

DEVELOPING ETHICS COURSE CURRICULA FOR UNDERGRADUATE
CRIMINAL JUSTICE STUDENTS AT THE COMMUNITY COLLEGE

by

Donna Gaughan Wilson
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Committee:

Director

Program Director

Dean, College of Humanities
and Social Sciences

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By

Donna Gaughan Wilson
Master of Arts
Bowie State University, 1999

Director: Victoria Salmon, Assistant Dean, Graduate Programs
College of Visual and Performing Arts

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DEDICATION

The doctoral process is one of the most trying and lonely journeys I have ever taken in my life. I am not alone in my success. It is by the grace of God that I am here today. God has blessed me in many ways through my gifts of drive, strength, passion, and humor.

I give thanks to my husband, Rich; my children, Daniel and Rachael; and my parents, Dan and (the late) Betty Franklin. They are my grounding. Without their support, encouragement, and love, I would not be where I am today.

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ABSTRACT

DEVELOPING ETHICS COURSE CURRICULA FOR UNDERGRADUATE CRIMINAL JUSTICE STUDENTS AT THE COMMUNITY COLLEGE

Donna Gaughan Wilson, D.A.

George Mason University, 2012

Dissertation Director: Dr. Victoria Salmon

In this qualitative, expository dissertation, the researcher developed and taught an ethics course for students interested in entering the field of criminal justice for an undergraduate criminal justice program at a community college in the state of Maryland, as either a concentration or elective course. New course curriculum development and assessment were examined as part of the process.

Most ethics education for criminal justice students or police cadets is interwoven with other program concentration coursework or throughout police academy training. Throughout the nation, some criminal justice programs offer courses which focus on professional ethics in criminal justice. Currently, there are only a few documented undergraduate community college course curricula in ethics for criminal justice students in the state of Maryland.

Developing the course curricula, the nature of a criminal justice ethics course, and reflections after teaching the new course are detailed. Three critical aspects of the course curriculum designed and developed for the new postsecondary community college Criminal Justice Ethics course made the dissertation successful: identifying responsibilities of the key players—faculty and students; promoting active learning through reflection, feedback, and skills; and advancing time on task opportunities through short- and long-term goals.

1. INTRODUCTION

Most human beings would like to believe that they would always do the right thing in any and all situations. Realistically, that is not possible. At a young age, we are taught basic morals and values within our family construct; for example, the Golden Rule of “do unto others, as you would have done unto you.” As we grow older, our moral stance is continuously tested by issues associated with family, religion, social connections, and the workplace. Ethics stem from one’s moral base.

Quite often, ethics are affiliated with our behaviors exhibited at the workplace. Many studies have been conducted in the fields of business, engineering, the federal government, law, and medicine examining the ethical behaviors of those in the workforce (Pritchard, 2006). More often than not, humans tend to fall short of what society has deemed as ethical. While most ethical workplace studies focus on “normal” workplace atmospheres, few have been successfully conducted on the law enforcement workforce. Obstacles such as the “Blue Wall of Silence” (when police officers cover up unethical behaviors such as kickbacks and excessive use of force), the “Thin Blue Line” (the ideal of separation: “us against them” = “the police against/separate from society”), and training practices are unique to the law enforcement atmosphere and create difficulty in attaining accurate statistical information needed in successful research. Despite these unique obstacles associated with research regarding ethics and law enforcement, society

is very much interested in the ethical behaviors of those who are entrusted to protect and serve. Bennis, Goleman, O'Toole, and Biederman (2008) and Pritchard (2006) provide evidence that society holds individuals who occupy authoritative/powerful positions to a higher standard of acceptable ethical behaviors. The possibility of unethical behaviors being exhibited by those who have a high level of authority and an immeasurable amount of discretion, specifically dealing with life and death situations (law enforcement), brings forth a considerable amount of concern in those citizens protected by such individuals. Ethics, as they relate to power, authority, and leadership issues arise. In 1887 Lord Acton summed up the ethics dilemma (as it relates to policing) quite well: "Power tends to corrupt, and absolute power corrupts absolutely" (Moreell, 1992).

Historically, ethics violations by law enforcement have been documented as early as the settlement years of the newfound land of the Americas. For example, in the 1800s volunteer "officers" would accept bribes to not bear witness against those involved in criminal activity (Dunham & Alpert, 2001). Ethical dilemmas such as kickbacks and excessive force have plagued law enforcement for years. Some examples of unethical behaviors include the infamous Rodney King excessive force incident in Los Angeles in 1991. An amateur video recording showed a number of officers on the Los Angeles Police Department brutally beating Rodney King in the middle of a street. This case promoted an atmosphere of civil unrest between the police and the Los Angeles community for the first time in decades. More recent and more local examples include a video recording of an April 2010 incident in which a few Prince George's County Police Department officers physically beat a University of Maryland student after a rival

basketball game. According to information provided by the media and the Prince George's County Police Department's Internal Affairs Division, the excessive force used during this particular incident led to the suspension and dismissal of some county police officers. This excessive use of force ethics violation has brought much debate concerning local law enforcement training and ethical decision making skills. Finally, an even more recent group of interrelated events includes the November 2010 unmasking of ethics violations relating to Maryland State Attorney Jack Johnson, his wife, and three Prince George's County Police officers who were accepting kickbacks from local business owners and developers.

Questions that arise from these real-life ethical situations may include the following: Are local law enforcement police cadets receiving adequate ethical decision-making skills training during the police academy training period? Are police cadets being exposed to specific ethical dilemmas as related to their specific line of work: excessive use of force, cover-ups ("Blue Wall of Silence"), bribery ("shake downs"), corruption of authority (receiving free items from citizens), opportunistic thefts (stealing from arrestees), kickbacks (receiving monies from citizens), and protection of illegal activities (looking the other way)? Are there specific courses and/or mandatory state objectives for teaching strong ethical decision-making skills included in academy training? Do local law enforcement agencies require any postsecondary education? If so, does the postsecondary education include ethical education relating specifically to local law enforcement? Could providing ethics education to those interested in entering the field of law enforcement bring about more ethical behaviors while on the job? Can ethics be

taught? Although these are important questions concerning ethical response training and education for local law enforcement, they are outside of the scope of this dissertation.

The primary response to ethics issues in law enforcement is to educate those future officers either during the police academy or during postsecondary education. Currently, there is no record of specific courses or academy training focusing only on ethical issues as they relate to law enforcement in the states of Maryland, Virginia, Pennsylvania, or California. Most ethics education for criminal justice students or police cadets in these states is interwoven with other program concentration coursework or throughout the police academy training. Throughout the nation, some criminal justice programs offer courses which focus on professional ethics in criminal justice. In Maryland, only a few community colleges offer professional ethics in criminal justice courses as part of their undergraduate curricula and a couple of universities offer criminal justice as a graduate degree. As a result of the growing instances concerning ethical issues in the field of criminal justice in our society, more curricula in professional ethics in criminal justice should be developed and offered to those students entering this field of study.

2. THE PROBLEM

Purpose and Significance

Due to numerous documented ethics violations by local law enforcement officers, there is a need for further ethics education for those entering the field of criminal justice. Ethics can be found throughout criminal justice course curricula in the U.S. However, there are only a handful of criminal justice ethics courses offered at the postsecondary level, or specifically at the community college level. This dissertation examined the development of course curricula and assessment for a criminal justice ethics course at a local community college for those criminal justice students who are interested in entering the field.

Theoretical Framework

The theoretical framework incorporated characteristics of qualitative methods, and included aspects of both design and expository methods to design and develop curriculum. The researcher's goal was to develop and teach an approved program concentration or elective criminal justice ethics course for community college students seeking an undergraduate degree in criminal justice. The researcher therefore provides data on the significance of a criminal justice ethics course to include the content, goals and objectives, teaching methods, assessment methods, assignments, and resource materials. The specific process for course curricula development and assessment at one

local community college is explored and explained. Finally, the researcher reflects on her experience regarding which aspects were successful and which aspects need revisions.

Statement of the Problem

Currently, only a handful of community colleges throughout the state of Maryland offer a criminal justice ethics course as part of their curriculum. As previously stated, most of the ethics teaching occurs throughout the core curriculum. Due to the nature of work specific to the field of criminal justice, many other professions do not provide for an atmosphere of a significant amount of individual discretion, the possibilities of abuse/misuse of authority, use of force, loss of freedom, or loss of life. Ethical dilemmas in the field of criminal justice are constantly being portrayed in the media. Questions of additional training and education arise constantly. Based upon these facts, it is believed by the researcher that a specialized course focusing on ethics in the field of criminal justice needs to be developed and implemented in today's undergraduate program concentration curriculum for criminal justice students at a local community college.

Research Questions

Several primary research questions and subquestions guided this dissertation.

1. What is the process for developing course curricula for a law enforcement ethics course at the local community college level?
 - a. Are there any specific guidelines for course curriculum development at the community college level?
 - b. Who is involved in the aforementioned process?
 - c. What is the timeline for the aforementioned process?

2. What is a “criminal justice ethics” course?
 - a. What is the significance of a “criminal justice ethics” course?
 - b. What is the content of the course? Goals/learning objectives? Teaching methods? Assessment methods? Assignments? Resource materials?
3. After teaching the course, how was the collaborative learning experience?
 - a. What worked? (Self-reflection of teacher.)
 - b. What needs to be improved or revised? (Self-reflection of teacher.)

Delimitations and Limitations

Delimitations included the lack of knowledge of the researcher regarding the process involved in curricula development. There were potential longitudinal aspects of the research; however, as the individual researcher was the only person involved in the research process, longitudinal outcomes are not provided due to time constraints. Finally, there were possible challenges to both the professor and students in teaching/participating in a newly developed course.

Limitations included time management in that proposals for new courses were only accepted during the fall semesters at the subject local community college. Would the course be approved in one semester? Would it be approved as a core curriculum program course or as an elective course which is transferable to other colleges? If approved as an elective course, would there be enough student interest to meet the enrollment requirements in order for the course to be taught? Would the course be approved by those colleges in the University of Maryland System? The research is not longitudinal;

therefore, participating students were not tracked. As a result, no outcomes for the teacher's (researcher's) actual job performance can be provided.

Summary and Organization

The main objective was to develop a course about ethics for those entering the field of criminal justice. This dissertation may serve as a guide for those in higher education who are interested in developing similar courses for undergraduate students interested in the field of criminal justice. It provides a critical analysis of the process of course development and pedagogical support to future similar endeavors.

The following chapters provide background literature information, teaching methodologies, course-related materials (syllabus, sample assignments, sample quizzes and exams), lesson plans, and findings and recommendations. The resources and findings may prove to be an asset for those interested in the further development of ethics education in law enforcement for undergraduates in postsecondary education.

3. REVIEW OF LITERATURE

The Review of Literature examines a multitude of topics which relate to the purpose of this dissertation: the history of policing in the U.S., the history of higher education and policing in the U.S., the history of ethics in the U.S., and teaching ethics in criminal justice higher education. These discussions provide argumentative support for the goal to develop course curricula and teach a criminal justice ethics course at a community college.

History of Policing in the U.S.

The professionalization of law enforcement has long been a topic of intense debate. Primarily, the focus of this debate has been on local law enforcement, not federal or state law enforcement which require a four-year degree; some federal agencies even require prior workforce experience. To this day, there are those under the impression that local law enforcement officers should not require any further education beyond that of secondary school with the obvious required (technical) academy training. Supporters of this idea believe that the mandatory academy training (lasting anywhere between 6 months to 1 year) is sufficient for entry-level police work (patrol). Yet others feel that further education, beyond the secondary level, improves the overall quality of police officers and their performance while on the job. Today, more and more local law enforcement agencies (for example, the Metropolitan Police Department District of

Columbia and the Fairfax County Police Department) are beginning to require some type of higher education upon being hired, whether an associate of arts degree or bachelor's degree. Some local law enforcement agencies (for example, Prince George's County Police Department) do not require a college degree upon being hired. The debate regarding whether or not a college degree should be required upon employment with a local law enforcement agency continues to be a hot topic.

American law enforcement's roots can be traced back to their English heritage. Historically, per Dunham and Alpert (2001), there have been three eras of policing in America: the Political Era, the Reform Era (also known as the Professional Era), and the Community Era. During the early settlement years of America (Pre-Political Era), the newcomers brought with them the old English methods of policing which fell under the biblical belief of "you are your brother's keeper." "Policing" was voluntarily conducted by the White male heads of the households who were required to protect their families, usually within a 10-mile radius of each other, called a tithing. These volunteer "police officers" would "patrol" their tithings via horseback and would use the "hue and cry" system (in other words, they would yell for help from their male family counterparts) to call for backup for services such as fire fighting, arresting criminals, maintaining street lamps, and attending court hearings. Eventually, due to an increase in population and crime, the more formal "Frankpledge System" was established, which was eventually deemed as the Political Era of policing. Under this system, males nine years and older would police the tithings that were divided into areas of 10 tithings (10 miles in radius) supervised by a constable. In addition, "shire reeves" (today known as "sheriffs") served

in an area called a “shire” (eventually known as “counties”) supervised the local constables. As time passed and the population in America grew astronomically, crime began to run rampant and social disorder spread. The old English system was no longer effective (Dunham & Alpert, 2001).

As a result of this social disarray, government officials recognized the need to professionalize local law enforcement, once again following the new system established in England under the London Metropolitan Police Act of 1829 by Sir Robert Peel, Britain’s Home Secretary (Dunham & Alpert, 2001). In England, Peel and his aides developed a more formal centralized federal organization of law enforcement which involved a hierarchy, training, payroll, and overall separation of the police from their community. In America, no longer would volunteer males from the local area serve to police their own. Now these “bobbies” would go through a “selective” hiring process, be required to successfully complete “training,” wear formal uniforms, and focus on crime prevention in addition to crime reduction. However, local law enforcement in America did not exactly follow their predecessors’ standards of policing because the societal needs of America were different than those of England (Palombo, 1995).

Per Dunham and Alpert (2001), in America, local law enforcement fell under the local county and/or city government’s control. Bigger cities such as Boston, New York, Philadelphia, and Cincinnati quickly established these new local law enforcement agencies following the standards set in England. However, these standards were not of the same quality as those in England because the immediate need for officers offset the much-needed formal training. The duties of these local law enforcement officers also

increased and varied depending on their area of service, and were primarily reactive (crime fighting). Basically, the officers were generically trained in the local laws, but their methods for enforcement were of an individual nature with no formal standards. As the external demands of the local community increased without the up-to-date training to meet these growing demands, corruption slowly eked its way into the police sector. Once again, local law enforcement needed reform, which led to the next era of policing: the Reform Era (Dunham & Alpert, 2001).

In the early 1900s the Reform Era of policing slowly brought forth the much-needed changes in the structure of law enforcement. August Vollmer, also known as the “Father of American Policing,” served as the Chief of Police for Berkley, California from 1904 to 1932 (Miller & Hess, 2005). He and a few other local law enforcement chiefs began to explore innovative methods to assist in the professionalization of local law enforcement. Vollmer and colleagues identified three primary goals needed to professionalize the field of law enforcement: centralize the administration of police organizations, standardize the selection process of police applicants, and put more focus on crime fighting methods instead of community ties and proactive measures. In addition, other reforms such as faster response times, individual police cars, improved communications systems, and more arrests all led to a decrease in crime. Furthermore, higher education requirements for those entering the field of law enforcement began to be examined to assist in the improved professionalism of local law enforcement. As a result of these efforts, crime did decline. However, police–community relations were poor because the local law enforcement agencies were seen as only crime fighters, which led

to the “thin blue line” philosophy between the police and the society. Once again, local law enforcement needed to not only reexamine their role in crime fighting, but examine it in a way that would promote a more positive, symbiotic relationship between the police and the community. This final movement toward further professionalizing law enforcement with the recognized need to improve police–community relations led to the Community Era of policing (Miller & Hess, 2005).

The Community Era of policing continues to this day and has brought forth many innovative methods to enhance the relationship between the police and community such as police–community meetings, establishing Neighborhood Watch Committees, and educational programs such as Drug Awareness Resistance Education (DARE) and Gang Resistance and Awareness Education and Training (GREAT) which have all been successful in creating a more symbiotic, proactive relationship between the police and the community. In addition, formalized training in “community” efforts was institutionalized in police academies along with yearly in-service training of local law enforcement officers. Even though these efforts were deemed as successful by both law enforcement agencies and some societal leaders, the police–community relationship continues to be strained due to continued unethical practices of local police (Dunham & Alpert, 2001).

In addition to the combined efforts of local law enforcement and the society they serve, higher education began to assist in the professionalization movement. Not only did criminal justice and other related fields formally enter the higher educational curriculum, but innovative combined efforts developed between local law enforcement agencies and their local higher educational establishments. However, the two entities (local law

enforcement and higher education) have yet to “tie the knot” regarding requiring postsecondary education for local law enforcement applicants. The continued success of the Community Era depends on the commitment of both local law enforcement and the community they serve, which includes higher education. Does higher education play a role in promoting a stronger relationship between the police and the community? Does a police officer with a college degree have better problem-solving skills? Does a police officer with a college degree have a stronger ethical stance (and is therefore less likely to abuse authority or power)? In order to determine the significance of higher education in local law enforcement and its efforts to promote a stronger relationship with the community, the next section takes a closer look at the second era of policing, the Reform Era, and how the history of these two sectors plays a role in today’s debate over whether or not higher education should be a requirement for applicants to local law enforcement to improve ethical job performance.

History of Higher Education in the Field of Law Enforcement in the U.S.

As stated earlier, local U.S. law enforcement had strong English roots. For example, early policing was based upon the biblical premise of “you are your brother’s keeper” (Miller & Hess, 2005). In addition, only elite White males were allowed to apply for police “work.” During the early years (the Political Era), minorities (primarily African Americans and women) were not even considered for police work because African Americans were slaves and women were seen as the secondary gender whose purpose was to take care of the home while men were considered the hunters, gatherers, and protectors of society. Finally, during the early years of development of American local

law enforcement, there was a lack of a formal infrastructure with documented standards. Policing was conducted on a volunteer basis with few rules for guidance. As a result, political corruption could already be found in local law enforcement as policing was corrupted by politicians seeking to govern the new country. In conjunction with the population explosion and increase in crime in America during these early years of settlement, these negative aspects of local law enforcement led to the beginning of much-needed change.

The Reform Era of policing brought forth many changes in the organization, training, and education of law enforcement officers. As previously mentioned, American police organizations followed the standards set forth by Englishman Sir Robert Peele. As a result, law enforcement agencies created organizational hierarchies and implemented basic training for police recruits (Miller & Hess, 2005). In addition, those who were involved in the professionalism movement for law enforcement sought to improve police academy training by developing formal training standards to be included in police academies. This highly specified area of training and education for a select few—those seeking employment in law enforcement—was deemed as somewhat untrustworthy by outsiders critical of the corrupt police practices during the Reform Era. As a result, many local, state, and federal commissions were established to address the negative political influences corrupting the criminal justice field, including the National Commission on Law Observance which became known as the Wickersham Commission per Herbert Hoover in 1929; the President’s Commission on Law Enforcement and Administration of Justice, later known as the Crime Commission, in 1965; the National Advisory

Commission on Criminal Justice Standards and Goals in 1973; and the National Advisory Commission on Civil Disorders, also known as the Kerner Commission, in 1968. These commissions raised questions about the direction of policing in America as they examined issues related to political corruption including excessive political influence, inadequate leadership and management, ineffective recruitment and training, and the lack of effective usage of science and technology (Roberg, 2008).

A few of those actively involved in the early efforts to promote the professionalization of law enforcement included August Vollmer, Chief of Police for the city of Berkley, California (also known as the Father of Modern Policing); O. W. Wilson, Chief of Police for the city of Fullerton, California; and President Herbert Hoover. In addition to establishing the first formal police training in the Berkley Police School in 1900, Vollmer also promoted the idea of higher educational requirements for police applicants (Palombo, 1995). Vollmer, who was supported by Wilson and Hoover, agreed that in order to decrease political corruption (including bribes, brutality, and citizen complaints), improvements and increased standards of education and training of police applicants were of the utmost importance (Palombo, 1995). This was the first time that the question surfaced of whether or not to require local law enforcement to have education beyond secondary school. Several obstacles impeded the actual implementation of such standards. First, the pool of police applicants was small from the beginning; requiring higher education degrees made the applicant pool even smaller. In fact, most of those applying for law enforcement employment during the Reform Era were returning home from the wars (World War I, II, etc.). Many local law enforcement agencies valued

the military training of these individuals, which was believed to only enhance their performance in a quasi-military atmosphere. There was still a need to provide these applicants with further education to improve their problem-solving skills, but just like those interested in attending college overall, police applicants often could not afford the cost of a higher education. One of the responses of the federal government was the GI Bill in 1944 which was passed to assist those in the military to obtain a college degree with financial assistance from the federal government (Thelin, 2004). The GI Bill helped to increase the police applicant pool, but not all former military personnel were seeking employment in the field of law enforcement.

Second, the formalization of education and training for local law enforcement was slow during the years of reform. Beyond the GI Bill, and more specifically related to the field of law enforcement, early postsecondary programs in the field of “police education” were primarily developed for those entering or already employed in law enforcement. The main purpose of obtaining college degrees during this time period was primarily competition-focused: Police applicants who attended college prior to being hired did so with the intentions of having an upper hand against their coapplicants/competitors. Those already in law enforcement were seeking college degrees in hopes of moving up the ladder to management positions (Palombo, 1995). In the U.S. during the 1960s, efforts such as the Law Enforcement Education Program, police corps, and other scholarships and recruitment programs supported those interested in the field of law enforcement via dispersing federal government monies. However, many of these programs took over 30 years to be established. The question of the necessity of higher education in the field of

law enforcement continued to hamper the development of related postsecondary programs (Roberg, 2008).

Third, similar issues regarding constitutional rights provided additional need for reform for those seeking employment in the field of law enforcement. During the Reform Era, many federal court cases had quite an impact on the hiring practices of law enforcement. The *Griggs v. Duke Power Co.* (1971) case was the first-known case to question whether or not the requirement of academic and standardized test performance as a business necessity was constitutional (Palombo, 1995). The Griggs case was supported by the Civil Rights Act of 1964 which protected minorities from discriminatory hiring practices. Basically, in order to require a college degree for employment, the business must first demonstrate that the degree is directly related to job performance. Additionally, in relation to the Equal Opportunity Employment Commission, the outcome of the Griggs case did not support hiring minorities who were less qualified but were needed for equal representation. Other federal cases during this time provided similar outcomes for those entering public safety-related fields such as fire fighting and health code enforcement (Palombo, 1995, p. 73).

