



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**PROFESSIONAL RESPONSIBILITY IN CRIMINAL JUSTICE COURSE
CRJ5447 3 Credit Hours**

Student Level:

This course is open to students on the college level in their freshman or sophomore year.

Catalog Description:

CRJ5447 – PROFESSIONAL RESPONSIBILITY IN CRIMINAL JUSTICE (3 hrs)

This course explores the major components involved in the study of ethics and applies those components to the field of criminal justice. Focus is placed on the code of conduct and ethics of those employed in the criminal justice field. The goal of the course is to produce professionals who are not only critical thinkers, but who have the skills necessary to pursue sound ethics in their day-to-day decisions and activities.

Prerequisites:

None.

Controlling Purpose:

Professional Responsibility in Criminal Justice will have students explore the major components involved in the study of ethics as it relates to the criminal justice field. The student will explore the code of conduct and ethics of the criminal justice profession and relate this to other professions to see why there is such a need for criminal justice professionals to be held to a higher standard. The student will be exposed to critical thinking skills designed to make them able to make sound ethical decisions in day-to-day law enforcement operations.

Learner Outcomes:

Upon completion of the course, the student will be able to:

1. Demonstrate a foundation for ethical decision making and professional integrity.
2. Compare and contrast the ethical code for different professions and explain the need for a high ethical standard in law enforcement.
3. Apply professional ethical codes to day-to-day problems and issues that may arise.
4. Demonstrate an understanding of police corruption and how individual and group ethics appear to the public when both properly and improperly utilized.
5. Communicate clearly and effectively both verbally and through written documentation with diverse populations.
6. Demonstrate ethics, integrity, teamwork, and professionalism.
7. Apply the criminal justice code of ethics.
8. Compare and contrast ethical theories.

Rev: 6/02/2016

DISCLAIMER: THIS INFORMATION IS SUBJECT TO CHANGE. FOR THE OFFICIAL COURSE PROCEDURE CONTACT ACADEMIC AFFAIRS.

9. Demonstrate the resolution of ethical dilemmas.
10. Apply ethical decision making process in practical situations.
11. Examine the effects of workplace subculture on ethical behavior.
12. Describe the process of ethical development.
13. Examine ethics and ethical concerns in criminal justice.
14. Explain the relationships between practitioner's behavior and their ethical knowledge and decision making.
15. Identify the basic functions of ethics and institutional policies.
16. Describe how ethics function with other social control systems.
17. Summarize the role of maintaining integrity within the institutional organization.
18. Examine the impact of personal behavior on your profession.
19. Describe the ethical decision-making process as it relates to the use of discretion.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following defines the minimum core content not including the final examination period. Instructors may add other content as time allows.

Evaluation Key:

- | | | |
|---|---|--|
| A | = | All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field. |
| B | = | All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved. |
| C | = | All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background. |
| D | = | A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field. |
| F | = | Failing, will be computed in GPA and hours attempted. |
| N | = | No instruction or training in this area. |

UNIT 1: Morality, Ethics, and Behavior

Outcomes: Upon completion of this unit, the students will be able to describe, identify, and explain the basics of personal and professional ethics and morality and how that relates to behavior. The student will be able to relate how these concepts apply to behavior and decision making.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define Morality and Ethics
						Discuss how morality applies to the law and behavior
						Conduct ethical dilemma analysis
						Identify ethical systems and methods of ethical decision making
						Discuss theories of moral development

UNIT 2: Law and Justice

Outcomes: Upon completion of this unit, the students will be able to describe, identify, and explain the differences between what is perceived as justice and law. The student will be able to discuss the concept of justice and justifications for law.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss the origin of the concept of justice, components of justice.
						Explain distributive justice , corrective justice, and restorative justice
						Identify the paradigms and justification for laws
						Discuss how moral people deal with laws believed immoral
						Explore the concept of victim's rights

UNIT 3: Ethics and the Criminal Justice Professional

Outcomes: Upon completion of this unit, the students will be able to describe, identify, and explain the concept of ethics and how it directly relates to all aspects of a career in law enforcement.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe the issues faced by the criminal justice professional including the police subculture.
						Discuss the differences in discretion, duty, and discrimination
						Describe the types of corruption and explain what defines corruption
						Discuss policy making in criminal justice and the difficulties in balancing law and justice.
						Identify the differences police officers have in being crime fighters vs. public servants.

UNIT 4: Ethics and Other Criminal Justice Fields

Outcomes: Upon completion of this unit, the students will be able to describe, identify, and explain the application of ethical issues for areas of the criminal justice field.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify ethical issues faced by attorneys
						Identify ethical issues faced by judges
						Identify ethical issues faced by corrections
						Discuss ethical implications and the Constitution
						Ethical considerations in the war on the terror.

Projects Required:

The student will be responsible for all course material and reading. The student will be graded on written assignments, exams, quizzes, discussion questions, daily assignments, class participation, and other methods at the discretion of the instructor. Class projects will include unit exams, chapter quizzes, pop quizzes, daily assignments, written ethical analysis of current cases and scenario based decision making.

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Timeframe:

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability, which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.