

I. CATALOG INFORMATION

- A. Discipline: CRIMINAL JUSTICE
- B. Subject Code and Number: CJ M40
- C. Course Title: Ethics in Criminal Justice

- D. Credit Course units:  
Units: 3  
Lecture Hours per week: 3  
Lab Hours per week : 0  
Variable Units : No

- E. Student Learning Hours:  
Lecture Hours:  
Classroom hours: 52.5 - 52.5  
Laboratory/Activity Hours:  
Laboratory/Activity Hours 0 - 0

**Total Combined Hours** in a 17.5 week term: 52.5 - 52.5

- F. Non-Credit Course hours per week \_\_\_\_\_

- G. May be taken a total of: ☒ 1 ☐ 2 ☐ 3 ☐ 4 time(s) for credit

- H. Is the course co-designated (same as) another course: No ☒ Yes ☐  
If YES, designate course Subject Code & Number: \_\_\_\_\_

- I. Course Description:

Examines ethical issues in the three components of the criminal justice system: law enforcement, judicial courts, and corrections. Explores the various ethical dilemmas, value definitions, and their application to decision-making by police, court, probation, parole, and corrections. Reviews the key elements of ethical guidelines, individual aspects of ethical codes, courtroom testimony and admissibility issues. Includes ethical standards for all written reports, procedural and substantive law issues.

- J. Entrance Skills

\*Prerequisite: No ☒ Yes ☐ Course(s)

\_\_\_\_\_

\*Corequisite: No ☒ Yes ☐ Course(s)

\_\_\_\_\_

Limitation on Enrollment: No ☒ Yes ☐

\_\_\_\_\_

Recommended Preparation: No ☐ Yes ☒ Course(s)  
CJ M01 or CJ M01H or CJ M03 or CJ M05 or CJ M08

☐ ☐

Other: 

No ☒ Yes ☐

K. Other Catalog Information:

II. COURSE OBJECTIVES

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

		<b>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</b>
1	apply key principles and ethical decision-making in criminal justice ethics to analyze real life and hypothetical decision-making situations in the practice of criminal justice.	Models Classroom group discussion Debate Oral presentation Student-as-instructor presentation Problem solving scenarios Essay and objective exams Case review and evaluation Research papers will use APA, ASA, or generally accepted social science writing format Empirical research
2	identify and discuss the concepts of ethics and morals and their application to ethical decision-making.	Models Classroom group discussion Debate Oral presentation Student-as-instructor presentation Problem solving scenarios Essay and objective exams Case review and evaluation Research papers will use APA, ASA, or generally accepted social science writing format Empirical research
		Models Classroom group discussion

3	compare and contrast the major approaches to ethical decision-making.	Debates Oral presentations Student-as-instructor presentations Essay and objective exams Research papers will use APA, ASA, or generally accepted social science writing format Empirical research
4	identify and evaluate ethical dilemmas faced by peace officers in the course of their duties.	Models Classroom group discussion Debates Problem solving scenarios Essay and objective exams Case review and evaluation Empirical research
5	assess ethical issues faced by police agencies in today's society analyzing ethical conduct in the context of maintaining law and order.	Classroom group discussion Debates Student-as-instructor presentations Problem solving scenarios Essay and objective exams Case review and evaluation
6	recognize and discuss the ethical issues faced by practitioners in the judicial court system.	Classroom group discussion Student-as-instructor presentations Problem solving scenarios Essay and objective exams Case review and evaluation
7	explore and evaluate modern institutional correctional strategies from an ethical perspective.	Models Classroom group discussion Debates Student-as-instructor presentations Problem solving

		scenarios Essay and objective exams Case review and evaluation Empirical research
8	compare and contrast the ethical implications of community corrections with institutional corrections.	Models Classroom group discussion Student-as-instructor presentations Problem solving scenarios Essay and objective exams Case review and evaluation Empirical research
9	recognize and discuss the ethical implications of crime control policy in our society.	Classroom group discussion Debates Student-as-instructor presentations Problem solving scenarios Essay and objective exams Case review and evaluation
10	identify how the criminal justice system may be evaluated in the future.	Classroom group discussion Student-as-instructor presentations Case review and evaluation Debates Problem solving scenarios

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
<b>Lecture</b> (must total 100%)		
	Police Corruption and Responses A. Corruption 1. Economic corruption 2. Gratuities 3. Graft B. Abuse of authority	