In addition to federal court cases, many state courts heard similar cases relating to the requirement of higher education in law enforcement. In *Jackson v. Curators of University of Missouri* (1978), the district court upheld the requirement of a two-year college degree based upon the Griggs finding of being directly related to job performance. The *Watson v. City of Dallas* (1985) case supported the same findings as the Jackson case. Both cases established a direct connection between employment and

performance on the job. Similar to the federal court cases, other state cases supported these same higher educational standards for public service fields such as medical technicians (*Townsend v. Nassau County Medical Center*, 1977); and public welfare (*Walls v. Mississippi State Department of Public Welfare*, 1985) (Palombo, 1995).

In addition, several states examined the constitutionality of requiring just a high school diploma for employment in the field of law enforcement. In *Castro v. Beecher* (1967), the district court upheld the requirement of the Boston City Police Department of a high school diploma, General Education Development diploma (G.E.D.), or three years of service in the military. In *United States v. City of Buffalo* (1980), the court had the same findings as the Castro Case. Finally, in the field of corrections, *Aguilera v. Cook County Police and Corrections Merit Bd.* (1985) found that a high school diploma is directly related to job performance, specifically in regard to use of force. These cases laid the foundation for other states to begin supporting the basic requirement of a high school diploma or G.E.D. for law enforcement applicants (Palombo, 1995).

Finally, the Civil Rights Movement played a two-pronged role relating to the field of law enforcement. First, the Civil Rights Movement called for the overall equal treatment of Blacks in American society. In addition to being provided equal educational opportunities (including secondary and postsecondary), equal employment practices were also being examined. Up until the 1960s, local law enforcement officers were White males; White females were hired for secretarial positions. However, as a result of the Civil Rights Movement, the doors were opened for Black males for employment at local law enforcement agencies as quotas for employing Black males were being set in local

law enforcement agencies. Quite similar to higher education, Affirmative Action issues began to surface regarding the hiring practices of local law enforcement agencies, and Black males were required to successfully complete the entrance exams and academy training just as their White male counterparts. However, quite similar to the Bakke decision in which a White applicant to a California medical school with higher admission test scores than some non-Whites was turned down as a result of affirmative action practices, many civil suits were filed concerning the hiring practices of some local law enforcement agencies. Just like the cases discussed in D'Souza (1991) text regarding "reverse discrimination" practices against Asian Americans and Jewish Americans, there were some documented instances of hiring Black males and females (all ethnic backgrounds) with lower test scores instead of White males with higher test scores. Examples of such cases include *United States v. the City of Los Angeles* (1979) and *Blake v. the City of Los Angeles* (1979). Both cases established that a certain percentage of these minority groups would be hired in an allotted certain period of time, thus ensuring a diverse representation of cultures on the police department. As a result, tensions within the local police departments rose between the White and minority officers (Palombo, 1995). From a different perspective, the actual protests, picketing, bombings, and other "physical" actions of the Civil Rights Movement drew a more permanent "thin blue line" between the police and their communities. During the same time of the Civil Rights Movement, the Vietnam War brought forth additional upheavals in American society. Police use of force issues were brought into question as a result of antiwar riots with police response being depicted on the local news. No one, including local law

enforcement, could have prepared for what took place during this time as the magnitude of emotions connected with both historical events was immeasurable. Once again, issues regarding the professionalization of law enforcement came to a head. What was needed to improve the police image, in addition to the police–community relationship (Roberg, 2008)?

Analogous to beginning to employ Black males in policing and the simultaneous entrance of Blacks and women into colleges, females in law enforcement took a slightly different path than their male minority counterparts. As previously mentioned, at first women were hired for secretarial positions; this is similar to the first fields of study offered to female college students being gender-specific, such as home economics and teaching. As time progressed to the early 1970s, and as a result of the Equal Opportunity Act of 1972, women were hired in law enforcement as meter maids or for investigative support, specifically to interview female and child victims of crimes because of their nurturing nature (Dunham & Alpert, 2001). Because of the physical demands of the job, women continued to be deemed as not being qualified for officer positions. In addition, there were also height and weight requirements most female applicants could not meet. By the mid- to late 1970s, women began to be hired as law enforcement officers, and female applicants were required to pass the same physical, psychological, and written tests as their male counterparts. Unfortunately, because of the entrance testing standards for physical agility, many female applicants were disqualified. As a result of Affirmative Action, physical agility testing standards were revised. Females began actively entering the field of law enforcement by the mid-1980s (Dunham & Alpert, 2001).

Stemming from the corrupt, politically influenced practices of the Political Era of policing, the primary focus of the Reform Era was to professionalize the field of law enforcement in hopes of improving police practices. As a result of the aforementioned multitude of professionalization efforts in the field of law enforcement during the Reform Era of policing, the police and the citizens they policed began to see their relationship as “us vs. them.” From the community perspective, the police were not seeking the communities’ assistance in crime fighting. Instead, the police were seen as the only crime fighters. The citizens had no say in how their communities were being policed. As a result, the focus shifted to not only reform, but continued reform (professionalization) with an emphasis on the police–community relationship. This new focus led to today’s Community Era of policing.

The Community Era of policing began in the late 1980s. As previously mentioned, the primary focus of local law enforcement was to establish strong ties with the community. Innovative programs were developed and implemented (DARE, GREAT, and Neighborhood Watch). However, on September 11th, 2001, the focus of local law enforcement was expanded globally with the events that occurred on that day. Those who first responded to the 9/11 terrorist attacks were local law enforcement and local emergency services. Unfortunately, the local agencies were not trained nor equipped to respond to such devastation. The response of the federal government was to create a new section of government called Homeland Security which oversees the prevention and investigation of local terrorist attacks on American soil and therefore works closely with local law enforcement agencies. Now questions of ethical behaviors arise on a more

global level. Overall, more training and education are needed in order to effectively respond to possible terrorist attacks. In addition, training and education relating to possible ethical issues concerning the federal government's response to terrorist attacks should be developed. Since today's society has become more global in terms of technology, transportation, and communication, possible ethical issues which may arise have become more global too.

History of Ethics and Ethics Today

Questions of war crimes, insider trading, Ponzi schemes, and marital infidelity are all examples of ethical dilemmas being portrayed in today's media. Guantanamo Bay, Martha Stewart, Bernard Madoff, Tiger Woods, and Jesse James are examples that have made unethical behaviors into sensational media. These stories of unethical behaviors portrayed by those in the public eye are only the cusp of the lack of ethics in today's society. The questions which arise are: How ethical is our society today? Has society always been so unethical, or do the media help to inflate such personifications of unethical behaviors? Questions of morality and values have been asked since biblical times. Adam and Eve, Moses, and Noah are all prime examples of those who were morally and ethically tested in times of desperation. Not all were successful.

What are ethics, morals, values, character, and virtues? How are they related? According to Pritchard (2006), Pollock (2010), and Robinson and Moulton (2005), the terms *ethics* and *morals* are very closely related, often used interchangeably, meaning behavioral practices. Morals relate to the ability to tell the difference between what is right and what is wrong. Values are defined as one's personal beliefs, based upon one's

moral stance. Virtues are defined as one's ability (strength) to conform to a standard. Ethics is the ability of one to conform to principles which govern a certain group (for example, the workforce). Most people are taught about morals and values at home, during their youth. Virtues are developed during that time period also. Ethics are usually established after, and based upon one's morals, values, and virtues. The best way to analyze ethical behaviors is to ask, "What would one do, if no one was thought to be watching?"

In today's society, ethics play an important role in all aspects of life whether personal or professional. Establishing ethics is a lifelong process, beginning with the early family teachings of morals and values. Therefore, one's morals and values are the basis of an individual's adherence to the ethical standards set forth, usually in a work or educational environment. Many question whether or not ethics can be taught. Some believe that ethical behaviors can be taught, but one's actual stance on what is deemed to be ethical cannot be taught (Pritchard, 2006).

However, many workplace and educational environments have written ethical standards that must be followed. The first code of ethics to be documented in human history is that of the Code of Hammurabi in 1700 BC which included almost 300 rules for humans to follow, of which many punishments were death (Lillian Goldman Law Library, 2008). Obviously, the punishments under the ruling of King Hammurabi would be in violation of today's Eighth Amendment of the U.S. Constitution. Another well-known example of a code of ethics is the Hippocratic Oath taken by those in the field of medicine. Basically, medical doctors swear to do (absolutely) no harm (to their patients)

(Weill Cornell Medical College, 2005). The detailed promises written within this oath are, at most, unattainable. Doctors promise to be held to an extremely high standard—beyond that of the average human being—allowing for no mistakes on their part, while still remaining human.

A more recent and more infamous example of a code of ethics is the ethics manual for the failed Enron Corporation. Similar to the Hippocratic Oath, Enron's 64-page Code of Ethics was so grandiose that it seemed as if the corporation was setting up their employees for failure (Trevino & Nelson, 2011). Pages of ethical standards beyond that of human capacity assisted in the downfall of Enron. Other examples of codes of ethics in today's society include those from the National Association of Social Workers and the Society of Professional Journalists. Each of these examples provides ethical codes for protecting the populations they serve: social workers—families; journalists—to promise to speak the truth to society.

Some local law enforcement agencies (for example, Prince George's County Police Department, Metropolitan Police Department – District of Columbia, and Fairfax County Police Department) are encompassed under the Law Enforcement Code of Ethics written by the International Association of Police Chiefs. However, the Prince George's County Police Department (PGPD) does not have its own specific code of conduct. On its website, the Prince George's County Police Department lists "Qualities of a Good Police Applicant" which includes having "honesty, integrity, personal ethics, maturity and discipline" (Prince George's County Police Department). The PGPD does have a mission and vision statements, and does swear in their officers upon graduation from the police

academy. In addition, the PGPD does have a *General Orders Manual* (GOM) which governs officer performance while on and off the job. The GOM provides over 1,000 pages of guidelines for all events related to policing in Prince George's County. Yet there is no record of a formal code of ethics that has been officially adopted by the Prince George's County Police Department.

Teaching Ethics in Higher Education Today

Not only do workplaces and/or higher education have their own ethical guidelines, but many fields of studies have begun to create specific required curricula on ethics (as related to their specific field). Some colleges seem to be moving towards the ideal of incorporating ethics education in all of their curricula, in addition to having a specific required or elective course focusing on ethics as it relates to that field of study. Some majors provide for ethical curricula interwoven throughout the entire required coursework and elective coursework. For example, one local community college offers Business Law, Engineering Technology – Quality Management and Criminal Justice – Police Operations. Others have majors which have created specific courses focusing on ethical education alone. One Maryland university offers ethics courses for Chemical Engineering and Psychology graduate students. One local community college's Public Safety and Law Department has requested the development of an ethics course specifically for criminal justice majors. Ethics continues to be a significant part of education in many fields of study across the curriculum, including law, philosophy, English, and business.

Teaching Ethics in Criminal Justice Education Today

Interest in further ethics education in the field of criminal justice is expanding at warp speed. Due to the unique aspects of police work primarily, the possible use of physical force, loss of freedom, loss of life, and adhering to the constitution and laws set forth to protect everyone-including the guilty, ethics education is of the utmost importance. Researchers must to identify successful methods to teach community college students about ethics as they apply to the field of criminal justice. We need to determine whether or not it is more effective to teach across the curricula or provide courses which specifically focus on teaching ethical behaviors. (Or incorporate both methods.) Researchers should examine how community college faculty can develop an “ethics” course. In addition, we ought to identify which teaching methods are the most successful in the learning environment for ethics. Researchers should also determine whether or not providing ethics education at the community college level increase the probability for more ethical responses to ethical dilemmas for those interested in entering the field of criminal justice. Can ethics be taught?

Teaching Ethics to Criminal Justice Students:

Course Curriculum Development and Assessment

As previously asked, What is the ideal method for teaching ethical thinking to criminal justice majors, specifically those interested in entering local law enforcement? In today’s higher education for criminal justice majors, this is a hot topic for debate. It seems as if some colleges are encouraging the ideal of incorporating both methods for teaching ethics to criminal justice majors. Currently, at the researcher’s community

college in Maryland, faculty members incorporate ethics education into each course's curriculum; there is no individual course on Ethics in Criminal Justice. In fact, many four-year transfer institutions in Maryland do not have a specific course in ethics for criminal justice majors. Most incorporate ethics education into their core curricula required coursework.

Yet research studies provide support for the argument that incorporating a specific course focusing on ethics education in criminal justice, in addition to teaching ethics throughout the criminal justice curriculum, is the most successful method (Lord & Bjerregarrd, 2003; Rhineberger, 2006). While affording students the opportunity for ethical discussions as they relate to the individual topics throughout the criminal justice curricula, whether required or elective, Lord and Bjerregarrd and Rhineberger provide evidence that supplying an additional individual criminal justice ethics course seems to be more thorough, and the information learned in the course increases the probability of the student acting in a more ethical manner when confronted with on-the-job ethical dilemmas. In addition, such individual ethics courses provide an in-depth examination of ethical theories and principles of which most standard criminal justice courses do not (Lord & Bjerregarrd, 2003). As a result, students have a better understanding of ethics in general and apply this understanding to criminal justice issues specific to local law enforcement such as excessive use of force, corruption, and stereotyping/prejudice—thus increasing the probability for better ethical decision-making skills (Lord & Bjerregarrd, 2003). Based upon the research, it seems as if enough evidence exists to support the idea of incorporating specific ethics course curricula for criminal justice majors interested in

entering local law enforcement in addition to providing ethical conversations throughout the curriculum. Overall, the grand ideal will be to increase the probability for more ethical responses to work-related ethical dilemmas, thus providing for overall better police service and fewer citizen complaints.

Course Curriculum Development General Guidelines

While developing curricula for a course, certain ideals need to be understood and applied throughout the process; “a frame of reference” needs to be established (Diamond, 2008). According to Cross and Steadman (2005, p. 2) and Diamond (2008), it is important that the course being developed have the following characteristics: learner centered, teacher directed, collaborative, context specific, scholarly, practical and relevant, and continual. In the list below, the main terms are from Cross and Steadman (2005), and the ideas accompanying each term are based on both Cross and Steadman and Diamond (2008). In classroom research,

1. **Learner Centered:** Focus is placed on student learning. Teaching methodologies should be researched, tested, and reexamined to meet the various learning styles of the individual student. As a result, students’ lifelong learning skills are enhanced, thus enhancing their productivity and professionalism in the workforce.
2. **Teacher Directed:** Expanding the role of faculty in accreditation and accountability by conducting essential research regarding curricula development enhances the learning environment for the student. The more faculty members who are involved in the actual process of developing

curricula, the better understanding of student learning, thus providing a successful learning environment.

3. Collaborative: Faculty members and students need to be involved in the process of curricula development. Collaborative efforts are enhanced when faculty from other departments provide an objective view of the curricula. Sometimes faculty members within the specific knowledge area being examined are unable to see possible inconsistencies because they are knowledgeable within their field. Addressing student learning needs are necessary for the successful development of curricula. The successful completion of the curricula, by the student, is the primary purpose of education. Finally, the support and recognition of faculty efforts for developing course curricula by the administration for the research and approval of course curricula is imperative. Lack of support and recognition can lead to the actual demise of such research.
4. Context Specific: The research is more successful when applied within a specific context. The application to other disciplines is beneficial, but secondary in purpose. Staying informed and up to date is essential for the researcher conducting their research on curricula development within a specific context. Our fast-paced global society provides somewhat of an obstacle with research which may take some time. Staying up to date with specific field-related issues is imperative to the research process.

5. **Scholarly:** The classroom research completed must be scholarly. Findings from previous research should be included and expanded upon as they relate to today's research. In addition, the research needs to be applied, practiced, and reexamined within the realm of teaching. There must be an actual problem, research questions, research design, and implications for further research. The classroom research must be accurately documented, break new ground, and judged on merit.
6. **Practical and Relevant:** The classroom research needs to have purpose. It is essential that the research provides real-life application to improve or create a successful learning environment. If the research is not useful or significant to the enhancement of the learning environment, then it serves no purpose.
7. **Continual:** Good classroom research is something that provides a venue for further research which can be expanded upon in multiple directions. Providing for additional future research enhances the learning environment which continues to morph as our global connections continue to expand.

After conducting the investigation for background information on the classroom research, it is important to prepare a plan of action for the study. Diamond (2008) provides the following steps for preparing to conduct classroom research in developing course curricula:

1. **Link the goals to course curriculum.** The overall goals (mission and values statements) need to be directly linked to the specific department goals, in addition to the course goals/curriculum. Studies have shown linking each of

these different entities' goals increases the probability of actually meeting the goals themselves. In addition, these goals must be documented in the college catalogue, schedule of classes, and course syllabi. As a result, the student success in the learning environment is enhanced.

2. Gather and analyze data. In order for a study to be successful, course assessment should include the understanding of the course topic as it relates to “the characteristics of students; the desires and needs of society; the educational priorities of the institution (school or department); the requirements of the appropriate field of knowledge; and the results of the related research” (Diamond, p. 95). By providing such detailed information, the study's validity and reliability are enhanced.
3. Institutional goals and learning outcomes. Similar to #1 (linking goals, course, and curricula), it is also imperative to clarify and link the institutional goals with the individual learning outcomes of the course. By examining and demonstrating a direct link between institutional goals, learning outcomes, and assessment, the research will be more valid and reliable, thus providing for a more successful learning environment. The important aspect of this step is the understanding that this step is continuous in nature. Course textbooks, topics, methods of teaching, and assessments must be continuously examined and reexamined as they relate to the goals of the institution and the individual course. Staying current and being innovative are essential.

4. Assessment plan. Similar to the examination and revision of institutional goals and course learning outcomes, it is essential to develop assessments which provide for accurate measurement of student learning and success. Are your assessments accurately measuring the learning of the course outcomes? If not, what needs to be changed to enhance student success and learning? If so, what other methods can be used to further assess student success and learning? Once again, this process is continuous in order for student learning to be successful.

Assessment

As our societal needs evolve, so too do these steps in preparation. Continuous assessment and reassessment are important to the success of student learning, which is the ultimate goal of higher education. The preparation phase for course development is the map that guides the researcher through the course development research. If the researcher does not develop a map, then both the study and success of student learning are lost.

Assessment falls into two primary categories: formative and summative (Yorke, 2003). Formative assessment occurs overtime, throughout the individual course and/or throughout the student's academic career, when the student recognizes (metacognitively) his or her knowledge within and/or throughout the course/academic studies overall, and builds upon his or her knowledge, and recognizes how the knowledge is linked together in the real world. According to Maxwell (2008), Wilson and Scalise (2006), and Yorke (2003), formative assessment requires an active student/professor relationship, direct

connection of learning objectives of the course to the actual student learning, assessment—using formal rubrics—by the professor of the student’s work, and feedback by the professor on the student’s work. The actual process of formal assessment is what encourages the true learning experience of the student. In contrast, summative assessment primarily refers to the grade(s) earned in a course. Summative assessment provides for the bureaucratic aspect of education because grades depict student success (or failure) of learning in a course. Summative assessment is the final summary of the formal assessment which occurs during the learning process within a course (Yorke, 2003).

Characteristics of a Good Learning Experience

Diamond (2008), Cross and Steadman (2005), and Carter, Bishop, and Kravits (1996) provide a multitude of suggestions for enhancing the learning experience when developing a curriculum. Each of these researchers emphasizes the importance of the symbiotic relationship between faculty and students as it relates to successful student learning. According to Cross and Steadman (2005), “Good practice encourages both student faculty contact and cooperation” (p. 20). Providing a learning atmosphere which promotes both in-classroom and out-of-classroom teamwork interaction enhances student learning and success. In addition, Carter et al. (1996) discusses the importance of students accepting responsibility for their own learning with the assistance of the faculty member’s guidance. Finally, Diamond (2008) supports both Cross and Steadman and Carter et al. by emphasizing the importance of the role of student engagement to enhance their success. Both faculty and students must be identified as key players in the success of the primary goal of higher education which is student learning.

In addition to the recognized importance of each of the primary individuals and their relationship in the successful learning process, active learning participation is also imperative to the process. Cross and Steadman (2005), Carter et al. (1996), and Diamond (2008) identify the need for providing an environment of self-reflection and self-responsibility for student success. Students must be held accountable and actively participate in their learning process. In addition, Cross and Steadman (2005) advise that providing prompt feedback to students in the academic atmosphere provides support for active learning. Prompt feedback can be provided by either the faculty, fellow students, or outside networks (guest speakers, field trips, etc.). Creating an environment without obstacles (learning disabilities, boredom, etc.), providing for networking opportunities (student-to-student/student-to-faculty/student-to-workforce) and prompt feedback, and targeting student success by teaching valuable skills which enhance the learning environment (reading, studying, listening, memory, note taking, test taking, quantitative learning, and research/writing skills) (Carter et al.,1996), enrich the learning environment for the student.

Time on task also has an impact on the successful learning experience. Both Cross and Steadman (2005) and Carter et al. (1996) emphasize the importance of teaching students to set short-term and long-term learning goals. Assisting students in developing a learning plan with specific dates of goals improves learning success. If the goals are not being met by the student, he or she (with the assistance of the faculty) must reexamine the goals. The students visualizing their goals, then actually achieving them, promotes a successful learning environment. In addition, Cross and Steadman (2005) advise that

goals assist to promote high expectations of the student by the faculty member, which raises the learning bar of the student. By providing an atmosphere for continued self-improvement, students will rise to the occasion and be more successful in their academic endeavors.

Cross and Steadman (2005), Carter et al. (1996), and Diamond (2008) discuss the role of student diversity in the learning environment. Each researcher advises that student diversity (learning abilities, cultural, age, and gender) must be recognized, acknowledged, and respected in order for student learning success. Incorporating a multitude of teaching methods and technology helps student learning success and better prepares them for their future academic or workforce endeavors. Faculty should not be afraid to try new teaching methods or learn new ways of incorporating technology into their teaching. By doing so, faculty members not only enhance the learning atmosphere, but also set an example for students in the exploration of new ideas in teaching and learning—specifically, lifelong learning.

