A. Academic Division: Education, Professional & Public Services

B. Discipline: Criminal Justice

C. Course Number and Title: CRMJ1130 Introduction to Corrections

D. Course Coordinator: Anne Strouth, Associate Professor, A.A.S., B.S., M.S.
   Assistant Dean: Dan Wagner

Instructor Information:
- Name: Click here to enter text.
- Office Location: Click here to enter text.
- Office Hours: Click here to enter text.
- Phone Number: Click here to enter text.
- E-Mail Address: Click here to enter text.

E. Credit Hours: 3

F. Prerequisites: None

G. Syllabus Effective Date: Fall 2017

H. Textbook(s) Title:
   Corrections: An Introduction
   - Author: Seiter
   - Copyright Year: 2017
   - Edition: 5th
   - ISBN #: 9780134164113

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

<table>
<thead>
<tr>
<th>College-Wide Learning Outcomes</th>
<th>Assessments - - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication – Written</td>
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<td>Communication – Speech</td>
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<td>Intercultural Knowledge and Competence</td>
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<td>Critical Thinking</td>
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<td>Information Literacy</td>
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<td>Quantitative Literacy</td>
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Updated: 2/7/2017
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)

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments – How it is met &amp; When it is met</th>
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<tbody>
<tr>
<td>1. Discuss and evaluate the evolution of the history of corrections from 2000 BC to the present.</td>
<td>Exam, weekly Discussion Question Worksheets/Exercises/Process Orientated, Research project – Weeks 1, 2</td>
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<tr>
<td>a. <em>Given as a research project, the student will create and submit an historical timeline of the evolution of corrections</em></td>
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<td>b. <em>Given a worksheet exercise, the student will describe the importance of each historical event on the timeline they submitted.</em></td>
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<td>c. <em>A multiple choice exam will be given to the student with questions covering each of the historical correctional events in history</em></td>
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<td>d. <em>(Time: 2 class sessions)</em></td>
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<td>2. Describe the philosophies of deterrence, reform, rehabilitation, and retribution as used in corrections and analyze the goals of corrections.</td>
<td>Exam, weekly chapter assignments, discussion question worksheets, video assignment- weeks 3, 4</td>
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<tr>
<td>a. <em>Given a video, the student will evaluate the scenario in the video and name and describe the philosophy that fits the scenario</em></td>
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<tr>
<td>b. <em>Given a worksheet exercise, the student will describe, list, and evaluate the goals of corrections</em></td>
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<tr>
<td>c. <em>A multiple choice exam will be given to the student with questions covering each of the philosophies and goals of corrections</em></td>
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<tr>
<td>d. <em>(Time: 2 class sessions)</em></td>
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<td>3. Explain the inmate culture of institutions and illustrate how that culture impacts the operations of institutional facilities.</td>
<td>Exam, weekly chapter assignments, discussion question worksheets, video assignment- weeks 5 and 6</td>
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<tr>
<td>a. <em>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</em></td>
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<tr>
<td>b. <em>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</em></td>
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<td>c. <em>(Time: 2 class sessions)</em></td>
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<td>Assessments – How it is met &amp; When it is met</td>
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<td>---------------------------------------------</td>
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| 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 |
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| 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. **Topical Timeline (Subject to Change):**

1. The Corrections System – Week 1
2. The History of Corrections in America – Weeks 1-2
3. The Punishment of Offenders – Weeks 2-3
4. The Correctional Client - Weeks 5-6
5. Jails – Weeks 3-4
6. Probation – Weeks 3-4
7. Incarceration – Weeks 7-9
8. The Prison Experience – Weeks 7-9
9. Incarceration of Women – Weeks 7-9
10. Institutional Programs – Weeks 7-9
11. Prisoner’s Rights/Case Law – Weeks 10-12
12. Release from Incarceration – Weeks 15-16

Course Calendar:

I. **Part 1, Putting Corrections into Perspective**

   A. Chapter 1-2

II. **Part 2, Correctional Policy and Operations**

   A. Chapters 3-6

III. **Part 3, Correctional Clients**

   A. Chapters 7-9

IV. **Part 4, Prison Life**

   A. 10-14

V. **Part 5, Correctional Challenges**

   A. 15-16

N. **Course Assignments:**

1. Video Reactions/Applicability Assignments
2. Weekly Discussion Question Worksheets/Exercises/Process Oriented
3. Weekly Chapter Assignments
4. Critical Thinking Exercises/Projects
5. Research Questions/Exercises/Projects
6. Progressive Exams
7. Legal Research

O. **Recommended Grading Scale:**

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
</tbody>
</table>
P. Grading and Testing Guidelines:

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Q. Examination Policy:

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R. Class Attendance and Homework Make-Up Policy:

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S. Classroom Expectations:

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T. College Procedures/Policies:

Attendance Requirements: All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal though the Student Records Office in Kee Hall.

Student engagement requirements: Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

Academic Misconduct is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course or program rules as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. Plagiarism including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such
source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating** and dishonest practices in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.

7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities:** Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals:** As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, [www.ncstatecollege.edu](http://www.ncstatecollege.edu), under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

Updated: 2/7/2017
If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.