10.00%	<ul style="list-style-type: none"><li>1. Professional courtesy</li><li>2. Drug and alcohol use</li><li>3. Sexual misconduct</li><li>4. Criminal cops</li><li>5. Consent decrees</li><li>C. Organizations explanations of corruption and solutions</li><li>D. Societal explanations of corruption and solutions</li></ul>	1, 2, 3, 5, 6, 9, 10
10.00%	<p>Law and Legal Professionals</p> <ul style="list-style-type: none"><li>A. Role of law<ul style="list-style-type: none"><li>1. Laws</li><li>2. Natural law</li><li>3. Positivist law</li></ul></li><li>B. Law justification<ul style="list-style-type: none"><li>1. Harm to others</li><li>2. Offensive behavior</li><li>3. Harm to self</li></ul></li><li>C. Law paradigms of law<ul style="list-style-type: none"><li>1. Consensus paradigm</li><li>2. Conflict paradigm</li><li>3. Pluralist paradigm</li></ul></li><li>D. Law and legal professional<ul style="list-style-type: none"><li>1. Legal agent</li><li>2. Moral agent</li><li>3. Lawyers</li><li>4. Judges</li></ul></li></ul>	1, 2, 3, 4, 5, 6, 9, 10
5.00%	<p>Ethical Misconduct in the Courts</p> <ul style="list-style-type: none"><li>A. Attorney misconduct<ul style="list-style-type: none"><li>1. Defense attorney-Ineffective counsel</li><li>2. Prosecutor</li><li>3. Disclosure</li><li>4. Exculpatory evidence</li><li>5. Informants</li><li>6. Brady violations</li></ul></li><li>B. Judicial misconduct<ul style="list-style-type: none"><li>1. Biased decisions</li><li>2. Bribery</li><li>3. Judicial activism</li></ul></li></ul>	1, 2, 3, 6, 9, 10
5.00%	<p>Punishment and Corrections</p> <ul style="list-style-type: none"><li>A. Rationales for punishment and corrections<ul style="list-style-type: none"><li>1. Treatment</li><li>2. Retribution</li><li>3. Prevention</li><li>4. Deterrence</li><li>5. Incapacitation</li></ul></li><li>B. Ethical framework<ul style="list-style-type: none"><li>1. Utilitarianism</li><li>2. Formalism</li><li>3. Care</li></ul></li><li>C. Punishment<ul style="list-style-type: none"><li>1. Public prisons</li><li>2. Private prisons</li></ul></li><li>D. Probation and parole officer subculture</li></ul>	1, 2, 3, 7, 8, 10
5.00%	<p>Corrections Discretion, Dilemmas and Misconduct</p> <ul style="list-style-type: none"><li>A. Correctional officers</li><li>B. Relationships with inmates<ul style="list-style-type: none"><li>1. Sexual relationships</li><li>2. Sexual abuse</li></ul></li><li>C. Use of force</li></ul>	1, 2, 3, 7, 8, 10

	<p>D. Community Corrections</p> <ul style="list-style-type: none"><li>1. Parole officers</li><li>2. Half-way houses</li></ul> <p>E. Misconduct and corruption</p>	
5.00%	<p>Making Ethical Choices</p> <p>A. Just wars and means</p> <ul style="list-style-type: none"><li>1. Detainment</li><li>2. Secret prisons</li><li>3. Torture</li></ul> <p>B. Human rights model of policing</p> <p>C. Ethical dilemma resolution</p>	1, 2, 3, 4, 5, 6, 9, 10
5.00%	<p>Ethical Systems and Moral Behavior</p> <p>A. Ethical systems</p> <ul style="list-style-type: none"><li>1. Deontological</li><li>2 Teleological</li></ul> <p>B. Ethical formalism and utilitarianism</p> <p>C. Ethics of virtue, natural law, religion, and ethics of care</p> <p>D. Relativism and absolutism</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
10.00%	<p>Justice and Law</p> <p>A. Fairness, equality, and impartiality</p> <p>B. Distributive and corrective justice</p> <p>C. Substantive and procedural justice</p> <p>D. Restorative justice</p> <p>E. Civil disobedience</p> <p>F. Wrongful convictions</p>	1, 2, 3, 5, 6, 9, 10
10.00%	<p>Ethical Professionals in Criminal Justice</p> <p>A. Individual influences</p> <ul style="list-style-type: none"><li>1. Biological influences</li><li>2. Psychological theories</li><li>3. Organizational influences</li><li>4. Cultural/Societal influences</li></ul> <p>B. Ethical climate and organizational justice</p> <ul style="list-style-type: none"><li>1. Ethics training</li><li>2. Leadership</li></ul>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
10.00%	<p>Police Role in Society</p> <p>A. Law Enforcement Code of Ethics</p> <p>B. Missions of law enforcement in society</p> <ul style="list-style-type: none"><li>1. History of policing</li><li>2. Crime fighter</li><li>3. Public servant</li><li>4. Community policing</li><li>5. Future of policing</li></ul> <p>C. Police power and authority</p> <ul style="list-style-type: none"><li>1. Discretion</li><li>2. Duty</li></ul> <p>D. Police subculture</p> <ul style="list-style-type: none"><li>1. Themes</li><li>2. Value systems</li><li>3. Noble cause</li><li>4. Code of silence</li><li>5. Culture today</li></ul>	1, 2, 3, 4, 5, 9, 10
	<p>Police Discretion and Dilemmas</p> <p>A. Discretion and discrimination</p> <ul style="list-style-type: none"><li>1. Racial profiling</li><li>2. Police shootings</li></ul> <p>B. Police use of force</p> <ul style="list-style-type: none"><li>1. Discretion</li></ul>	