Finally, in *A New Agenda for Higher Education* (Sullivan & Rosin, 2008), teaching and learning has a new focus: a combined effort between liberal education and professional training. Sullivan and Rosin provide strong arguments for refocusing higher education in today's society by building bridges between the academic side of higher education and the workforce development (non-credit) side of higher education. Historically, liberal arts education has concentrated on developing a student's mind, whereas professional training has concentrated on developing "expert competence" in a specific profession. According to Sullivan and Rosin, student success is measured by how

well the student can interpret and apply four components identified in the study (“practical reasoning”): identity, community, responsibility, and bodies of knowledge. Incorporating teaching methods which enhance critical thinking skills, metacognitive skills, and multiple pedagogical skills (reading, writing, arithmetic); then applying these skills both in a learning aspect (liberal arts) and a professional aspect (training), provides for the improved success of the student in both his or her academic endeavors and entry into the workforce.

Can Ethics Be Taught?

Bandura’s Social Learning Theory (1969) describes human behavior as being learned through the observation and modeling of others. From a young age, children observe and learn within their environment with the primary influences being within the home and the family. Morals, values, and virtues are learned during these developmental years. However, morals, values, and virtues differ amongst various religious, cultural, gender, and sexual orientation groups. What one group deems as being “moral” et cetera, another may feel differently. For example, some cultures or religions practice arranged marriages in which the parents of the bride or groom choose the spouse of their children and the children are required to marry the chosen spouse, whereas other religions believe marriages are decisions based upon the couple themselves.

In addition, as one grows older and establishes social networks outside of the home (school and work), one’s ethical stance(s) begins to be formed. Therefore, those teachings which occurred during the developmental years may come into conflict with ethical standards of the school or workplace. Kohlberg’s (1927a, 1927b) theory of moral

development (derived from Piaget's basic stages of moral development in early childhood) explains the actual process of moral development throughout one's lifespan. According to Kohlberg, moral development occurs through socialization, not only through specific teachings from parents, family, or teachers. As one goes through the moral stages of development, the social experiences of an individual's lifetime promote different responses to those experiences. Kohlberg references the Heinz case study which viewed the moral reasoning used by a husband whose wife is dying and needs a new drug which could save her life. Should the husband steal the drug to save his wife or not? A child in stage 1 (preconventional/value) may view the Heinz incident in terms of being right vs. wrong (punishment/obedience), whereas someone at the other end of the spectrum (older, more lifetime experience/socialization) may view the Heinz incident from a "greater good of society" view and/or "does the punishment equal the crime?" view (conventional/postconventional; social contract and positive/punitive justice). Kohlberg advises that the developmental stages do not occur through maturation but through a socialization process in which as one gets older, one's moral reasoning broadens based upon the weaknesses identified in the earlier stages. Where a young child may view the Heinz incident in terms of the husband being wrong for stealing the drug and should be punished for stealing, an older child or adult may view the husband in terms of doing what he had to do to save his wife, that is, based upon his conscience. Therefore, according to Kohlberg, one's moral development occurs throughout one's lifetime, building and expanding from earlier stages to later, more advanced, comprehensive stages (1927a, 1927b).

The question, then, becomes: Can ethics be taught to those entering the workforce if, indeed, their childhood moral education is in conflict with those ethical standards of the workplace? For example, if a child is taught that physical force should not be used under any circumstances, then how will he or she respond to using force as a police officer when justified in doing so? Or, if a child is taught that physical punishment without verbal discussion is acceptable in correcting poor behavior, then how will he or she respond to using force as a police officer when physical force is not necessary (“excessive force”)? Can ethics be taught to future police officers in order to curb abuses of authority, power, and leadership?

According to Trevino and Nelson (2011) and Rest (1982), moral reasoning can be taught to adults. Trevino and Nelson, and Rest, advise that adults are more receptive to moral reasoning teachings than their younger counterparts. The researchers believe that changes in ethical reasoning occur in early adulthood (20s-30s); their perception of society and their view of their role in society, their amount of education/training, and their continued formal educational/training have an impact on one’s ethical reasoning as an adult. In addition, Trevino and Nelson believe that ethical thought processing should not only be taught to the lower ranks of a business, but to the management ranks even more so. The idea is that organizations which may have bad apples within promote the behaviors of these bad apples through the lack of training/education for better moral reasoning. Applied to law enforcement, the police academy is where ethical reasoning training/education should begin and should be sustained throughout an officer’s career via yearly in-service training. Ethical dilemmas specific to law enforcement—use of

force, loss of freedom/life, bribes, cover-ups, and set-ups (planting evidence)—need to be frequently reviewed and analyzed from the officer’s stance as it relates their role in society. By providing these continuous “work-span” educational opportunities, fewer inappropriate ethical responses will occur.

There are several suggestions made for successfully providing ethics education to students or employees. Sims and Felton (2005) and Pritchard (2006) agree on the following aspects of teaching ethics education:

1. Develop an understanding of the definition and development of ethics,
2. Develop an awareness of ethical issues within a specific workplace,
3. Develop and recognize one’s possible conflicts with personal moral development and those ethics specific to the workplace,
4. Create an atmosphere of responsibility to a specific group (workforce),
5. Provide a framework for analyzing ethical issues and decision-making skills,
6. Provide an atmosphere of constructive criticism and disagreement, and
7. Apply knowledge gained within the course to everyday activities (in addition to the workplace). (Sims & Felton, 2005)

While we may not be able to teach ethics to future law enforcement officers, higher education can provide for an atmosphere of improving one’s ability to respond in a more ethical manner to possible issues which may arise concerning possible abuse of power, authority, and leadership.

Is Ethics Education Needed?

Society has demonstrated a need for ethics education. Even though most of us are taught morals and values while growing up, few of us are exposed to ethics teaching. Most ethical dilemmas occur within academia or the workplace. The media is constantly covering issues relating to ethical dilemmas. The most recent incidents involving the Prince George's County Police Department include excessive force upon a University of Maryland student and the incidents involving County Executive Jack Johnson and a few county police officers; these incidents demonstrate such ethical dilemmas and provide support for the argument of the need for ethical education in the field of criminal justice. Could an ethics course for the involved officers have provided for a different response and outcome? The research (Trevino & Nelson, 2011; Rest, 1982) implies that ethics education for criminal justice majors may provide for a foundation for better immediate ethical responses to possible ethical dilemmas.

Summary

While developing a curriculum, there are specific guidelines which increase the probability of success. By following the guidelines, the classroom research is more apt to be accepted as both reliable and valid. Whether these guidelines are followed to create a course in math, music, or criminal justice does not matter. These guidelines are pliable and can be applied to course development in any field of study. The root of higher education is learning, which occurs both in and out of the classroom. However, the primary focus of faculty members is student learning. Student learning means student

success. The goal of higher education is student success in both academia and employment.

The researcher identified several ethics courses at the postsecondary level, but none specific to law enforcement. Most ethics courses identified within the University of Maryland System were identified as “criminal justice” ethics courses, not specifically “law enforcement ethics courses.” Criminal justice covers law enforcement, courts, corrections, and forensic science. Because most “law enforcement ethics” education occurs at the training level within the specific law enforcement agency, ethics in criminal justice has become the standard focus for ethics in higher education. However, if an ethical issue arises at one level of this system, then the entire system is affected. For example, if a police officer were to use illegally obtained evidence as part of making an arrest, then the court case would be affected, in addition to the corrections aspect—whether or not the person was found to be guilty. The primary reason for a broader focused course in higher education—the subject of this research—is the fact that these fields are extremely intertwined with each other.

The next chapter details the methodology of this curriculum development dissertation.

4. TEACHING METHODOLOGY AND COURSE ORGANIZATION

Due to numerous documented ethics violations by local law enforcement officers, there is a need for further ethics education for those entering the field of criminal justice. Ethics can be found throughout criminal justice course curricula in the U.S. However, there are only a handful of criminal justice ethics courses offered at the postsecondary level, and more specifically at the community college level. This dissertation examined the development of course curricula and assessment for a criminal justice ethics course at a local community college for those criminal justice students who are interested in entering the field.

Currently, only a few community colleges in Maryland offer a criminal justice ethics course as part of their curriculum (as previously stated, most of the ethics teachings occur throughout the core curriculum). Due to the nature of work specific to the field of criminal justice, many other professions do not provide for an atmosphere of a significant amount of individual discretion, the possibilities of the abuse/misuse of authority, the use of force, the loss of freedom, or the loss of life. Ethical dilemmas in the field of criminal justice are constantly being portrayed in the media; correspondingly, questions of additional training and education arise constantly. Based upon these facts, it is believed by the researcher that a specialized course focusing on ethics in the field of criminal

justice needs to be developed and implemented in today's undergraduate program concentration curriculum for criminal justice students at a local community college.

Years ago during undergraduate studies, the most widely used teaching method was the lecture, particularly for a course enrolled with anywhere between 50 to 300 students. Quite often, students found themselves drifting off to thoughts of much greater importance (for example, plans for the weekend) or taking an occasional cat nap. Presenting the reading materials to the students via verbal intellectual stimulation (favoring the professor), then providing exams to test the students' listening skills, seemed to be the accepted and recommended method of teaching. Card catalogues, typewriters, overhead projectors, and pay phones were considered high tech; the lecture method of teaching was neither inconceivable nor negotiable and fulfilled the requirements for the scholarship of teaching in the 1980s.

Today, many educators find it difficult to keep up with the technology afforded to them for use in the higher education classroom. As soon as faculty members begin to believe they are on a path to becoming technologically savvy, 10 more new gadgets appear. Blackboard, Skype, Wimba, YouTube, interactive online learning tools...the list goes on and on. At many community colleges, faculty members have been advised to minimize lectures and begin to incorporate a multitude of teaching methods to enhance the learning environment for the students' various learning needs. Lectures and exams have become the prehistoric methods of teaching and learning. Educators are now becoming more aware of their students' multifaceted learning needs and are incorporating a diverse application of teaching tools. This chapter includes discussion

regarding the importance of acknowledging and using multiple teaching methods to meet the students' divergent learning needs.

As explained in Chapter 2, the research method incorporated characteristics of qualitative methods and included aspects of both design and expository methods to design and develop curriculum. The researcher's goal was to develop course curricula and teach an approved program concentration or elective criminal justice ethics course for community college students seeking an undergraduate degree in criminal justice. This chapter provides data on the significance of a criminal justice ethics course including the content, goals and objectives, teaching methods, assessment methods, assignments, and resource materials. The specific process for course curricula development and assessment at one particular a local community college is explored and explained.

Scholarship of Teaching and Learning

The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) was created to develop a stronger learning atmosphere for students in higher education (Huber & Morreale, 2002). The goals of CASTL are for faculty members in higher education to be focused on the learners' diverse needs, to be open to new experiences and new ideas, and to be willing to share their experiences with the public for the greater good of the community. As a tenured full-time faculty member at a community college, the researcher has found that many coeducators are open to experimenting with new methods of teaching whether they involve hands-on learning, critical thinking, or implementing new technology. Part of an educator's ethical responsibility is to continue his or her own learning experiences and view them as a lifelong process. Publicly sharing

these experiences can be humbling for the individual educator; however, the ethical professor will promote the welfare of the greater good of those in higher education by providing for the transparency of their experiences.

According to Cross and Steadman (2005, p. 2) and Diamond (2008), there are specific characteristics of classroom research that are necessary in order for research to be considered scholarly. These were noted in general in Chapter 3, and are expanded upon here specific to this dissertation.

1. **Learner Centered:** As previously mentioned, the diverse needs of the learners enrolled in the course are paramount. While some learners are visual, others may be more auditory focused or hands-on. Attempting to meet the diverse needs of all of the students enrolled in the course may be extremely difficult. At some universities, there may be up to 300 students enrolled in a course. However, by implementing different teaching methods such as reading, group work, class assignments, journals, role playing, guest speakers, quizzes, exams, and using new technology, the goal of reaching the majority of students is more attainable. Students should be actively involved in their learning process. The faculty members should provide detailed explanation in the syllabus of the individual student's responsibility for his or her own learning. Educators should promote the involvement of their students via discussions and periodic evaluations throughout the semester. Students' ownership of their learning is critical. Metacognition processes should also be explored to enhance the learning process. By aiding students in examining

their successful and unsuccessful individual learning habits, the teacher will promote a more prosperous learning atmosphere.

2. **Teacher Directed:** Faculty members must be open to the idea of experimenting with new methods of teaching. Implementing and assessing new teaching methods while documenting the outcomes, successes, and failures are important for student success. Using methods which incorporate active learning and critical thinking skills are also important because they promote an atmosphere of inclusiveness—thus empowering the students and promoting a more successful learning environment. By the teacher being open to the idea of experimentation and sharing this with his or her students and fellow faculty members, the teacher becomes a true mentor to the students in the world of academia.
3. **Collaborative:** Involving the students in the construct of the course, again, entrusts student success to the students. Empowering students by allowing them to have a say in their learning can serve as a strong foundation for a successful learning process. Awareness of the diversity of backgrounds of the students and the teacher will provide for a more open and favorable learning atmosphere. Endorsing the idea of teamwork will promote the success of student learning. In addition, collaboration among fellow faculty members is also critical. According to Huber and Morreale (2002) and Hutchings (2000), while developing scholarly research it is important for the study to be a collaborative effort among faculty because it promotes an environment of

accountability and peer support. While the scholarly research is developed for a specific context, it is important to involve faculty peers throughout various disciplines which advances objectivity, thus promoting a better quality study.

4. **Context Specific:** The scholarly research should endorse new ideas and technologies within a specific discipline. However, this does not mean that the research cannot be applied to other disciplines as well. Again, while the study developed is discipline specific, it is important to collaborate with peer educators for the greater good of all of those involved in higher education: students, faculty, and administration. The study's questions applied should be directly answered. The transparency of the research is critical to the process.
5. **Scholarly:** It is the ethical responsibility of the researcher to be specific in classroom research development. Specific planning to the primary focus of the study, the study questions, the methodology, the findings, and future implications are critical to the success of the research. Again, the transparency of the study development process only promotes the welfare of the greater good in the higher education community.
6. **Practical and Relevant:** The primary idea of scholarly research is to develop a better understanding of the teaching/learning process. The true dedication of the teacher to the field of teaching outweighs the significance of publishing his or her findings in that focusing on the students' needs trumps the egocentric needs for publication. However, publication of scholarly work

which promotes the ideal of the greater good in higher education is acceptable.

7. Continual: Once the classroom research has been conducted and the findings reported, the process is not over. Those involved in the field of education understand that true learning is a lifelong process. Further inquiries, expansion of the research, application to other fields, and promotion of new methods and technologies are all characteristics of a well-developed, ethical study.

The Carnegie Academy for the Scholarship of Teaching and Learning provides for the fundamental guidelines for those involved in the development of academic studies (Huber & Morreale, 2002). Scholarly studies begin and end with promoting the ideal to better serve the greater good for all of those involved or affected by higher education teaching and learning. While the study may be developed by an individual faculty member, faculty peers, students, and the administration all provide pertinent roles throughout the process. In order for an educational study to be successful, transparency is the key to its success. Perpetual scholarly study development is consequential to higher education in the U.S., if for nothing other than the strenuous global competition with other societies in today's 21st century. This dissertation provides a transparent detailed exploration of the development of criminal justice (CJT) ethics course curricula for a community college with the intent of also promoting the success of faculty peers at the researcher's community college for similar research in different fields of study.

The Structure of the Course

The general guidelines for developing a successful community college-level course have been discussed in Chapter 3, Review of Literature in the section Teaching Ethics to Criminal Justice Students: Course Curriculum Development and Assessment and earlier in this chapter. Next, the specific aspects of the course being developed for this dissertation are examined.

The course developed for this dissertation is titled Professional Ethics in Criminal Justice (CJT Ethics). It is a 2000-level college course intended for undergraduate community college criminal justice students. The course examines the decision-making processes of those involved in the field of public safety, including law enforcement and corrections, as related to morals, values, integrity, discretion, and authority. The course queries ethics relating to the fair and equal treatment of those involved in the criminal justice process including criminal justice personnel, victims, and criminals. Topics examine relate to the history, definition, categories, and theories of ethics; lying and deception as they relate to the field of criminal justice; prejudice and discrimination in the field of criminal justice; and abuse of authority specific to the field of criminal justice. While there are no specific criminal justice course prerequisites, it is highly recommended that specific criminal justice courses be successfully completed, prior to enrolling in the CJT Ethics course (CJT XXXX - Introduction to Criminal Justice, CJT XXXX - Police Operations, CJT XXXX - Community Policing, CJT XXXX - Police Management, CJT XXXX - Juvenile Delinquency, CJT XXXX - Criminal Law, CJT XXXX - Criminal Investigations, and CJT XXXX - Evidence and Procedures). The

successful completion of these courses would provide the student with a stronger understanding of the field of law enforcement, better preparing him or her to apply ethics to the field. The college's reading proficiency requirement must be met prior to enrollment in the course.

Syllabus

Most often, the syllabus is the initial formal communication regarding the course content and expectations. The *Merriam-Webster Dictionary* (2011) defines syllabus as “the outline of a discourse, treatise, or course of study or of examination requirements.” This definition seems quite simplistic and ambiguous based upon the needs and requirements for the 21st century college classroom. While for most faculty members the syllabus serves as an outline for a course, many view the syllabus as serving other, more significant purposes. The following suggestions are from Matejka and Kurke (1994, p. 115) and Parkes and Harris (2002, p. 57), who proposed that the syllabus serves three primary purposes: as a contract, as a permanent record, and as a learning tool.

1. The syllabus is a legal contract between the student and the professor. The syllabus provides specific explanation of the expectations of the students and the professor. Precise information concerning the course calendar, grading policies, attendance policies, assignment and exam policies, behavioral policies, academic freedom policies, and disability policies must be provided.
2. The syllabus is a permanent (written) record of the purpose of the course. Information such as the title of the course, the credit hours earned, title/rank/contact information of the professor teaching the course, pre-

/corequisites of the course, required texts and other materials of the course, course objectives, course content description, and assessment procedures should be included.

3. The syllabus is a learning tool which provides information concerning self-management tools (due dates for assignments, time obligation of students both in and outside of class), study tips, common misconceptions and mistakes of taking a college-level course, instructor availability and role, campus resources, relevance of the course, and examples of high-quality work.

According to Davis (2001) and Slattery and Carlson (2005), the following general information should be included in a well-written syllabus:

1. Identifying Information: course title and reference number, credit hours, meeting times and dates (course calendar), meeting location, professor name and contact information (office, phone number, email address), college semester calendar, and professor's office hours/location.
2. Course Description: overview/purpose and prerequisites to the course.
3. Course Goals (and materials needed to meet goals): learning objectives, required textbook and recommended resource materials, and required technological tools.
4. Grades: required assignments, extra credit assignments, format/guidelines of/for assignments, and specific explanation of percentage/points of assignments.

5. Rationale: purpose of the assignments, explanation of teaching methods used, and rubrics for assignments.
6. Miscellaneous: college resources and recommendations for student success.

Overall, the syllabus provides a plan of action and cognitive map for the students and the professor. Providing concise information about the course purpose, structure, and outcomes assists in promoting the successful completion of the course by the student. In addition, the course syllabus promotes professional scholarly activity of the professor. According to Albers (2003), the course syllabus serves to promote scholarly learning by providing evidence of faculty knowledge of course development. Faculty members are encouraged to regularly review, revise, and update their syllabi in order to successfully meet the learning needs of their students. In addition, Albers advises that the syllabus promotes student success by being an “on-hand” reference throughout the semester. Finally, the syllabus acts as a “powerful teaching tool” (p. 71) by assisting the professor in linking the everyday activities to the overall purpose and goals of the course itself. A well-organized and well-constructed syllabus promotes the overall success for all of those involved in the learning process.

While the aforementioned general content information for a well-written syllabus is necessary, incorporating learner-centered ideals are of equal significance. According to Diamond (2008), by providing the aforementioned information to students, professors can promote a more successful learning atmosphere. A syllabus that is learner centered, specifically identifies the students’ and professor’s roles and responsibilities. Diamond makes the following suggestions for a learner-centered syllabus:

1. Define the students' responsibilities for the successful completion of the course. If the information concerning the course is specific and well communicated in the syllabus, the students will have a better understanding of their responsibilities/obligations in order to successfully complete the course.
2. Reduce the resistance to change. Students (like many) do not like change. Attempt to provide the rationale for the information provided within the syllabus, thus decreasing the anxiety many experience as a result of the unknown.
3. Assist students with their note taking and studying skills. Providing additional information which can assist students with their time management will benefit them. Provide specific suggestions within the syllabus or provide details about where this information can be located (for example, an online component of the course via the Blackboard course software tool).
4. Help students reduce anxiety with assignments and exams. Providing review materials, sample test questions, or outlines can assist students in reducing their anxiety. Suggestions can be made within the syllabus or advising within the syllabus as to where this information can be located (e.g., Blackboard).
5. Review important policies and procedures. The syllabus can act as a constant resource for what to do in situations such as late assignments, inclement weather, professional student behavior, et cetera.

6. Familiarize students with the logistics of the course. In the syllabus, each course meeting should be listed, in detail (topic, assignment, guest lecturer, etc.), assisting the student with preparation for each class meeting.
7. Provide students with “hard to find” materials. The syllabus should note that the additional materials will be provided to them via hard copy or technology (Blackboard).
8. Improve student proficiency. By providing significant details of the goals, objectives, information, and assignments of the course, students will have a resource to reference throughout the semester which will promote their overall success. (2008, p. 288-289)

By incorporating the aforementioned information and learner-centered ideals in a syllabus, student success is enhanced. While attempting to construct a syllabus in such a manner may take a lot of time and effort in the beginning, the payoff comes during the semester when there is less confusion and stress for the students and, in return, the professor. Providing detailed information of the overall goals, expectations, and information of the course allows for better time management with more focus being placed upon successfully completing the required work. Students are able to focus on their work and the professor can focus on his or her commitment to teaching. A syllabus is the official first line of communication between the professor and students. It sets the tone for the entire course.

