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# AJ-507: ETHICS IN CRIMINAL JUSTICE

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**Effective Term**

Fall 2026

**BOT Approval Date**

03/20/2025

**Discipline**

AJ - Administration of Justice

**Course Number**

507

**Course Title**

Ethics in Criminal Justice

**Short Title**

Ethics in Criminal Justice

**Credit Status (CB 04)**

D - Credit - Degree applicable

**Units****Lecture Units**

3.00

**Total Units**

3.00

**Hours****Lecture Contact Hours**

48-54

**Out of Class Hours Lecture**

96-108

**Total Contact Hours**

48 - 54

**Total Out of Class Hours**

96 - 108

**Total Student Learning Hours**

144 - 162

**Distance Education**

Yes

**Distance Education****Distance Education Type**

Both Fully Online and Hybrid Online

**Fully Online Delivery Requirements:**

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

### Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

### Catalog Description

This course provides a comprehensive overview of the ethical challenges facing criminal justice professionals as it relates to the police, courts, and corrections. Students will learn the principles and theories that are the foundation of ethical decision making along with insight into the latest challenges and issues in criminal justice. Content includes, but is not limited to, morality, ethics, culture, human behavior, race, justice and law, police and society, discretion and dilemmas, and police corruption.

### Requisites

#### Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

### Codes

#### TOP Code (CB 03)

2105.00\* - \*Administration of Justice

#### CIP Code

43.0199 - Corrections and Criminal Justice, Other.

#### Repeatability Code

No

#### Grading Option

Letter grade OR P/NP

#### Minimum Qualifications

| Minimum Qualifications    | And/Or |
|---------------------------|--------|
| Administration of Justice | End    |

## Learning Objectives

### Learning Objectives

#### Learning Objective

1. Develop and prepare examples on how discretion permeates every phase of the criminal justice system and creates ethical dilemmas for criminal justice professionals.
2. Consider and evaluate information concerning the prevalence of and factors associated with the use of force by law enforcement officers.
3. Identify and describe the role of law in society and the paradigms that have developed to understand how law is formed and enforced.
4. Document why the study of ethics is important in law enforcement.
5. Formulate opportunities to examine personal attitudes values, and beliefs in relation to the crime, the offender, the victim, and the justice system.
6. Analyze evidence that law enforcement officers perform their role (duties) in a discriminatory manner.
7. Identify and demonstrate a critical awareness of race, cultural diversity, and equity as it relates to policing our communities.
8. Compare and contrast the differences between ethical issues and ethical dilemmas.
9. Examine the Constitutional Amendments known as the Bill of Rights and assess the impact each might have on criminal law and ethics in the United States.

## Learning Outcome Information

### Course Learning Outcomes

#### Learning Outcome

1. Students will be able to explain why the study of ethics is important for criminal justice professionals.
2. Students will be able to compare and contrast the differences between ethical issues and ethical dilemmas.
3. Students will be able to distinguish between substantive justice and procedural justice, including how procedural justice impacts wrongful convictions and perceptions of racial discrimination.
4. Students will be able to evaluate information concerning the prevalence associated with the use of force by police officers.
5. Students will be able to assess the role of law in society and the paradigms that have been developed to understand how law is formed and enforced.
6. Students will be able to explain the cultural and societal influences on ethical behavior.
7. Students will be able to evaluate evidence that law enforcement officers perform their role in a discriminatory manner.
8. Students will be able to document factors that contribute to wrongful convictions.

## Content

### Course Lecture Content

1. Morality, Ethics, and Human Behavior
  - a. Why Study Ethics
    1. Ethical issues
    2. Ethical dilemmas
    3. Discretion
  - b. Defining Terms
    1. Morals
    2. Ethics
    3. Duties
    4. Supererogatories
    5. Values
    6. Imperfect duties
  - c. Making Moral Judgements
  - d. Analyzing Ethical Issues and Policies