10.00%	<ul style="list-style-type: none"><li>2. Lethal use of force</li><li>3. Less lethal use of force</li><li>4. De-escalation of force</li></ul> <p>C. Criminal Investigations</p> <ul style="list-style-type: none"><li>1. Proactive investigations</li><li>2. Asset forfeiture</li><li>3. Informants</li><li>4. Undercover officers</li></ul> <p>D. Reactive investigations</p> <ul style="list-style-type: none"><li>1. Interviews</li><li>2. Interrogations</li></ul>	1, 2, 3, 4, 5, 9, 10
10.00%	<p>Discretion and Dilemmas in the Legal Profession</p> <p>A. Defense attorneys, ethical issues</p> <ul style="list-style-type: none"><li>1. Client responsibility</li><li>2. Conflict of interest</li><li>3. Zealous defense</li><li>4. Jury consultants</li><li>5. Confidentiality</li><li>6. Perjury</li></ul> <p>B. Prosecutors, ethical issues</p> <ul style="list-style-type: none"><li>1. Discretion</li><li>2. Disclosure</li><li>3. Conflict of interest</li><li>4. Plea bargaining</li><li>5. Expert witnesses</li></ul> <p>C. Judges, ethical issues</p> <ul style="list-style-type: none"><li>1. Conflict of interest</li><li>2. Discretion</li><li>3. Law interpretation</li><li>6. Zealous prosecution</li></ul>	1, 2, 3, 6, 10
5.00%	<p>Morality, Ethics, and Human Behavior</p> <p>A. The difference between ethical issues and ethical dilemmas</p> <p>B. Discretion in the criminal justice system</p> <p>C. Importance of ethics for criminal justice professionals</p> <p>D. Terms</p> <ul style="list-style-type: none"><li>1. Morals</li><li>2. Ethics</li><li>3. Duties</li><li>4. Values</li></ul> <p>E. Moral judgements</p> <ul style="list-style-type: none"><li>1. Act</li><li>2. Human Acts</li><li>3. Free will</li><li>4. Others</li></ul>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	write an essay on the student's personal/professional philosophy, including which ethical theories and ideas does the student agree or disagree.
2	write an essay examining the student's personal values and upon what beliefs are they based; include how will these values and beliefs be put into practice in the professional law enforcement/criminal justice work environment.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are
---

not limited to:	
1	interview a criminal justice professional to determine what ethical dilemmas he or she faces, and how these dilemmas are handled.
2	reflect on personal and professional values and how they contribute to the student's commitment to the profession of law enforcement/criminal justice.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	research and write a paper analyzing a particular ethical question that might be encountered in the criminal justice field. Include research derived from professional criminal justice periodicals such as those subscribed to by the Moorpark College Library.
2	research and analyze specific topics which will involve answering the question with a documented explanation, "What is the right thing to do?" Analysis will involve writing papers which will be a minimum of 350 words; source citations will be included using correct APA or MLA format.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- ☒ Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- ☒ Lecture/Discussion
- ☐ Laboratory/Activity
- ☒ Other (Specify)

Active learning techniques  
Group work  
Pair and share  
Background knowledge probe  
Misconception check  
Student-generated test questions  
Pro and con debates  
Problem solving  
Minute paper  
Electronic survey feedback  
Classroom opinion polls  
Chain notes  
Formative assessments

☒ Optional Field Trips

☐ Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- ☒ Essay Exam

☒ Classroom Discussion

☐ Skill Demonstration
- ☐
- ☐
- ☐



- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Problem Solving Exam | <input type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation   |
| <input checked="" type="checkbox"/> Objective Exams      | <input checked="" type="checkbox"/> Projects     | <input checked="" type="checkbox"/> Other (specify) |

Essays

Analysis of contemporary criminal justice topics

Oral presentations

Student-as-instructor presentations

Models

Empirical research

Debates

## VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Pollock, Joycelyn. Ethical Dilemmas and Decisions in Criminal Justice. 10th ed. Cengage Learning, 2018.

