

BOR 4354:

Professionalism and Ethics in Criminal Justice Agencies

Course Description/Overview

This course will examine the diverse dimensions of ethics and ethical behavior within criminal justice agencies. In this course, the student will conduct directed research on an ethical topic related to Border Patrol administration or operations and present the results of that research.

Course Prerequisites

While there are no pre-requisites required, the course materials, assignments, learning objectives and expectations in this upper level undergraduate course assume that the student has completed all lower level general education coursework. Such coursework is necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements will be at a great disadvantage and should strongly consider completing those requirements prior to registering for this course.

As with all online courses, students must be able to operate a computer and have the necessary technical skills to navigate around a web page. Additional technical skills are not a prerequisite for this course, however your computer must meet certain [minimum requirements to operate Blackboard](#).

Time spent on this course

Students can expect to spend a minimum of 6 hours per week to complete all the readings and assignments. The lessons themselves take as long as the student will require to read the materials and watch or listen to media presentations.

Course Bibliography and Required Readings:

Cheeseman, K., San Miguel, C., Frantzen, D., & Nored, K. (2011). *Everyday ethics for the criminal justice professional*. Durham, NC: Carolina Academic Press. ISBN: 978-1-59460-883-4

Other readings are assigned each week and are provided to you in PDF format, or will link you directly to the web site of interest.

Additionally, where possible, videos are utilized to enhance student learning.

Goals, Objectives, and Outcomes

Course Goals

What do you want the students to know and know how to do. Goals should be specific, concise, and convey expectations for this class.

Course Objectives

When you finish this course you should be able to:

- Define ethics
- Understand the importance of ethics to Criminal Justice agencies
- Comprehend why Border Patrol agents are held to a higher standard of ethical behavior than the ordinary citizen
- Understand the influence of Aristotelian ethics and ideology on current philosophical thinking
- Differentiate between absolute ethics and situational ethics and understand the significance of each
- Understand the difference between deontological and teleological ethics
- Examine the relationship between utilitarianism and deterrence, and the importance of both to the current criminal justice system
- Understand the differences between behavior required while working at an organization and individual behavior (in terms of ethics)
- Critically examine situations in which organizational ethics are in conflict with individual ethics
- Understand the reasons for the creation of the U.S. Border Patrol and its significance to the War against Terror
- Review aspects of Border Patrol operations, such as racial profiling and fence building along the border, as they relate to ethical organizational behavior
- Understand the responsibilities of the criminal justice supervisor
- Understand the importance of maintaining the Constitutional rights of individuals and how this relates to illegal aliens, smugglers and suspected terrorists
- Define terrorism
- Become aware of ethical issues in fighting terrorism
- Understand the ethical issues involving interrogation techniques
- Understand the significance of Arizona State Bill 1070 and its implications for the future
- Recognize the advantages and disadvantages of working with federal agencies such as the Bureau of Alcohol, Tobacco, and Firearms (ATF), which can impact the operations of the Customs Border Patrol (CBP)

Grading Policies

This course employs weekly discussions, a Response Paper, and a final Research Paper to measure student learning. Each assignment is worth 100 points and a weighted grading listed in the table is assigned to each category.

Assignment	Percent of Grade	Due
Response Paper	25%	Sunday end of Week 3
Research Paper	25%	Sunday of Week 7
Participation in the Discussion Board	50%	Weekly, First posts by Friday midnight, Responses by Sunday 10pm

Grades

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100 %

B = 80 – 89 %

C = 70 – 79 %

D = 60 - 69 %

F = 59 % and below.

Learning Assessments

Knowledge of course objectives and learning outcomes will be assessed through:

Weekly Discussion Questions

Weekly discussion questions allow the student to demonstrate comprehension of lesson materials by preparing a response to a discussion question(s) posed by the instructor. The student response is assembled from knowledge gained through course materials and independent research. All students should follow the "General Rules for Discussion Questions Posts" below. Failing to follow these rules and guidelines may result in score deductions. Formal grading of weekly discussion questions will be completed using the Discussion Question Grading Rubric.