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- e. Ethical Dilemmas Exercise
  - 2. Determining Moral Behavior
    - a. Ethical Systems
      - 1. Moral Judgement
      - 2. Moral Rules
      - 3. Moral Theories
      - 4. Moral Philosophies
    - b. The Ethics of Virtue
    - c. Natural Law
    - d. Religion
    - e. Ethical Formalism
      - 1. Categorical Imperative
      - 2. Hypothetical Imperative
    - f. Utilitarianism
    - g. The Ethics of Care
    - h. Peacemaking Justice
    - i. Egoism
      - 1. Psychological Egoism
      - 2. Enlightened Egoism
    - j. Using Ethical Systems to Resolve Dilemmas
    - k. Situational Ethics
    - l. Ethical Dilemmas Exercise
  - 3. Justice and Law
    - a. Fairness, Equality, and Impartiality.
    - b. Origins of the Concept of Justice
    - c. Distributive Justice
    - d. Corrective Justice
      - 1. Substantive justice
      - 2. Procedural justice
        - a. Due process
      - 3. Retributive justice
      - 4. Utilitarian justice
    - e. Wrongful Convictions
    - f. Race, Ethnicity, and Justice
    - g. Restorative Justice
    - h. Immoral Laws and the Moral Person
    - i. Civil Disobedience
    - j. Ethical Dilemmas Exercise
  - 4. Becoming an Ethical Professional
    - a. Individual Influences
      - 1. Biological Influences
      - 2. Psychological Theories
    - b. Learning Theory
    - c. Modeling Theory
    - d. Reinforcement Theory
    - e. Kohlberg's Moral Stage Theory
    - f. Developmental Theories
    - g. Workgroup and Organizational Influences
    - h. Ethical Climate and Organizational Justice

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1. Ethics Training
  2. Leadership
  - i. Societal and Cultural Influences
  - j. Ethical Dilemmas Exercise
  5. The Role of Police in Society
    - a. Crime Fighter or Public Servant
      1. Crime Control Due Process Models
      2. History of Policing
      3. The Future of Policing
      4. The "Ferguson Effect"
    - b. Power and Discretion
      1. Authority
      2. Power
      3. Persuasion
      4. Force
      5. Discretion
    - c. Formal Ethics for Police Officers
      1. The Law Enforcement Code of Ethics
    - d. The Police Subculture
      1. Themes and Value Systems
      2. The Cop Code
      3. Police Culture
      4. The "Code of Silence" and Loyalty
    - e. Ethical Dilemmas Exercise
  6. Police Discretion and Dilemmas
    - a. Discretion and Discrimination
      1. Racial Divide.
      2. Racial Profiling
      3. Police Shootings
    - b. Discretion and Use of Force
      1. What We Know / What We Don't Know
      2. Factors in Use of Force
      3. Use of Tasers
      4. Responses to Use of Force
    - c. Discretion and Criminal Investigations
      1. Proactive Investigations
      2. Asset Forfeiture
      3. The Use of Informants
      4. Reactive Investigations
      5. Interrogations
    - d. Ethical Dilemmas Exercise
  7. Police Corruption and Responses
    - a. Economic Corruption
      1. Gratuities
      2. Graft
    - b. Abuse of Authority
      1. Professional Courtesy
      2. On-duty Use of Drugs or Alcohol
      3. Sexual Misconduct

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- c. Criminal Cops
  - d. Costs of Corruption
  - e. Explanation of Deviance
    - 1. Individual Explanations and the "Rotten Apple" Argument
    - 2. Organizational Explanations
    - 3. Societal Explanations
  - f. Reducing Police Corruption
    - 1. "Rotten Apple" Argument
      - a. Improving Screening
      - b. Education and Training
      - c. Integrity Testing
      - d. Early Warning Systems
      - e. Body Cameras
      - f. Public Databases
    - 2. "Rotten Barrel" Response
      - a. Internal Affairs
      - b. Civilian Review Boards
      - c. Changing the Culture
      - d. Ethical Leadership
  - g. Societal Response
  - h. Consent Decrees
  - i. Ethical Dilemmas Exercise
8. Law and Legal Professionals
- a. The Role of Law
  - b. Justifications of Law
    - 1. Social Contract Theory
    - 2. Preventing Harm to Others
    - 3. Preventing Offensive Behavior
    - 4. Preventing Harm to Self
    - 5. Preventing Harm to Societal Morals
  - c. Paradigms of Law
    - 1. Consensus Paradigm
    - 2. Conflict Paradigm
    - 3. Pluralist Paradigm
  - d. Law and the Legal Professional
    - 1. Indigent Defense
    - 2. Criminalization of Poverty
    - 3. Courtroom Workgroups
  - e. Legal Agent or Moral Agent
  - f. Ethics for Legal Professionals
    - 1. Ethical guidelines for Judges
    - 2. Culture of Ethics
  - g. Ethical Dilemmas Exercise
9. Discretion and Dilemmas in the Legal Profession
- a. Ethical Issues for Defense Attorneys
    - 1. Responsibility to the Client
    - 2. Conflict of Interest
    - 3. Zealous Defense
      - a. Jury Consultants

