



North Central State College

MASTER SYLLABUS

2025-2026

- A. Academic Division: Engineering Technology, Business & Criminal Justice Division
- B. Discipline: Criminal Justice
- C. Course Number and Title: CRMJ1010 Introduction to Criminal Justice & US Judicial System
- D. Assistant Dean: Brooke Miller, M.B.A.
- E. Credit Hours: 3
- F. Prerequisites: None
- G. Last Course/Curriculum Revision Date: Fall 2025 Origin date: 08/04/2011
- H. Textbook(s) Title:

Criminal Justice Today: An Introductory Text for the 21st Century

- Authors: Frank J. Schmallegger
- Copyright Year: 2023
- Edition: 17th
- ISBN #:9780137910472

- I. Workbook(s) and/or Lab Manual: None
- J. Course Description: This course introduces the student to the American System of Criminal Justice including growth and historical development. Emphasis will be placed on the criminal justice subsystems of law enforcement, corrections, courts, the Ohio court structure, and the juvenile justice system. In addition, this course will examine the ethical, professional, and legal issues confronting the criminal justice professional.
- K. College-Wide Learning Outcomes:

| College-Wide Learning Outcome | Assessments - - How it is met & When it is met |
|--|---|
| Communication – Written | |
| Communication – Speech | |
| Intercultural Knowledge and Competence | |
| Critical Thinking | Creative Project-Critical Thinking VALUE Rubric end of the term |
| Information Literacy | |
| Quantitative Literacy | |



North Central State College
SYLLABUS ADDENDUM

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|---------------------|--|-------------------|--|
| Academic Division: | <u>Engineering Technology, Business & Criminal Justice</u> | Discipline: | <u>Criminal Justice</u> |
| Course Coordinator: | <u>Dave Koepke</u> | | |
| Course Number: | <u>CRMJ 1010</u> | Course Title: | <u>Introduction to Criminal Justice and Justice System</u> |
| Semester / Session: | <u>Fall Session A 2025</u> | Start / End Date: | <u>08/11/2025-10/03/2025</u> |

Instructor Information

| | | | |
|------------------|--------------------|-----------------|---|
| Name: | <u>Dave Koepke</u> | Phone Number: | <u>419-755-4839</u> |
| | | E-Mail Address: | <u>dkoepke@ncstatecollege.edu</u> |
| Office Location: | <u>064 Kehoe</u> | Office Hours: | <u>Mon – Thur. 10-12 / 2:30-4:00pm by appt.</u> |

I. Topical Timeline (Subject to Change):

Week One: Orientation and Historical development, What is Criminal Justice
Week Two: Crime statistics/types of crime, Issues of diversity in Criminal Justice
Week Three, Four and Eight: American Policing
Week Five: Structure of American Courts and Adjudication
Week Six and Seven: Corrections, Probation and Parole, Ethical issues Law Enforcement, Courts, and Corrections
Week Eight: Career Exploration in Criminal Justice, Wrap-up Final

II. Course Assignments: (Subject to Change)

1. Worksheets
2. Exams
3. Group Exercises
4. Worksheets
5. Video Reviews
6. Guided Discussion
7. Presentation
8. Career Exploration Project
9. Creative Project

III. Grading and Testing Guidelines:

PLEASE NOTE:

Participation is essential for course success. In online classes, completing assignments is tangible evidence that students are participating.

You must complete at least one assignment within the first week of the course to be counted as an attending, participating student.

Students who do not complete an assignment by Friday of the second week of the term will be withdrawn from the course for non-attendance.

Any work that is turned in to this instructor to be graded should be grammatically correct and free of spelling errors.

Any work that cannot be understood because of poor grammar, run-on sentences, etc. will not be graded, and the student will receive a "0". If you need assistance with your writing skills, contact our student success center for assistance.

You must abide by all due dates to receive full credit. All work must be your own unless you are authorized to work in groups.

If you have any questions, please email me using your NC State email account.

Testing will be progressive. (Some chapters may be combined), with each exam worth 10-100 points each. The exams will be completed as an assignment. When the test is completed, you are ONLY to send your answer key in the following format (do not attach the exam nor copy or paste the exam, answer key only)

1. A
2. B
3. C
4. D
- Etc.

IV. Examination Policy:

1. The reasons for which a student will be excused from taking an examination or meeting deadlines.
 - a. Hospitalization (with documented verification)
 - b. Death in the immediate family (with documented verification)
 - c. Personal illness or illness in immediate family - (doctor's excuse required).

V. Class Attendance and Homework Make-Up Policy:

This course is delivered in the Hybrid-Flexible “HyFlex” format. Students may attend class in person each session or alternatively participate in online activities. This choice may be made on a session-by-session basis. (This is the Flexibility part of HyFlex.) The attendance and participation policy will be discussed during class the first session. Additional questions should be addressed to the instructor.

