American Public University System

The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
Criminal Justice
CMRJ 500
Criminal Justice Ethics
3 Credit Hours
8 Weeks
None

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Instructor Information

Please see instructor contact information and bio under the Syllabus Tab itself.

Course Description (Catalog)

This course is an examination of issues of professional and ethical behavior within the criminal justice system. Key issues examined include professional behavior of the individual and the agency. Current topics such as law enforcement ethics, research ethics, and are examined.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Scope

This course will focus on ethical issues within the criminal justice community emphasizing aspects of professional behavior of the individual and the agency. Topics include an overview of criminal justice ethics, defining ethics, ethical principles, ethics in everyday applications, creating an ethics policy, enforcing ethical guidelines, ethical behavior in a hierarchical framework, differences in ethical viewpoints, and timely case studies.

Course Objectives (CO)

After successfully completing this course, you will be able to demonstrate and explain the following seven primary learning objectives:

CO1: Examine the foundation for modern ethical thought in the criminal justice profession.

CO2: Analyze the root causes of misconduct by criminal justice professionals.

CO3: Evaluate the role of leadership and accountability in the criminal justice system.

CO4: Prepare an ethics training program for a Criminal Justice organization (Police, Prosecutor's office, or Corrections).

CO5: Develop the beginnings of an ethics policy for a specific criminal justice organization.

CO6: Assess how the culture and subculture of Criminal Justice organizations may work as an impediment to ethical behavior.

CO7: Examine ethics in criminal justice research.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access
to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

**Course Resources**

**Required Readings**

**Week 1**


**Week 2**


**Week 3**


**Week 4**


**Week 5**


Week 6


Kim Michelle Lersch;Bazley, Tom;Mieczkowski, Tom (2006). Early intervention programs: an effective police accountability tool, or punishment of the produc...Policing; 29, 1; 58-78.


Week 7


Week 8
**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.


Roberg, Roy; Bonn, Scott (2004). Higher education and policing: where are we now?, *Policing*; 27, 4, 469.


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**Evaluation Procedures**

The points earned on course assignments will determine the course grade. The final grade in the course will be based on total points. Grades will be assigned based on the following term composite scores:

**(1) Discussion Forum Questions (Takes Place in Online Forums) (40%)**

There will be 8 weeks with discussion forum questions. These forums are geared to help students prepare for the midterm and final exam. Each answer to the question should be around 750 words. A minimum of two peer reviewed references need to be used in the development of your initial response. Each feedback post needs to be 300 words or more, and should include information that helps to enhance the discussion on the topic. Do not only include statements such as great work, or excellent post. Try to include info that is challenging and respectful and that will stimulate debate. Also, be mindful of including references and citations whenever citing facts to support your position. Use at least one scholarly source in your reply. APA 6th edition citations and references must be used always!

Initial Post Due: Thursday 12 Midnight EST

Feedback Posts Due: Sunday 12 Midnight EST
(2) Research Paper (20%)  

Students are required to write a 10 – 12 page research paper on an important ethical subject where they develop and ethics policy. In essence, you have the opportunity to solve an ethical dilemma on a grand scale. Students should identify an ethical topic they are interested in studying and create a policy and/or a recommendation to a state governing agency about how this ethical issue should be handled moving forward. Your choices should be fueled by empirical research and scholarly sources on the subject. This ethical issue will impact more than just your own individual self—it will affect the lives of all those across the state or even the country. **Your job is to write a research paper for the state governor to use as the basis for his/her decision on this issue.**  

As you write your paper, consider the moral rules that will support your decision.  

General structure of your policy analysis  
1. Conduct a brief review/synopsis of the relevant facts.  
2. Identify what you believe to be the major ethical issues and the relevant underlying values of each opposing side.  
3. Set forth your recommendations for the continued use, modification, or discontinuation of this policy. Your decision must have some sort of rationale behind it. This is where you will present an answer to the policy issue at hand. Before you can do this, you will have to decide on what ethical system underlies your analysis. There is no right/wrong system of ethics—choose the one with which you most closely identify. If you are a utilitarian, your stance may be very different than if you identify with ethical formalism or an ethic of care. But, as we know from our class exercises, despite our different ethical systems, we may encounter the same results.  