Face-to-Face and Online Components

While the course designed for this dissertation, CJT Ethics, is an on-campus, face-to-face, course, technology is incorporated. The course meets weekly on Tuesday/Thursday. Each class session meets for 1.25 hours. During that face-to-face time period the following are completed: minilectures of the required readings; class discussions of hot topics related to the course reading materials; class assignments related to the readings; journal assignments related to the readings or hot topics; guest speakers, if possible; and videos related to weekly topics. One or two chapters are assigned per week from the required textbook. One office hour per week is provided for the students enrolled in this course.

The face-to-face portion of the course is enhanced with the integration of Blackboard technology. The faculty member uses Blackboard to provide the following benefits for the students enrolled in the CJT Ethics course: all CJT XXXX course information such as the syllabus, course outcomes, course requirements, course materials, faculty information, etc.; all homework and journal assignments are posted in Blackboard by the students (promoting a paperless atmosphere); all quizzes and exams are administered via the Blackboard portion of the course (promoting a paperless atmosphere and face-to-face classroom time management); and videos and website links related to course materials are accessible via the Blackboard component. In addition, a weekly online office hour is incorporated into the CJT Ethics course for students unable to meet with the faculty member during the regular on-campus office hour.

According to Diamond, there are several benefits to using technology to enhance a face-to-face course:

1. Enhanced Learning: Technology promotes learning outside of the classroom.
2. Increased Enjoyment and Engagement: Technology is part of the everyday lives of our 21st century students; in order to better meet their needs, we, as faculty, must keep up with the new technological methods afforded to us.
3. Greater Job Relevance: Incorporating technology into the classroom promotes the technological awareness of the students.
4. It's Expected: Today's students expect technology to be used in their academics.
5. Improved Quality: PowerPoint presentations, website links, and paperless work only enhance traditional methods of teaching (lectures, group work, class discussions, etc.).
6. Increased Quantity: Using Blackboard can provide many more outside sources and make them quickly accessible to the students.
7. Improved Access: Blackboard will provide access to materials to the students asynchronously.
8. Instructional Model: Students who may be passive in the face-to-face portion of the course may be more active in the online portion, thus, meeting some of the different learning styles of students.

9. Modes of Representation: Through the usage of Blackboard, students can read, watch, or listen to the material; again, this acknowledges the multitude of learning styles of students in the course.
10. Deep Processing and Understanding: Incorporating technology will provide the opportunity for further exploration of the materials presented in the required readings and in the classroom (2008, p. 220).

The combination of incorporating both face-to-face and Blackboard teaching methods promotes the success of a learning environment. While the face-to-face aspect of the course provides for social benefits such as discussions, group work, role plays, and guest speakers, the Blackboard component enhances the on-campus environment by taking the students out of the classroom and reaching the 21st century students' technological learning needs. Both aspects increase the ability of the teacher to meet the wide variety of student learning needs with some students being extroverted and others introverted. In addition, incorporating a multitude of different teaching methods provides for an atmosphere filled with students who learn differently, whether it be through verbal communication versus written communication, individual work versus team work, or assignments versus quizzes/exams. A fusion of these teaching methods promotes a more successful academic environment.

Readings

The reading materials for the CJT Ethics course originate from a multitude of sources including the required textbook and other sources related to the topic of ethics in criminal justice such as professional journals (for example, the *Academy of Criminal*

Justice Education journal); recent, local newspaper articles; and Internet technology (local, state, and federal law enforcement agencies). All sources are to be reviewed and chosen by faculty members in the specific criminal justice department of this community college. In addition, the students enrolled in the CJT ethics course are asked to locate articles for their weekly journal assignments. All reading materials are listed in the syllabus and in the Blackboard portion of the course. When appropriate, links are provided to the students for easier access and time management.

The reading assignments are at the community college level, keeping in mind that the students will have met their reading proficiency requirement. Per Davis, students are to be evaluated to determine their level of understanding of the assigned reading materials using a multitude of methods to reach the diverse learning needs of the students:

1. In class, verbal discussions of the entire class or small groups of reading materials.
2. “Minute Papers”: one-paragraph summaries of their interpretation of the reading materials.
3. Listing key concepts or ideas of the reading material.
4. Providing definitions or applications to the ideas within the reading materials.
5. Providing office hours for individual discussion.
6. Providing supplemental materials relating to the same topics which assist in breaking down the primary concepts within the original reading material.

7. Class assignments, homework assignments, journal assignments, presentations, quizzes, and exams will provide for review and assessment of reading comprehension (Davis, 2001, pp. 56-57).

The reading assignments provide the basis for the weekly topics to be covered throughout the entire course. The readings are reinterpreted through the other teaching methods (see #7 above) which enhance student learning as related to their diverse learning styles. The goal is to provide the students with multiple learning opportunities, attempting to reach the diverse individual student learning needs, which will increase the probability of the learning the required information to successfully complete the course. Students who seem to be struggling with the reading materials must be identified via the aforementioned methods, in addition to observations of the faculty member regarding the student's participation, performance, et cetera, and assisted. For those students who struggle with the reading materials, other opportunities are provided to assist them (see above #5 and #6) in addition to outside resources provided by the college such as tutoring, academic advising, and counseling. All of this information is provided to the student via the course syllabus and Blackboard.

Lectures

As noted earlier, the lecture method of teaching has been around since before the beginning of teaching academics. While lecturing was the original and most widely method of teaching used for a long time and continues even today, in today's technologically advanced society, solely using lectures in the classroom for learning will not meet the diverse learning styles of 21st century students. At the researcher's

community college, faculty members have been strongly encouraged to adopt a “minilecture” method of teaching. Instead of usurping the majority of class time to review the assigned reading materials, faculty members are encouraged to provide chapter reviews via PowerPoint presentations or lecture outlines (preferably in the Blackboard portion of their course). Faculty members have been provided with professional development opportunities which focus on more hands-on and critical thinking teaching methods to attempt to reach the students’ diverse learning needs.

The CJT Ethics course minilectures are conducted on a weekly basis with PowerPoint presentations via Blackboard. Upon completion of the required weekly readings, students are advised to review the PowerPoint presentation (outline of the chapter, articles, etc.) and to bring in any questions, examples, personal experiences, or other resources to class for discussion. In addition, review games of the reading materials may be conducted during class time; prizes for the games will range from extra credit points to rewards such as edible treats. Games may include the *Jeopardy* TV show method which reviews the information in the format of a question, or the team method employed by the game show *It’s Academic*. The primary goal of minilectures is to determine the students’ level of understanding prior to completing the required weekly assignments which are based upon the weekly readings. Minilectures provide an opportunity to review and clarify challenging information. While lecturing is not the only teaching method to be used in today’s 21st century classroom, it still provides an opportunity for learning and a basic analysis of student learning.

Class Assignments

Class assignments provide a group opportunity to review of the materials covered in the weekly module. The class assignments are conducted on a weekly basis during in-class time. Many class assignments are completed in small groups of three to four people, depending on the size of the class. The groups identify a secretary who will take notes on their findings. Each group member signs his or her own name to the notes page. The class assignment is reviewed by the class as a whole, then the notes page(s) are turned in at the end of the class period.

Hands-on learning and critical thinking methods of teaching are an integral part of the learning process. Class assignments can be conducted in both the face-to-face and Blackboard portions of the course. The requirements for the class assignments will be listed in the syllabus and in Blackboard. Normally, class assignments are done in small or large groups; however, individual class assignments are beneficial too. Small- and large-group in-classroom assignments provide students with a social opportunity to continue their exploration of the reading materials assigned for the week. In addition, students become familiar with fellow classmates, thus enhancing the learning environment via peer support. Small and large group work provides for exploring ethnic and cultural differences based upon the given weekly topic. In the classroom, students will be afforded the opportunity to explore ethical issues in criminal justice as they relate to ethnicity and culture. While differences will arise, the classroom provides for a safe place to examine these differences via socialization and promote accepting and understanding the students' diverse backgrounds. The faculty member is obligated to discuss classroom

behavior rules verbally, in the syllabus, in Blackboard, and in the student handbook at the beginning of the course.

Davis provides the following suggestions for promoting a healthy classroom discussion:

1. Physically arrange seating which promotes discussion (small groups: face chairs to each other; large groups: large “U” shape seating);
2. Allow for students to “warm up” with social time discussion (promotes energy for classroom discussion);
3. Limit faculty comments (allow the students to dominate discussion);
4. Make sure all students are provided the opportunity to be involved;
5. Icebreaker methods (maybe allow students to provide background information on themselves during the first class);
6. Discuss methods of successful group work prior to the first group work discussion;
7. Use both small- and large-group methods of discussion (broadens students familiarity with other students);
8. Assign students roles (group leaders, secretary, etc.);
9. Use poker chips to allow for student involvement (each student is given three poker chips and uses them when he or she actively participates to allow for equal time); and
10. Use Blackboard to promote early thinking about topic to be discussed in classroom.

In addition, the faculty member should actively participate by maintaining a safe and courteous environment, provide feedback or further inquiries to discussion, correct inaccurate information, and reward student participation (verbally, extra credit, treats, etc.) (2001, pp. 76-77).

Individual class assignments can be beneficial to students who do not perform well in small- or large-group assignments/discussion/work. By providing students with individual writing opportunities, puzzles, and minute paper types of assignments, the faculty member continues to promote the learner-centered approach to teaching. In addition, providing discussion opportunities on Blackboard assists students who are more likely to be verbal outside of the classroom. Some students better express themselves via writing down their ideas in a discussion versus face-to-face discussion. It is recommended that students provide clear communication in Blackboard Discussion Board assignments due to the possibility of misinterpretation. Again, the course rules for appropriate student behavior must be discussed at the beginning of the course.

Homework Assignments

The homework assignments provide further exploration of the assigned weekly topic(s) and originate from the textbook, per the chapter learning objectives. The homework assignments are conducted on an individual student basis; requirements are listed in the syllabus and posted in Blackboard. The homework assignments are completed outside of the classroom and turned in via Blackboard postings. Individual homework writing assignments promote learner-centered academics, again attempting to reach the diverse learning needs of each student enrolled in CJT Ethics course. For

students who struggle with communicating in writing, support via office hours and college student support services will be provided. In addition, providing students with exemplary student homework assignment samples is also beneficial and can be done by posting samples of work in Blackboard.

Davis provides two suggestions for successful homework assignment learning which can also be applied to the journal assignments in this chapter's next section. First, give frequent homework (and journal) assignments; however, do not grade all of them. This allows for free feedback from the faculty member, thus enhancing student performance on future assignments. Second, encourage students to work collaboratively on their homework and journal assignments. By doing so, students are exposed to different perspectives (2001, pp. 141-142).

Journal Assignments

The journal assignments are independent assignments and provide an opportunity for self-reflection and problem solving. The students are provided with ethical dilemmas related to the field of criminal justice. They are required to examine their own ethical and moral stance on the given issue and determine how they would respond to such an issue. During class time, the students are provided an opportunity to share their ideas regarding the journal assignment; however, they are not obligated to discuss their ideas in the classroom atmosphere. Providing students the opportunity to explore their individual ethical stances under different circumstances allows students to become more knowledgeable about themselves and how they might react to a similar situation in their future academic, professional, or personal endeavors. Again, while this writing method

may be easy for some students, others may have difficulty expressing themselves in writing. However, it is the self-exploration of this process which is most important. By providing students with a safe place to express their personal stances on ethical issues, based upon their background, students are promoting their own well-being during future ethical dilemmas.

Presentation

The student presentation provides individual exploration of a topic located in the required course textbook and is the student's choice. The presentation includes further research of a selected topic (outside of the textbook), including visuals, and provides an opportunity for public speaking. While some students may not feel comfortable in public speaking, the presentation experience will provide a safe professional academic atmosphere which will enhance student self-esteem. The importance of the students' ability to effectively communicate to a group is critical to the field of criminal justice whether employed in law enforcement, the courts system, or the corrections system. The goals of the presentation are for the students to develop further knowledge of ethics-related issues in the field of criminal justice, hone their research skills, and develop or enhance public speaking skills.

Portfolio

The portfolio assists the students in their formal learning process by integrating all of their work into a final format to provides an opportunity for reflection and synthesis of student learning throughout the CJT Ethics course. The portfolio also assists students with their organizational skills. In addition, students will experience the actual formatting

process of a professional academic portfolio. This is important because many bachelor's, master's, and doctoral programs require portfolio development as part of their curricula. The primary goal of the portfolio is integrating and synthesizing the learning acquired during participation in the CJT Ethics course.

Quizzes

Biweekly quizzes assess student learning on a smaller scale and cover two to three chapters per quiz. According to McGlynn (2001), testing on a smaller quiz promotes student confidence and motivates students to persevere in their academic endeavors. The quizzes provide students with the opportunity to examine their level of comprehension and determine if further assistance (faculty office hour visit, tutoring, etc.) is needed for improvement prior to moving on to the next module of learning. The quizzes are administered via Blackboard and consist of multiple choice, multiple answer, and true/false types of questions. Students are provided immediate feedback via Blackboard upon completion of each quiz. The students are allowed to print out the quizzes to prepare for the cumulative midterm and final exams. The purpose of the biweekly quizzes is to assist students in their learning process by providing a regular gauge to determine their success in the CJT Ethics course. The quizzes will also assist the students in preparing for their midterm and final exams.

Midterm/Final Exams

The midterm exam is administered during the midportion of the course (around the seventh to eighth week of the semester). The midterm consists of questions from the quizzes administered up until the midportion of the course, in addition to other questions

from the information covered during this time period. The final exam is cumulative, covering all of the information learned throughout the entire semester. Both exams are administered via Blackboard and feedback is provided immediately upon successful completion of the exams.

Davis provides the following suggestions to construct of exams which can also be applied to quizzes:

1. Prepare new exams each time you teach a course (update materials);
2. Make up test items throughout the term (there may be topics not originally in the lesson plan);
3. Ask students to submit test questions (empowerment and provides opportunity for extra credit);
4. Borrow items from colleagues' exams (objectivity);
5. Make tests cumulative (provide for review of past information, improve learning);
6. Provide specific instructions (clarity, improves student performance);
7. Provide encouragement for student success;
8. Provide some "easy" questions at the beginning of the exams (improves self-esteem, thus improving student performance);
9. Challenge your students with difficult questions (toward the end of the exam);
10. Provide a fair amount of time for the preparation and completion of the exam (consider the different learning styles of the students and possible learning disabilities); and

11. Consider the layout of the exam (2001, pp. 247-8).

CJT Ethics quizzes and exams will be multiple choice, multiple answer, or true/false.

Extra Credit

Extra credit opportunities are provided to students enrolled in the CJT Ethics course. Extra credit refers to completing extra work to enhance the final grade, not filler work in which students have missed assignments and expect the “extra” work to “fill in” for the absence or failure to complete those assignments. Specific requirements to complete these specific extra credit assignments are discussed in Chapter 5. Each extra credit opportunity provides further exploration of criminal justice ethics issues, thus enhancing student learning beyond that of the required coursework to successfully complete the CJT Ethics course. Other opportunities for filler work types of credit are provided which are less time consuming, limited, and are worth less than the extra credit opportunities. Again, specific examples and requirements are discussed in Chapter 5.

Feedback and Assessment

According to Cross and Steadman (2005), prompt feedback on assessment is critical to the successful learning environment as it assists the student and teacher in determining successful learning and assists in identifying possible assistance needed for further successful learning. As previously mentioned, there are several methods which will be used to provide assessment and feedback throughout the CJT Ethics course. Weekly modules include readings, class assignments, homework assignments, and journal assignments. In addition, there are biweekly quizzes, cumulative midterm and final exams, a portfolio, and a presentation. All of these assignments provide regular

feedback and assessment, both small scale (weekly assignments and biweekly quizzes) and large scale (midterm and final exams, portfolio, and presentation). Feedback is provided for all assignments via Blackboard specific to each individual student, during class time regarding the general performance of the students as a whole, and during individual office hours.

Regarding feedback and assessment of the course and the faculty member, Davis provides the following suggestions

1. Distribute blank index cards during the last few minutes of the class meeting (allow the students to write down questions or “muddy” topics);
2. Provide students with a brief questionnaire of the materials covered during the class session (short answer, multiple choice, true/false);
3. Provide technological opportunities for students to ask questions (email, online office hours, Discussion Board/Blackboard postings);
4. Provide a suggestion box (anonymous);
5. Respond quickly to the inquiries/suggestions/comments; and
6. Implement student suggestions in future course s(2001, p. 346-352).

McGlynn (2001) advises that providing students with opportunities for self-assessment and course assessment assists students with their future academic endeavors. Self-assessment opportunities allow for the students to determine what challenges they may have experienced and how to seek assistance to resolve such issues. Course assessment allows for the faculty member to improve on their delivery of the course materials, thus promoting students success.

Assessment will also be enhanced via linking chapter learning objectives to the CJT Ethics course learning objectives, the program learning objectives within the specific department, and finally the college's Core Learning Outcomes. Providing the students with the chapter and course objectives and assignments which directly link to the different objectives enhances their successful comprehension of the course matter and their successful completion of the course itself. The students are provided the actual chapter objectives within/throughout the textbook, then again in the Blackboard portion (Weekly Assignments) of the course. The students are provided their course learning objectives in the syllabus and in Blackboard ("Course Information"). The program learning outcomes and the college's Core Learning Outcomes are provided in the college's catalogue. The primary goal for linking all three levels of learning objectives/outcomes is to provide a guide for students of their academic progress, increasing the probability successfully completing their terminal degrees.

Course Approval Process

The process for course approval at the subject community college is quite straightforward and not too time consuming (six months to a year). The primary responsibility for course development and revision lies with the immediate department and its chairperson of the specific course being developed. A criminal justice course would fall under the department for criminal justice or a related department. Once the course proposal form is completed by the faculty members of the specific department, the form is given to the division dean of the specific department for review. Upon approval of the division dean, the form is sent to admissions and records, who determine whether

or not the course meets the state requirements and assign an identification number (course number) for the college curriculum committee to review. At that time, the course proposal is posted on the college faculty website for review. Faculty members of departments throughout the college provide further suggestions, discussions, or concerns regarding the proposed course under review. The department chair to which the course belongs is responsible for resolving any issues with the course being proposed. After the department chair conducts his or her review, the revised/final course proposal is then reviewed by the division dean who supervises the specific department of the course proposed. Upon completion of his or her review, if the course proposal is deemed a success by the division dean, then it is sent to the vice president of instruction for approval.

After approval, the vice president of instruction notifies the curriculum committee and the director of admissions and records. The curriculum committee chair provides official notification of the outcome of the proposal. The director of admissions and records then provides the specific official notifications and documentation to include the new course online in all college publications, including publications for statewide transfer options. For more details, please refer to Appendix.

The next chapter presents the sample coursework designed for this dissertation's CJT Ethics course.

5. SAMPLE COURSEWORK

This chapter includes examples of sample coursework used to develop course curricula for the CJT Ethics course. The coursework samples provided in this chapter were developed specifically for this particular dissertation and were shared with fellow educators teaching other similar courses and developing similar curricula.

Syllabus

As stated in Chapter 4, the syllabus provides a plan of action and cognitive map for the students and the professor. Providing concise information about the purpose, structure, and outcomes of the course assists in promoting the successful completion of the course by the student. In addition, according to Albers (2003), the course syllabus serves to promote scholarly learning by providing evidence of faculty knowledge of course development. Faculty members are encouraged to regularly review, revise, and update their syllabi in order to successfully meet the learning needs of their students. In addition, Albers advises that the syllabus promotes student success by being an “on-hand” reference throughout the semester. Finally, the syllabus acts as a “powerful teaching tool” (p. 71) by assisting the professor in linking the everyday activities to the overall purpose and goals of the course itself. A well-organized and constructed syllabus promotes the overall success for all of those involved in the learning process. Figure 1 contains the sample syllabus for the CJT Ethics course.

SAMPLE SYLLABUS

CJT Ethics Course

Spring 2012

Section /Day/Times/ Room

Professor

Office:

Cell Phone:

Office Hours:

E-mail:

Department:

Department Chair:

COURSE DESCRIPTION: The CJT Ethics course examines the decision-making processes of those involved in the field of public safety, including law enforcement and corrections, as related to morals, values, integrity, discretion, and authority. The course queries ethics relating to the fair and equal treatment of those involved in the criminal justice process to include criminal justice personnel, victims, and criminals. Topics relating to the history, definition, categories, and theories of ethics; lying and deception as they relate to the field of criminal justice; prejudice and discrimination in the field of criminal justice; and abuse of authority specific to the field of criminal justice are examined.

Prerequisite: Reading proficiency only.

COURSE OUTCOMES: The student should be able to successfully meet all of the following course outcomes by demonstrating their understanding via standard oral and written English. Comprehension, analysis, and interpretation of written, visual, and oral materials will be demonstrated and measured during the course via the course outcomes. The student's ability to reason abstractly and think critically regarding professional ethics in criminal justice will also be improved during the course. The ability to recognize core values of various cultures (as related to law enforcement agencies) and the ability to display sensitivity in a global community (once again, as related to professional ethics in criminal justice) will also be enhanced in relation to the course outcomes. The student will be able to demonstrate informational literacy and apply technological competencies to access, evaluate, and communicate information relating to professional ethics in criminal justice topics. Finally, ethical standards and values will also be examined as they relate to the course content/outcomes.

Upon successful completion of the course, the student should be able to do the following, specifically relating to topics pertaining to professional ethics in criminal justice:

1. Describe the foundations of ethics to include definitions, categories, and theories of how society establishes moral and ethical standards of behavior.
2. Explain the importance of accountability and integrity to those professionals employed within the criminal justice field.
3. Identify the unique ethical dilemmas faced by each component of the criminal justice system and created by specific enforcement practices and policies.
4. Evaluate the impact of technology, demographics, and the media on ethical behavior and the challenges they present to personal privacy.

TEACHING METHODOLOGY: The students will experience different teaching techniques in order to meet various student learning styles, to include the following: reading, minilectures with PowerPoint presentations made available, written class assignments/group discussions, written homework assignments, journal assignments, presentation, portfolio, quizzes, midterm, and a final exam. Videos, Internet websites, and other written sources will be explored. Extra credit assignments will also be offered for all students who have successfully completed all of the required assignments and have a “C” average or better. (See “Details” for requirements regarding “Extra Credit” and “Other Extra Credit.”)

TEXTBOOK: (REQUIRED)

Albanese, J. S. (2012). *Professional ethics in criminal justice: Being ethical when no one is looking*. Boston, MA: Prentice Hall. ISBN-13:978-0-13-137565-9.

