

Course Competencies Template - Form 112

GENERAL INFORMATION											
Name: Debbie Goodman	Phone #: 305-237-1714										
Course Prefix/Number: CCJ 4487	Course Title: Ethics in the Criminal Justice System										
Number of Credits: 3											
Degree Type :	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input checked="" type="checkbox"/> B.A.S. <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> C.T.C.(V.C.C.)										
Date Submitted/Revised: 2/17/2009	Effective Year/Term: 2009-1										
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency											
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No											
The above course links to the following Learning Outcomes:											
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> Communication</td> <td style="width: 50%; padding: 5px;"><input type="checkbox"/> Social Responsibility</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Numbers / Data</td> <td style="padding: 5px;"><input checked="" type="checkbox"/> Ethical Issues</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Critical thinking</td> <td style="padding: 5px;"><input type="checkbox"/> Computer / Technology Usage</td> </tr> <tr> <td style="padding: 5px;"><input checked="" type="checkbox"/> Information Literacy</td> <td style="padding: 5px;"><input type="checkbox"/> Aesthetic / Creative Activities</td> </tr> <tr> <td style="padding: 5px;"><input checked="" type="checkbox"/> Cultural / Global Perspective</td> <td style="padding: 5px;"><input type="checkbox"/> Environmental Responsibility</td> </tr> </table>		<input type="checkbox"/> Communication	<input type="checkbox"/> Social Responsibility	<input type="checkbox"/> Numbers / Data	<input checked="" type="checkbox"/> Ethical Issues	<input type="checkbox"/> Critical thinking	<input type="checkbox"/> Computer / Technology Usage	<input checked="" type="checkbox"/> Information Literacy	<input type="checkbox"/> Aesthetic / Creative Activities	<input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): This course is designed to focus on an in-depth study of moral, ethical, legal, and professional issues and dilemmas facing individuals and organizations within the criminal justice systems. Students will learn ethical decision-making and the balanced examination of justice system issues to include developing a critical perspective on the nature of justice and exploring a variety of ethical and moral dilemmas. Prerequisite: CCJ 2482 and PHI 2604 (3 hr. Lecture)											
Prerequisite(s): CCJ 2482 Criminal Justice Ethics and PHI 2604 Critical Thinking and Ethics	Co requisite(s): None										

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Competency 1: The student will demonstrate knowledge of the various parts of ethical systems by:

1. Defining the terms religious ethics and morality,
2. Exploring the components of natural law,
3. Distinguishing between the ethics of virtue and care,
4. Defining the term utilitarianism.

Competency 2: The student will apply laws to the study of morality by:

1. Recognizing the similarities among regulations, standards, and ethics,
2. Citing and describing examples of compliance and noncompliance,
3. Comparing and contrasting the terms ethics, morals, and values,
4. Describing the issues of moral culpability relative to juvenile laws and procedures.

Competency 3: The student will explore well-known principles of ethical theory by:

1. Defining theological ethics,
2. Defining normative ethics,
3. Defining non-cognitive ethics,
4. Defining deontological ethics.

Competency 4: The student will analyze Kohlbergs moral stages of development by:

1. Citing and discussing examples of level 1 (pre-conventional stage),
2. Citing and discussing examples of level 2 (conventional stage),

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3. Analyzing the interrelationship among the three stages and the impact on moral development.

Competency 5: The student will explore the effects of stress on ethical decision making by:

1. Defining eustress and distress,
2. Citing examples of stress-related warning signs in officers,
3. Identifying positive ways to combat stress,
4. Identifying strategies for enhancing ethical decisions relative to organizational and personal stress.

Competency 6: The student will explore the concept of ethical hiring as a value-based process by:

1. Defining and discussing the term value-based hiring,
2. Analyzing the value predisposition perspective,
3. Defining and discussing value transmission.

Competency 7: The student will analyze various levels of police culture by:

1. Recognizing accepted law enforcement practices,
2. Citing examples of accepted values and principles,
3. Defining and discussing warping and boomerang,
4. Defining and discussing wolf packing.

Competency 8: The student will analyze types of noble cause corruption by:

1. Defining and discussing the theme of excessive force,
2. Defining and discussing avenging syndrome,
3. Defining and discussing noble-cause violence,
4. Defining and discussing contempt of cop.

Competency 9: The student will analyze patterns of corruption by:

1. Identifying reasons why officers take bribes,
2. Discussing reasons why officers use drugs,
3. Describing situations relative to the misuse of seized property,
4. Describing instances of illegal searches and seizures.

Competency 10: The student will analyze recommendations for preventing police corruption by:

1. Determining strategies for successful community policing programs,
2. Identifying components of performance evaluations,
3. Listing strategies for improving the hiring process,
4. Discussing strategies for improving ethics training programs.

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