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- 4. Confidentiality
  - 5. Duty Regarding Perjury
  - b. Ethical Issues for Prosecutors
    - 1. Use of Discretion
    - 2. Duty to Disclose (Brady v. Maryland 373 U.S. 83 1963)
    - 3. Conflicts of Interest
    - 4. Plea Bargaining
    - 5. Media Relations
    - 6. Expert Witnesses
    - 7. Zealous Prosecution
  - c. Ethical Issues for Judges
    - 1. Conflict of Interest
    - 2. Use of Discretion
    - 3. Sentencing
  - d. Ethical Dilemmas Exercise
10. Ethical Misconduct in the Courts and Responses
- a. Ethical Misconduct
    - 1. Defense Attorney Misconduct
      - a. Ineffective Counsel
    - 2. Prosecutorial Misconduct
      - a. Improper Relationships
      - b. Jailhouse Informants
      - c. Expert Witnesses
      - d. Brady Violations
    - 3. Judicial Misconduct
  - b. Factors in Wrongful Convictions
    - 1. Mistaken Eyewitness Testimony
    - 2. False Convictions
    - 3. Racial Bias
    - 4. Confirmatory Bias
  - c. Explanations of Misconduct
  - d. Responding to Misconduct
    - 1. Professional and Judicial Sanctions
    - 2. Prosecutorial Immunity
    - 3. Better Training and Supervision
    - 4. Conviction Integrity Units
    - 5. Mandatory DNA Testing
    - 6. Private Crime Labs
  - e. Judicial Independence and the Constitution
  - f. Ethical Dilemmas Exercise
11. The Ethics of Punishment and Corrections
- a. Rationales for Punishment and Corrections
    - 1. Retribution
    - 2. Prevention Rationale
      - a. Deterrence
      - b. Incapacitation
      - c. Three- Strikes Law
      - d. Treatment
  - b. Ethical Frameworks for Corrections

- c. Punishments
    - 1. Capital Punishment
  - d. Ethics for Correctional Officers
  - e. Subcultures in Corrections
  - f. Probation / Parole Subculture
  - g. Ethical Dilemmas Exercise
12. Discretion and Dilemmas in Corrections
- a. A New Era in Corrections
    - 1. Relationships with Inmates
    - 2. Sexual Relationships and Sexual Abuse in Prison
    - 3. Use of Force
    - 4. Maintaining Morality in Prison
    - 5. Jail Officers
  - b. Treatment Staff
  - c. Community Corrections
    - 1. Caseload Supervision
    - 2. Parole Officers
    - 3. Halfway Houses
  - d. Ethical Dilemmas Exercise
13. Correctional Professionals: Misconduct and Responses
- a. Misconduct and Corruption
    - 1. Case Study California
    - 2. Case Study Florida
    - 3. Case Study New York
    - 4. Treatment Professionals
    - 5. Community Corrections
  - b. Explanations for Misconduct
    - 1. Individual Explanations
    - 2. organizational Explanations
    - 3. Societal Explanations
  - c. Response to Corruption
    - 1. Procedural Justice
    - 2. Restorative Justice
    - 3. Peacemaking Corrections
  - d. Ethical Dilemmas Exercise
14. Making Ethical Choices
- a. Just War and Just Means
  - b. Terrorism
    - 1. The Response to 9/11
  - c. Detainments
  - d. Renditions and Secret Prisons
  - e. Military Commissions Act
  - f. Torture
  - g. Governmental Secrecy
  - h. Wiretapping and Threats to Privacy
  - i. Undercover Operations
  - j. Ethical Dilemmas and Decisions
    - 1. Whistleblowers
  - k. Ethical Dilemmas Exercise

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## Methods of Instruction

### Method

Discussion

### Integration

Discussions will be guided by faculty to examine and evaluate selected topics in the study of ethics in criminal justice. These selected topics will assist students in understanding, morality, ethics, and human behavior, and analyzing ethical dilemmas. For example, students may be asked to explain the term “situational ethics”, and how this relates to police officer discretion. Discussions may be accomplished in small or large groups, synchronous or asynchronous, using closed-captioned videos, accessible audio/visual media, journals, articles, or discussion board forums.