The in-person “face to face” sessions of class are scheduled for Tuesday from 1:00 p.m. to 2:15 p.m. in The Kehoe Building (room to be determined.)

There will not be any points assigned for attending this class because it is “HyFlex” course, with both in-person and online learning options for the student. It is the student’s responsibility to check the due dates of each assignment and complete the assignment before their due date. Assignments are due by the time and date posted.

To the best of the instructor’s ability, grades will be maintained weekly or bi-weekly.

Total points for the class will vary, based upon exam weights and other variables such as the number of assignments, discussion, research, etc.

VI. Classroom Expectations:

Remember, the class sessions simulate meetings and discussion among co-workers in the workplace.

To respect the rights of all, please:

- Show respect to your classmates by using positive feedback within the discussion rooms and email. A debate is expected and encouraged as it aids in the learning and exploration process. Please approach debate, questions, and answers in communication, with a spirit of congeniality.
- Negative feedback is wrong. You will receive a warning for the first time. Further use of negative feedback will result in a “0” grade for that assignment. If there is negative feedback on a third occasion, you may be removed from the class.
- Please practice ‘netiquette’ by treating classmates with dignity and respect in all manners of communication. We are working together for a common purpose in the classroom. In the future, you will work with others in the workplace for a shared mission.

Helpful Information: Please read ahead for the assignments that will be due for this course to get a head start! Click on the Assignment Tab to the left of your screen to ensure you complete all the due assignments. (Make sure you click the tab in the upper right corner of your screen to set your monitor to the view of seeing your work listed by each week as this will help you in keeping track of what is due and when and assists you if you are going to work ahead.)

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall: (any or all assessments can be conducted unless otherwise stated within the specific outcome.)

| Outcomes | Assessments – How it is met & When it is met |
|--|--|
| 1. Explain the origin and evolution of the criminal justice system and how it has led to its current form <i>a. Using guided open discussion techniques, students will be introduced to the criminal justice system (the history, the players, the process, the goals) in its most basic form.</i> | TAG #2 –Throughout the term; Exam, midterm. <i>b. To demonstrate understanding of the topics assigned, students will complete current event assignments throughout the semester.</i> |
| 2. Describe the contribution of each of the components of the criminal justice system (police, courts (Ohio courts), and corrections) to the administration of the justice system (including the juvenile justice system) <i>a. Using guided open discussion techniques, students will describe each component within the criminal justice system.</i> | TAG #1 Throughout the term. <i>b. To demonstrate understanding of the topics assigned, students will evaluate the issues, and complete an independent and guided reflection activity relating to the Criminal Justice System – Policing, Courts, and Corrections (Class Activity Grade).</i> |
| 3. Identify the different types of crime and their extent in society <i>a. Using guided open discussion techniques and group/peer-review activities, students will be introduced to the concepts of crime; crime causation, patterns, rates, and trends; and victimology.</i> | Midterm exam. <i>b. To demonstrate understanding of the topics assigned, students will evaluate the types of crime, the issue of criminal behavior in society (Class Activity Grade).</i> |
| 4. List and describe the mission, roles and strategies of policing <i>a. Using guided open discussion techniques and group activities, students will better understand why the concept of Policing is a necessary component of the criminal justice system. Students will examine the history of the profession; the differences in the various law enforcement agencies; and how technology is changing the perspective of investigation.</i> <i>b. Using guided open discussion techniques and group activities, students will be able to better understand the role and function of law enforcement agents and how policing, as one component of the entire criminal justice structure, is necessary to the function of the whole system. Students will also examine the roles and functions of supporting professionals (i.e., forensics professionals) who work alongside police officers in an investigative role.</i> <i>c. Using guided open discussion techniques, and by viewing a documentary video, students will understand police culture, style, police discretion, and the major challenges facing modern policing.</i> | TAG #7 Exams, middle of the term. (@ Six class sessions) <i>b. To demonstrate understanding of the role and function of police officers, students will have an opportunity to debate the success of various methods of crime deterrents (community policing vs. problem-oriented policing) and hypothesize on methods to improve the function of the police officer (Class Activity Grade).</i> |
| 5. Define restorative justice and identify its role in serving the needs of participants in the criminal justice process <i>a. Using guided open discussion techniques, students will be able to recognize the similarities and differences between the models of community sentencing, traditional probation services, intermediate sanctions, and restorative justice.</i> <i>b. Using guided open discussion techniques, students will be able to better understand the role and function of the court, judge, prosecutor, and defense attorney in the justice process. A particular emphasis will be placed on examining the challenges of prosecuting and representing the “unpopular” client [the indigent; the admittedly guilty; the high-profile clients; the extremely violent client; the mentally-impaired client]. Students will have the opportunity to view videos relating to interesting issues from criminal trials to better understand the trial process.</i> | TAG #6 Final Exam, late in the term. (@ Six class sessions) <i>c. To demonstrate understanding of the topics assigned, students will prepare a sentencing recommendation report using a sample case (Class Activity Grade).</i> <i>d. To demonstrate understanding of the topics assigned, students will work in teams to draft either an opening or closing trial statement based on a fact pattern of a person accused of a crime (Class Activity Grade).</i> |