***A copy of the textbook is on reserve at the college’s library. You may NOT use an older edition of the text for this course!**

RECOMMENDED RESOURCE BOOKS:

American Psychological Association. (Most Recent Edition). *Publication manual of the American Psychological Association*. Washington, DC: Author.

Hacker, D. (2004). *Rules for writers* (5th ed.). Boston, MA: Bedford/St. Martin’s.

COURSE GRADING SYSTEM:

Homework Assignments	Weekly (10 @ 10 points each=100 pts)
Classwork/Assignments	Weekly (10 @ 10 points each=100 pts)
Journal Assignments	Weekly (10 @ 10 points each=100 pts)
Presentation	Assigned Throughout Semester (100 points)
Portfolio	Due Last Day of Class (100 points)
Quizzes	Tri-Weekly (5 @ 20 points each=100 pts)
Midterm	Midterm Week (100 points)
Final Examination	Final Exam Week (100 points)

*To calculate scores, divide your total points earned by the total points possible (800).

****Extra Credit is offered, see “Project/Extra Credit” (Up to 5% MAY be added to your final grade.)**

COURSE EVALUATION:

- A 720-800 points 90-100%
- B 719-640 points 80-89%
- C 639-560 points 70-79%
- D 559-480 points 60-69%
- F 479 below 59% and below

Q GRADES:

Students are expected to attend and participate in class activities. Students who either never attended the class or who ceased attendance during the first 20% of the course will be assigned a “Q” grade by the instructor. The Q grade is a final grade and will not be replaced with a different grade at a later time. Faculty are required to report the date of last attendance for each student receiving Q or F grade(s) in order for the college to report this date to a variety of federal agencies as mandated. The date of last attendance is considered the date of the student’s termination from the course, regardless of the date of grade submission. Early termination from a course may result in reduction in student loans and financial aid (e.g., Pell, VA benefits) and may require the student to reimburse funds to the funding agency.

HOMEWORK ASSIGNMENT REQUIREMENTS:

1. Homework assignments will originate from the textbook at the end of each chapter under “Learning Objectives,” “Ethics Checkup,” and “Discussion Question.”
2. Homework Assignments will be posted in Blackboard (Bb), under “Assignments,” weekly. Go to your Bb homepage: Click on “Assignments,” click on the week # of assignments, then click on Homework assignments/View-Complete assignment.
Complete your assignment as a Word document first, then attach the assignment by clicking on “attach.”
3. **Your Assignments MUST MEET THE FOLLOWING STANDARDS:**
 - A. Typed as a Word document and attached. **(DO NOT type in “comment box” within Bb/HW!)**
 - B. One page in length.
 - C. Double spaced.
 - D. 12-point font.
 - E. Heading/Title in the upper right-hand corner to include student’s name, course title (“CJT ---”), date, “Homework #1” (numbered for each weekly assignment). **(DO NOT scroll down the page to begin writing in the center of the page. If so, the assignment will be returned to student to redo.)**
***DO NOT TYPE QUESTIONS! (They will NOT count as part of your required page length!)**
4. If using outside sources for supplements (Internet, text, journal, etc.), homework assignments MUST include an actual reference, **not a generic one. All sources must be cited in APA format** (use APA reference or go to the APA website for help). **If you fail to cite a source, you will receive a “0” for that particular assignment. If you fail to cite a source more than once, you may receive an “F” in the course.**

5. Homework assignments will be due on a weekly basis (usually on Thursdays, unless otherwise noted by Professor). If the student fails to follow the directions, or complete the assignment accurately and completely, then the student will be allowed to correctly complete the assignment **once** by a given due date. If the student fails to complete the assignment correctly on the second opportunity, then the student will receive a “0” for the particular assignment.
6. **NO LATE HOMEWORK ASSIGNMENTS WILL BE ACCEPTED WITHOUT OFFICIAL WRITTEN DOCUMENTATION (Doctor’s note with doctor’s signature, receipt for car towing/breakdown, death notification from newspaper, official police case number for accident). NO EXCEPTIONS! (See “Makeup Assignments” for more details.)**

CLASSWORK ASSIGNMENT REQUIREMENTS:

1. Classwork assignments will be group discussions and originate from the textbook in each chapter under “Critical Thinking Exercises” and “Ethics in Books.”
2. Classwork assignments will be done in groups of 3 or more individuals. If the professor recognizes lack of participation by any group member, then that particular group member(s) will receive a “0” for that particular assignment.
3. Classwork assignments will be done on a weekly basis, usually on Thursdays for T/R courses.
4. Classwork assignments will be completed during given class time.
5. Classwork assignments will be turned in at the end of the class period in written format. (You are advised to choose a “secretary” for the group.) Each student is required to sign his or her own name to the assignment as written proof that they participated in the assignment.
6. Each classwork assignment must be titled (see “title” requirements listed under “Homework Assignments.”) Do NOT write the questions as part of your answers!!!!!!
7. If the group fails to follow the directions, or complete the assignment accurately and completely, then the group will be allowed to correctly complete the assignment **once** by a given due date. If the group fails to complete the assignment correctly on the second opportunity, then the group will receive a “0” for the particular assignment.
8. **STUDENTS MUST BE PRESENT IN THE CLASSROOM DURING THE CLASS ASSIGNMENT IN ORDER TO RECEIVE CREDIT FOR IT. IF STUDENTS ARE ABSENT, THEN STUDENTS MUST PROVIDE OFFICIAL WRITTEN DOCUMENTATION (see above for examples) FOR THE ABSENCE. NO EXCEPTIONS!**

JOURNAL ASSIGNMENTS:

1. Journal assignments will be related to a topic from “Ethics in Movies.”
2. Student will type at least **ONE FULL PAGE** of discussion. Journal assignments will also be posted on Bb, following the same guidelines under “Homework Assignments,” but posted under the weekly journal heading (found in the “Weekly Assignments”).

3. Each journal assignment will be titled (see “title” under homework assignments for details).
4. Student will turn in journals weekly, usually Thursdays, for credit. (ONLY THE PROFESSOR WILL READ.)
5. Student is allowed to share journal entries BUT IS NOT OBLIGATED TO DO SO DURING CLASS DISCUSSIONS.
5. If the student fails to complete the assignment correctly on the assigned due date, **without official written documentation for absence**, then the student will receive a “0” for that particular journal entry.

APA Citation Format Examples:

Book:

Swanson, C., et al. (2009). *Criminal investigation* (10th ed.). Boston, MA: McGraw-Hill.

Journal:

Fradelia, H. F., Owen, S. S., & Burke, T. W. (2007). Building bridges between criminal justice and the forensic sciences to create forensic studies programs. *Journal of Criminal Justice Education*, 18(2), 255-261.

Online:

Prince George’s County, MD - Police Department. *Home page*. Retrieved April 23, 2009, from <http://www.princegeorgescountymd.gov/Government/PublicSafety/Police/index.asp>

*Please either refer to your copy of the *APA Manual* OR go to <http://www.apastyle.org/apa-style-help.aspx>

PRESENTATION REQUIREMENTS:

1. Each student will choose a topic from one of the assigned chapter topics.
2. The student will research the topic and must have 5 legitimate, documented resources (APA format).
3. The student will provide a 10-minute presentation on the topic using visual aids.
4. The student will provide a 1-page formal outline of his or her presentation.
5. The student will be graded on following directions, organization, presentation, visual aids, and outline with bibliography (APA format).

PORTFOLIO:

1. The student portfolio will be a compilation of your work for CJT ----.
2. The student must include a final professional portfolio to include the following:
 - a. Bind in a 1-inch, 3-ring binder
 - b. 9 divided (dividers) sections to include the following:
 - i. Introduction (Goals: personal, professional, course)
 - ii. Homework Assignments
 - iii. Classwork Assignments
 - iv. Journal Assignments
 - v. Presentation (Outline and PPT)
 - vi. Quizzes

- vii. Midterm Exam
- viii. Final Exam
- ix. Summary of Experience in CJT 2800
- c. Typed (see HW/CA/J assignments for details.)

QUIZZES, MIDTERM, AND FINAL EXAMINATION REQUIREMENTS:

1. Student will take the quizzes (biweekly), midterm, and final exam online within the Blackboard portion of this course, outside of class time.
2. The student **MUST** complete the quiz, midterm, and final exam by the assigned due date which will be provided by the Professor.
3. **IF THE STUDENT FAILS TO COMPLETE THE QUIZ, MIDTERM, and FINAL EXAM BY THE DUE DATE, THEN THE STUDENT WILL RECEIVE A “0” FOR THE QUIZ OR EXAM UNLESS THE STUDENT PROVIDES OFFICIAL WRITTEN DOCUMENTATION OF HIS OR HER NEGLIGENCE TO COMPLETE THE QUIZ OR EXAMS.**

PLEASE NOTE: “OFFICIAL WRITTEN DOCUMENTATION” FOR EXCUSED MISSED ASSIGNMENTS INCLUDES SUCH ITEMS AS A SIGNED DOCTOR’S NOTE (FOR ILLNESSES), A CASE NUMBER (IF IN A CAR ACCIDENT), OR AN OBITUARY NOTICE. (THESE ARE JUST A FEW EXAMPLES; OTHER EXCEPTIONS MAY APPLY AS DEEMED BY THE PROFESSOR.)

MAKEUP ASSIGNMENTS:

1. Student **MUST** provide an “official written document” for an excused absence to be permitted to make up missed work. (See above for examples.)
2. Student **MUST** turn in official written documentation within **48 hours** of the missed due date.
3. Student has **one week** of the original due date to make up the assignment.

***These rules apply to ALL required assignments for the final grade: homework, class assignment, journal, quizzes, and exams.**

*** EXTRA CREDIT ASSIGNMENT OPPORTUNITIES:** Student **MUST** choose from the following project choices and, if desired, student may choose a different project for Extra Credit which **MAY** add up to 5% to the student’s final grade.

****ONLY STUDENTS WITH A “C” OR BETTER WHO HAVE COMPLETED ALL OF THE REQUIRED ASSIGNMENTS ARE ALLOWED TO COMPLETE AN EXTRA CREDIT ASSIGNMENT****

1. **Research Paper:** Students may write a 5-page research paper on a current issue related to the field professional ethics in criminal justice. Student must seek approval for topic. Student must provide a written outline for the professor, to include at least 5 resources cited in APA format, 2 weeks prior to turning in the paper. The paper must include an examination of the history of the topic, an examination of the current issues of the topic, and possible future impact on society. The paper **MUST** be 5 pages in length, include a cover page, include 5 resources cited in APA format, and

must be in 12-point font, double spaced. Student will be graded for content, creativity and accuracy.

2. **Critiques:** Student will choose one specific topic related to the field of professional ethics in criminal justice, then research the Internet for 5 websites related to that particular criminal justice topic. Student will complete a typed, 1-page analysis of EACH website. In addition, the student will provide a comparison/contrast of the information located via research to the information learned within the coursework. (Paper will be a total of 5 pages in length, double spaced, and 12-point font.) Student must include a cover page and APA formatted bibliography. Critiques will be graded for content, organization, English-grammar/spelling, etc., and following directions.

****All extra credit assignments will also be graded on grammar, spelling, and sentence structure.**

****OTHER EXTRA CREDIT ASSIGNMENTS:**

The student may choose to join the Administration of Justice Collegian Center (AOJCC). If the student joins the AOJCC (See "AOJCC" in the syllabus), then he or she MAY attend different scheduled AOJCC events and receive up to 2% extra credit per event. The student MUST sign the AOJCC sign in sheet, stay for the ENTIRE event, and complete a 1-page, typed (12-point font, double spaced, titled) summary and lessons learned written evaluation of the event. The extra credit paper MUST be completed within ONE week of the AOJCC event.

BLACKBOARD:

Blackboard is a Web-based program that serves as the college's online classroom. You will use Blackboard to communicate with your instructor, to see your course materials, to submit assignments, and to discuss the course with your classmates.

To log in to your Blackboard course, please follow these steps:

1. Go to the College Blackboard Web site which is located at [address]. **NOTE:** There is no "www" in the Blackboard address.

Students must log in to Blackboard using their user ID and password.

Community College Students will receive instructions for requesting a Blackboard account from their instructor. Once the account is requested, the student will receive an email (to their student email address) from eLearning Services with login information.

2. Type your Owl Link user ID and password into the Blackboard login box. If your login is successful, you will see the [College] Blackboard Homepage. In the module labeled "My Courses," you will see the course(s) in which you are enrolled. Click on the course name to access your Blackboard course.

Need help?

- Need technical assistance? Visit -----.
- Other questions? E-mail -----.

EMAIL POLICY:

It is the college’s policy that **you may only contact me using your college-issued Student Email account. All credit students (with the exceptions...) are required to use Owl Mail for all college communication.** In addition, in the subject area of the email, enter **(course number)** and clearly **identify the topic of your email** (for example: question, HW, etc.). Your email message also must contain **your first and last names. I will not respond to email that does not follow the above format.** I will usually respond to your email within 24 hours.

Spring 2012 Schedule – Important Dates:

REFUND SCHEDULE:

Students enrolling on or after the course start date will not be dropped for failure to pay but will be accountable for all costs. Students who wish to avoid paying anything for a course must drop it prior to its 100% refund deadline:

For courses longer than five weeks in length, the following refund periods apply:	For courses five weeks or shorter, the following refund periods apply:
--	---

FINAL EXAM SCHEDULE:

WEEKLY ASSIGNMENTS:

Module 1

Introduction

Chapter 1: Recognizing Ethical Decisions
(Outcome #1)

Self-Check

CA #1: Ethics in Books, p. 6 and Critical Thinking Exercises, p. 8.

HW #1: Learning Objectives, p. 1; Ethics Checkup, p. 4; and Discussion Question, p. 8.

Journal #1: Ethics in Movies, p. 7.

Module 2

Chapter 2: Virtue Ethics
(Outcome #1)

CA #2: Ethics in Books, p. 19 and Critical Thinking Exercises, p. 21.

HW #2: Learning Objectives, p. 11; Ethics Checkup, p. 15; and Discussion Question, p. 21.

Journal #2: Ethics in Movies, p. 20.

Quiz #1: Chapters 1 and 2

Module 3

Chapter 3: Formalism

(Outcome #2)

CA #3: Ethics in Books, p. 31 and Critical Thinking Exercises, p. 33.

HW #3: Learning Objectives, p. 25; Ethics Checkup, p. 28; and Discussion Question, p. 32.

Journal #3: Ethics in Movies, p. 32.

Module 4

Chapter 4: Utilitarianism

(Outcome #2)

CA #4: Ethics in Books, p. 41 and Critical Thinking Exercises, p. 43.

HW #4: Learning Objectives, p. 36; Ethics Checkup, p. 39; and Discussion Question, p. 43.

Journal #4: Ethics in Movies, p. 42.

Quiz #2: Chapters 3 and 4

Module 5

Chapter 5: Crime and Law

(Outcome #3)

CA #5: Ethics in Books, p. 61 and Critical Thinking Exercises, p. 63.

HW #5: Learning Objectives, p. 47; Ethics Checkup, p. 51; and Discussion Question, p. 63.

Journal #5: Ethics in Movies, p. 62.

Module 6

Chapter 6: Police

(Outcome #5)

CA #6: Ethics in Books, p. 82 and Critical Thinking Exercises, p. 84.

HW #6: Learning Objectives, p. 68; Ethics Checkup, p. 78; and Discussion Question, p. 84.

Journal #6: Ethics in Movies, p. 83.

Quiz #3: Chapters 5 and 6

Midterm: Chapters 1-5

Module 7

Chapter 7: Courts
(Outcome #5)

CA #7: Ethics in Books, p. 98 and Critical Thinking Exercises, p. 100.

HW #7: Learning Objectives, p. 89; Ethics Checkup, p. 95; and Discussion Question, p. 100.

Journal #7: Ethics in Movies, p. 99.

Presentations

Module 8

Chapter 8: Punishment and Corrections
(Outcome #5)

CA#8: Ethics in Books, p. 114 and Critical Thinking Exercises, p. 116.

HW #8: Learning Objectives, p 104; Ethics Checkup, 107; and Discussion Question, p. 116.

Journal #8: Ethics in Movies, p. 115.

Quiz #4: Chapters 7 and 8

Presentations

Module 9

Chapter 9: Liability
(Outcome #6)

CA #9: Ethics in Books, p. 129 and Critical Thinking Exercises, p. 131.

HW #9: Learning Objectives, p. 120; Ethical Checkup, p. 124; and Discussion Question, p. 131.

Journal #9: Ethics in Movies, p. 130.

Presentations

Module 10

Chapter 10: The Future

CA #10: Ethics in Books, p. 140 and Critical Thinking Exercises, p. 142.

HW #10: Learning Objectives, p. 135; Ethics Checkup, p. 139; and Discussion Question, p. 142.

Journal #10: Ethics in Movies, p. 140.

Quiz #5: Chapters 9 and 10

Presentations

Self-Check

Final Exam Due (Online) (12 noon)

COLLEGE POLICIES:

CLASSROOM POLICIES: Students are required to be respectful of the professor, guest speakers, and other students AT ALL TIMES. Any unnecessary talking, commentary, outbursts WILL NOT BE TOLERATED. Disruptive student will be asked to leave. (See *Student Handbook* for further details.) Students may keep cell phones on vibrate and quietly excuse themselves to take EMERGENCY phone calls ONLY.

DELAYED COLLEGE OPENINGS: When the college announces a delayed opening, all classes with at least 45 minutes of class time remaining at the time of the opening will be held. For example, in the event of a 10 a.m. opening, a 9:30-10:45 a.m. class will be held. This procedure applies to all credit classes. To sign up for text alerts such as school closings and delays, log in to System on the Bookmarks tab. (Name) is the college's instant messaging and email notification system.

DISABILITY SUPPORT SERVICES

Students requesting academic accommodations are required to contact the Disability Support Services Office to establish eligibility for services and accommodations. Students with documented disabilities should discuss the matter privately with their instructors at the beginning of the semester and provide a copy of their Student/Faculty Accommodation Form.

<p>CIVILITY STATEMENT</p> <p>To promote a community of scholarship and civility, everyone at College is expected to be respectful, tolerant, and courteous towards others at all times; adhere to college policies and procedures; and respect college property. Creating a culture of civility both inside and outside the classroom is everyone's responsibility.</p> <p>Civility is a college-wide commitment and in order to identify students, we are requiring that ALL students have their IDs visible while AT ANY COLLEGE SITE, WHETHER THEY ARE ON THE MAIN CAMPUS OR ANY EXTENSION SITE. Lanyards and ID holders can be obtained at the following locations: Students must keep their IDs current by requesting the appropriate sticker each semester from the Admissions and Records Office or extension centers.</p>
<p>CODE OF CONDUCT</p> <p>The College Code of Conduct defines the rights and responsibilities of students and establishes a system of procedures for dealing with students charged with violations of the code and other rules and regulations of the college. A student enrolling in the college assumes an obligation to conduct himself or herself in a manner compatible with the college's function as an educational institution. Refer to the most recent <i>Student Handbook</i> for a complete explanation of the Code of Conduct, including the Code of Academic Integrity and the procedure for dealing with disruptive student behavior.</p>
<p>CODE OF ACADEMIC INTEGRITY</p> <p>The college is an institution of higher learning that holds academic integrity as its highest principle. In the pursuit of knowledge, the college community expects that all students, faculty, and staff will share responsibility for adhering to the values of honesty and unquestionable integrity. To support a community committed to academic achievement and scholarship, the Code of Academic Integrity advances the principle of honest representation in the work that is produced by students seeking to engage fully in the learning process. The complete text of the Code of Academic Integrity is in the most recent Student Handbook and posted on the college's website.</p>
<p>(ACADEMIC PROGRAMS AND SERVICES)</p> <p>(CAMPUS RESOURCES AND SERVICES)</p>

Figure 1. Sample syllabus for Criminal Justice (CJT) Ethics course. This course is designed to be taught as part of a postsecondary education program at a community college as part of its Criminal Justice department.

Lesson Plans

Per Chapter 4, lesson plans encompass each of the weekly assignments which are grouped by chapters in this course. The weekly assignments include lectures, readings, class assignments, homework assignments, journal assignments, a presentation, a portfolio, quizzes, and exams. The primary goal of weekly lessons plans is to keep the course organized and on task (for the professor and the students) so that the course objectives can be met by the completion of the semester.

Lectures

As noted previously, in today's technologically advanced society, the sole usage of lectures in the classroom for learning is not the only method used to meet the diverse learning styles of our 21st century students. Faculty members at the researcher's community college have been strongly encouraged to adopt a "minilecture" method of teaching. Instead of usurping the majority of class time to review the assigned reading materials, faculty members are encouraged to provide chapter reviews via PowerPoint presentations or lecture outlines (preferably in their Blackboard portion of their course) to their students. Faculty members have been provided with professional development opportunities which focus on more hands on and critical thinking teaching methods to attempt to reach students' diverse learning needs.

Readings

The reading assignments provide the basis for the weekly topics to be covered throughout the entire course. The readings are reinterpreted through the other teaching methods which enhance student learning related to diverse learning styles. The goal is to

provide the students with multiple learning opportunities (attempting to reach the diverse individual student learning needs) which will increase the probability of learning the required information to successfully complete the course. Students who seem to be struggling with the reading materials must be identified (via the aforementioned methods, in addition to observations of the faculty member to the student's participation, performance, etc.) and assisted. For those students who struggle with the reading materials, other opportunities are provided to assist them (see Chapter 4, "Readings") in addition to outside resources provided by the college (tutoring, academic advising, and counseling).

PowerPoint Presentations

The weekly PowerPoint presentations provide the students with a review in outline format of the main topics in the readings. The students are encouraged to review the PowerPoint presentation after completing the weekly reading assignments. The goals of the weekly PowerPoint presentation are to help the student identify the primary themes throughout the readings and to be used as a reference for further research, discussion, or test review. As a result of these goals, the students will be able to identify the main topics for the week and organize their thoughts to perform better on their assessments.

Class Assignments

Small-and large-group in-classroom assignments provide students with a social opportunity to continue their exploration of the reading materials assigned for the week. In addition, students become familiar with fellow classmates, thus enhancing the learning environment via peer support. Small- and large-group work provides for the exploration

of ethnic and cultural differences based upon the given weekly topic. In the classroom, students will be afforded the opportunity to explore ethical issues in criminal justice as they relate to ethnicity and culture. While differences will arise, the classroom provides for a safe place to examine these differences via socialization and promote acceptance and understanding of the diverse backgrounds of the students.

