



## Student Contact Information:

Name: \_\_\_\_\_ Student ID# \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

*It is **required** that you speak with the Academic Dean or instructor who teaches this course prior to completing a portfolio.*

## Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
  - What did you learn?
  - How did you learn through your experience?
  - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
  - Label artifacts as noted in the competency
  - Scan paper artifacts
  - Provide links to video artifacts
  - Attach all artifacts to the end of the portfolio
5. Write a Conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

**To receive credit for this course, you must receive “Met” on 11 of the 14 competencies.**

### **10504176 Criminal Justice Ethics, 3 Associate Degree Credits**

**Course Description:** This course explores the ethical, legal, and criminal justice professional issues. It is designed to teach a process of ethical decision-making and to increase awareness of the complexities in the criminal justice system for criminal justice professionals.

**Introduction:** Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.

**Competency 1: Examine morality, ethics, and human behavior**

Criteria: Performance will be satisfactory when:

- you explain the difference between ethical issues and ethical dilemmas
- you describe how discretion permeates every phase of the criminal justice system and creates ethical dilemmas for criminal justice professionals
- you explain why the study of ethics is important for criminal justice professionals
- you define the terms morals, ethics, duties, and values
- you describe behaviors that may be subject to moral or ethical judgments

Learning Objectives:

- a. Explain the difference between ethical issues and ethical dilemmas
- b. Describe how discretion permeates every phase of the criminal justice system and creates ethical dilemmas for criminal justice professionals
- c. Explain why the study of ethics is important for criminal justice professionals
- d. Define the terms morals, ethics, duties, and values
- e. Describe behaviors that may be subject to moral or ethical judgments

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 2: Determine moral behavior**

Criteria: Performance will be satisfactory when:

- you define deontological and teleological ethical systems
- you explain ethical formalism and utilitarianism
- you describe how other ethical systems define what is moral, specifically ethics of virtue, natural law, religion, and ethics of care
- you discuss the argument as to whether egoism is an ethical system
- you explain the controversy between relativism and absolutism
- you identify what is good according to each of the ethical systems

Learning Objectives:

- a. Define deontological and teleological ethical systems
- b. Explain ethical formalism and utilitarianism
- c. Describe how other ethical systems define what is moral, specifically ethics of virtue, natural law, religion, and ethics of care
- d. Discuss the argument as to whether egoism is an ethical system
- e. Explain the controversy between relativism and absolutism
- f. Identify what is good according to each of the ethical systems

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 3: Examine justice and law**

Criteria: Performance will be satisfactory when:

- you describe themes in the definition of justice
- you define Aristotle's two forms of justice
- you distinguish between substantive and procedural justice
- you explain the concept of restorative justice and programs associated with it
- you describe civil disobedience and when it may be appropriate

Learning Objectives:

- a. Describe themes in the definition of justice
- b. Define Aristotle's two forms of justice
- c. Distinguish between substantive and procedural justice
- d. Explain the concept of restorative justice and programs associated with it
- e. Describe civil disobedience and when it may be appropriate

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 4: Examine strategies for becoming an ethical professional**

Criteria: Performance will be satisfactory when:

- you describe biological influences on the ethical behavior of criminal justice professionals
- you describe psychological theories that attempt to explain individual differences in behavior
- you describe research that addresses work group influences on behavior
- you describe organizational influences on behavior
- you describe cultural and societal influences on behavior

Learning Objectives:

- a. Describe biological influences on the ethical behavior of criminal justice professionals
- b. Describe psychological theories that attempt to explain individual differences in behavior
- c. Describe research that addresses work group influences on behavior
- d. Describe organizational influences on behavior
- e. Describe cultural and societal influences on behavior

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 5: Examine the police role in society**

Criteria: Performance will be satisfactory when:

- you describe the two different missions of law enforcement in democracy
- you explain the types of control that police have at their disposal
- you provide the justification for police power and the basic ethical standards that derive from this justification
- you identify the differences between the formal ethics of law enforcement and the values of police subculture
- you describe recent research findings on the police subculture

