



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

**CJCB 303 Ethics, Values & Professionalism in Policing
Course Syllabus**

Spring II 2022 Semester

Instructor: Dr. Lee H. DeBoer

Office Location: Online

Office Hours: Email or Telephone or Virtual by Appointment

University Email Address: Lee.DeBoer@tamuc.edu

Preferred Form of Communication: Emails

Communication Response Time: 24/7 days a week

COURSE INFORMATION

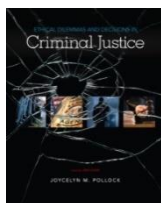
Materials

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.

Textbook (not required)

**A textbook is NOT assigned for this class. All reading assignments are provided with links to Internet sources and/or document files Course Description/Explanation.*

However, you can locate the textbook at the following link: [Ethical Dilemmas and Decisions in Criminal Justice, 10th Edition - Cengage](#)



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

This course examines the many difficult decisions that criminal justice professionals make in an environment of competing interests. The decision making of criminal justice professionals is often impacted by their ethical dilemmas. Emphasis is placed on addressing moral issues and concerns of our justice process in personal, social, and criminal justice contexts.

Course Objectives

1. Introduce students to the study of ethics as a necessary component of the Criminal Justice System.
2. Place morality, ethics, and human behavior in context within the Criminal Justice system.
3. Analyze ethical dilemmas.
4. Introduce the various ethical systems.

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 a 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.

Communication and assignment submission is all done electronically. Power points, resources, assignments, and tests are all located within the online course.

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.

Students are encouraged to thoroughly read **all** assignments and view relevant videos as directed. Critical thinking exercises will help students with practical application of the concepts presented, and students are encouraged to read through them after completing each module.

Students are encouraged to e-mail the professor as they encounter concepts that after reading and utilizing course resources (supplemental documents, Youtube videos, etc.), should you still do not understand.

Acceleration Process Deadline: The deadline to accelerate is **Friday, February 18 at 5 pm**. Please submit assignments to me no later than **Wednesday, February 16 at 5 pm** if you are attempting to accelerate so that I have ample time to grade them and provide you with a complete email for acceleration purposes.

ASSESSMENT

Students must achieve 80% or higher for the both the post-test and the two essay papers 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 the other course content which will prepare you for the essay paper assignments and post-test.**

The **pre-test is taken ONE time** and must be taken first before completing any other work in this course. **The post-test and the essays are your graded assignments.**

The **ethical dilemma discussion assignments** are not required and are NOT graded, but are highly recommended for students to respond, as they are an important ingredient part of this course.

Content	Description	Value	Notes
Pre-test	This is the initial assessment in the course to provide a baseline understanding of a student's knowledge of the course content and competencies. Pre-tests 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.	100 points	Required before completing any other work in the course. The grade on the pre-test and ethical dilemma discussions do not count in the final grade for this 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 maybe be included in the modules.

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 post-test 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 post-test should review feedback from the instructor before reattempting the post-test.

Culminating Project-Essay Papers

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-Essay Papers	Measures your competency of learning outcomes the completion of a competency-based project articles.	100 points each	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

Students who score less than 80% on the culminating project (two essay papers) will have the opportunity to review the material and resubmit the project essay papers 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 two essay papers and post-test 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
Final Projects:	
1. Rawls vs Nozick essay paper	100 points
2. Rittle & Webber essay paper	100 points
Total	300 total points

Final Grade Calculation

The final grade will be assigned by taking the average from the post-test and from the two essay paper projects.

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

F = 79% or Below

Students are required to achieve an 80% or higher on their post-test and the two essay projects in order to pass the course.

Grading for essay paper projects follow this scale:

Level 4	Level 3	Level 2	Level 1	Level 0
90 points	80 points	70 points	60 points	0 points
Assignment is well developed and addresses all aspects. Meets page length requirements	Assignment is adequate and briefly addresses relevant aspects.	Assignment does not address all aspects.	Assignment is late.	Assignment is not done.
10 points	10 points	10 points	10 points	0 points
Provides accurate citations where applicable.	Provides accurate citations where applicable.	Provides accurate citations where applicable.	Provides accurate citations where applicable.	

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 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](#).

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 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 and CWID after the body of the email

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Participation from students regularly is encouraged. Students are encouraged to participate with the required assignments as regular exposure to course content will result in a better chance at successful completion of the course. The required assignments in this course are the pre-test, post-test, and the two final projects. While pre-test is **required** to pass the course, this grade does not count toward your final grade.

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 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, Room 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 all violations to the University Police Department at 903-886-5868 or 911.

APA Citation Format Policy

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this

task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) 7th edition format. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below and in the CJ 500 Orientation Course.

www.apastyle.org

<http://owl.english.purdue.edu/owl/resource/560/02/>

www.library.cornell.edu/resrch/citmanage/apa

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask your professor.

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</p> <p>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</p> <p>2. Course Post-test due</p>
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