Banks, Cyndi L. Criminal Justice Ethics: Theory and Practice. 4th ed. SAGE, 2016.

## VIII. STUDENT MATERIALS FEES

☒ No ☐ Yes

## IX. PARALLEL COURSES

College	Course Number	Course Title	Units
Ventura College	CJ V49	Criminal Justice System Ethics	3
CSU Bakersfield	CRJU 2210	Issues, Values, and Ethics in Criminal Justice	3.0
LA Trade Technical College	ADM JUS 750	Ethics and the Criminal Justice System	3
College of the Sequoias	AJ 123	Criminal Justice Ethics	3
LA Harbor College	ADM JUS 750	Ethics and the Criminal Justice System	3

## X. MINIMUM QUALIFICATIONS

**Courses in Disciplines in which Masters Degrees are not expected:**

Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

## XI. ARTICULATION INFORMATION

### A. Title V Course Classification:

1. This course is designed to be taken either:

- ☐ Pass/No Pass only (no letter grade possible); or  
☒ Letter grade (P/NP possible at student option)

2. Degree status:

Either ☒ Associate Degree Applicable; or ☐ Non-associate Degree

Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: ☐ No: ☒ If YES, what section(s)?

- ☐ A1 - Natural Sciences - Biological Science
- ☐ A2 - Natural Sciences - Physical Science
- ☐ B1 - Social and Behavioral Sciences - American History/Institutions
- ☐ B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- ☐ C1 - Humanities - Fine or Performing Arts
- ☐ C2 - Humanities - Other Humanities
- ☐ D1 - Language and Rationality - English Composition
- ☐ D2 - Language and Rationality - Communication and Analytical Thinking
- ☐ E1 - Health/Physical Education
- ☐ E2 - PE or Dance
- ☐ F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: ☒ No: ☐

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: ☒ No: ☐ If YES, which area(s)?

- |                             |  |                             |                             |                              |                             |                             |
|-----------------------------|--|-----------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|
| A1 <input type="checkbox"/> | A2 <input type="checkbox"/>            | A3 <input type="checkbox"/> | B1 <input type="checkbox"/> | B2 <input type="checkbox"/>  | B3 <input type="checkbox"/> | B4 <input type="checkbox"/> |
| C1 <input type="checkbox"/> | C2 <input checked="" type="checkbox"/> | D1 <input type="checkbox"/> | D2 <input type="checkbox"/> | D3 <input type="checkbox"/>  | D4 <input type="checkbox"/> | D5 <input type="checkbox"/> |
| D6 <input type="checkbox"/> | D7 <input type="checkbox"/>            | D8 <input type="checkbox"/> | D9 <input type="checkbox"/> | D10 <input type="checkbox"/> | E <input type="checkbox"/>  |                             |

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: ☒ No: ☐
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: ☒ No: ☐

IGETC Area 1: English Communication

- ☐ English Composition
- ☐ Critical Thinking-English Composition
- ☐ Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- ☐ Mathematical Concepts

IGETC Area 3: Arts and Humanities

- ☐ Arts
- ☒ Humanities

IGETC Area 4: Social and Behavioral Sciences

- ☐ Anthropology and Archaeology
- ☐ Economics
- ☐ Ethnic Studies
- ☐ Gender Studies
- ☐ Geography
- ☐ History
- ☐ Interdisciplinary, Social & Behavioral Sciences
- ☐ Political Science, Government & Legal Institutions
- ☐ Psychology
- ☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- ☐ Physical Science Lab or Physical Science Lab only (non-sequence)
- ☐ Physical Science Lecture only (non-sequence)
- ☐ Biological Science
- ☐ Physical Science Courses
- ☐ Physical Science Lab or Biological Science Lab Only (non-sequence)
- ☐ Biological Science Courses
- ☐ Biological Science Lab course
- ☐ First Science course in a Special sequence
- ☐ Second Science course in a Special Sequence
- ☐ Laboratory Activity
- ☐ Physical Sciences

IGETC Area 6: Language other than English

- ☐ Languages other than English (UC Requirement Only)
- ☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- ☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

**XII. REVIEW OF LIBRARY RESOURCES**

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Students will use the Moorpark College Library resources, both print and online, to research current criminal justice ethical practices as well as examine current events relating to ethics in the criminal justice field.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: ☒ NO: ☐

If NO, please list additional library resources needed to support this course.