Some topic suggestions: (these are not required; just ideas for you to consider)  

1. A policy on racial profiling by police officers to reduce and prevent crime on the streets.  
2. The use of plea-bargaining for defendants charged with felonies.  
3. The waiver of very young offenders (namely, “kids that kill”) to adult court and making them subject to adult processing and punishment.  
4. The use of rehabilitation as the dominant model for corrections.
5. The use of restorative justice programs.
6. The use of “chain gangs,” “tent city,” and other novel punishments and how they impact prisoner rights.
7. Any other current criminal justice policy issue, if approved by me (the death penalty is not an option since we will be discussing this in class)

Please adhere to these directives:

Organization: Title page, Abstract, Introduction, Body of the Paper, Conclusion. The papers should have a brief introduction, appropriate transitions between topic areas, and a short conclusion. I am interested in each student’s ability to craft an organized approach to an ethical issue in criminal justice. Synthesize the literature on the subject and critically assess the ethical issue.

Substance: Each student should be able to craft a well-reasoned ethical argument. Since we will be addressing “hot” topics of current debate, emotions will run high. However, please try to support your argument with more than just emotion. Where appropriate, essays should draw from course readings, lectures, and discussions particular to the subject matter.

References: Consult at least five (5) outside peer reviewed sources to complete this assignment (the course readings do not count). Please consider the five-source requirement as establishing the baseline; students seeking higher grades are advised to broaden their research. THESE MUST BE PEER REVIEWED SOURCES

APA citation is required.

(3) FINAL AND MID-TERM EXAMINATIONS (40%):
The midterm and final exams will be taken open book. The exams will be posted in the electronic classroom under “exams”. These exams are graduate level essay exams.

The following applies to both the Mid-Term and the Final Exam:

1. I have opted to make both exams non-timed so please take your time and do your very best. Again, the goal of not doing the traditional timed exam for this class is that I would rather have a student's best effort and a lot of critical thought rather than a rush for the finish line.

2. Please remember these are graduate level “essay” exams and I will be looking for well supported views, and critical thought. Also please, write an ‘essay’ with an introduction and conclusion. Use peer reviewed sources to support your work.
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3. As always, opinion alone is not enough.

4. Responses should be at least 750-1000 words each (not counting sources and references) and each should have at least 2 “different” peer reviewed sources properly cited in accordance with APA.

5. Again, content and critical thought are key here, but graduate level writing ability and meeting minimum requirements for length and sources are also included in the overall grade.

SUMMARY:

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>Percent of Grade</th>
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<tr>
<td>Forums (Includes Introduction)</td>
<td>40</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>20</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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8 – Week Course Outline

Please see the Student Handbook to reference the University’s grading scale.

