



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:		
<ul style="list-style-type: none"> • Eligibility for English 125 • Eligibility for ENGL 125 Advisory (13) - Outcome to Objective (1) Requisite Outcomes: <ul style="list-style-type: none"> • an evaluation and analysis of ideas at the appropriate course level • complete sentences which includes correct capitalization, spelling, use of homophones, etc. • an avoidance of major grammatical errors including verb tense issues, subject-verb agreement, pronoun agreement problems, fragments, fused sentences and comma splices Current Objectives: <ul style="list-style-type: none"> • Develop a greater awareness of moral/ethical issues. • Identify and develop critical thinking and analytical skills. • Identify the different ethical positions between John Stuart Mill, Immanuel Kant, as well as other notable theorists throughout history. • Distinguish how police officers learn ethical behavior. • Distinguish how professionals in the field of corrections learn ethical behavior. • Distinguish how professional workers in the court-room workgroup learn ethical behavior. 			(11)Repeatable: (A course may be repeated three times)		
			(12)C-ID:		
			Proposed Start Date:		Fall 2012
(7) Pre-requisites (requires C grade or better):					
Corequisites:					

(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			
<input checked="" type="checkbox"/>	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
<input type="checkbox"/>	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.		
<input checked="" type="checkbox"/>	a) essay exam(s)	<input checked="" type="checkbox"/>	d) written homework
<input checked="" type="checkbox"/>	b) term or other paper(s)	<input checked="" type="checkbox"/>	e) reading reports
<input type="checkbox"/>	c) laboratory report(s)	<input type="checkbox"/>	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:			
<input checked="" type="checkbox"/>	a) exam(s)	<input type="checkbox"/>	d) laboratory reports
<input checked="" type="checkbox"/>	b) quizzes	<input type="checkbox"/>	e) field work
<input checked="" type="checkbox"/>	c) homework problems	<input type="checkbox"/>	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:			
<input checked="" type="checkbox"/>	a) class performance(s)	<input type="checkbox"/>	c) performance exams(s)
<input type="checkbox"/>	b) field work	<input type="checkbox"/>	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:			
<input checked="" type="checkbox"/>	a) multiple choice	<input checked="" type="checkbox"/>	d) completion
<input checked="" type="checkbox"/>	b) true/false	<input checked="" type="checkbox"/>	e) other (specify): Essay components should also be used to test the students comprehension skills.
<input checked="" type="checkbox"/>	c) matching items	<input type="checkbox"/>	

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>

<i>Computation Level</i> (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. <i>Ethical Dilemmas & Decisions in Criminal Justice</i> , ed. 7th Wadsworth/Cengage , 2012,		
Required - Souryal, S.S. <i>Ethics in Criminal Justice in search of the Truth</i> , ed. 5th Anderson , 2012,		
Required - Braswell, M., McCarthy, B., McCarthy, B.J. <i>Justice Crime and Ethics</i> , ed. 6th LexisNexis, 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.

Eligibility for ENGL 125
(as outcomes for ENGL 252)

- | | |
|--|--|
| <p><u> </u> Write an essay of at least 750 words with an introduction, at least two body paragraphs, and a conclusion. This paper will include:</p> <p><u> </u> a thesis statement</p> <p><u> </u> unified supporting details for each body paragraph which begin with a topic sentence</p> <p><u> </u> an evaluation and analysis of ideas at the appropriate course level</p> <p><u> </u> complete sentences which includes correct capitalization, spelling, use of homophones, etc.</p> <p><u> </u> an avoidance of major grammatical errors including verb tense issues, subject-verb agreement, pronoun agreement problems, fragments, fused sentences and comma splices</p> <p><u> </u> appropriate use of academic language and descriptive vocabulary</p> <p><u> </u> correct usage of MLA format</p> | <p><u> </u> Develop a greater awareness of moral/ethical issues.</p> <p><u> </u> Identify and develop critical thinking and analytical skills.</p> <p><u> </u> Judge the differences between categorical imperatives and hypothetical imperatives.</p> <p><u> </u> Identify the different ethical positions between John Stuart Mill, Immanuel Kant, as well as other notable theorists throughout history.</p> <p><u> </u> Distinguish how police officers learn ethical behavior.</p> <p><u> </u> Distinguish how professionals in the field of corrections learn ethical behavior.</p> <p><u> </u> Distinguish how professional workers in the court-room workgroup learn ethical behavior.</p> <p><u> </u> Recognize under what situations criminal justice professionals are allowed to lie and its implications on ethical behavior.</p> <p><u> </u> Distinguish between the social order and the moral order of ethics within the criminal justice system.</p> <p><u> </u> Review steps organizational leaders should take to encourage ethical decision making on the part of their employees.</p> |
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- writing that is free from plagiarism
- Plan and revise with guidance, employing all stages of the writing process when necessary.
- Write an in-class paper with a beginning, middle, and end that communicates a clear idea.

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 requisites

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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