



A&M-COMMERCE

To access COVID-19 information, please visit the [Stay Healthy Lions Webpage](#).

CJCB 303 Ethics, Values & Professionalism in Policing Hours: 3

COURSE SYLLABUS: Fall 2021-Term 1

INSTRUCTOR INFORMATION

Instructor: Kevin Wilkinson

Office Location: Online

Office Hours: Email or Telephone or Virtual by Appointment

University Email Address: Kevin.Wilkinson@tamuc.edu

Preferred Form of Communication: Email Communication

Response Time: Within 24 hours by email

COURSE INFORMATION

Materials

This course has been designed using Open Educational Resources (OER). All materials are embedded within the course and are accessible via the internet. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use during quizzes, assignments, and projects in this class.

Supplemental Materials

Links and files will be provided in the document sharing tab within the course.

BSCJ WITH EMPHASIS IN LAW ENFORCEMENT LEADERSHIP DESCRIPTION

The Bachelor of Science in Criminal Justice with an emphasis in Law Enforcement Leadership (BSCJ-CJCB) at Texas A&M University-Commerce is a 100% online, competency-based program designed specifically for first responders: law enforcement, peace officers and military personnel with existing work experience, police academy training, or other certifications. Courses are offered in an accelerated format, so students can move swiftly through material they already have mastery over, and focus more attention on topics that are new and challenging to their existing knowledge base. The courses are self-paced, so students can work according to their own schedule. Students in the BSCJ-CJCB program develop practical workplace competencies that meet current and future challenges facing first responders today.

COURSE DESCRIPTION

An examination of the nature and importance of police ethics and the factors that affect police integrity in today's world, such as political factors and legal restrictions; all of which that would require professional communication skills and problem-solving strategies.

STUDENT LEARNING OUTCOMES

Completion of this course provides the student with the knowledge to:

1. Demonstrate an understanding of the differences between morality and ethics.
2. Differentiate between the various ethical systems.
3. Identify the origins and components of justice.
4. Demonstrate an understanding of ethics in the criminal justice professions.

REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Instructional Methods: This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

Student Responsibilities or Tips for Success in the Course: To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

ASSESSMENT

Students must achieve 80% or higher for the both the post-test and culminating project to demonstrate competency and pass the course.

Course Pre-test

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this competency. The pre-test is required before you begin studying course materials. If you do not make at least 80% on the pre-test, students will be expected to complete assignments, quizzes, and other course content to prepare for the post-test and culminating project.

Content	Description	Value	Notes
Pre-test	This is the initial assessment in the course to provide a baseline understanding of a	100 points	Required before completing any other work in the course. The grade on the pre-test does not

Content	Description	Value	Notes
	student's knowledge of the course content and competencies. Pretests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator.		count in the final grade for this course.

Learning Objective Essays

A brief short-answer item that the student submits to the instructor that requires students to synthesize and apply the concept, theory, process, etc., introduced in the Learning Objective Module. Essays are submitted to the instructor and do not require comments or "discussion" with other students in the course.

Learning Objective Quizzes

A brief assessment at the end of each module that is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module.

Course Post-test

The end-of-course comprehensive exam that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course. A **score of 80% or higher is required** to demonstrate competency.

Content	Description	Value	Notes
Post-test	Measures your competency of learning outcomes through essay, short answer, and multiple-choice questions.	100 points	Required and you must score 80% or higher. You have up to three attempts. DUE: Last day of week 7, Friday by 11:59 PM CST

If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. If the posttest score is less than 80% within three attempts, students will receive a grade of "F" in the course and will be required to retake the course in the new term. Students who fail the posttest should review feedback from the instructor before reattempting the posttest.

Culminating Project

The project assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate competency.

Content	Description	Value	Notes
Project	Measures your competency of learning outcomes the completion of a competency-based project.	100 points	Required and you must score 80% or higher. You have up to three attempts. DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST

If students score less than 80% on the culminating project, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than 80% within three attempts, students will receive a grade of “F” in the course and will be required to retake the course in the new term.

GRADING

A score of 80% or higher on both the Culminating Project and Posttest is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

Item	Worth
Post-test	100 points
Culminating Project Attempt	100 points
Total	200 points

Grading Scale

- A = 180-200 points
- B = 160-179 points
- F – 159 or fewer points

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:
View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:
Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:
Visit the [Virtual Classroom Requirements Webpage](#).

The syllabus/schedule are subject to change.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 hours provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

All emails from students should include:

- **Course name and subject in the subject line (ex. CJCB 303 – Post-test)**
- **Salutation**
- **Proper email etiquette (no “text” emails – use proper grammar and punctuation)**
- **Student name after the body of the email**

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

TAMUC Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty Policy](#)
[Undergraduate Student Academic Dishonesty Form](#)

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE OUTLINE / CALENDAR

<p>Learning Objectives and Competencies for: Module 1 Ethics & the Crim. Justice System 1. Explain the difference between ethical issues and ethical dilemmas. 2. Define deontological and teleological ethical systems 3. Define Aristotle’s distributive and corrective justice. 4. Describe biological influences on ethical behavior.</p>	<p>Materials to Read or Review Readings Chapter 1: Morality, Ethics, and Human Behavior Chapter 2: Determining moral behavior Chapter 3: Justice and Law Chapter 4: Becoming and Ethical Professional</p>	<p>Assignments 1. Complete the Pre-test 2. Complete Module 1 assignments/discussion topic: Intro to Ethics</p>
<p>Learning Objectives and Competencies for: Module 2-Police 1. Compare the current trends of policing to past historical eras. 2. Discuss the ethical issues involved in proactive investigations. 3. Describe societal explanations of corruption and potential solutions.</p>	<p>Materials to Read or Review Readings Chapter 5: The police role in society Chapter 6: Police discretion and dilemmas Chapter 7: Police corruption and responses</p>	<p>Assignments 1. Complete Module 2 assignments/ethical dilemma discussion topic: Police and Ethics</p>
<p>Learning Objectives and Competencies for: Module 3-Law 1. Describe the ethical issues faced by defense attorneys, prosecutors, and judges. 2. Discuss the controversy concerning the role of advocate as legal agent or moral agent. 3. Discuss some proposals to improve the justice system and reduce ethical misconduct.</p>	<p>Materials to Read or Review Readings Essay Articles: Read the articles by Rawls vs Nozick Chapter 8: Law and legal professionals Chapter 9: Discretion and dilemmas in the legal profession Chapter 10 Ethical misconduct in the courts and responses</p>	<p>Assignments 1. Complete Module 3 assignments/ ethical dilemma discussion topic: Legal Ethics 2. Complete your essay project paper for: Rawls vs Nozick</p>
<p>Learning Objectives and Competencies for: Module 4-Corrections 1. Describe ethical rationales for and against capital punishment. 2. Describe the role conflict of correctional officers. 3. Explain the human rights model of policing.</p>	<p>Materials to Read or Review Readings Chapter 11: The ethics of punishment and corrections Chapter 12: Discretion and dilemmas in corrections Chapter 13: Correction professionals: Misconduct and Responses Chapter 14: Making ethical choices</p>	<p>Assignments 1. Complete Module 3 assignments/ ethical dilemma discussion topics: Professionals in Corrections</p>
<p>Learning Objectives and Competencies for: Module 5 Wicked Problems, Wrap-up, and Course Conclusion 1. Describe the similarities and differences between Rittle’s and Webber’s “wicked problems” with dealing with social dilemmas.</p>	<p>Assess this website for further information on this week’s topic of study: http://plato.stanford.edu/</p>	<p>1. Complete your essay project paper for: Rittle and Webber 2. Course Post-test due</p>