

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**COURSE NUMBER – COURSE NAME  
JUST 426 – Ethics in Forensic Science & Administration of Justice**

**Created by: Liz Brown**

**Updated by:**

**Department: Criminal Justice**

**Semester/Year: Fall 2020**

A. **TITLE:** Ethics in Forensic Science & Administration of Justice

B. **COURSE NUMBER:** JUST 426

C. **CREDIT HOURS:** 3 credit hour(s) per week for 15 weeks

D. **WRITING INTENSIVE COURSE:** Yes No

E. **GER CATEGORY:** None: X Yes:  
*If course satisfies more than one:*

F. **SEMESTER(S) OFFERED:** Fall Spring Fall & Spring

G. **COURSE DESCRIPTION:**

This course discusses the demand and quality of forensic services, ethics within the context of forensic science, contextual bias in casework, and the future of the field. The students will examine case studies in order to understand the utility of forensic services and ethical dilemmas from several different perspectives within the field.

H. **PRE-REQUISITES:** None Yes If yes, list below:

45 completed credit hours or permission of instructor

**CO-REQUISITES:** None Yes If yes, list below:

**I. STUDENT LEARNING OUTCOMES: (see key below)**

By the end of this course, the student will be able to:

<u>Course Student Learning Outcome</u> <u>[SLO]</u>	<u>Program Student Learning Outcome</u> <u>[PSLO]</u>	<u>GER</u> <i>[If Applicable]</i>	<u>ISLO &amp; SUBSETS</u>
Define bias and ethics in forensic science	PLO 2 – Analyze and evaluate theory and practice in criminological/ criminal justice contexts.		2 – Critical Thinking IA
Examine demand and quality of forensic science services	PLO 2 – Analyze and evaluate theory and practice in criminological/ criminal justice contexts.		2 – Critical Thinking IA
Analyze case studies to illustrate ethical dilemmas, biased casework, research and the future of the field	PLO 6 – Apply standards of ethical behavior in evidence-based practice in criminal justice contexts.		4 – Soc. Responsibility ER

<b>KEY</b>	<b><u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u></b>
<b>ISLO #</b>	<b>ISLO &amp; Subsets</b>
<b>1</b>	<b>Communication Skills</b> Oral [O], Written [W]
<b>2</b>	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
<b>3</b>	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
<b>4</b>	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
<b>5</b>	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

\*Include program objectives if applicable. Please consult with Program Coordinator

**J. APPLIED LEARNING COMPONENT:                      Yes      No**

If YES, select one or more of the following categories:

Classroom/Lab	Civic Engagement
Internship	Creative Works/Senior Project
Clinical Placement	Research
Practicum	Entrepreneurship
Service Learning	(program, class, project)
Community Service	

**K. TEXTS:**

Forensic Science & the Administration of Justice: Critical Issues and Directions. Hickman, M.J. & Strom, K. J. (2015). Thousand Oaks: CA. SAGE Publications. (free library e-book)

**L. REFERENCES:**

None

**M. EQUIPMENT: None    Needed:**

**N. GRADING METHOD: A-F**

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Quizzes
- Exams
- Discussion Boards
- Paper

**P. DETAILED COURSE OUTLINE:**

- I. Historical Review of the Demand for Forensic Science
- II. CSI-Effect
- III. Evidence Backlogs
- IV. Forensic Science Research
- V. Contextual Bias
- VI. Ethical Issues in Forensic Science
- VII. Impact of Forensics on CJ System
- VIII. DNA Evidence
- IX. Prosecutorial Perspectives on Forensic Science
- X. Error Rates
- XI. Future of Forensic Science

**Q. LABORATORY OUTLINE: None    Yes**