North Central State College

MASTER SYLLABUS	2026-2027

A. Academic Division: Engineering Technology, Business & Criminal Justice Division

B. Discipline: Criminal Justice

C. Course Number and Title: CRMJ1130 Introduction to Corrections

D. Assistant Dean: Brooke Miller, M.B.A.

E. Credit Hours: 3

F. Prerequisites: None

G. Last Course/Curriculum Revision Date: Fall 2026 Origin date: 08/04/2011

H. Textbook(s) Title:

Corrections: An Introduction

- Author: Seiter
- Copyright Year: 2025
- Edition: 7th
- ISBN #: 9780138184391

I. Workbook(s) and/or Lab Manual: None

J. Course Description: This course provides students with an overview of the field of corrections including; courts, detention, sentencing, adult institutions, and staffing and personnel issues. This course provides the student with a basic working knowledge of the many diverse aspects of the correctional process with emphasis given on the history and development of corrections, the various types of institutions, the correctional process, correctional treatment, and the role of corrections within the field of criminal justice. This course specifically examines the Ohio Correctional System. This is a TAG course (OSS033).

K. College-Wide Learning Outcomes

College-Wide Learning Outcomes	Assessments - - How it is met & When it is met
Communication – Written	
Communication – Speech	
Intercultural Knowledge and Competence	
Critical Thinking	
Information Literacy	
Quantitative Literacy	

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. Discuss and evaluate the evolution of the history of corrections from 2000 BC to the present. a. *Given as a research project, the student will create and submit an historical timeline of the evolution of corrections* b. *Given a worksheet exercise, the student will describe the importance of each historical event on the timeline they submitted.* c. *A multiple choice exam will be given to the student with questions covering each of the historical correctional events in history* *d. (Time: 2 class sessions)*	Exam, weekly Discussion Question Worksheets/Exercises/Process Orientated, Research project – Weeks 1, 2
2. Describe the philosophies of deterrence, reform, rehabilitation, and retribution as used in corrections and analyze the goals of corrections. *a. Given a video, the student will evaluate the scenario in the video and name and describe the philosophy that fits the scenario* *b. Given a worksheet exercise, the student will describe, list, and evaluate the goals of corrections* *c. A multiple choice exam will be given to the student with questions covering each of the philosophies and goals of corrections* *d. (Time: 2 class sessions)*	Exam, weekly chapter assignments, discussion question worksheets, video assignment- weeks 3, 4
3. Explain the inmate culture of institutions and illustrate how that culture impacts the operations of institutional facilities. *a. After watching 2 correctional videos related to the operation of prions,, the student will describe the culture of institutions and illustrate what impact that culture has on the field of corrections* b. *A multiple choice and essay exam will be given to the student with questions covering the types of cultures and an a essay question regarding the impact that culture has on the field of corrections* c. *(Time: 2 class sessions)*	Exam, weekly chapter assignments, discussion question worksheets, video assignment- weeks 5 and 6

Outcomes	Assessments – How it is met & When it is met
4. Analyze local, state, and federal institutions, including architectural design, custody and treatment programs, and types of correctional institutions, jurisdiction and services provided in each. a. *Given a research exercise, the student will conduct research (using valid approved CRJ web-sites) and submit a report that illustrates the differences between local, state, and federal institutions in regards to design, treatment, architectural design, and the jurisdictions they serve* b. *Given a critical thinking exercise that includes "mock cases of clients", the student will analyze that data and provide a report that determines which type of institution the client should be housed in and what treatment the client would need* c. *(Time: 4 class sessions)*	Exam, research exercise, chapter assignments, weekly discussion worksheets- weeks 7, 8, 9
5. Analyze what the pains of imprisonment are that is experienced by the inmate. *a. Given a worksheet exercise, the student will describe, list, and evaluate the pains of imprisonment that inmates experience* *b. A multiple choice exam will be given to the student with questions covering the pains of imprisonment* *c. (Time: 2 class sessions)*	Exam, research exercise, chapter assignments, weekly discussion worksheets- weeks 8-9
6. Compare the concepts of probation and parole and analyze the effectiveness of the different programs within community corrections. *a. Given a research project, the student will determine and submit in writing or in a table the differences and/or similarities of probation and parole* *b. Given a research exercise, the student will conduct research (using valid approved CRJ web-sites) and submit a report that illustrates or describes the different programs available in community corrections.* c. *A multiple choice exam will be given to the student with questions covering the types of programs and the differences of probation and parole* *d. (Time: 3 class sessions)*	Exam, research exercise, critical thinking exercise – weeks 3-4