General Rules for Discussion Question Posts:

- All students **MUST** participate. Failing to participate may result in a failing grade for the course. Students must post a response to the instructors' weekly question by 11:59 p.m. CST on **Friday** of each week and must respond to a minimum of two other students' post by 10:00 p.m. CST on **Sunday** of each week.
- Engage in an honest and forthright discussion, backing your position with proper references. There are no "correct" answers in the discussion area.
- Stating a position on an issue without providing a reference to source materials to back up your position is "simply your opinion." Such opinion statements are not appropriate in an academic setting.
- Avoid repeating the assigned readings in your own words. Use assigned readings as one of your resources, not as the single source for your post.
- Avoid plagiarism - paraphrasing a source document is plagiarism if you do not give the author due credit.

Response Paper

A 1000 word response to the following question is Due **Sunday end of week 3**. This paper will be a warm-up for the research paper and will follow the same guidelines as the research paper. Cite your references in EVERY instance and include a properly formatted reference list and cover page with every assignment. APA style format should be used in this assignment. To access the APA writing guidelines go to this link:
<http://owl.english.purdue.edu/owl/resource/560/01/>.

The paper should be double spaced, #12 font with 1" margins.

The response question is included in Lesson 3 as well as uploading instructions for Blackboard. Late papers will be deducted 10 points per day.

Your paper will be graded using the Writing Assignment Rubric provided in the syllabus. It is recommended that you check your paper against this rubric before submitting it.

Research Paper

A research paper on an ethics topic relating to Border Patrol operations/administration is due **Sunday end of Week 7**. The instructor must approve the research topic in advance. Students must submit their topic to the assignment drop box by 11:59 p.m. CST on **Sunday of Week 3**. Once the topic has been approved, students may begin the research and writing process. The research paper assignment is due no later than 11:59 p.m. CST on Wednesday of Week 8. Student performance on the research paper will be evaluated using the Research Paper Grading Rubric.

Your opinion will not be a determining factor in your grade. Your grade is determined by how well you support your argument utilizing the materials discussed in the course, along with independent research and reference materials that you locate on your own. **DO NOT** simply repeat the course materials in your research paper. While you may use course resources for your research paper, you must provide reference to a minimum of 6 resources that are independent of the course materials.

The paper must be approximately 1500-2000 words in length. It must have a title page that includes the title, course name and number, instructor's name, author's name, and date. Use standard 1 inch margins on all sides, 12 point Arial or Times New Roman font, and standard double-spacing. An abstract is **NOT** required. Cite your references in **EVERY** instance and include a properly formatted reference list and cover page with every assignment.

APA (American Psychological Association) style is required for this course. You may have used a different style in other courses or you may prefer another style, but APA style is required in this course and no other styles are acceptable. An automatic deduction will be assessed for papers submitted in another style. To access the APA writing guidelines go to this link: <http://owl.english.purdue.edu/owl/resource/560/01/>.

Every writing assignment should be submitted as a Microsoft Word or PDF document. If you do not have Microsoft Office or Adobe Acrobat, then copy the text you have written directly into the assignment section of Blackboard during the appropriate week. **Do NOT** submit writing assignments in Word Perfect, Microsoft Works, or some e-mail format. They will not be accepted.

Outline for the Research Paper:

Introduction - The first section of any research paper should be the introduction. The introduction describes the general issues that the paper will address. Within the introduction you must state a theory, thesis or topic for the paper. The introduction provides the reader with an understanding of the basic subject of your paper and the main points that you will make about your chosen topic. The introduction should express the broad connections that tie together the more specific points you will make and observations that you will document later in the paper. The introduction should provide the reader with a sense of what they will learn about your topic through reading your paper.

Body - The sections and paragraphs within the body of your paper should always tie back to your main topic. Do not continually re-state your main topic, but ensure that the reader knows how the sub-topic in each section or paragraph develops, supports or challenges the main topic of your paper. To maintain continuity in your argument, make sure that you create effective transitions between each section and paragraph. An easy way to accomplish this is to make sure that the first lines of each new section or paragraph reflect back on the previous section or

paragraph and that all are in logical order.

Conclusion - Your conclusion section should reflect back on what you have written, summarize your findings, identify any weaknesses in your argument, and point the way for you and/or the reader to complete further assessment on the topic.

Final Exam

This is an online graduate course and does not utilize a final exam as part of evaluating student learning. In lieu of a final exam, students are expected to complete their final assignment and an evaluation of the course by Wednesday of the last week of class.