Learning Objectives:

- a. Describe the two different missions of law enforcement in democracy
- b. Explain the types of control that police have at their disposal
- c. Provide the justification for police power and the basic ethical standards that derive from this justification
- d. Identify the differences between the formal ethics of law enforcement and the values of police subculture
- e. Describe recent research findings on the police subculture

**Required Artifacts: None**

**Suggested Artifacts:** Police Ethics Training Certificate

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 6: Examine police discretion and dilemmas**

Criteria: Performance will be satisfactory when:

- you provide evidence that law enforcement officers perform their role in a discriminatory manner
- you present information concerning the prevalence of and factors associated with the use of force by police officers
- you enumerate predictors associated with the use of excessive force
- you present the ethical issues involved in proactive investigations
- you present the ethical issues involved in reactive investigations

Learning Objectives:

- a. Provide evidence that law enforcement officers perform their role in a discriminatory manner
- b. Present information concerning the prevalence of and factors associated with the use of force by police officers
- c. Enumerate predictors associated with the use of excessive force
- d. Present the ethical issues involved in proactive investigations
- e. Present the ethical issues involved in reactive investigations

**Required Artifacts: None**

**Suggested Artifacts:** Police Ethical Training or Police Academy Training

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**



**Competency 7: Explore police corruption and responses**

Criteria: Performance will be satisfactory when:

- you describe the types of police corruption
- you describe individual explanations of corruption and potential solutions
- you describe organizational explanations of corruption and potential solutions
- you describe societal explanations of corruption and potential solutions

Learning Objectives:

- a. Describe the types of police corruption
- b. Describe individual explanations of corruption and potential solutions
- c. Describe organizational explanations of corruption and potential solutions
- d. Describe societal explanations of corruption and potential solutions

**Required Artifacts: None**

**Suggested Artifacts:** Related National Associations, State, or Local Police Training Certificates

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 8: Examine law and legal professionals**

Criteria: Performance will be satisfactory when:

- you explain the justifications for law, including protections against harm to others, harm to self, and harm to societal morals
- you explain the role of law in society and the paradigms that have developed to you explain how law is formed and enforced
- you compare the idea of our criminal law system as an adversarial system to other descriptions of how the courtroom works and the relationship between legal professionals
- you present the controversy concerning the role of advocate as legal agent or moral agent
- you describe the history and source of legal ethics for attorneys and judges
- you explain the types of ethical rules that exist
- you compare ethical rules to the subculture of winning

Learning Objectives:

- a. Explain the justifications for law, including protections against harm to others, harm to self, and harm to societal morals
- b. Explain the role of law in society and the paradigms that have developed to explain how law is formed and enforced
- c. Compare the idea of our criminal law system as an adversarial system to other descriptions of how the courtroom works and the relationship between legal professionals
- d. Present the controversy concerning the role of advocate as legal agent or moral agent
- e. Describe the history and source of legal ethics for attorneys and judges
- f. Explain the types of ethical rules that exist
- g. Compare ethical rules to the subculture of winning

**Required Artifacts: None**

**Suggested Artifacts:** Related National Associations, State, or Local Police Training Certificates

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 9: Explore discretion and dilemmas in the legal profession**

Criteria: Performance will be satisfactory when:

- you describe the ethical issues faced by defense attorneys
- you describe the ethical issues faced by prosecutors
- you describe some of the areas of forensic science that have been challenged by opponents
- you describe how federal sentencing guidelines have changed due to Supreme Court decisions

Learning Objectives:

- a. Describe the ethical issues faced by defense attorneys
- b. Describe the ethical issues faced by prosecutors
- c. Describe some of the areas of forensic science that have been challenged by opponents
- d. Describe how federal sentencing guidelines have changed due to Supreme Court decisions

**Required Artifacts: None**

**Suggested Artifacts:** Related National Associations, State, or Local Police Training Certificates

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 10: Examine ethical misconduct in the courts and responses**