Outcomes	Assessments – How it is met & When it is met
7. Demonstrate knowledge of the major constitutional rights and legal issues facing corrections and those under correctional supervision *a. Given a legal research exercise, the student will present an analysis of the constitutional rights inmates possess as well as providing the case summaries that support those rights.* *b. Given a worksheet exercise, the student will describe the current legal issues that are under debate.* c. *A multiple choice exam will be given to the student with questions covering the legal rights and constitutional Amendments* *d. (Time: 4 class sessions)*	Exam, legal research, discussion worksheets, critical thinking exercises – weeks 10-12
8. Analyze the correctional client and identify various special populations (such as race, gender, sex, mental status) and how the correctional system addresses their needs. *a. Given a critical thinking exercise that includes "mock cases of correctional clients", the student will determine the needs of the specific clients* *b. Given a research project, the student will research the ODRC's reports and databases(which must be approved by the professor) and submit a report that lists the types of offenders (including demographics) found in each type of correctional system* *c. (Time: 4 class sessions)*	Exam, critical thinking exercise, research exercise – weeks 5-6
9. Demonstrate knowledge of different sentencing practices and the impact of those practices. *a. Given a critical thinking exercise that includes "mock cases of correctional clients", the student will determine the proper sentence for the clients in accordance with the law* *b. Given a research project, the student will research ODRC's reports and create a table that determines the sentencing length that offenders receive based upon the level of felony. Students will use that table to determine the impact those sentences have upon the correctional system* *c. (Time: 4 class sessions)*	Legal research, critical thinking project, discussion worksheet – weeks 13-14
10. Identify and analyze emerging issues facing corrections. *a. Given a worksheet exercise, the student will describe, list, and analyze the issues in corrections.* *b. Students will prepare a discussion/debate over a current issue facing corrections.* *c. (Time: 3 class sessions)*	Exam, discussion question worksheets, discussion exercise – weeks 15-16

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	Average
67–69	D+	1.33	Below Average
63-66	D	1.00	Below Average
60-62	D-	0.67	Below Average
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

North Central State College

SYLLABUS ADDENDUM

Academic Division:	Engineering Technology, Business & Criminal Justice Division	**Discipline:**	Criminal Justice
Course Coordinator:	Mr. David Koepke		
Course Number:	CRMJ1130	**Course Title:**	Introduction to Corrections
Semester / Session:	Fall 2026 / Session B	**Start / End Date:**	10/19/2026 thru 12/13/2026

Instructor Information

Name:	Andrew Nolen	**Credentials:**	MS, LICDC
Phone Number:	https://www.remind.com/join/368e2g	**E-Mail Address:**	anolen@ncstatecollege.edu
Office Location:	Virtual	**Office Hours:**	By appointment

I. Topical Timeline / Course Calendar (Subject to Change):

Weeks	Topics	Assignment	Due Date
1	Concepts of Corrections as a Sub-System of the Criminal Justice System • History & Philosophy of Corrections • Deterrence, Incapacitation, Rehabilitation, Retribution • Overcrowding & Racial Disparities in Corrections	**Readings:** Ch. 1 (1.1 – 1.8)	
2	Judicial Process and Sentencing Practices • Presentence Investigations and Sentencing Guidelines • Determinate vs Indeterminate Sentences • Mandatory Minimums & Three-Strikes Laws	**Readings:** Ch. 2 (2.1 – 2.13)	
3	Correctional Clients • Career Criminals • Gang Members • Elderly Offenders	**Readings:** Ch. 3 (3.1 – 3.5)	
4	Alternatives to Incarceration • Probation, Parole, Intermediate Sanctions, Treatment & Halfway Houses • Restorative Justice and Community-Based Corrections	**Readings:** Ch. 4 (4.1 – 4.15)	
5	Correctional Facilities and Institutional Life • Federal, State, and Local Systems • Psychological Effects of Incarceration and Institutionalization	**Readings:** Ch. 5 & 6	
6	Innovative Programs & Reentry Efforts • Common Factors of Successful Programs | Barriers to Success • Gender-Responsive and Aging Populations	**Readings:** Ch. 7	
7	Juvenile Corrections and Special Populations • Juvenile Justice Procedures • LGBTQ • Women • Non-citizens • Elderly	**Readings:** Ch. 8 & 9	
8	Corrections as a Career Field & Course Review • Public Agencies, Private Sector, Safety & Wellness	**Readings:** Ch. 10	