### DE Adaptations for MOI

Discussions will be guided by faculty to examine and evaluate selected topics in ethics in policing. Discussions will be administered through the regular use of the discussions area in the course management system (CMS), or through chat, conversations, or other group features. All online discussions will meet accessibility requirements and instructors will provide feedback weekly through the CMS.

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### Method

Visiting Lecturers

### Integration

Visiting lecturers (current or former practitioners) may speak and/or offer a presentation on a topic covered in the Ethics in Criminal Justice course content. Guest speakers in the field of law enforcement, courts, corrections, criminology, forensics, or other content specialists may offer presentations face-to-face, through the course management system (CMS), or other accessible video conferencing tools/platforms. Examples of presentations topics may include ethics in policing, ethics of punishment and sentencing in corrections, making ethical choices, and ethical misconduct in the courts.

### DE Adaptations for MOI

Visiting lecturers may speak and/or offer presentations on various topics covered in the Ethics in Lectures may be presented through accessible video conferencing platforms or through pre-recorded presentations that can be uploaded and made available by using accessible tools to students in the CMS. Faculty can facilitate a debriefing discussion through accessible video conferencing platforms, chat features, or through the discussion board function in the CMS.

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### Method

Film/video Viewing and Discussion

### Integration

Presentation of accessible videos, media, or other online material to illustrate ethical dilemmas and decisions in law enforcement, corrections, or the courts will be made available through the CMS. Students will analyze a video identifying and documenting the ethical dilemma, decision(s) made, and what actions might have improved the outcome. Example topics include the application force, racial profiling, conflicts of interest, and duty to disclose. Evaluation will be based on the student's ability to accurately identify and document ethical issues and possible solutions.

### DE Adaptations for MOI

For online courses, students will view and analyze accessible video or digital media scenarios depicting criminal incidents or ethical dilemmas and decisions by law enforcement, corrections, and the courts. Students will identify and document the ethical issues within the scenario to include the ethical dilemma, decisions made, and what actions might have improved the outcome. Students will submit their work through the assignments area within the CMS.

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### Method

Lecture

### Integration

Lectures in which ethics in administration of justice course content will be presented to students to illustrate, explain, and reinforce concepts related to course content. Course material may be presented in many formats; audio/visual aids, printed materials, closed

captioned video, accessible digital pictures, and/or digital slides. For example, lectures can include an overview of police discretion and discrimination, racial profiling, discretion in use-of-force, and discretion in criminal investigations.

#### **DE Adaptations for MOI**

Online courses will include lectures on Ethics in Criminal Justice course content. Lectures can be delivered synchronously through accessible video conferencing platforms/tools or asynchronously through the course management system (CMS). Presentation materials such as accessible digital slide presentations, closed captioned videos, external links to articles, or other accessible content may be incorporated and made available through the CMS.

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#### **Method**

Papers and Reports

#### **Integration**

Case studies will be assigned to gauge the comprehension of course materials or a specific topic assigned by the instructor. Case studies serve as exercises in which students apply concepts and theories related to the application of ethics in criminal justice. Example: Define procedural justice to include its four main principles, and its application to police legitimacy. Case studies will be evaluated based on the following criteria: demonstration of organization and clarity, critical thinking, accuracy, and completeness.

#### **DE Adaptations for MOI**

Case studies administered in an online format will use the course management system (CMS) functions to facilitate student submissions. Case studies will be accessed through the assignments area within the CMS, or can be presented through accessible video conferencing platforms or through pre-recorded presentations that can be uploaded and made available by using accessible tools to students in the CMS.

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### **Methods of Evaluation**

#### **Method**

Exams/Tests

#### **Integration**

Exams and/or tests will formatively cover the major content of the Ethics in Criminal Justice course content and align with the learning objectives. A combination of multiple choice, true/false, fill-in-the-blank, or short answer questions may be included. Exams/tests will be graded (or evaluated if short answer questions) based on accuracy and completeness. Exams/tests may cover such topics as origins of the concepts of justice, wrongful convictions, race, ethnicity and justice, and the police role in society.

