is based on class participation and attendance.

Attendance:
• Attendance is required and will be factored into your final grade.
  • There are no “free” absences.
• If you must miss a class, please email with notification ahead of time. Otherwise, only students with documentation will be provided with excused absences after-the-fact.
• If you do miss a class, it is your responsibility to catch up on readings and assignments.
• After 4 unexcused absences, your course grade will be lowered one letter grade, and again for every unexcused absence thereafter.

Participation:
• Your participation grade will reflect your level of involvement in class discussion and in-class activities.
• A large portion of each class session will be devoted to discussing the assigned readings and applying what we have learned to different images and texts.
• All students are required and expected to participate.
  ▪ Participation includes asking questions, making comments, completing in-class work and written assignments, etc.
• Active participation demonstrates that you are doing the assigned reading, and thinking critically about the issues raised in class.
• Participation requires, per the Rutgers University Academic Integrity Policy, that students treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference.
• This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
• Obstruction of academic progress includes disruptive or discourteous behavior – especially phone use or non-course related computer work.
  ▪ Laptops and tablets are permitted for note taking and referring to readings during class, and is strictly monitored.
  ▪ Computer or phone use outside course matters is disruptive and discourteous, and will not be tolerated.
• Persistent disruptors will be asked to leave, and referred to the School of Criminal Justice.
• Participation can also be a negative score due to absences and lack of participation.
• Note: Attendance alone does not constitute participation.

In-Class Assignments:
• Occasionally, in-class assignments will be used to facilitate the learning process laid out in the Student Learning Outcomes.
• To possibly include: working alone, or in small groups; to answer specific questions related to course material; to brainstorm potential solutions to issues raised in course lecture and discussion, etc.
• In-class assignments are unannounced ahead of time.
• Please be sure to bring paper and pen/pencil to each class in anticipation of a possible in-class assignment.

WRITING GUIDELINES:
• Please use the following additional specifications for all written work — you will lose points if these specifications are not met:
  • Last name, first initial and page number in header (upper right corner)
  • Size 12 point, Times New Roman font
  • Double spacing
  • One inch margins
  • Submit either .doc or .docx files, no other formats can be read by Blackboard
• All work should be proofread for spelling and grammar errors (note: computer spell check programs are a good start, but are generally not sufficient).
• In-text citations and reference pages should be written in APA format.
  • See this resource for guidelines from Purdue University’s OWL (Online Writing Lab): https://owl.english.purdue.edu/owl/section/2/
  • Avoid reference generating software – results are typically incomplete and incorrect.
• All coursework is to be submitted through appropriate Blackboard in its designated area, unless otherwise specified by your instructor.
  • Work is not accepted via email.
• Proper grammar, sentence structure and citation format is mandatory, and factored into your grade.
• Any instance of plagiarism, no matter how minor, will not be tolerated and will result in an automatic zero score for that assignment. Violators will be referred to the School of Criminal Justice for further sanctioning.
• To that end, SafeAssign plagiarism software is used on all writing assignments. You retain the intellectual property rights to your work.

IV. Course Policies

Classroom Rules
• All members of this class are required to conduct themselves in an appropriate and professional manner.
• Comportment in class should be professional: no cell phone use, no disruptive or discourteous conduct, no loud or odorous food.
• The Rutgers University Academic Integrity Policy, holds that students treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference.
  • This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
• Obstruction of academic progress includes disruptive or discourteous behavior – especially phone use or non-course related computer work.
• Persistent disruptors will be asked to leave, and referred to the School of Criminal Justice.
• Laptops are permitted only if disengaged from the internet and other electronic devices should be stored away unless you specifically seek the instructor’s permission.
• **Texting or phone use is class is strictly prohibited.** Phones should be stored away for the duration of the course meeting. Infractions will directly affect your Participation grade.
  • Repeat infractions are considered disruptions as per the Rutgers Code of Student Conduct, and will be referred to the Office of Student Affairs.
• In this class, we may have discussions that challenge our taken for granted assumptions about crime and justice, as well as race, gender, sexuality, morality and culture. Students should be prepared to engage honestly and openly about this material and perhaps even examine their own beliefs about the issues.
• While I am hopeful that the course materials will spark interesting discussion, personal insults or other types of demeaning, disrespectful, or threatening comments toward other class members about their experiences, backgrounds, or statements will **NOT** be tolerated, are considered disruptions, and will be referred to the Office of Student Affairs.

**Academic Integrity**

• As a member of the Rutgers University community, you are not to engage in any academic dishonesty. **You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students** [http://studentconduct.rutgers.edu/academic-integrity](http://studentconduct.rutgers.edu/academic-integrity)
• Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university’s policy will result in immediate and appropriate action.
• If you aspire for a career in law enforcement or government work, a permanent mark of dishonest conduct on your transcript could effectively, and permanently, close that path. Please email if you have any questions – your instructor is here to help you be successful in this course.

**Students with Disabilities**

• Rutgers University is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with § 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990. For additional information please visit the website [https://ods.rutgers.edu/](https://ods.rutgers.edu/) or contact the representative for the Newark Campus.

  Allen Sheffield
  Director of ADA Services and Academic Support
  Robeson Campus Center, Suite 352
  350 Martin Luther King Jr. Boulevard
  Newark, NJ 07102
  Phone: 973.353.5300
  Fax: 973.353.5666
  E-mail: kate.torres@rutgers.edu
  Website: [https://ods.rutgers.edu/](https://ods.rutgers.edu/)
Psychological and Counseling Services

- If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university’s psychological and counseling service center (http://www.counseling.newark.rutgers.edu; 973-353-5805), which is located in Blumenthal Hall, room 101. The center offers a variety of free, confidential services to part-time and full-time students enrolled at Rutgers.

If you are interested in finding out more about
- Accelerated Master's Program (B.S. /M.A.)
- Criminal Justice National Honor Society (Alpha Phi Sigma)

Please refer to the School of Criminal Justice website http://rscj.newark.rutgers.edu/

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Twitter

Instagram

ADDITIONAL STUDENT RESOURCES:

The Writing Center:
- Rutgers University’s Writing Center offers students an array of services to help improve their writing and editing skills.
- Location: Conklin Hall, Room 126
- Website: http://www.ncas.rutgers.edu/writingcenter

The Don M. Gottfredson Library of Criminal Justice
- The Don M. Gottfredson Library of Criminal Justice is one of the premier criminal justice libraries in the world. The library offers assistance to students with research materials including scholarly peer reviewed articles, books, reports, and grey literature.
- Location: Center of Law and Justice, Law Library, 3rd Floor
- Website: http://library.law.rutgers.edu/criminal-justice-library
- Contact: Phyllis Schultze, or Estee Marchi