Homework Assignments

Individual written homework assignments promote learner-centered academics, again, attempting to reach the diverse learning needs of each student. The homework assignments provide students with the opportunity to work on their written communication skills on an individual level. While the class assignments provide for a social learning opportunity, the homework assignments focus on the writer's understanding of the weekly assignments. In addition, the writing skills of the student are demonstrated with feedback provided to the student on writing strengths and needed improvements.

Journal Assignments

The journal assignments are independent assignments and provide an opportunity for self-reflection and problem solving. Providing students the opportunity to explore their individual ethical stances under different circumstances allows students to become more knowledgeable about themselves and how they might react to a similar situation in their future academic, professional, or personal endeavors. While this writing method may be easy for some students, other students may have difficulty expressing themselves in writing. However, it is the self-exploration of this process which is most important.

Providing students with a safe place to express their personal stances on ethical issues, based upon their background, allows students to promote their own well-being in future ethical dilemmas.

Figures 2 through 11 detail each module's lesson plan, lecture, readings, PowerPoint presentation, class assignments, homework assignments, and journal assignments.

MODULE 1: LESSON PLAN

Self-Surveys (2)

Read Chapter 1: Recognizing Ethical Decisions

Chapter 1 Learning Objectives

LO1: Discuss the essence of good character

LO2: Explain the differences amongst morals, values, and ethics.

LO3: Discuss the concept of moral relativism.

LO4: Explain the importance of critical thinking to ethics.

LO5: Explain the connection between etiquette and ethics.

Chapter 1 Lecture Outline

*Good character

I. What are ethics, and what is ethical?

II. To what types of things or beings should we limit the discussion of ethics?

III. What is the difference between morals and ethics?

IV. What are values?

V. Why is critical thinking fundamental to ethics?

VI. Can morality be taught?

VII. What is moral relativism

VIII. How can we choose what to believe and how to act ethically?

Chapter 1 PPT

Chapter 1 Flash Cards (Blackboard)

Homework #1

A. Post your answers to the learning objectives for Chapter 1, p. 1, here!

B. Post your answers to the Ethics Checkup, p. 4, here!

C. Post your answer to the Discussion Question on p. 8 here!

Journal #1

Ethics in Movies, p. 7.

Class Assignment #1

Ethics in Books, p. 6 and Critical Thinking Exercises, p. 8.

NAME: (Survey 1)

<i>Why are you taking this course?</i>	<i>What would you do if you had one month with no demands on your time and unlimited money?</i>
<i>What role does the study of ethics play in the criminal justice system?</i>	<i>What is one thing you learned after going through the syllabus today?</i>

NAME: (Survey 2)

Ethics: What are they?

1. What are ethics?
2. What are morals?
3. What are values?
4. Can ethics be taught?
5. How does the study of ethics apply to the field of criminal justice?

PowerPoint Presentation (Outline)

Chapter 1: Recognizing Ethical Decisions

What is good character?

- Good principles to guide actions
- Conscience to internalize those principles, and
- Moral courage to act on them.

In order to be able to make an ethical decision, you need to be aware of the fact that you are actually in a situation where an ethical decision needs to be made!

“Ethical Awareness”

What are ethics and what is ethical?

- Most behaviors have moral content (ie-whether or not to attend class)
- Some, do not: whether or not to wear wrinkled clothing

To what types of things or beings should we limit the discussion of ethics?

- Human beings only
- Exceptions: mentally ill and young children

What is the difference between morals and ethics?

- Morals: good conduct. Constitute permissible behavior. Rules that prescribe to proper action.
- Ethics: the study and analysis of what constitutes good conduct (morals).

What are values?

Judgments of worth of attitudes, statements, and behaviors.

- Factual judgments: based on facts and verified through observations (describe).
- Value judgments: verified through reason (characterize).

Why is critical thinking fundamental to ethics?

CT: the ability to evaluate viewpoints, facts and behaviors objectively in order to assess the presentation of information or methods of argumentation to establish the true worth or merit of an act or a course of conduct.

Can morality be taught?

Yes

“Etiquette” tells how people should behave in all social relations.

“Morals” express ethical obligations (do the right thing)

What is moral relativism?

The belief that morals can be different-but none are better than the other.

“Tolerance” accept each other’s differences-don’t impose your ideals on others;

“relativism”-nothing can be actually wrong because our morals are all different.

How can we choose what to believe and how to act ethically?

- Religion based (often)
- Self-interest (happiness by doing the right thing)

Figure 2. Module 1. This module is part of the new Criminal Justice Ethics course designed for this dissertation. Topics and outline are based upon the course textbook (Albanese, 2012).

MODULE 2: LESSON PLAN

Read: Chapter 2: Virtue Ethics

Chapter 2 Learning Objectives

1. To understand the centrality of moral virtue to understanding the ethics of Aristotle.
2. To appreciate the hierarchy of goods and the difference between real and apparent goods.
3. To recognize the distinctions among virtue ethics, stoicism, and hedonism.
4. To increase understanding of the linkage between the moral virtues in pursuing real goods.
5. To develop skills in applying moral virtues and real goods in evaluating ethical dilemmas.

Chapter 2 Lecture Outline

- I. The roles of Socrates and Plato-Socratic method, "The Republic"
- II. Nicomachean ethics of Aristotle
- III. A hierarchy of goods-real goods, apparent goods
- IV. The ultimate good
- V. Stoicism and hedonism
- VI. Moral virtue
- VII. Achieving moral virtue-cardinal virtues
- VIII. The habit of moral virtue
- IX. Evaluating ethical dilemmas

Chapter 2 PowerPoint

Chapter 2 Crossword Puzzle Review (Blackboard)

Homework #2

- A. Post your answers to the Learning Objectives, p. 11
- B. Ethics Checkup, p. 15
- C. Discussion Question, p. 21

Journal #2

Ethics in Movies, p. 20

Class Assignment #2

Ethics in Books, p. 19 and Critical Thinking Exercises, p. 21

Quiz #1

Quiz #1 covers chapters 1 and 2. It is a multiple choice, true/false, multiple answer quiz. There are 20 questions! Each question is worth 1 point. Good luck!

PowerPoint Presentation (Outline)

Chapter 2: Virtue Ethics

Seeking the good...Moral Virtue

Virtue=good character, good judgment, and ethical decision making

Moral virtue=the habit of right desire—choosing the right path to make the right decisions.

Who were Socrates, Plato, and Aristotle?

Socrates: a Greek philosopher who believed that teaching/learning occurred in a dialectic method (“Socratic Method”).

Knowledge (wisdom)=virtue: One who knows what is right will act rightly

Plato (student of Socrates)

Wrote “The Republic”—described a plan for an ideal city where few laws are needed because of the highly developed moral character of those whom live there.

Aristotle (student of Plato)

Believed that intellectual virtue=moral virtue

Discussion of ethics is wasted on the young (lack life experience)

Hierarchy of Goods

(Aristotle)-all activities are aimed at good; however, some goods are subordinate to others.

Pleasure is selfish, unless the pleasure is intended for others.

Real goods (things we ought to desire)

Food, shelter, health, wealth (enough to live), pleasure; knowledge; liberty; friends/loved ones; and social peace.

Apparent goods

Innocuous-love of sweets, good music, and fine wine

Noxious-pleasure, wealth (certain extent), fame, power (not at all)

The Ultimate Good

(Aristotle) Happiness=the Ultimate Good

Good fortune is needed (too) in order to achieve ethical happiness (as well as virtuous action)

Ex: Slavery

Misfortune is a hindrance-not a permanent obstacle

Mrs. GW’s example

What are Stoicism and Hedonism?

Stoicism: a philosophy of serenity, tranquility, and impassiveness to suffering.

Life’s events should be accepted through self-control, abstinence, and submission to the will of God. (Christianity)

Hedonism-pleasure is the ultimate virtue

Epicurus-prudence and tranquility-most important-help people to avoid pleasures that might hurt them. (Friendship, peace, contentment vs sensual pleasures)

Egoistic Hedonism-pleasure=physical gratification of the senses.

Aristotle: pleasure, courage, and temperament must be balanced in order for ethical conduct to occur.

Moral Virtue

Excellence of character—a quality in a person who seeks real goods in a morally correct manner.

Results as a result of habit (exercising them)

Must be learned through practice, teaching, exposure, support, and good habits

Virtue Ethics—how to act in particular situations

Ex: Man gives donations to charities (but not to help charities, instead to impress a woman)

Achieving Moral Virtue

Virtue—means for measurement (middle)

Ex: Easter Bunny/Santa Clause Lie

Ex: Nobel Prize/“No big deal”

Apparent goods (appear good to some but really aren’t)

Ex—celebrity, popularity, and influence

Some things are always bad—murder, larceny

Confucianism/Buddhism (see middle)

- Moral virtue—implies our actions are voluntary and products of choice
- Mentally ill/young children/animals—incapable

Achieving Moral Virtue (contd)

Ten Moral virtues (Aristotle): courage, temperance, prudence, justice, pride, ambition, having a good temper, being a good friend, truthfulness, and wittiness.

Morally obligated to act on

Plato/Aquinas

4 Cardinal Virtues—wisdom (prudence), courage, temperance, and justice

Ideal society

Josephson—people must work hard to overcome self-righteousness and selfishness

The Habit of Moral Virtue

(Adler) “Living as he ought by habit, the man of good character has no need of rules of conduct; moral virtue as good habit dispenses with rules.”

Virtue Ethics—if a person seeks the right things (the real goods) in the proper ways (via moral virtues), the result will be a morally virtuous person engaging in ethical conduct.

Study—wealthy people are not necessarily happier than poorer people.

Golden Rule

What we do, we repeatedly do.

Evaluating Ethical Dilemmas

List the relevant facts:

1. Identify the precise moral question to be answered

2. List and think about the moral principles that might be used to support the positions that could be taken.
3. Make and explain your decision
4. Justify your conclusions using positive reasons and ethical principles in support of your decision, anticipating and addressing contrary views.

Figure 3. Module 2. This module is part of the new Criminal Justice Ethics course designed for this dissertation. Topics and outline are based upon the course textbook (Albanese, 2012).

MODULE 3 LESSON PLAN

Read Chapter 3: Formalism

Chapter 3 Learning Objectives

1. To understand the nature of deontological ethics.
2. To recognize the centrality of duties versus inclinations in Kantian ethics.
3. To increase the ability to isolate the categorical imperative from any set of facts presented in an ethical dilemma.
4. To distinguish the categorical imperative from the practical imperative and hypothetical imperatives.
5. To understand why lying is never permitted using the ethics of formalism.

Chapter 3 Lecture Outline

- I. Kantian ethics-deontological ethics; duties and inclinations
- II. The categorical imperative (vs hypothetical imperative)
- III. The practical imperative-"kingdom of ends"
- IV. Lying and criticisms-justification for lying
- V. Comparing formalism and virtue ethics

Chapter 3 PowerPoint

Chapter 3 DragNDrop Review (Blackboard)

Homework #3

- A. Post your answers to Learning Objectives, p. 25
- B. Ethics Checkup, p. 28
- C. Discussion Question, 32

Journal #3

Ethics in Movies, p. 32

Class Assignment #3

Ethics in Books, p. 31 and Critical Thinking Exercises, p. 33

PowerPoint Presentation (Outline)

Chapter 3: Formalism

Carrying Out Obligation and Duty

“The hardest part is not knowing what’s right-but doing it.” (Michael Josephson-1998)

Case Example-Car accident, witness stops to assist, inadvertently causes victim’s paralysis.

What are deontological ethics?

Kant-ethical conduct should be based on reason drawn from simple, unbending rational premises.

“Formalism”-nonconsequentialist approach

Morality of an action is determined by whether it conforms to (or violates) a moral principle.

Consequences are not relevant (based upon luck, coincidence, or actions of 3rd party)

Duties v Obligations

Duties-what a person ought to do (moral obligation)

Inclinations-what a person wants to do.

Guiding Principles of Kantian Ethics

Categorical Imperative: Guides all conduct-an act is only morally right is and only if its maxim (the rule behind it) is universalizable.

Practical Imperative: You act in a way that you treat humanity, yourself, or another, always the same (as an end and never simply a means).

The Categorical Imperative

An act is morally right and only if its maxim (ie-the rule behind it) is universalizable. (Ex-not paying taxes)

Lying-NEVER (you have a duty to tell the truth)

Hypothetical imperatives-means to obtaining something else (ex-diet leads to losing weight; however, there is no moral duty to lose weight; if I'm thirsty, I must drink something)

“Do God's Will!” (To just do it or to get into Heaven?)

Medical skill (hypothetical-means is to make patient healthy-achieve their purpose)

The Practical Imperative

You act in such a way that you treat humanity, yourself, or another, always the same-as an end and never simply as a means. (IE-Don't *use* people in order to obtain your goals or seek an edge or unfair advantage.)

Exs:

Can you kill someone if the killing saves someone else?

Declaration of Independence

Golden Rule

Kingdom of ends (objective universal laws apply to everyone in all situations-giving or receiving)

Miami Herald

Lying and Criticisms

Kant-not flexible in thinking

Potential consequences are not a justification for lying

Categorical Imperative (applied in) Personal Life (family, friends) v Professional Life

Comparison: Kant vs. Aristotle

Formalism (Kant)

Do moral duty.

Categorical imperative is the supreme principle of reality.

Assess actions on categorical and practical imperatives; consequences not important; inclinations have no moral value.

Virtue Ethics (Aristotle)

The life that is most desirable- seek real goods via virtuous action.

Follow the moral virtues- by doing just acts, the just man is produced.

Good conduct is not prescribed. Must have strong character; seek virtue.

Figure 4. Module 3. This module is part of the new Criminal Justice Ethics course designed for this dissertation. Topics and outline are based upon the course textbook (Albanese, 2012).

MODULE 4 LESSON PLAN

Read Chapter 4: Utilitarianism

Chapter 4 Learning Objectives

1. To understand the nature of teleological ethics and its difference from deontological ethics.
2. To recognize the centrality of the principle of utility in the ethics of John Stuart Mill.
3. To develop an appreciation of why utilitarianism is sometimes called consequentialism.
4. To increase the ability to distinguish objective ways to assess the total happiness produced by an action.
5. To appreciate criticisms of utilitarianism as a way to judge ethical action.

Chapter 4 Lecture Outline

- I. John Stuart Mill-teleological, utility, consequentialism
- II. Pain, pleasure, and happiness-selfishness, cultivated mind
- III. Motivation versus consequences
- IV. Criticisms of utilitarianism-end justifies the means, ethical conduct is enforced
- V. Summarizing ethical theories

Chapter 4 PowerPoint

Chapter 4 Flash Card Review (Blackboard)

Homework #4

1. Learning Objectives, p. 36
2. Ethics Checkup, p. 39
3. Discussion Question, p. 43

Journal #4

Ethics in Movies, p. 42

Class Assignment #4

Ethics in Books, p. 41 and Critical Thinking Exercises, p. 43

Quiz #2

Quiz #2 covers chapters 3 and 4. It is a multiple choice, true/false, multiple answer quiz. There are 20 questions! Each question is worth 1 point. Good luck!

Comparison Chart of Ethical Theories (Chapters 1-4)

CJT ----: Professional Ethics in CJT

Comparison of Ethical Theories

	Theorists	Goals of Ethical Behavior	Means of Becoming Ethical	Judging Ethical Conduct	Key Terms/Key Ideals
Virtue Ethics	Aristotle, Socrates, Plato	Pursuit of real goods via virtuous actions, leads to happiness.	“By doing just acts, the just man is produced.” Being ethical is learned through habit.	To be virtuous- all acts must come from “a firm and unchangeable character.”	Hierarchy of Goods- real/apparent; stoicism vs. hedonism; moral virtue/virtue ethics.
Formalism	Kant	Doing moral duty (consequences not considered). Do the right thing.	Categorical imperative is the supreme principle of morality. Always do the right thing whether or not it ends badly.	Assess actions using categorical and practical imperatives; consequences don’t matter; personal inclinations have no moral value.	Duties/inclinations; categorical/hypothetical/practical imperatives; lying .
Utilitarianism	Mills	See the most total happiness (regardless of consequences)	Maximize pleasure, minimize pain. As long as there is more pleasure than pain....	Make individual decisions weighing everyone’s happiness equally- seeking more pleasure and least pain. (Outcome = happiness matters.)	Teleological; utility; consequentialism; pain/pleasure/happiness; motivation/consequences; end justifies the means.

PowerPoint Presentation (Outline)

Chapter 4: Utilitarianism

Utilitarianism: Measuring Consequences

Case Example

Nashville, TN-Prostitution Sting

Utilitarianism

John Stuart Mill

Teleological: ethical questions are determined based on the good that results from an action.

Utility: Actions are right in proportion, as they tend to promote happiness (and wrong) as they tend to produce the reverse of happiness (pain).

Consequentialism (Bentham)-notion of hedonism (seek pleasure/avoid pain)

Pain, Pleasure, and Happiness

General consensus of what is pleasurable/painful

Experience more pleasure than pain

Unsatisfactory Life=

Selfishness (lacks public and private affections)

Cultivated mind (interest in everything-lack of, leads to indifference-leads to pain)

Motivation vs. Consequences

Motivation is not important

Golden Rule interpretation (Mills)-reconcile the greater good vs the individual: "If momma's happy, everyone's happy!"

EX: saving the life of a drowning person is of more importance than to what drove the person to save the life. (Good actions are the best proof of good character.

Criticisms of Utilitarianism

Not practical/timely in weighing the consequences of one's actions, prior to engaging in conduct.

Best to weigh in past experiences (reflection)

Ends justify the means (vs Aristotle: immoral means = immoral person)

"Ethical conduct is enforced"-individual hope of favor (reward/pleasure) or fear of displeasure (pain) from others or God.

In order for UT to work-making decisions-must weigh consequences for everyone involved =

Figure 5. Module 4. This module is part of the new Criminal Justice Ethics course designed for this dissertation. Topics and outline are based upon the course textbook (Albanese, 2012).

MODULE 5 LESSON PLAN

Read Chapter 5: Crime and Law

Chapter 5 Learning Objectives

1. To understand the differences between the consensus view and conflict view of criminal law.
2. To appreciate the ethical issues posed by "quality of life" offenses.
3. To distinguish the major perspectives on crime causations: classical, positivism, structural, and ethical.
4. To develop an appreciation for the linkage between Kohlberg's theory of moral development and ethics.
5. To increase understanding of Gilligan's ethics of caring.

Chapter 5 Lecture Outline

- I. The outer limits of morality-consensus view vs. conflict view
- II. Choosing what to criminalize-quality of life offenses
- III. Violating law on moral grounds
- IV. The ethics of criminals
- V. An ethical explanation of crime-classical school, positivism, structural or conflict view, ethical view, Kohlberg's theory, Gilligan's ethics of caring
- VI. Ethics laws

Chapter 5 PowerPoint

Chapter 5 Crossword Review (Blackboard)

Homework #5

1. Learning Objectives, p. 47
2. Ethics Checkup, p. 51
3. Discussion Question, p. 63

Journal #5

Ethics in Movies, p. 62

Class Assignment #5

Ethics in Books, p. 61 and Critical Thinking Exercises, p. 63

PowerPoint Presentation (Outline)

Chapter 5: Crime and Law: Which Behaviors Out to be Crimes?

Introduction

“The problem with the rat race is that even if you win, you’re still a rat.” (Lily Tomlin, b. 1939)

Significance: property crimes (or misdemeanors) vs. crimes against persons (or violent)

The Outer Limits of Morality

Case Ex-Russia's Belgorod region-Cussing

What is the outer limit of morality? Is it possible for a law to go beyond ethical boundaries?

War Ex (Spanish Inq; Nazi Germany; US-Japanese/Am)

Consensus view (an agreement as to what behavior is harmful) vs Conflict view (laws reflect the ideals of those with power/auth)

Choosing What to Criminalize

What is immoral vs what is illegal? What should be criminalized?

Exs: helmet laws; NYC Quality of Life Offenses

Views

- Utilitarianism (pleasure vs pain)
- Formalism (good universal rule?)
- Virtue ethics (motives/characteristics)

Violating Law on Moral Grounds

Society forfeits some liberties to protect itself.

Cesare Beccaria: "An Essay on Crimes and Punishments"-people only give up some liberties to the government and entrust the government to intervene in the lives of citizens only in cases where it is absolutely necessary.

- "Spirit of the Law"-dangerous (opinion based)
- Rules MUST be clear and decisive

The Ethics of Criminals

Case Ex's: concrete drop case; Abu Ghraib Prison

"Don't sweat the small stuff" (prisoners' ideals vs law abiding citizens' ideals)-rationalization

An Ethical Explanation of Crime

Classical School (free will-individual)

Positivism (internal and external influences) (Psych/soc)

Structural or Conflict (those in power)

Ethical (wrongfulness)

Table 5.1 (Comparison/Contrast)

Kohlberg (stages of moral dev)-why would a person break the law for the greater good?
(Case ex)

Carol Gilligan (gender focused)

An Ethical Explanation of Crime (contd)

Case Ex: Lockheed Corp; Love Canal

Business Ethics

White Collar Crime v Street Crime

Ethics Laws

Watergate

DeLay

Henry Cisneros

Ronald Blackley

Linda Tripp

(How are they viewed from the Kant, Aristotle, and Mill viewpoints?)

Figure 6. Module 5. This module is part of the new Criminal Justice Ethics course designed for this dissertation. Topics and outline are based upon the course textbook (Albanese, 2012).

MODULE 6 LESSON PLAN

Read Chapter 6: Police

Chapter 6 Learning Objectives

1. To understand how the fourth and fifth amendments of the Bill of Rights provide the principles for police stops, searches, arrests, and interrogations.
2. To appreciate the threshold of "stop and frisk" and its differences from probable cause in evaluating situations for police.
3. To recognize the differences among nonfeasance, misfeasance, and malfeasance in assessing police decisions.
4. To develop an appreciation for the different causes and circumstances of police corruption.
5. To evaluate the relationship between codes of ethics and ethical principles in producing consistent conduct.

