



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CRIM 15	(2) Introduction to Police Ethics	(3) 3
Number	Title	Units

(4) Lecture / Lab Hours:	(8) Classification:	
Course Hours		
Weekly Lec hours: 3.00	Degree applicable:	X
Weekly Lab hours: 0	Non-degree applicable:	
Total Contact hours: 54.00	Basic skills:	
Lec will generate __ hour(s) outside work.	(9)RC	Fulfills AS/AA degree requirement: (area)
Lab will generate __ hour(s) outside work.	General education category:	
(5) Grading Basis: Grading Scale Only X	Major:	Criminology - Law Enforcement
Pass/No Pass option	Certificate of:	Criminal Justice - Law Enforcement
Pass/No Pass only	Certificate in:	
(6) Advisories:	(10)CSU	Baccalaureate: X
(7) Pre-requisites (requires C grade or better):	(11)Repeatable: (A course may be repeated three times)	0
Corequisites:	(12)C-ID:	
	Proposed Start Date:	Fall 2012

(12) Catalog Description:
 The philosophical and theoretical issues relating to frequent ethical considerations found throughout the entire criminal justice system. This course is structured to challenge the student in the areas of morality, ethics and human behavior.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. Define the differences between morals, ethics and values.
- II. Explain why the study of ethics is important for criminal justice professionals.
- III. Measure how discretion permeates every phase of the criminal justice system and creates ethical dilemmas for criminal justice professionals.
- IV. Analyze the justification for police power and the basic ethical standards that derive from this justification.
- V. Describe the history and source of legal ethics for attorneys and judges.
- VI. Describe the ethical codes for correctional officers, treatment professionals, and probation and parole officers.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. Develop a greater awareness of moral/ethical issues.
- II. Identify and develop critical thinking and analytical skills.
- III. Judge the differences between categorical imperatives and hypothetical imperatives.
- IV. Identify the different ethical positions between John Stuart Mill, Immanuel Kant, as well as other notable theorists throughout history.
- V. Distinguish how police officers learn ethical behavior.
- VI. Distinguish how professionals in the field of corrections learn ethical behavior.
- VII. Distinguish how professional workers in the court-room workgroup learn ethical behavior.
- VIII. Recognize under what situations criminal justice professionals are allowed to lie and its implications on ethical behavior.
- IX. Distinguish between the social order and the moral order of ethics within the criminal justice system.
- X. Review steps organizational leaders should take to encourage ethical decision making on the part of their employees.

IV. COURSE OUTLINE:

Lecture Content:

- I. Morality, ethics, and human behavior
 - A. Why study ethics?
 - B. Defining morals, ethics, duties and values.
 - C. Making Moral judgements.
 - D. Morality and Behavior
 - E. Analyzing ethical dilemmas.
- II. Developing and determining moral behavior.
 - A. Ethical systems.
 - B. Deontological and Teleological ethical systems.
 - C. Other Ethical systems.
 - 1. Religion
 - 2. Natural law
 - 3. The ethics of virtue
 - 4. The ethics of care
 - D. Egoism:: ethical system or not?
 - 1. Relativism and absolutism
 - 2. Situational ethics
- III. Justice and law
 - A. Origins of the concept of justice
 - B. Distributive justice
 - C. Corrective justice
 - D. Immoral laws and the moral person
 - E. Restoratiave justice
- IV. Becoming an ethical professional
 - A. Theoires of moral development
 - 1. Biological factors
 - 2. Learning theory
 - 3. Kohlberg's moral stage theory
 - B. Ethics teaching/Ethics training
 - C. Leadership and the ethical organization
 - D. The criminal justice professional
- V. The role of the police in society
 - A. Crime fighter or public servant?
 - B. Power and discretion.
 - C. Formal ethics for police officers
 - 1. The Law Enforcement Code of Ethics
 - D. Policed subcultures
 - 1. The "Cop code."
 - 2. The "Noble Cause."
 - 3. "Blue curtain" of secrecy.
 - E. Police discretion and dilemmas
 - 1. Discretion and discrimination.
 - 2. Discretion and criminal investigations.
 - 3. Discretion and the Use of Force.
 - F. Police Corruption and Misconduct
 - 1. Around the world.
 - 2. Types of Corruption.
 - a. Explanations of Deviance.
 - b. Reducing Police Corruption.
- VI. Law and Legal Professionals
 - A. The Role of Law.
 - B. Justifications for law.
 - C. Paradigms of law.
 - D. Ethics for Legal Professionals
 - 1. Ethical guidelines for Judges
 - E. Discretion and Dilemmas in the Legal Profession
 - 1. Ethical issues for Defense Attorneys.
 - 2. Ethical issues for Prosecutors.
 - 3. Ethical issues for Judges.
 - F. Ethical misconduct in the Courts and Responses
 - 1. Ethical Misconduct.