Criteria: Performance will be satisfactory when:

- you detail the types of misconduct that have been associated with defense attorneys, prosecutors, and judges
- you explain the reasons why such misconduct occurs
- you describe the Innocence Projects, how many individuals have been found to be wrongly imprisoned, and why
- you discuss some proposals to improve the justice system to reduce ethical misconduct
- you describe the components associated with judicial activism or constructionism and how this relates to ethical misconduct

Learning Objectives:

- a. Detail the types of misconduct that have been associated with defense attorneys, prosecutors, and judges
- b. Explain the reasons why such misconduct occurs
- c. Describe the Innocence Projects, how many individuals have been found to be wrongly imprisoned, and why
- d. Discuss some proposals to improve the justice system to reduce ethical misconduct
- e. Describe the components associated with judicial activism or constructionism and how this relates to ethical misconduct

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 11: Examine the ethics of punishment and corrections**

Criteria: Performance will be satisfactory when:

- you provide a definition of punishment and treatment and their rationales
- you describe how the ethical frameworks justify punishment
- you describe the ethical rationales for and against capital punishment
- you describe the ethical codes for correctional officers, treatment professionals, and probation and parole officers
- you explain how occupational subcultures affect adherence to professional ethics codes

Learning Objectives:

- a. Provide a definition of punishment and treatment and their rationales
- b. Describe how the ethical frameworks justify punishment
- c. Describe the ethical rationales for and against capital punishment
- d. Describe the ethical codes for correctional officers, treatment professionals, and probation and parole officers
- e. Explain how occupational subcultures affect adherence to professional ethics codes

**Required Artifacts: None**

**Suggested Artifacts:** Related Certificate from a Professional Correctional Organization

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 12: Examine discretion and dilemmas in corrections**

Criteria: Performance will be satisfactory when:

- you describe the role of conflict of correctional officers
- you describe ethical issues for correctional officers
- you describe the different challenges that face jail officers as compared to correctional officers in prisons
- you explain the role conflict of treatment professionals
- you describe the ethical issues of probation and parole officers
- you explain the Zimbardo experiment and its implications for correctional professionals

Learning Objectives:

- a. Describe the role of conflict of correctional officers
- b. Describe ethical issues for correctional officers
- c. Describe the different challenges that face jail officers as compared to correctional officers in prisons
- d. Explain the role conflict of treatment professionals
- e. Explain the Zimbardo experiment and its implications for correctional professionals
- f. Describe the ethical issues of probation and parole officers

**Required Artifacts: None**

**Suggested Artifacts:** Related Certificate from a Professional Correctional Organization

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 13: Examine correctional professionals misconduct and responses**

Criteria: Performance will be satisfactory when:

- you describe types of misconduct by correctional officers, including the typologies of misconduct by Souryal and McCarthy
- you describe types of misconduct by community corrections professionals
- you provide explanations for misconduct
- you present suggestions to decrease misconduct by correctional professionals

Learning Objectives:

- a. Describe types of misconduct by correctional officers, including the typologies of misconduct by Souryal and McCarthy
- b. Describe types of misconduct by community corrections professionals
- c. Provide explanations for misconduct
- d. Present suggestions to decrease misconduct by correctional professionals

**Required Artifacts: None**

**Suggested Artifacts:** Related Certificate from a Professional Correctional Organization

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 14: Make ethical choices**

Criteria: Performance will be satisfactory when:

- you identify basic themes to making ethical choices
- you describe the basic elements of the "just war" debate and the "just means" discussion
- you describe the responses to 9/11
- you explain the human rights model of policing
- you present a method to resolve ethical dilemmas

Learning Objectives:

- a. Identify basic themes to making ethical choices
- b. Describe the basic elements of the "just war" debate and the "just means" discussion
- c. Describe the responses to 9/11
- d. Explain the human rights model of policing
- e. Present a method to resolve ethical dilemmas

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**