Chapter 6 Lecture Outline

- I. The scope of police decisions
- II. Investigation and surveillance
- III. Curtailing liberty: stop and frisk-Bill of Rights, Terry v Ohio
- IV. Placing in custody: arrest and search
- V. Police corruption-nonfeasance, misfeasance, malfeasance
- VI. Questioning: interrogation of suspects-Miranda
- VII. Lies in court
- VIII. Codes of ethics

Chapter 6 PowerPoint

Chapter 6 DropNDrag Review (Blackboard)

Homework 6

1. Learning Objectives, p. 68
2. Ethics Checkup, p. 78
3. Discussion Question, p. 84

Journal #6

Ethics in Movies, p. 83

Class Assignment #6

Ethics in Books, p. 82 and Critical Thinking Exercises, p. 84

PowerPoint Presentation (Outline)

Chapter 6: Police: How Should the Law be Enforced?

“It is curious that physical courage should be so common in the world but moral courage so rare.” (Mark Twain, 1835-1910)

The Scope of Police Decisions

4th Amendment, 5th Amendment, Discretion

Investigation and Surveillance

Terrorism-local law enforcement's role in intelligence gathering. (Distinguish between good/bad info.)

Civil Riots-new investigative tasks w/o training

4th Amendment and War Against Terrorism-training at a new level

Legally vs. morally permissible

Curtailing Liberty: Stop and Frisk

Bill of Rights-1st 10 amendments of the U.S. Constitution

Terry vs. Ohio (stop and frisk)

Frisk vs. Seizure

Limitations on Searches for Weapons

Reasonable Suspicion?

Case examples:

- Illinois vs. Wardlow
- Pocket Search Ex

Theoretical Stances (ethics provides clear guidance in advance in cases where the law's application is still unclear, undecided, or unknown)

Placing in Custody: Arrest and Search

Case #1: Olga Korbut theft (theoretical perspectives)

Case #2: Civil War (British invade homes)

- Reasonable Suspicion/Probable Cause/Proof Beyond a Reasonable Doubt

Case #3: US vs. Drayton

Case #4: Technology Advancements and 4th Amendment

Case #5: DNA

Police Corruption

Defined: illegal acts or omissions by police officers in the line of duty who, by virtue of their official positions, receive (or intend) any gain for themselves or others. (Misuse of authority for personal gain.)

Types:

- Nonfeasance (failure to perform legal duty)
- Misfeasance (failure to perform a legal duty in a proper manner)
- Malfeasance (commission of an illegal act)

<p>Individual Explanations</p> <ul style="list-style-type: none"> • Case Ex: Mollen Comm/Dowd/NYPD/Bad Apple <p>Departmental Explanations</p> <ul style="list-style-type: none"> • Case Ex: New Orleans PD • Case Ex: Philadelphia PD <p>External Factors (explanations)</p> <ul style="list-style-type: none"> • Enforcing Quality of Life Laws • Political Climate of Local Community (PG Co-Johnson) <p>Blue Wall of Silence</p> <p>Strategies to Combat Police Corruption</p> <ul style="list-style-type: none"> • Specific Ofc's: monitor complaints, make all police hirings/firings more visible (deterrents), exhaustive background checks, periodic training. • Departmental: civilian review boards, promote ideal that promotions are based on merit-not popularity. • External: improve police supervision and decision making skills (training) <p>Questioning: Interrogation of Suspects</p> <p>5th Amendment</p> <p>Miranda Warnings</p> <p>Case Examples</p> <ul style="list-style-type: none"> • Dickerson v U.S. • South Dakota v Neville • Oregon v Bradshaw • Juveniles (Arizona Case) <p>Lies in Court</p> <p>Baltimore Case</p> <p>Most common lies by police: when it is seen as necessary to perform legitimate police actions (undercover)</p> <p>Theoretical Perspectives and Lies</p> <p>Codes of Ethics</p> <p>Designed to promote thoughtful and professional conduct, not account for every possible situation a police officer might face.</p> <p>Types of Statements in COE's:</p> <ul style="list-style-type: none"> • Statements of Principles (aspirations, ideals) • Statements of Requirements (mandatory rules of conduct) <p>Outcomes:</p> <ul style="list-style-type: none"> • Rewards for exemplary behavior • Penalties for violations

Figure 7. Module 6. This module is part of the new Criminal Justice Ethics course designed for this dissertation. Topics and outline are based upon the course textbook (Albanese, 2012).

MODULE 7 LESSON PLAN

Read Chapter 7: Courts

Chapter 7 Learning Objectives

1. To appreciate John Rawls' theory of justice and the "greatest equal liberty" principle.
2. To recognize the importance of the Model Rules of Professional Conduct for prosecution and defense conduct.
3. To understand what a "mob lawyer" is and the proper role of a defense attorney in criminal cases.
4. To assess the scope of a prosecutor's discretion and its implication for ethical conduct.
5. To evaluate the nature of plea bargaining and the ethical dilemma it creates.
6. To understand the ethical underpinnings of sentencing decisions.

Chapter 7 Lecture Outline

- I. Doing justice: theory of justice, "greatest equal liberty principle"
- II. Prosecutor misconduct
- III. Defense misconduct-mob lawyer
- IV. Issues at trial
- V. Deciding cases without a trial-prosecutor's discretion, plea bargaining
- VI. Judicial decisions

Chapter 7 PowerPoint

Chapter 7 Flash Cards Review (Blackboard)

Homework 7

1. Learning Objectives, p. 89
2. Ethics Checkup, p. 95
3. Discussion Question, p. 100

Journal #7

Ethics in Movies, p. 99

Class Assignment #7

Ethics in Books, p. 98 and Critical Thinking Exercises, p. 100

PowerPoint Presentation (Outline)

Chapter 7: Courts: How Ought Cases Be Adjudicated?

“A man’s habits become his character.” (Edmund Burke)

Introduction

Case Example: CIA agent Wilson vs. Bush Admin

Doing Justice

Purpose of CJT System (Aristotle, Kant, Mills)

Theory of Justice (Rawls)

1. Each person is free and worthy of respect, and liberty is restricted only out of respect for the liberty of others.
2. Social and economic opportunities must be open to all even though outcomes may be different.

James Madison: "If men were angels no government would be necessary and if angels governed, no controls on government would be necessary."

Public Opinion Poll (2/3's believe the system is fair in its treatment of those accused of crimes; however, the fairness of the CJT system is lower)

Prosecutor Misconduct

ABA: Model Rules of Professional Conduct-conflicts between lawyers responsibilities to their clients, to the legal system, and to the lawyer's own self interest in remaining an upright person while earning a satisfactory living.

Case examples and Theoretical Views

Defense Misconduct

Cases

- Kevin Rankin
- Bruce Cutler
- Frank Ragano

Should clients be allowed to use illegal monies to pay for their high priced lawyers?

Issues at Trial

Case Ex-Darrell Harris-Should a lawyer defend a guilty person?

"the defense lawyer is the professional representative of the accused, not the accused's alter ego."

Proper role of Def Atty: represent a defendant in a honest way that seeks the truth in the case.

Deciding Cases Without a Trial

NYC Narcotics Eviction Program

Prosecutor's Discretion-set priorities, concentrate on certain types of cases, and avoid other cases entirely.

Pros: too much power?

Plea bargaining: Aristotle, Kant, Mills

Judicial Decisions

Case Ex: NJ and DNA

Judicial decisions:

- Ruling on evidence

- Sentencing choices
- Theoretical Perspectives
- Formalism
 - Virtue Ethics
 - Utilitarianism

Figure 8. Module 7. This module is part of the new Criminal Justice Ethics course designed for this dissertation. Topics and outline are based upon the course textbook (Albanese, 2012).

MODULE 8 LESSON PLAN

Read Chapter 8: Punishments and Corrections

Chapter 8 Learning Objectives

1. To understand the distinctions among the four purposes of criminal sanctions: retribution, incapacitation, deterrence, and rehabilitation.
2. To recognize the issue of disparity in sentencing, how sentencing guidelines were designed to reduce disparity, and the ethical issues involved.
3. To assess the issue of correctional ethics and the situations in which ethical decisions become crucial in correctional settings.
4. To understand how corporal punishment and innovative sentences can be evaluated from an ethical perspective.
5. To distinguish the issue of punishment under the 8th amendment, and how capital punishment and life in prison can be evaluated using ethical principles.

Chapter 8 Lecture Outline

- I. The ethics of punishment: retribution, incapacitation, deterrence, and rehabilitation
- II. The problems of sentencing-sentencing guidelines
- III. Correctional ethics
- IV. Corporal punishment
- V. Innovative penalties
- VI. Capital punishment (8th amendment)
- VII. Life imprisonment more severe than death?

Chapter 8 PowerPoint

Chapter 8 Crossword Review (Blackboard)

Homework 8

1. Learning Objectives, p. 104
2. Ethics Checkup, p. 107
3. Discussion Question, p. 106

Journal #8

Ethics in Movies, p. 115

Class Assignment #8

Ethics in Books, p. 114 and Critical Thinking Exercises, p. 116

PowerPoint Presentation (Outline)

Chapter 8: Punishment and Corrections: What Should be Done with Offenders?

The Ethics of Punishment

4 Types of Punishment

- Retribution
- Incapacitation
- Deterrence
- Rehabilitation

Theoretical Views: Utility, Formalism, Virtue Ethics

Case Examples: Smith and Overton vs. Buzzetta

The Problems of Sentencing

Disparity in Sentences

- Similar crimes committed but different sentences given
- Sentencing Guidelines
- Reduce disparity by examining averages of past sentences imposed on various combinations of offenders and offenses

Theoretical Perspectives

Correctional ethics

Issues center around proper treatment of the offender and the ethical obligations of those entrusted with their supervision

Preferential or Selective Treatment

Smuggling contraband-cigarettes, money, drugs, cell phones

Selective Punishments and Harsh Treatment

Unwarranted use of physical force or verbal abuse

Misuse of Authority: known rule violations of relationships

Moral Recognition Therapy

Corporal Punishment

Physical punishment short of the death penalty (torture/mutilation)

Michael Fay case

8th Amendment

Theoretical Views

Innovative Penalties

Norplant

Theoretical views

Capital Punishment

8th Amendment

Theoretical Views

Life Imprisonment

More severe than death?

Cesare Beccaria view

Cuomo Case

U.S. Supreme Court and the Death Penalty for Juveniles

Figure 9. Module 8. This module is part of the new Criminal Justice Ethics course designed for this dissertation. Topics and outline are based upon the course textbook (Albanese, 2012).

MODULE 9 LESSON PLAN

Read Chapter 9: Liability-What Should Be the Consequence of Unethical Conduct?

Chapter 9 Learning Objectives

1. To understand the nature of civil remedies for ethical misconduct, such as compensation and blacklisting.
2. To recognize the double standards often placed on public officials regarding liability for conduct that is accepted when acting as private citizens.
3. To evaluate the ethical dilemmas posed by sex offender notification laws.
4. To distinguish "right vs. right" ethical dilemmas.
5. To assess the liabilities faced in unethical individual, corporate, and government misconduct.

Chapter 9 Lecture Outline

Double Standard

- I. Civil remedies for ethical misconduct-burden of proof for liability, blacklisting, sex offender notification law
- II. Individual misconduct-test to know whether or not your conduct is ethical, "right vs. right" ethical dilemmas
- III. Corporate misconduct
- IV. Government misconduct-Transparency International, loyalty

Chapter 9 PowerPoint

Chapter 9 Drag N Drop Review (Blackboard)

Homework 9

1. Learning Objectives, p. 120
2. Ethics Checkup, p. 124
3. Discussion Question, p. 130

Journal #9

Ethics in Movies, p. 130

Class Assignment #9

Ethics in Books, p. 129 and Critical Thinking Exercises, p. 131

PowerPoint Presentation (Outline)

Chapter 9: Liability-What Should Be the Consequence of Unethical Conduct?

Case Example

2004 Bernard Kerik Case

Double Standard-public officials vs. private citizens

Civil Remedies for Ethical Misconduct

Burden of Proof-

- Civil (monetary compensation) v criminal (legal-loss of freedom/life)
- Macy's case

Repeat Offenders-Blacklisting

- Mob Contractors case
- Sex Offender Notification Law (vigilantism)

***Theoretical Perspectives**

Individual Misconduct

Test to Know Whether Your Conduct is Ethical

- Would I want the public to know about this?
- Would I want this to appear in the newspaper?

Rushworth Kidder: Institute for Global Ethics

Individual Misconduct (Cont)

Right v Right Ethical Dilemmas

- Justice vs. mercy
- Short term vs. long term
- Individual vs. community
- Truth vs. loyalty

Case Examples

- PA Supreme Court and Jurors
- Kevorkian and Assisted Suicide

Corporate Misconduct

Case: Charges v Responsible Persons not Present at Time of Incident

Case: McDonald's Hot Tea

Case: Royal Caribbean Cruises Oil/Waste Dumping

Case: Tylenol Poisoning

Case: Peanut Salmonella Poisoning

Corporate Misconduct-Responses

Lockheed Martin

9 Recommendations to Help Promote Ethical Conduct

Case: Swiss Bank UBS

Case: Boston Ferry Operator

Government Misconduct

Transparency International-nongovernmental agency dedicated to combating government corruption

Overcome self-interest vs. greater good
Loyalty is NOT a virtue (good attribute)
Case Ex: Chandler, Arizona PD

Figure 10. Module 9. This module is part of the new Criminal Justice Ethics course designed for this dissertation. Topics and outline are based upon the course textbook (Albanese, 2012).

MODULE 10 LESSON PLAN

Read Chapter 10: The Future

Chapter 10 Learning Objectives

1. To recognize the importance of the "24-hour test."
2. To evaluate the ethical dilemma in the case of the Unabomber.
3. To appreciate the reason behind the establishment of the CDC panel of ethicists.
4. To understand the ethical distinctions between killing and letting die in a medical context.
5. To recognize the ethical importance of the story of Alfred Nobel.

Chapter 10 Lecture Outline

- I. Recognizing ethical decisions when they arise-Unabomber
- II. Is the bar rising? CDC, panel of ethicists, distinction between killing and letting die

Chapter 10 PowerPoint

Chapter 10 Crossword Review (Blackboard)

Homework 10

1. Learning Objectives, p. 135
2. Ethics Checkup, p. 139
3. Discussion Question, p. 142

Journal #10

Ethics in Movies, p. 140

Class Assignment #10

Write your own obituary.

PowerPoint Presentation (Outline)

Chapter 10: The Future: Will We Be More or Less Ethical?

24 Hour Test

Can you go 24 hours without saying anything unkind to anyone or about anyone?
Try it!

Recognizing Ethical Decisions When They Arise

Ethics guides our decisions in unclear situations

Ethical dilemmas will continue to grow to be more complex

Case Example: Unabomber

- How would the theorists view this case?

Is the Bar Rising?

Advances in technology, increasing life span, and globalization
Centers for Disease Control and Prevention-Panel of Ethicists

- Quill Case-difference between killing and letting die?
- Birth Control Case

Finding Moments in Life

E-Everywhere

T-all the Time

H-be Honest

I-act with Integrity

C-have Compassion

S-for what is at Stake is your reputation and your inner peace

“Moral conviction is not a matter of personal taste; it is a matter of judgment and actions according to objective principles.”

Being Ethical When No One is Looking

Integrity-making and keeping promises to yourself and others.

Maturity-the ability to balance courage and kindness.

Abundance Mentality-realizing that the ability to accomplish great things is limitless.

Scarcity Mentality-if they get a big slice, I'm losing part of my slice.....

CJT Professionals

- What does the law require?
- What does departmental policy say?
- What do personal ethics require?

Case Example Alfred Noble

If you could write your own eulogy, what would it say?

Figure 11. Module 10. This module is part of the new Criminal Justice Ethics course designed for this dissertation. Topics and outline are based upon the course textbook (Albanese, 2012).

How Ethical Are You?

Imagine you are....

1. Police officer: You witness your partner take a free coffee from 7-11. What do you do?
2. Prosecutor: You realize that you have evidence that exonerates the defendant of all charges. What do you do?
3. Probation officer: Your client is an hour late for his meeting with you. He has called and advised that he got a flat tire but is on the way. It's the first time. What do you do?
4. Police officer: You are in a physical confrontation with an armed suspect with many backup partners. The suspect is on the bottom of the pile. You realize that the suspect has let go of the weapon. The officers in the pile keep striking the suspect who is no longer a threat. What do you do?
5. Prosecutor: You forgot to turn in an important document for your hearing tomorrow. The document was due today in order for it to be allowed into the trial as evidence. You can sneak it into the clerk's office and make it look like the clerk dropped it under her/his desk. What do you do?
6. Parole board: You have a personal relationship with the convict who is in your parole hearing of which you are sitting on the board. His wife has asked you to help as much as possible. What do you do?

Figure 12. Class assignment: How ethical are you?

PRESENTATION

Per Chapter 4, the presentation provides individual exploration of a topic located in the required course textbook, per the student's choice. The presentation provides students with a learning opportunity for enhancing their research skills, and an opportunity for public speaking. While some students may not feel comfortable in public speaking, the presentation experience will provide a safe professional academic

atmosphere which will enhance student self-esteem. The importance of the students' ability to effectively communicate to a group is critical to the field of criminal justice, whether employed in law enforcement, the courts system, or the corrections system. The goals of the presentation are for the students to develop further knowledge of ethics-related issues in the field of criminal justice, hone their research skills, and develop or enhance public speaking skills. Figure 13 contains the presentation guidelines and evaluation rubric.

CJT Ethics in Criminal Justice

Presentation Guidelines

Requirements:

1. Each student will choose a topic from one of the assigned chapter topics.
2. The student will research the topic and must have 5 legitimate, documented resources (APA format).
3. The student will provide a 10-minute presentation on the topic using visual aids.
4. The student will provide a 1-page, formal outline of his or her presentation.
5. The student will be graded on following directions, organization, presentation, visual aids, and outline with bibliography (APA format).

Recommendations:

1. The topic of your assignment should be related to issues regarding one of the following fields: law enforcement (local, state, and federal); courts (local, state, federal, appellate); or corrections (jails or prisons). For example, a law enforcement issue may be that of excessive use of force; a court-related issue may be that of the neglect to share pertinent information during the discovery phase; or a corrections-related issue may be that of an inappropriate relationship between corrections personnel and a convict.
 - A. Provide 2 (real) case examples.
 - B. Discuss the specific ethic(s) issues involved. (Use terms/viewpoints from the textbook.)
 - C. Provide 3 resolutions (outside of what was actually done in real life—if anything) to the ethics issues presented.
2. Resources may be located at the college library website. Use the resources on this site for references also! (DO NOT just “Google” your topic!) Use professional educational resources!
3. Your 10-minute presentation COULD use PowerPoint, Youtube (videos), Whiteboard, handouts, etc. Be creative!
4. Your formal outline should use Roman numerals and letters! It should include a heading and a reference page! Remember, it’s an outline, not a paper!
5. The rubric for grading is attached.

CJT XXXX: Presentation Rubric				
	Superior	Adequate	Minimal	Inadequate
Content <i>(20 points)</i>	The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence. The speaker adapts the content in a specific way to the listener and situation. <i>(18-20 points)</i>	The speaker focuses primarily on relevant content. The speaker sticks to the topic. The speaker adapts the content in a general way to the listener and the situation. <i>(16-18 points)</i>	The speaker includes some irrelevant content. The speaker wanders off the topic. The speaker uses words and concepts which are inappropriate for the knowledge and experiences of the listener (e.g., slang, jargon, technical language). <i>(15-16 points)</i>	The speaker says practically nothing. The speaker focuses primarily on irrelevant content. The speaker appears to ignore the listener and the situation. <i>(Below 15 points)</i>
Delivery <i>(10 points)</i>	The speaker delivers the message in a confident, poised, enthusiastic fashion. The volume and rate varies to add emphasis and interest. Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as "ahs," "uhms," or "you knows." <i>(9-10 points)</i>	The volume is not too low or too loud and the rate is not too fast or too slow. The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as "ahs," "uhms," or "you knows." <i>(8-9 points)</i>	The volume is too low or too loud and the rate is too fast or too slow. The pronunciation and enunciation are unclear. The speaker exhibits many disfluencies, such as "ahs," "uhms," or "you knows." The listener is distracted by problems in the delivery of the message and has difficulty understanding the words in the message. <i>(7-8 points)</i>	The volume is so low and the rate is so fast that you cannot understand most of the message. The pronunciation and enunciation are very unclear. The speaker appears uninterested. <i>(Below 7 points)</i>
Organization <i>(20 points)</i>	The message is overtly organized. The speaker helps the listener understand the sequence and relationships of ideas by using organizational aids such as announcing the topic, previewing the organization, using transitions, and summarizing. <i>(18-20 points)</i>	The message is organized. The listener has no difficulty understanding the sequence and relationships among the ideas in the message. The ideas in the message can be outlined easily. <i>(16-18 points)</i>	The organization of the message is mixed up and random. The listener must make some assumptions about the sequence and relationship of ideas. <i>(15-16 points)</i>	The message is so disorganized you cannot understand most of the message. <i>(Below 15 points)</i>
Creativity <i>(20 points)</i>	Very original presentation of material; captures the audience's attention. <i>(18-20 points)</i>	Some originality apparent; good variety and blending of materials/media. <i>(16-18 points)</i>	Little or no variation; material presented with little originality or interpretation. <i>(15-16 points)</i>	Repetitive with little or no variety; insufficient use of materials/media. <i>(Below 15 points)</i>
Length of Presentation <i>(10 points)</i>	Met 10-minute limit. <i>(9-10 points)</i>	Within 2 minutes of allotted time. <i>(8-9 points)</i>	Within 3 minutes of allotted time. <i>(7-8 points)</i>	Too long or too short; 3 or more minutes above or below the allotted time. <i>(Below 7 points)</i>

Format <i>(20 points)</i>	Presentation was responsive to the ethics issue, provided at least two specific and applicable examples. Included evidence that the author had a broad based understanding of the role of ethics in law enforcement/courts/corrections and/or creative and original ideas applicable to the assigned topic. Answer took the form of a coherent PowerPoint presentation, outline, and reference page in standard written English, with less than 3 errors in grammar, punctuation or spelling. <i>(18-20 points)</i>	Presentation was responsive to the ethics issue, provided at least two specific and applicable examples, and was presented in a coherent presentation and outline (reference page) using standard written English, with less than 6 errors in grammar, spelling or punctuation. <i>(16-18 points)</i>	Presentation was responsive to the ethics issue, provided at least two specific and applicable examples, and was presented in a coherent PowerPoint presentation and outline (and reference page) using standard written English, allowing for multiple errors in grammar, spelling or punctuation. <i>(15-16 points)</i>	Presentation (outline and reference page) was generally accurate of the ethics issue, but gave either no examples or inappropriate examples and/or did not take the form of a coherent paragraph in standard written English. <i>(Below 15 points)</i>
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Figure 13. Presentation guidelines and evaluation rubric.