II. Grading and Testing Guidelines:

Your success in this course hinges on active participation, particularly in weekly discussions. It is imperative that all submitted work adheres to high standards of grammar and spelling. Incomprehensible submissions due to poor grammar or spelling will receive a grade of zero. Should you require assistance in enhancing your writing skills, I encourage you to utilize the resources available at our Student Success Center.
Adherence to assigned due dates is critical for earning full credit. Unless specified, all assignments must be the result of individual effort. Collaborative work is permissible only with prior authorization.
Communications should be directed to me via your NC State email account for prompt response.
Our assessment strategy may include cumulative testing, potentially combining multiple chapters, with each exam valued between 10 to 100 points. Exams will be administered through Canvas and will become accessible on the designated examination dates.
The coursework involves individual projects corresponding to each chapter and topic, requiring adherence to APA format unless stated otherwise. These projects will be evaluated using the VALUE Rubric and are accessible under the "assignments" section on Canvas. Weekly modules will provide links to assignments, handouts, PowerPoints, and reading materials. Submissions will include both assignments and discussion contributions. Discussion responses must meet a minimum word count of 100 words, with each valued at 10 points. Failure to meet the minimum word requirement will result in a score of zero. Discussion responses should engage with peers' contributions through agreement, disagreement, questions, or additional information.
All submissions, including emails, must be grammatically correct and free of spelling errors. Submissions that fail to meet these standards will not be graded and will automatically receive a zero. Incomplete work will also not be graded. It is important to seek assistance from the Student Success Center if you face challenges in writing.
For urgent queries, please email me directly using your NC State email account, as emails are forwarded to my personal device. For less urgent matters, you may use the Canvas inbox, though responses may be delayed.
Please note that only NC State-issued email accounts are acceptable for communication in this course. Private email accounts should not be used for correspondence related to this class.

III. Examination Policy:

All work including assignments and exams are due by end of class on the due date. If a response is required, those will be due by 6pm on Mondays. You may work ahead in this course if you so choose to. However, I do not grade ahead. Make sure you set your assignment screen in canvas as you have been advised to so that you can view your work by the week (refer to your announcement page, email, and course module for directions). If you are planning a vacation, have a hectic work schedule, etc. please plan for that. Because the work for the course is given to you in advance, there should be no reason for any late work. I do not accept late work. Our field is very demanding and being punctual and on time is critical. This class will prepare you for that.

IV. Class Attendance and Homework Make-Up Policy:

Attendance in this class carries a point value, emphasizing its importance. It is your responsibility to be vigilant about assignment due dates and ensure timely completion. Assignments are due by the end of the class session on their specified due date.
In terms of grading, I commit to updating grades either weekly or bi-weekly to the best of my ability. This means that if your assignment is due on a Saturday, you can expect grading to be completed by the following Saturday at the latest.
The total point accumulation for this course will be dynamic, contingent on various factors. These include the weighting of exams and the quantity of different components such as assignments, discussions, research projects, etc. This structure is designed to reflect the comprehensive nature of the coursework.

V. Classroom Expectations:

In this course, our class sessions are designed to mirror workplace meetings and discussions. To maintain a respectful and productive environment, please adhere to the following guidelines:

1. Positive Feedback: Demonstrate respect towards your classmates by providing constructive and positive feedback in discussion forums and emails. This fosters a supportive learning atmosphere.
2. Policy on Negative Feedback: Negative feedback is not permissible. A warning will be issued for the first occurrence. Any subsequent instances of negative feedback will result in a grade of zero for that particular assignment. A third instance may lead to removal from the class. This policy is in place to ensure a respectful and positive learning environment.

VI. Instructor A.I. Use Expectations

Students are encouraged to use Artificial Intelligence (AI) tools such as ChatGPT to enhance learning, support critical thinking, and assist with research and organization. However, AI must supplement your work, not substitute for it. Your original analysis, reflection, and application of course content are the foundation of your academic effort.

To ensure ethical use of AI in this course:

1. Transparency – Any use of AI in an assignment must be acknowledged. You are required to cite AI sources following the American Psychological Association's (APA) guidelines for ChatGPT and other generative AI tools. Guidance can be found here: APA Blog – How to cite ChatGPT.
2. Application – AI may be used for brainstorming, summarizing, organizing ideas, or refining drafts, but you are expected to critically evaluate, fact-check, and integrate these outputs into your own academic voice.
3. Academic Integrity – Passing off AI-generated text as entirely your own without acknowledgment constitutes plagiarism and violates the University's academic honesty policy.
4. Critical Engagement – Each assignment must demonstrate your understanding of the material. If AI is used, explain how it helped you (e.g., generating discussion questions, clarifying concepts, suggesting structure). This reflection ensures AI is a tool for deeper learning, not a shortcut.
5. Citation Requirement – Every assignment in which AI is used must include an APA citation of the tool, formatted correctly both in-text and in the reference list. Example (APA, 7th edition):
    - In-text: (OpenAI, 2023)
    - Reference: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/