

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u><b>Criminal Justice</b></u>
<b>COURSE RUBRIC AND NUMBER</b>	<u><b>CJSA 1348</b></u>
<b>COURSE TITLE</b>	<u><b>Ethics in Criminal Justice</b></u>
<b>COURSE CREDIT HOURS</b>	<u><b>3     3     :     0</b></u> Credits Lec     Lab

**I. Catalog Description**

Provides ethical philosophies and issues pertaining to the various professions in the criminal justice system. Includes ethical issues emanating from constitutional conflict with public protection and individual rights, civil liberties, and correctional policies. **(3:0)**.

**II. Course Objectives**

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

- A. Differentiate between ethical situations and morally neutral situations.
- B. Provide examples of the importance of discretion in ethical situations.
- C. Distinguish between the various theories of ethical systems.
- D. Identify ethical situations encountered within the criminal justice system.
- E. Describe issues related to law enforcement power/discretion and the ethical standards associated with these issues.
- F. Describe ethical issues surrounding criminal investigations.
- G. Describe ethical issues surrounding police use of force situations.
- H. Investigate the various ways to eliminate police corruption.
- I. Explain the role of the court system within society.
- J. Describe ethical issues surrounding those who work in the court system.
- K. Investigate the various ways to eliminate ethical misconduct within the court system.
- L. Describe ethical issues surrounding institutional corrections.
- M. Describe ethical issues surrounding noninstitutional corrections.
- N. Describe the ethical controversies associated with the imposition of the death penalty.
- O. Investigate the various ways to eliminate corruption within jails and prisons.
- P. Debate ethical and unethical approaches taken in response to the September 11, 2011 events.
- Q. Discuss the role of leadership in encouraging ethical decision making within an organization.
- R. Explain the possible liabilities associated with unethical conduct.

**III. THECB Learning Outcomes (WECM)**

1. Explain the foundation of ethics.
2. Compare and contrast theories of ethics with personal and professional practices.
3. Interpret and apply ethical considerations in policing, the courts, and corrections.

## IV. Evaluation

### A. Evaluation Methods

1. Four (4) written tests will measure a student's understanding of the course content and will account for 400 points toward the final grade. Written tests will be given covering the text and lecture material presented since the prior exam. The fourth (final exam) will cover all of the material and lectures contained in the course. Each written test will be graded according to the number of test items. **No retakes will be given.**

It is the student's responsibility to make prior arrangements with the instructor if the student is unable to attend class the day of any exam. **A grade of zero (0) will be given if an exam is not taken and no prior arrangements to take the exam have been made.** If prior arrangements have been made, the test may be administered at the instructor's convenience at the testing center.

2. The instructor has the prerogative to include in Part One of the syllabus an option to drop a low exam grade. For example, an instructor may (or may not) elect to drop examinations such as in this example below.

EXAMPLE: The lowest grade of the four exams will be dropped if a written report on a criminal justice topic is submitted prior to Finals Week. The report will represent 25% of the final grade. The report will be at least twelve double-spaced pages in length and will be written in a scholarly manner using either the APA or MLA format. The paper will have a bibliography, or reference page, and the references will be noted within the body of the paper. Deductions will be made for each error: not following directions, proofreading, formatting, typographical problems including incorrect text, etc. A percentage grade will be assigned by dividing the total points earned by the total points possible.

3. Other in-class work may also be given at the instructor's prerogative.
4. The instructor may assign extra credit assignments. Extra credit points will be added in to the overall assignment score.

### B. Grading Scale

The grading scale is shown below:

Points	Percentages	Letter Grade
360 – 400	90 – 100	A
320 – 359	80 – 89	B
280 – 319	70 – 79	C
240 – 279	60 – 69	D
0 – 239	59 or below	F

**IV. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**V. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.