PORTFOLIO

Per Chapter 4, the portfolio assists the students in their formal learning process by integrating all of their work into a final format. It provides an opportunity for reflection and synthesis of student learning, and also assists students with their organizational skills. In addition, students will experience the actual formatting process of a professional academic portfolio. This is important because many bachelor's, master's, and doctoral programs require portfolio development as part of their curricula. The primary goal of the portfolio is the integration and synthesis of the students' learning acquired during their participation in the course. Figure 14 has the portfolio guidelines.

CJT XXXX: Portfolio Guidelines

1. The student portfolio will be a compilation of your work for CJT XXXX.
2. The student must include a final, professional portfolio to include the following:
 - a. 1-inch, 3-ring binder
 - b. 10 divided (dividers) sections to include the following:
 - i. Introduction (Goals-personal, professional, course)
 - ii. Homework Assignments
 - iii. Classwork Assignments
 - iv. Journal Assignments
 - v. Presentation (Outline and PowerPoint)
 - vi. Quizzes
 - vii. Midterm Exam
 - viii. Final Exam
 - ix. Summary of Experience in CJT XXXX
 - c. Typed (see HW/CA/J assignments for details)

Figure 14. Portfolio guidelines.

End-of-Course Evaluation

The end-of-course evaluation provides students the opportunity to self-examine their learning (professional and personal) during the ethics course. At the beginning of the course, in Module 1, a similar questionnaire was provided to the students regarding their stance on ethics prior to the course (see Figure 2). The goal of these self-examinations is to help the students see if their knowledge about ethics changes. In addition, the last question on the end-of-course evaluation provides the professor with feedback about the course itself with the goal of gathering creative ideas to promote the continued success of the course from participating students. Figure 15 is the end-of-course evaluation.

CJT XXXX: End-of-Course Evaluation

1. List and briefly discuss 3 things you learned about ethics in this course.
2. List and briefly discuss 3 things you learned, during this course, about your personal ethical stance.
3. What would you do if you had one month with no demands on your time and unlimited money?
4. What role do ethics play in the U.S. criminal justice system?
5. Likes/Dislikes of CJT XXXX....back up with recommendations!

Figure 15. End-of-Course evaluation.

QUIZZES/EXAMS

As discussed in Chapter 4, according to McGlynn (2001), testing on a smaller quiz promotes student confidence and motivates them to persevere in their academic endeavors. The five biweekly quizzes provide students the opportunity to examine their level of comprehension and determine if further assistance (faculty office hour visit, tutoring, etc.) is needed for improvement prior to moving on to the next module. Quizzes assist students in their learning process by providing a regular gauge to determine their success in the course, and assist in preparing for midterm and final exams.

The midterm and final exams enable students and faculty to gauge the knowledge obtained throughout the course. The midterm reviews the first half of the semester; the cumulative final exam provides proof of learned material for the entire semester. Both exams incorporate topics covered in the quizzes throughout the semester. In addition, the final exam also incorporates information from the midterm. Through repetition of the course topics provided in different formatted questions, the student will have a better success rate in comprehending the course materials covered.

VI. REFLECTIONS, CONCLUSIONS, RECOMMENDATIONS

This final chapter restates the purpose and significance of this dissertation. Reflections of this experience are also discussed, as well as the conclusions and recommendations for future applications.

Purpose and Significance

Due to numerous documented ethics violations by local law enforcement officers, there is a need for further ethics education for those entering the field of criminal justice. Ethics can be found throughout criminal justice course curricula in the U.S. However, only a handful of criminal justice ethics courses are offered at the postsecondary level and more specifically at the community college level. This dissertation examined the development of course curricula and assessment for a criminal justice ethics course at a local community college for those criminal justice students who are interested in entering the field.

As discussed in Chapter 2, the main was to develop a course about ethics for those entering the field of criminal justice. This dissertation may serve as a guide for those in higher education who are interested in developing similar courses for undergraduate students interested in the field of criminal justice. It critically analyzes the process of course development and provides pedagogical support to future similar endeavors. Chapters provide background literature information; teaching methodologies; course-

related materials including a syllabus, sample assignments, sample quizzes, and exams; lesson plans; and findings and recommendations. The resources and findings may help to further develop ethics education in law enforcement for postsecondary undergraduates.

Restatement of the Problem

Currently, only a handful of community colleges throughout the state of Maryland offer a criminal justice ethics course as part of their curriculum. As previously stated, most of the ethics teachings occur throughout the core curriculum. Due to the nature of work specific to the field of criminal justice, many other professions do not provide for an atmosphere of a significant amount of individual discretion, possibilities of abuse/misuse of authority, use of force, loss of freedom, or loss of life. Ethical dilemmas in the field of criminal justice are constantly being portrayed in the media. Questions of additional training and education arise constantly. Based upon these facts, it was believed by the researcher that a specialized course focusing on ethics in the field of criminal justice needed to be developed and implemented in today's undergraduate program concentration curriculum for criminal justice students at a local community college.

Reflections/Conclusions

Three research questions and associated subquestions guided this dissertation. This section addresses each question in turn.

Developing Course Curricula for a Postsecondary Law Enforcement Ethics Course

Research Question 1 was: What is the process for developing course curricula for a law enforcement ethics course at the local community college level?

- a. Are there any specific guidelines for course curriculum development at the community college level?
- b. Who is involved in the aforementioned process?
- c. What is the timeline for the aforementioned process?

As noted in Chapter 5, the process for course approval at the researcher's community college is quite straightforward and not too time consuming (6 months to a year). The primary responsibility for course development and revision lies with the immediate department and its chairperson of the specific course being developed (for example, a criminal justice course would fall under the department for criminal justice or related department). There are several required approvals: The faculty member submits a course proposal form to the division dean, who sends it to admissions and records, who forwards it to the college curriculum committee. That committee posts the proposal on the college faculty website for college-wide faculty to discuss. Any issues are sent to the department chair. Upon that level of approval, the revised/final proposal is sent back to the division dean, who sends it to the vice president of instruction. The vice president then notifies the curriculum committee and the director of admissions and records, at which time official notification of approval is made and the course is included online and in all course listings, including those for statewide transfer options. For more details, please refer to Appendix.

The Nature of a Criminal Justice Ethics Course

Research Question 2 was: What is a "criminal justice ethics" course?

- a. What is the significance of a "criminal justice ethics" course?

- b. What is the content of the course? Goals/learning objectives? Teaching methods? Assessment methods? Assignments? Resource materials?

The course developed for this dissertation is an ethics course for those entering the field of criminal justice. It is a level 2000 college course intended for undergraduate community college criminal justice students. The course examines the decision-making processes of those involved in the field of public safety, including law enforcement and corrections, as related to morals, values, integrity, discretion, and authority. The course queries ethics relating to the fair and equal treatment of those involved in the criminal justice process to include criminal justice personnel, victims, and criminals. Topics are examined relating to the history, definition, categories, and theories of ethics; lying and deception as they relate to the field of criminal justice; prejudice and discrimination in the field of criminal justice; and abuse of authority specific to the field of criminal justice. For more details, please refer to Chapter 5.

Reflections After Teaching the New Criminal Justice Ethics Course

Research Question 3 was: After teaching the course, how was the collaborative learning experience?

- a. What worked (self-reflection by the teacher)?
- b. What needs to be improved or revised (self-reflection by the teacher)?

For its first semester, the CJT Ethics course was a success overall, but not without some needed improvements. The format of the course, as discussed in detail in Chapter 5, provides for a detailed examination of ethics as applied to the three significant areas of the criminal justice system: law enforcement, courts, and corrections. While the textbook

used in the CJT Ethics course did provide significant guidance of the topics to be covered, it lacked some discussion on the specific field of forensics. In today's technologically advanced society, forensics plays a significant role in the field of criminal justice. Similar to law enforcement, courts, and corrections, ethical issues related to crime scene processing also arise during the investigation of a case and can impact the outcome of a trial. As a result, when planning future CJT Ethics courses, additional resources will need to be examined to provide sufficient coverage of ethics related to the field of forensics. The researcher plans to survey forensic colleagues who have advised her of their vast array of resources (for example, real cases, critical thinking exercises, and videos) related to forensic ethics issues.

Providing a multitude of teaching methods such as minilectures, class assignments, class discussions, homework assignments, journals, presentations, portfolios, quizzes/exams, assists in the learning process for the students and attempts to reach the individual student's learning styles. While some students are fluent in writing or speech, others are more fluent in test taking or group work. Realizing that not every student is fluent in every aspect of learning, providing different learning opportunities throughout the course seemed to provide comfortable opportunities to learn using the individual students' strengths while challenging them to overcome their less-refined skills. While incorporating a multitude of teaching methods throughout the course curriculum, a wealth of current events also supply quite a significant library of resources for discussions and/or assignments which can be overwhelming when attempting to cover the required curriculum. A recommendation to provide an additional opportunity for

further learning may be to promote extra credit reading of popular trade books which cover ethical situations in the field of criminal justice. Books such as John Grisham's *The Confession*, Rebecca Skloot's *The Immortal Life of Henrietta Lacks*, and Harper Lee's *To Kill a Mockingbird*. These are just a few good examples of criminal justice (law enforcement, courts, corrections, and forensics) ethics-related issues found within books. Providing an outside individual reading activity to examine the ethical issues within such a book may assist students in outside-the-classroom application of the ethical theories covered in the course curriculum. Further critical thinking learning opportunities could be provided, depending on how many students take advantage of this first new extra credit opportunity.

Using Blackboard as an enhancement to the face-to-face portion of the course had many benefits. Being able to keep in touch with the students outside of the classroom provided further support in the learning environment. They had access to all course materials at all times (unless there was a power outage). Most students have access to the Internet at their residences; for those who do not, the college has several computer labs on their main and satellite campuses. Most students at the researcher's community college have been exposed to Blackboard because it has been implemented in both online and face-to-face courses at the college. Furthermore, beginning fall semester 2012, using Blackboard in all courses is mandatory. Finally, Blackboard provides for less paperwork because most of the assignments were completed electronically which promotes a "green" society.

However, several improvements can be made regarding technology use in the course. Future CJT Ethics courses will use more videos (YouTube, library, etc.) relating to ethical issues in the field of criminal justice. These can be incorporated directly into Blackboard, saving classroom time to discuss these videos rather than actually showing them. In addition, online discussion opportunities (“Discussion Boards”) would further promote continued conversations for learning outside of the classroom, encouraging more student cohesion and networking. The new version of Blackboard, implemented at the researcher’s community college in summer 2012, will enable even more technological learning enhancements to be incorporated to enhance the learning environment. In today’s society, educators must be willing to teach with technology and keep abreast of all new technologies available to them.

While there are some revisions to be made, there were several successes while teaching the new CJT Ethics course. Even though I am often teased by my colleagues and my students about the length of my syllabi, the details provided in the CJT Ethics syllabus explicitly explained the goals of the course as well as the responsibilities of the students and the educator—all of which assisted students in successfully completing the course. Chapters 3 and 4 provide examples of things an educator can do to help his or her students be more successful, and I incorporated many of these into this course’s design. First, by providing details in the syllabus regarding the expectations of the faculty and students, I made clear who is responsible for what from the beginning of the course. The students understood my expectations of them and how they could “keep their ‘A’” by following the directions in the syllabus. In addition, by providing details on the specific

assignments, resources available, and teaching methods used throughout the course, the students had a strong foundation on which to build.

Second, promoting the idea of active learning also assisted students in successfully completing the CJT Ethics course via opportunities for self-reflection on one's own moral stance versus that of others, immediate feedback (Were they successful? Why? Why not? What can they do better next time?), and skills building through such things as opportunities to enhance their communication, both verbal and written; and opportunities to explore individual interpretation through reading and verbal, written, and interpretive critical thinking skills. Students were provided with opportunities via assignments to examine their own moral stances, responsibilities, and skills within themselves, the course, and the field of criminal justice. By providing them with immediate feedback regarding their work, they were better prepared for future assignments because they understood what was expected of them (this meets the goal of transparency discussed in Chapters 3 and 4).

Finally, time on task relating to identifying short- and long-term goals via weekly assignments, special assignments, and tests (with specific dates and topics provided) also enhanced student success by helping the students visualize their goals, reexamine their goals (if necessary), and reach their goals. Again, assisting students in understanding how they can be successful in the course via written and verbal communication—the principle of transparency—was paramount in the success of this course. While a few students failed to meet the requirements for passing the first CJT Ethics course, the majority did successfully complete the course.

Conclusions

Three critical aspects of the course curriculum designed and developed for the new postsecondary community college CJT Ethics course truly made the dissertation successful: identifying responsibilities of the key players—faculty and students; promoting active learning through reflection, feedback, and skills; and advancing time on task opportunities through short- and long-term goals.

Since Adam and Eve, ethics continues to be a perpetual topic with a multitude of opportunities for learning. Ethical behaviors are learned throughout the span of one's lifetime. While not all responses to ethical dilemmas are actually ethical, the hope is that through one's lifetime of trials and tribulations, an ethical response will be more likely to occur as one grows older. Ethics is a topic which knows no boundaries: Ethical dilemmas can be found throughout all walks of life whether in the fields of business, politics, or criminal justice. While we all hold ourselves to "do the right thing," society tends to hold those with more societal authority to a higher standard—specifically those in the field of criminal justice where there is a constant threat of loss of life or freedom which is found in no other fields of work. Therefore, continuous education regarding ethical standards and responses in the field of criminal justice is not only a recommendation but a necessity for the overall welfare of both those who protect and serve and also the society they protect and serve.

The primary goal of ethics education in criminal justice is to augment the probability of a more ethical response on the job. The design and development of a postsecondary community college curriculum for a successful criminal justice ethics

course is instrumental to meeting this goal. Further research on curriculum design and development regarding unremitting evolving ethical issues, the advancement of technological applications as they relate to ethics in the field of criminal justice, and the allotment of ethical issues and responses are key to educating students in order to promote enhanced ethical responses to ethical issues which may prove to be a detriment to our society if not examined in the proper semblance.

APPENDIX. PLAN FOR COURSE AND PROGRAM DEVELOPMENT AND REVISION

Plan for Course and Program Development and Revision

November 4, 2002

Prepared by the Committee for Curriculum Proposal Revision

Committee Members: (Names removed for privacy purposes)

Definitions

For the purposes of this plan, the following definitions apply:

Course: A single credit-bearing unit of instruction.

Program: A group of courses leading to a specific outcome, i.e., Letter of Recognition, Certificate or Associate's Degree.

Curriculum: A collection of programs which are related to one another by content, and which may contain programs and options at all levels of outcomes.

Revisions: Changes in content or structure to either a course or a program. May also include deletions of offerings.

Curriculum Committee: A group of individuals identified for their experience or expertise who have been designated to assist academic departments in their development of courses or programs, with an emphasis on the latter. This group was formerly called the Curriculum Advisory Committee.

Program Advisory Team: A subgroup of the Curriculum Committee which is assigned to a department or division to assist with the program development process. They will be appointed by the Chair of the Committee. Additional resource persons will be appointed based on their areas of expertise. At least one Team member will be a voting member of the Curriculum Committee.

Goals

The goals of this plan are as follows:

- Provide a structure which will support and encourage ongoing program development, review, and approval.
- Encourage thorough course development.

- Provide a system for the inclusion of input from all relevant offices of the college.
- Assure that all pertinent issues are addressed during the development, review, and approval process.
- Provide a structured yet timely process for the inclusion of courses and programs in college publications.
- Utilize technology to support efficiency in the process, particularly with regard to course development and revision.
- Assure the dissemination of information pertaining to course/program development and revision among all appropriate entities and provide a forum for comment and discussion.

The plan is based on the premise that course development and revision falls primarily within the purview of academic departments and requires less input from other areas. Conversely, program development requires a more thorough review by the college community. The plan therefore separates the processes of course development and revision from those of program development and revision.

OVERVIEW

Course Development Process.

Courses will be developed or revised within the department under the responsibility of the department chair with the support and approval of the division dean. The course proposal will be shared with designated representatives of the college community by posting it on an electronic discussion forum. The division dean will review and approve the course after a specified discussion period. The dean will then submit the course proposal, noting any unresolved issues, to the Vice President for Instruction for approval. New courses and course revisions cannot be submitted for inclusion in college publications, such as the catalogue and the course schedule, until they are approved by the Vice President for Instruction, through the curriculum review process.

Program Development Process.

Program development or revision will also occur in the department. And though much of the process may fall under the responsibility of the department chair, the ultimate responsibility for program development belongs to the division dean. The development of the curriculum proposal will be supported by a program advisory team assigned by the Curriculum Committee Chair. Once the proposal meets the approval of the department, the advisory team members and the division dean, it will be submitted to the full Curriculum Committee. The plan requires the majority approval of the full Committee and endorsement from the Vice President for Instruction, prior to submission for state approval and inclusion in college publications.

Committee Membership.

The voting members of the Curriculum Committee will consist of:

- A Chair appointed by the Vice-President for Instruction
- Two representatives and one alternate from each of the five academic divisions (to be appointed by the division deans).
- The director of the Office of Admissions & Records or his/her designee.
- Two representatives and one alternate from Student Development Services
- One representative and an alternate from the Learning Resource Center.

Alternates may attend meetings and may serve on program advisory teams. But they will vote only in the absence of the primary representative(s) from their respective areas.

In addition, one non-voting representative from the following areas will attend meetings and serve on program advisory teams, as appropriate:

- Administration and Finance
- Continuing Education
- Facilities
- Instructional Technology

Additional resource persons may be invited as needed in order to address specific program issues or to serve on program advisory teams.

New Courses and Course Revisions.

Course development and revision is the responsibility of the related department and is the administrative responsibility of the department chair.

Department

The conceptual development of the course begins within the department. After consultation with the division dean, the course proposal must be prepared using Curriculum Committee forms developed for this purpose. Although the actual course designator will be assigned by the Director of Admissions and Records, the department may suggest a designator suitable to the course's content or placement in a sequence.

The department chair will submit a completed course development/revision form to the director of admissions and records, who will review the course proposal to determine its conformity with state requirements and assign a Curriculum Committee proposal number. In the case of new courses, the course designator will also be assigned at this time.

Review by College Areas

After the course proposal is reviewed by the director of admissions and records, the department chair will post the proposal to the Electronic Curriculum Discussion Forum

for comments, for a designated period. The chair will notify members of the Curriculum Committee and the designated nonvoting representatives from other areas listed above regarding the availability of the proposal. The Chair may also elect to notify other “stakeholders” in the course if deemed appropriate either by the Committee chair or by others involved in the course’s development.

During the period of comment, other departments or areas within the college may have informal discussion with the proposing department and post comments to the discussion forum. The department chair will seek to resolve any conflicts or address any concerns.

Division Dean

After the closing of the discussion period, the proposal will be submitted to the division dean noting any unresolved conflicts. The dean of the proposing area will have responsibility for reviewing remaining issues and resolving any remaining conflicts, if possible.

Vice President for Instruction

After approval by the division dean, the course proposal will be submitted to the Vice President for Instruction for final review.

After approval, the Vice President for Instruction will notify the division dean, the Curriculum Committee Chair and the director of admissions and records.

Curriculum Committee Chair

The Curriculum Committee Chair will inform committee members of the action taken on each proposal.

Director of Admissions and Records

The original course file will be submitted by the Vice President for Instruction to the director of admissions and records, who will maintain the original course documents.

The office of admissions and records will create or modify each course in the online system and submit all approved new courses and course revisions to the publications office for inclusion in future catalogues and class schedules. The director will also notify the advising office so that steps may be taken for submission to ARTSYS for transfer evaluation.

It is the responsibility of the department chair to submit approved courses, if appropriate, to the college’s General Education Taskforce.

New Programs and Program Revisions.

Department

New programs, to include new options within currently existing programs, may be developed within departments but will be the ultimate responsibility of the division dean.

A department chair must, upon origination of the program concept, prepare a Program Proposal Form and, with the approval of the division dean, submit it to the Curriculum Committee Chair.

The Curriculum Committee Chair will assign a program advisory team to the department to support the initiator in the development of the program proposal. The resource team will provide support in assuring that standard development issues are addressed.

Standard development issues would include the following:

- General Education Requirements in the new/revised program
- Transferability criteria or goals
- Certification/licensure goals
- External accreditations
- State laws and regulations pertaining to that type of program
- Content or skill needs of the graduate for successful transfer or employment
- Industry needs and job market expectations
- Institutional resources needed to support the program.

Curriculum Committee

Upon completion of the development process, the proposal initiator, the department chair, the advisory team leader and the division dean will sign the completed proposal and submit it to the full Curriculum Committee for comment and action. The committee will meet at least once a month during the academic year to review all proposals submitted by a published deadline. Approval will require a majority vote of the total voting membership. Proposals which are not approved will be returned to the division dean.

Vice President for Instruction

Approved proposals will be sent to the Vice President for Instruction for final action. The Vice President for Instruction will notify the division dean and the director of admissions and records of the final approval. Proposals which are not approved will be returned to the division dean.

The Office of Instruction will be responsible for placing approved programs in all college publications and for coordinating the submission of such programs to the Maryland Higher Education Commission (MHEC) for inclusion in the college's program inventory.

Director of Admissions and Records

The director of admissions and records will notify other student services offices (i.e., Financial Aid, Recruitment, Advising) of program approvals and revisions.

Upon notification of MHEC approval, the director of admissions and records will enter the required curriculum information into the college's database.

(https://pgconline.blackboard.com/webapps/portal/frameset.jsp?tab_tab_group_id=_6_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_44537_1%26url%3D)

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CURRICULUM VITAE

Donna G. Wilson received a Bachelor of Arts from the University of Maryland in 1988. She was employed as a police officer for nine years and received her Master of Arts in Counseling Psychology from Bowie State University in 1999. She has been employed as a faculty member of a community college since 2003.