Rubrics

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the link to download the PDF document:

[Discussion Rubric](#)

[Writing Assignment Rubric](#)

Course Organization:

- Lesson 1:** *Introduction to Ethics* - This lesson introduces the student to ethics and why it is so important to the various agencies within the criminal justice system.
- Lesson 2:** *The Theory of Ethics* - This lesson introduces the student to classical ethics and why it is relevant to the modern world. Each of the Greek philosophers (Socrates, Plato, and Aristotle) had their own ideas, and all have contributed to today's thinking about ethics. To understand where we are we have to think about where we have come from.
- Lesson 3:** *Ethics and Perspectives on Criminal Justice* - This week's lesson introduces the student to the two major perspectives in ethics: the deontological and teleological perspectives, and how both relate to Utilitarianism, deterrence, and the criminal justice system. **The research paper topic is due on Sunday this week.**
- Lesson 4:** *Organizational Ethics and Individual Ethics* - This lesson examines the differences between organizational ethics and individual ethics.
- Lesson 5:** *Ethics and the Border Patrol* - This week's lesson will introduce the student to the creation of the U.S. Border Patrol. In addition, the relationship between the operations of the Border Patrol and the War on Terror are examined. Certain operations of the Border Patrol are critiqued in terms of ethical decisions.
- Lesson 6:** *Ethics and Civil Liability* - This lesson describes the possible liability of criminal justice supervisors via vicarious liability, which means being legally responsible for any job-related actions performed by one's subordinates. The students are informed that both alleged enemy combatants and illegal aliens have some Constitutional rights according to recent Supreme Court decisions.
- Lesson 7:** *Ethics and Terrorism* - This week's lesson describes some of the ethical issues surrounding the changes following the terrorist activity on September 11, 2001. Most of the changes will be with us

forever. The best we can do is to try and understand the reasons for our destination.

Lesson 8: *Emerging Issues in Border Patrol Ethics* - This final lesson of the course describes several controversial topics, including Arizona State Bill 1070, Operation Fast and Furious, and the operations of the JTF-6. **The final paper must be turned in by Wednesday this week.**

Administration

Communication

Students are expected to participate regularly through the course discussion forum. Students may receive occasional emails from the course instructor and are expected to respond promptly. Asynchronous communication (i.e. face-to-face or "real-time" communication is not required for this course, however your professor is available for phone conversation, chat sessions, or video conferencing via Blackboard Collaborate during the published office hours, or during other times with prior arrangement.

Attendance

This is an online course and attendance is not taken. However, failure to participate in the discussion board, to communicate or respond to e-mails from the professor, is an indication something is wrong. Therefore, we have made both a significant component of the course grade as an enticement to keep you engaged in the learning process. Failure to participate or communicate on the part of a student will result in an appropriate reduction of your grade and possibly in your failure of this course.

Late Work

Late work will not be accepted. If your assignments are not submitted by the posted deadline, you will receive a zero for that assignment.

Incompletes

The University policy on grades of "Incomplete" is that the deficiency in performance must be addressed satisfactorily by the end of the next long (16 week) semester or the grade automatically becomes a "F". Grades of "Incomplete" will only be awarded to students who have demonstrated sufficient progress to earn the opportunity to complete the course outside of the normal course duration. The award of an "Incomplete" will only be made in rare circumstances, with the concurrence of the student and the professor on what specific tasks remain and when they are due for the grade to be changed to a higher grade. The determination of the need to award an "Incomplete" is entirely up to the professor's personal judgment.

Add/Drop dates

Students may add this course up to Friday of the first week of class.

Students may drop this course up to the date as specified by the University Administration.

Netiquette

The on-line setting of our course promotes the advancement of knowledge through positive and constructive debate. Classroom based discussions between instructors and students and among

students has traditionally been guided by the instructor. Discussions via the Internet, however, can occasionally devolve into insults and improper comments before the instructor has a chance to intervene.

Such activity and the failure to use proper etiquette and manners ARE NOT ACCEPTABLE in an academic setting and such inappropriate conduct IS NOT TOLERATED. Basic academic rules of good behavior and proper "Netiquette" are required and must prevail. Our on-line classroom is a place to enjoy the excitement of learning and does not include room for personal attacks on others or student attempts to demean or restrict the discussion of others. Note about the use of humor: Despite the best of intentions, jokes and especially- satire can easily be lost or taken seriously. Avoid the use of humor and/or satire in our academic setting.

University Policies

Academic Integrity

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

Accommodations for Disability

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by emailing studentservices@angelo.edu, or by contacting:

Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Title IX

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.

Director of Title IX Compliance/Title IX Coordinator

Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic and Counseling Center* at 325-942-2173 or the *ASU Crisis Helpline* at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.