| Outcomes | Assessments – How it is met & When it is met |
|--|--|
| <p>6. Compare and contrast the differences between community-based and institutional corrections</p> <p>a. <i>Using guided open discussion techniques, and by viewing a documentary video, students will be able to identify the components of the corrections system, summarize the role of the correctional officers and administration, and discuss the modern trends and challenges within the inmate population. Additionally, students will consider the similarities and differences in the adult vs. juvenile systems and in male vs. female inmate populations.</i></p> | <p>TAG #8 Late in the term; (@ Six class sessions)</p> <p>b. <i>To demonstrate understanding of the unique challenges facing the corrections system, the students will divide into two groups and each present a point-of-view presentation on one of the two topics (Class Activity Grade):</i></p> <ul style="list-style-type: none"> • <i>Causes of prison violence and the inmate social code; or</i> • <i>The effectiveness of the processes of parole and offender reentry</i> |
| <p>7. Assess and evaluate the process of a case as it progresses through the criminal justice system commencing with the offenses and culminating with the release from a disposition (with an emphasis on the Ohio Court Structure)</p> <p>a. <i>Using open discussion techniques and group/peer-review activities, students will better understand the history of punishment and identify the major goals of the contemporary punishment and sentencing components of the justice system.</i></p> <p>b. <i>Mock exercises evaluating the roles and impact that the police, courts and corrections have on individual being processed through the system.</i></p> <p>c. <i>Students will also have an opportunity to review scholarly journals that debate the arguments for and against capital punishment and discuss the relevant legal issues faced by states with that choice.</i></p> | <p>TAG #4 Throughout the term.</p> <p>d. <i>To demonstrate understanding of the topics assigned, students will prepare a sentencing recommendation report using a sample case (Class Activity Grade).</i></p> |
| <p>8. Identify and discuss ethical issues in criminal justice.</p> <p>a. <i>Assignment of major ethical issues for research and class presentation. Discussion and worksheet on Ethical situations or dilemmas and how various ethical systems would apply.</i></p> | <p>TAG #11 End of the term.</p> <p>b. <i>To demonstrate understanding of the topics assigned, students will examine ethical rules and debate the modern challenges faced by law enforcement, corrections and court professionals, as by individual research (Project Grade).</i></p> |
| <p>9. Recognize and explain the impact of diversity in the system and on all those involved in the system</p> <p>a. <i>Using open discussion techniques and group/peer-review activities, students will better understand the importance of diversity in the justice system.</i></p> | <p>TAG #10 Early in the term.</p> <p>b. <i>To demonstrate understanding of the topics assigned, students will describe and discuss the effects of multiculturalism, the importance of diversity and the challenges faced in the Criminal Justice System – Policing, Courts, and Corrections (Class Activity Grade).</i></p> |
| <p>10. Explore the many career paths in criminal justice</p> <p>a. <i>Students will also have an opportunity to explore the critical skills necessary for a career in criminal justice.</i></p> | <p>Throughout the term.</p> <p>b. <i>To demonstrate understanding of the topics assigned, and to allow students an opportunity to consider their own career goals, students will be assigned a Career Project to be completed over the next course of the semester (Project Grade).</i></p> |

M. Recommended Grading Scale:

| NUMERIC | GRADE | POINTS | DEFINITION |
|---------|-------|--------|---------------|
| 93–100 | A | 4.00 | Superior |
| 90–92 | A- | 3.67 | Superior |
| 87–89 | B+ | 3.33 | Above Average |
| 83–86 | B | 3.00 | Above Average |
| 80–82 | B- | 2.67 | Above Average |
| 77–79 | C+ | 2.33 | Average |
| 73–76 | C | 2.00 | Average |
| 70–72 | C- | 1.67 | Below Average |
| 67–69 | D+ | 1.33 | Below Average |
| 63–66 | D | 1.00 | Below Average |
| 60–62 | D- | 0.67 | Poor |
| 00–59 | F | 0.00 | Failure |

N. College Procedures/Policies:

North Central State College believes that every student is a valued and equal member of the community.* Every student brings different experiences to the College, and all are important in enriching academic life and developing greater understanding and appreciation of one another. Therefore, NC State College creates an inclusive culture in which students feel comfortable sharing their experiences.

Discrimination and prejudice have no place on the campus, and the College takes any complaint in this regard seriously. Students encountering aspects of the instruction that result in barriers to their sense of being included and respected should contact the instructor, assistant dean, or dean without fear of reprisal.

* *Inclusive of race, color, religion, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation*

Important information regarding College Procedures and Policies can be found on the syllabus supplement located at:

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDF/14-081b.pdf>