#### **DE Adaptations for MOE**

Exams and/or tests administered fully online will be administered, graded, and evaluated through the CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding, and application of major topics as described in the course content. Exams/tests will be multiple choice, true-false, fill in the blank, or short answer questions. Exams/tests will be graded (or evaluated if short answer questions) based on accuracy and completeness. Feedback for multiple choice, true-false, and fill-in-the-blank will be immediate using the online grading system (grade book). Feedback for short answer questions will be within one week via the grade book, chat, or other accessible conferencing tools.

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#### **Method**

Group Projects

#### **Integration**

Students will participate group projects (or presentations) which examine and evaluate past events and and current trends within the criminal justice system. Topics will include police discretion, prosecutor misconduct, race, and evidence. Students will be evaluated on their research, accuracy, and thoroughness of their project/presentation. Example: Research the murder trial of O.J. Simpson and identify the major ethical issues resulting from the criminal investigation and trial.

#### **DE Adaptations for MOE**

Students will participate in group exercises, to include projects or presentations. Projects or presentations will be evaluated based on each participants contribution to the project as well as the understanding and identification of the issues. Instructions for completing

the assignment will be posted in the assignments or group discussions area in the CMS. Completed projects will be posted within the assignments area or group discussions area in the CMS; or presented via accessible video conferencing platforms. Instructor feedback will be provided within one week via the gradebook, chat or other accessible conferencing tools.

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**Method**

Homework

**Integration**

Homework in the form of selected essay questions at the end of each textbook chapter to appraise comprehension of the course material (e.g. Define procedural justice and its importance and application to the study of ethics in criminal justice?) Homework will be evaluated on content, accuracy and completeness.

**DE Adaptations for MOE**

Students will complete homework assignments in the form of short essay questions found at the end of each chapter in the textbook. Assignments will be posted in the assignment area of the CMS. Students will be evaluated on their ability to research and assess the topic and their successful application of the course material in responses. Questions will be posted in the assignments or discussions areas in the CMS. Students will upload completed assignments via the CMS for instructor review and grading. Feedback will be provided within one week through the grade book, chat, or other accessible conferencing tools in the CMS.

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**Method**

Research Projects

**Integration**

The class will be required to complete a research project examining a selected topic relating to ethics in policing to evaluate the student's understanding of the course material. Example: Stop and Frisk (Terry v. Ohio 392 U.S. 1 1968) – racial profiling or necessary tool? The project will be submitted for instructor review and grading and will be evaluated on content, accuracy, and completeness.

**DE Adaptations for MOE**

Research projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through discussion boards, chat, or other conferencing tools. The students will be evaluated on their writing skills as well as their adherence to the APA/MLA format in their completed research assignments. Students may also be required to present their results through the creation of digital slide presentation, written report, video, or live video conference and the presentations may be made available to the entire class (with student approval) through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within two weeks of the due date, via comments within the assignments area along with a corresponding rubric.

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**Assignments****Assignment Type**

Writing

**In-class and/or outside of class**

Outside of class

**Formative or Summative**

Summative

**Assignment**

Write a three-page research paper on the U.S. Supreme Court Case Brady v. Maryland 373 U.S. 83 (1963). As part of this research, consider other equally important questions such as what are the legal and ethical issues in this case, how the term "exculpatory evidence" relates to this case, and how race, gender, or ethnicity might play a role. The research paper is to be cited and formatted using the APA style guidelines.

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**How assignment will be adapted in online format**

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

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**Assignment Type**

Writing

**In-class and/or outside of class**

Outside of class

**Formative or Summative**

Summative

**Assignment**

The Rampart Scandal was a police scandal which broke in the late 1990s in the Rampart Division of the Los Angeles Police Department (LAPD). The events of the Rampart Scandal attracted the attention of the nation, and shocked many people, who were surprised by the depth of police corruption revealed during the Rampart investigation and subsequent trials. As a result of the scandal, the City of Los Angeles faced more than 140 civil lawsuits with an estimated settlement cost of \$125 million. The investigation resulted in the overturning of more than 100 cases and the uncovering of corruption in many more. For reference, here is a link to a copy of the Final Report. ([https://lapdonlinestrgeacc.blob.core.usgovcloudapi.net/lapdonlinemedia/2021/12/boi\\_pub.pdf](https://lapdonlinestrgeacc.blob.core.usgovcloudapi.net/lapdonlinemedia/2021/12/boi_pub.pdf)).