### **XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION**

CJ M40: Not Applicable

### **XIV. WORKPLACE PREPARATION**

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will allocate appropriate time to learning goals and outside projects.
2. Interpersonal: the students will exercise leadership roles, work with a team of diverse individuals and participate in problem solving as a team or group.
3. Information: the students will gain expertise in acquiring, evaluating, organizing, and interpreting statistical and media information on criminal justice through the use of journal research, Internet research and reading projects
4. Systems: the students will access resources of the Moorpark College Library and the Internet.
5. Technology: the students will be encouraged to use multiple website-based information systems to examine the criminal justice system and obtain appropriate investigatory information.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will have reading, writing and oral presentation and will be required to respond to the oral presentations as active listeners.
2. Thinking Skills: the students will examine current events and participate in critical thinking exercises to problem solve, reason and support their decision-making process
3. Personal Qualities: the students will exhibit responsibility and self-management in completing the course assignments in a timely manner; apply ethics in the classroom and in relationship to the criminal justice field.

### **XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM**

1. Mode of Delivery

☒ Online (course will be delivered 100% online)

☐

- ☐ Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- ☒ Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
  - ☐ Lab activities will be conducted onsite
- ☐ Televideo (Examinations and an orientation will be held onsite)
- ☐ Teleconference
- ☐ Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

Online instructors will provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors may also meet with students for study sessions and online office hours using an online communication tool. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. Additionally, instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates; provide students with an online schedule of class events using the "calendar" tool in the online course shell.

4. Describe how instructors teaching this course will involve students in active learning.

Instructors may involve students in active learning with the following activities: students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; students may submit questions to the instructor by email or ask in person in a virtual classroom; instructor may create student groups or group activities using the online course.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

The following represent the methods by which content may be provided for learning: instructional videos; textbook and professional journals; links to online resources that may include videos, quizzes, text explanations and extensions, and primary documents; homework assignments; case analysis.

6. Describe how instructors teaching this course will evaluate student performance.

Students may take objective and essay exams in an online teaching environment. Students may be required to do the following assignments: complete reflective writing assignments focused on application of course content; develop, implement, and evaluate business-related projects; complete regular online quizzes; complete written assignments related to key course concepts; participate in online discussion forums.

## **XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM**

**General Education Division of Learning** [check all applicable boxes]:

- ☐ Natural Sciences
  - ☐ Biological Science
  - ☐ Physical Science
- ☐ Social and Behavioral Sciences
  - ☐ American History/Institutions
  - ☐ Other Social Science
- ☒ Humanities
  - ☐ Fine or Performing Arts
  - ☒ Other Humanities
- ☐ Language and Rationality
  - ☐ English Composition
  - ☐ Communication and Analytical Thinking
- ☐ Health/Physical Education
- ☐ Ethnic/Women's Studies

**Check either Option 1 or Option 2**

- ☐ **OPTION #1:** Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.
- ☒ **OPTION #2:** Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

## **XVII. STUDENT MATERIALS FEE ADDENDUM**

CJ M40: Not Applicable

## **XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041**

CJ M40: Not Applicable

## **XIX. CURRICULUM APPROVAL**

Course Information:

Discipline: CRIMINAL JUSTICE

Discipline Code and Number: CJ M40

Course Revision Category: New Course

Course Proposed By:

Originating Faculty Chad Basile 09/11/2018

Faculty Peer: Leeann Mulville 09/12/2018

Curriculum Rep: \_\_\_\_\_

Department Chair: Danielle Vieira 09/12/2018

Division Dean: Karen Rothstein 10/22/2018

Approved By:

Curriculum Chair: Jerry Mansfield 12/07/2018

Executive Vice President: \_\_\_\_\_

Articulation Officer: Letrisha Mai 10/31/2018

Librarian: Mary LaBarge 10/29/2018

Implementation Term and Year: Spring 2019

Approval Dates:

Approved by Moorpark College Curriculum Committee: 02/05/2019

Approved by Board of Trustees (if applicable): \_\_\_\_\_

Approved by State (if applicable): \_\_\_\_\_