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<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>Learning Objective</th>
<th>READINGSs</th>
<th>ASSIGNMENT</th>
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<tr>
<td>1</td>
<td>Understanding the Foundational Concepts in Criminal Justice Ethics</td>
<td>CO 1: Examine the foundation for modern ethical thought in the criminal justice profession.</td>
<td><strong>In Course Lessons:</strong> Read assigned articles.</td>
<td>(1) Post your introduction in the Discussion Forum</td>
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</table>
|   | **The Role Of Leadership/Root Causes of Misconduct** | **CO 2**: Analyze the root causes of misconduct by criminal justice professionals.  
**CO 3**: Evaluate the role of leadership and accountability in the criminal justice system. | **In Course Lessons**: Read assigned articles. | (2) Respond to the week 1 Forum questions. |
|---|---------------------------------------------------|---------------------------------------------------------------------------------|--------------------------|--------------------------------------|
| **2** | **Ethics Violations in the Court Process** | **CO 2**: Analyze the root causes of misconduct by criminal justice professionals.  
**CO 3**: Evaluate the role of leadership and accountability in the criminal justice system.  
**CO 5**: Develop a criminal justice ethics policy for a specific criminal justice organization. | **In Course Lessons**: Read assigned articles. | (1) Respond to the week 2 Forum questions. |
| **3** | **The Impact of Organizational Culture on Criminal Justice Behavior** | **CO 2**: Analyze the root causes of misconduct by criminal justice professionals.  
**CO 6**: Assess how the culture and subculture of Criminal Justice organizations may | **In Course Lessons**: Read assigned articles. | MID-TERM EXAM  
Due NLT Sunday of Week 4 (midnight EST)  
Respond to week 4 Forum. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Course Objectives</th>
<th>In Course Lessons:</th>
<th>Additional Assignments</th>
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<td>5</td>
<td>Capital Punishment and Racial Bias in the System</td>
<td>CO 6: Assess how the culture and subculture of Criminal Justice organizations may work as an impediment to ethical behavior.</td>
<td>Read assigned articles.</td>
<td>(1) Respond to the week 5 Forum questions</td>
</tr>
<tr>
<td>6</td>
<td>Accountability: How to Limit and Reduce Misconduct in the Criminal Justice System</td>
<td>CO 3: Evaluate the role of leadership and accountability in the criminal justice system. CO 6: Assess how the culture and subculture of Criminal Justice organizations may work as an impediment to ethical behavior</td>
<td>Read assigned articles.</td>
<td>(1) Respond to the week 6 Forum questions</td>
</tr>
<tr>
<td>7</td>
<td>Questions of Conduct in War time</td>
<td>CO 3: Evaluate the role of leadership and accountability in the criminal justice system. CO 4: Prepare an ethics training program for a Criminal Justice organization (Police, Prosecutor’s office, or Corrections). CO 6: Assess how the culture and subculture of Criminal Justice organizations may work as an impediment to ethical behavior. CO 7: Assess ethical</td>
<td>Read assigned articles.</td>
<td>(1) Respond to the week 7 Forum questions</td>
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| 8 | Reform | CO 2: Analyze the root causes of misconduct by criminal justice professionals.  
CO 3: Evaluate the role of leadership and accountability in the criminal justice system.  
CO 4: Prepare an ethics training program for a Criminal Justice organization (Police, Prosecutor’s office, or Corrections).  
CO 6: Assess how the culture and subculture of Criminal Justice organizations may work as an impediment to ethical behavior. | **In Course Lessons:**  
Read assigned articles. Review all reading for exam. | **FINAL EXAM**  
Due NLT Saturday of Week 8 (midnight EST)  
Respond to week 8 Forum questions |
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Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy
Disability Accommodations

Writing Expectations
Written assignments will be free of English and grammar errors. All in-text citations and references will be properly formatted in APA Style 6th edition. Only acceptable scholarly references will be used during the class.

Citation and Reference Style
Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignments
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Deductions:
Late forum posts can be penalized up to 5 points per day
Late assignments can be penalized up to 5 points per day

Netiquette
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of
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learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and *especially* satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), 😊

**Disclaimer Statement**
Course content may vary from the outline to meet the needs of this particular group.

**Online Library**

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying,
test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

**Request a Library Guide for your course**
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

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**Turnitin.com**

**Turnitin.com** is a web-based plagiarism prevention application licensed, for campus use, through the APUS Online Library. The quick submit option lets faculty upload and check suspicious papers, without requiring student to create their own Turnitin.com profiles.

Turnitin.com analyzes electronic submissions of student writing, compares them to the contents of a huge online database, and generates a customized Originality Report. The database used to produce this analysis contains a massive collection of documents available on the Internet from both free and commercial sources, as well as the full texts of all other papers that have been previously submitted to Turnitin.com.

Similarity index is based on the amount of matching text to a submitted paper:

- **Blue** = no matching text
- **Green** = one word to 24% matching
- **Yellow** = 25% - 49% matching text
- **Orange** = 50% - 74% matching text
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Red = 75-100% matching text

Selected Bibliography


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