2. Justice on trial.
3. Explanations for Misconduct.
4. Responding to Misconduct.
5. Judicial independence and the Constitution.

VII. The Ethics of Punishment and Corrections

- A. The necessity for punishment.
- B. Ethical Frameworks for Corrections.
- C. Punishments
 1. Supermax Prisons.
 2. Private Prisons.
 3. Capital Punishment.
 4. Community Corrections.
- D. Formal Ethics for Correctional Professionals
- E. Subcultures in Corrections
- F. Discretion and Dilemmas in Corrections
 1. Correctional officers.
 - a. Relationships with Inmates.
 - b. Use of Force.
 - c. Maintaining Morality in Prison.
 - d. Jail officers.
 2. Treatment Staff
 3. Probation and Parole officers
 4. Misconduct and Corruption
 5. Explanation for Misconduct
 6. Responses to Corruption

VIII. Making Ethical Choices

- A. Just Wars and Just Means
- B. Crime Control versus Rights-Based Law
- C. Ethical Dilemmas and Decisions

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:

1. Recommended - Pollock, J.M. *Ethical Dilemmas & Decisions in Criminal Justice*, ed. 7th Wadsworth/Cengage , 2012,
2. Required - Souryal, S.S. *Ethics in Criminal Justice in search of the Truth*, ed. 5th Anderson , 2012,
3. Required - Braswell, M., McCarthy, B., McCarthy, B.J. *Justice Crime and Ethics*, ed. 6th LexisNexis, 2012,

II. Other Readings

Global or international materials or concepts are appropriately included in this course

Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Students will be exposed to various life like scenarios which involve many members from our diverse society. During the discussion of these events the students will be required to take into consideration any cultural factors which may come into play while making decisions which might affect that diverse group of individuals.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing

Check either 1 or 2 below

X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.
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	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
X	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)		f) other (specify)

Required assignments may include but are not limited to the following:
 Topic or term papers dealing with ethical dilemmas

B. Problem Solving Computational or non-computational problem-solving demonstrations, including:			
X	a) exam(s)		d) laboratory reports
X	b) quizzes		e) field work
X	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:
 Students may be required to read particular life situations and recognize ethical arenas and then to critically analyze them.

C. Skill demonstrations, including:			
X	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:
 Students will be exposed to life like scenarios wherein they will be required to judge the appropriate action to be taken.

D. Objective examinations including:			
X	a) multiple choice	X	d) completion
X	b) true/false	X	e) other (specify): Essay components should also be used to test the students comprehension skills.
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

65% tests 15% class exercises 20% assigned readings and or writings

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u> X </u>	<u> </u>
Reference materials	<u> </u>	<u> X </u>
Instructor-prepared materials	<u> X </u>	<u> </u>
Audio-visual materials	<u> X </u>	<u> </u>

Indicate Method of evaluation:	
Used readability formulae (grade level 10 or higher)	<u> X </u>
Text is used in a college-level course	<u> X </u>
Used grading provided by publisher	<u> </u>
Other: (please explain; relate to Skills Levels)	<u> </u>

Computation Level (Eligible for MATH 101 level or higher where applicable)	<u> </u>	<u> X </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u> X </u>	<u> </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u> X </u>	<u> </u>
Requires independent thought and study	<u> X </u>	<u> </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u> X </u>	<u> </u>

List of Reading/Educational Materials

Recommended - Pollock, J.M. *Ethical Dilemmas & Decisions in Criminal Justice*, ed. 7th Wadsworth/Cengage, 2012,
 Required - Souryal, S.S. *Ethics in Criminal Justice in search of the Truth*, ed. 5th Anderson, 2012,

Comments:

All three of the above texts should be considered as the recommended text.

_____ This course requires special or additional library materials (list attached).

_____ This course requires special facilities:

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 201. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Check the appropriate spaces.

_____ Eligibility for Math 201 is advisory for the target course.

_____ Eligibility for English 126 is advisory for the target course.

_____ Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

REQUISITES

No prerequisites

JUSTIFICATION OF LIMITATION ON ENROLLMENT

Enrollment in courses or blocks of courses may be limited based on performance, honors, or other performance based criteria. Be mindful of the disproportionate impact the limitation will have on specific groups of students. It is important to determine if the limitation will disproportionately keep under-represented students from enrolling in the course or block of courses.

Describe the reasons for limiting the enrollment.

Course Designator: CRIM 15

Course Title(s): Introduction to Police Ethics

Rationale for Limiting Enrollment:

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