Write a three-to-five-page research paper on this case. At minimum, the paper should contain: (1) summary (overview) of the LAPD Rampart Scandal; (2) what were some of the main factors (identified) that contributed to the corruption; (3) were there warnings or "red flags" that officers were involved in unethical and criminal conduct; (4) did leadership, or the lack of leadership, come into play; (5) how did the scandal impact the LAPD; (6) were cases overturned; (7) what were, if there were any, recommendations to LAPD to correct the issues? The research paper is to be cited and formatted using the APA style guidelines. Charts and graphs depicting data are also permitted.

**How assignment will be adapted in online format**

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

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**Assignment Type**

Other

**In-class and/or outside of class**

In-class

Outside of class

**Formative or Summative**

Formative

**Assignment**

Read the Law Enforcement Code of Ethics published by the International Association of Chiefs of Police (IACP). Then, identify and discuss the key points to include the overall importance of having this document to include issues of fairness, equality, and discrimination.

**How assignment will be adapted in online format**

Using the CMS, you will respond to a discussion board prompt (or question) regarding a specific topic relating to ethics in criminal justice. You will also respond to other students' posts. You will submit your posts using the discussions area within the CMS and will receive instructor feedback within one week through the grade book, messaging, or other video conferencing platforms. Discussions will be evaluated on their content, relevance, and accuracy.



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**Assignment Type**

Reading

**In-class and/or outside of class**

In-class

Outside of class

**Formative or Summative**

Formative

**Assignment**

Read and analyze the portion of Chapter 7 covering “gratuities.” Then, individually or in small groups, be prepared to not only define the term, but to analyze and discuss the main issues, controversies, and ethical considerations for accepting gratuities.

**How assignment will be adapted in online format**

The reading assignment and subsequent discussions will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within one week of the due date. All materials must meet accessibility guidelines.

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**Course Materials****Textbooks**

Albanese, J (2024). Professional Ethics in Criminal Justice 5th Edition, Pearson Publishing. ISBN: 978-0138112233.

Pollock, J (2022). Ethical Dilemmas in Criminal Justice 11th Edition, Cengage Publishing. ISBN: 978-0357512913.

**Class Size Information****Class Size**

40

**Class Size Category**

A - Lecture/discussion 40

**Diversity and Inclusion**

**Course Design and Materials:** Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

**Inclusive Learning Environment:** Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

**Accessible Instruction:** Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

**Equitable Teaching Practices:** Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

The course revision includes additional language and content related to diversity and inclusion within the course materials and in the discussion areas; specifically, as it pertains to race, gender identity, sexual orientation, and cultural differences. Language has been included in the course to be inclusive of these items through awareness of audience and differences when researching ethical dilemmas such as use-of-force, exculpatory evidence, accepting gratuities, conducting interrogations, and courtroom testimony. Recognizing the importance of representing diverse voices, the curriculum emphasizes the inclusion of all applicable perspectives in discussions and research, as outlined in the course materials. The class involves students of all genders and races and encourages class participation from all students. In this course, students will learn the theoretical approach to examining ethical dilemmas in criminal justice as well as real-world application. One of the objectives is to “examine the Constitutional Amendments known as the Bill of Rights and assess the impact each might have on criminal law and ethics in the United States”, to include how race or cultural bias impacts due process for underrepresented groups, e.g., minorities, low socioeconomic status, gender, etc. Students will also examine ethical decision making and form individual conclusions as to the equity of justice.

**Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.**

This course is structured to ensure equitable access and participation for diverse learners. Students have equal opportunities to all learning resources as well as one on one capabilities via accessible video conferencing platforms with the professor. Discussion boards are designed to facilitate interactions in two formats: student-to-student and student-to-professor, providing all students with equal opportunities for both engagement and support. To accommodate different learning preferences and accessibility needs, various media formats, including accessible video are incorporated into the curriculum. Live accessible video lectures are also supplemented with recorded sessions for students unable to attend live, promoting inclusivity and flexibility. Students will participate in class via discussions in asynchronous discussions using accessible CMS video conferencing platforms. For discussions and other exercises, students can submit in one of two formats: written or via recorded video using accessible video conferencing platforms within the CMS. All Power-points will be uploaded on to Canvas for student use. Exams and/ or tests are administered fully online. They will be evaluated through CMS. The format may include multiple choice, short answer, essay, or other formats. Exams/ tests will be evaluated based on the demonstration of identification and understanding of the applications of major topics and described in the course content. This is in alignment with the learning objectives. All exams/ tests must meet accessibility guidelines. Instructor feedback will be provided via CMS, within 2 weeks. The class has been revised with the focus on accessibility. The course has been revised with a focus on accessibility, with the most current texts being used to promote students' academic pursuits. Through instructor-to-student and student-to-student engagement, students are encouraged to reflect on equitable treatment of each other and their communities.

## **Interactions**

**Explain how the course will incorporate student-to-student interaction.**

This course (AJ-507) incorporates student-to-student interaction in the classroom and/or online, through various collaborative learning methods and activities such as discussions, chapter exercises, case law studies, and other related projects. Students will participate in small group discussions to analyze laws and their application to criminal justice, fostering peer learning and diverse perspectives. Chapter exercises focus on crime and punishment, allowing students to engage in dynamic conversations while presenting diverse ideas and opinions. Collaborative projects such as case studies where students work together to examine U.S. Supreme Court cases and their ethical impact on the criminal justice system as well as communities, encouraging the sharing of ideas and insights. Online discussion forums will allow students to respond to each other's ideas, promoting critical thinking and respectful dialogue outside the classroom. Peer review sessions will enable students to give and receive feedback on assignments, enhancing their analytical skills and understanding of the course material.

**Explain how the course will incorporate instructor-to-student interaction.**

This course (AJ-507) incorporates instructor-to-student interaction in the classroom and/or online, through regular lectures, instructor feedback, and open communication. The instructor will present interactive lectures, encouraging questions and discussions to clarify complex concepts related to ethical dilemmas and decision making within the criminal justice system to include law enforcement, corrections, and the courts. Student support hours will offer students opportunities for one-on-one discussions with the instructor, addressing individual learning needs and interests (meetings can also be scheduled as needed). Timely and constructive feedback on assignments will guide students in their understanding of ethical practices within policing and its application and impact. The instructor will facilitate classroom and online discussions, posing thought-provoking questions and engaging with student responses to strengthen the learning experience. Regular announcements and check-ins will keep students informed and connected to the course.

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**Explain how the course will incorporate student-to-content interaction.**

Student-to-content interaction will be fostered in the classroom and/or online through a variety of instructional methods, learning materials and activities that promote active engagement with the course content. Students will research and read key informational source documents such as the United States Constitution, landmark U.S. Supreme Court case decisions, the Bill of Rights, significant case briefs or other related articles/writings. Interactive assignments, such as analyzing current events in policing and the role ethics plays in the outcomes will enable students to apply concepts to real-world situations. Multimedia resources that meet accessibility requirements, including accessible videos, podcasts, recorded oral arguments and online simulations, will provide diverse ways to explore ethics in criminal justice. Regular quizzes and reflective essays will prompt students to think critically about the material and assess their understanding.

**Explain how the course will incorporate student-to-self interaction (metacognitive).**

This course (AJ-507) encourages student-to-self interactions by promoting metacognitive activities and/or exercises that help students reflect on their learning processes and personal development. Metacognition involves not only understanding the content but also understanding one's own thinking processes and strategies for learning. Reflective articles and case briefs will be assigned, where students critically examine their evolving understanding of ethical dilemmas in criminal justice and their own beliefs about law, legislative policy, police legitimacy, and what ethical dilemmas are. Self-assessment exercises will enable students to identify their strengths and areas for improvement, setting personal learning goals. Students may be asked to write reflective papers on how both historical developments and ever-changing shifts in criminal law have influenced or impacted their rights and responsibilities as citizens, connecting course content to their personal experiences. Class discussions will often include prompts that encourage students to consider how their identities and backgrounds shape their perspectives on issues relating to crime, laws, and the application of law. Ultimately, the goal of this metacognitive approach is to empower students to become more aware of their own learning processes and to develop strategies for effective learning and critical thinking that extend outside of the classroom.

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