



### CRIMINAL JUSTICE ETHICS

(2026\_SPRG\_21033\_CJ\_3340  
W01\_Criminal Justice Ethics)

**Type: Online**

**Start Date:** 01/14/2026 **End Date:** 05/06/2026

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**Office Hours:** Wednesday MORNING,  
appointment by Blackboard Message.

**Campus Office:** MAB 109D

**Contacting Me:** The best way to reach me is via Blackboard Message. I will respond to your Blackboard message as soon as possible.

### COURSE MATERIALS

*The following course materials are required:*

Banks, C. (2024). Criminal Justice Ethics (6th ed.). SAGE Publications, Inc. (US).

American Psychological Association. (October 2019). *Publication Manual of the American Psychological Association* (7th ed.). Retrieved from <https://apastyle.apa.org/products/publicationmanual-7th-edition-spiral>

Additional resources, including supplementary readings, videos, and other materials, will be made available on Blackboard throughout the semester.

### SRSU LIBRARY SERVICES

The Sul Ross Library provides free resources and services for the entire SRSU community, including books, articles, and online databases accessible at [www.library.sulross.edu](http://www.library.sulross.edu). Off-campus access requires your LoboID and password. Librarians are available for assistance via email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), phone (432-837-8123), or in person.

Logging into your Sul Ross Blackboard account connects you directly to the library webpage, where you can explore online databases and access articles on the reading list.

Please note, the syllabus is subject to updates. Regularly check course announcements for changes. The instructor reserves the right to modify the syllabus as necessary.

### COURSE DESCRIPTION

This course critically examines the theory, practice, and application of ethics in criminal justice. It explores how ethical principles inform the decisions and actions of criminal justice professionals, encouraging philosophical inquiry into the moral standards, policies, and practices within the field. The course also explores the complex relationship between ethics, law, economics, and power, offering students a framework for understanding how these forces shape moral constructs in criminal justice. This intellectual foundation prepares students for advanced study and research on ethical issues in criminal justice.

### COURSE LEARNING OBJECTIVES

1. Assess major ethical theories and their relevance to criminal justice practices.
2. Analyze ethical challenges faced by criminal justice professionals, including discretion and accountability.
3. Evaluate the importance of public trust and ethical service in criminal justice, focusing on transparency and fairness.
4. Investigate misconduct within the criminal justice system and its societal impact.
5. Propose strategies and policies to prevent and address ethical misconduct in criminal justice.
6. Apply ethical principles to assess and formulate criminal justice policies that uphold justice and human rights.

### Course Instructional Methods

This online course will employ a variety of instructional methods tailored for a virtual learning environment. Content will be delivered through pre-recorded lectures, interactive video discussions, and assigned readings. Students will engage in asynchronous small group discussions, followed by synchronous virtual sessions where key topics are discussed and critically analyzed. Oral presentations will be delivered via video or live webinars, with opportunities for peer feedback and group discussions. Throughout the course, students will engage in critical analysis and collaborative learning, enhancing their understanding of ethical issues in criminal justice through interactive online formats.

### Online Course Policies:

Students are encouraged to actively engage in all course activities, participate in online discussions, and respectfully share their thoughts and questions. Disruptive behavior, such as irrelevant comments or distractions during live sessions, will not be tolerated. While students are welcome to have beverages, food is not permitted during synchronous sessions.

Students are expected to come prepared to discuss assigned readings, and may encounter surprise quizzes or assessments. Electronic devices should not interfere with learning, and participants should ensure that phones and notifications are set to silent or turned off during live sessions.

The guiding principle for this course is the "Golden Rule": Treat others as you wish to be treated. Respectful communication and collaboration are essential for a productive online learning experience.

### SRSU Distance Education Statement

Distance education students have full access to academic resources, including library services, online databases, and technology support. Visit the SRSU website for details.

Students must use their Sul Ross email and submit assignments via Blackboard, which requires secure login. All students are expected to follow academic honesty and conduct policies outlined in the student handbook. Web-based course participants must maintain the necessary equipment and software as specified on the SRSU website. Instructions for filing complaints are also available in the student handbook.

### Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at

432-837-8203, or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). The office is located on the first floor of Ferguson Hall # 112, and the mailing address is P.O. Box C-122, SRSU, Alpine. Texas, 79832.

### Support for Students with Disabilities

If you have, or think you may have, a disability (including an invisible disability such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services. This instructor will be as flexible as possible to accommodate the needed services. Any student who has a concern or needs to make special arrangements for meeting the requirements of the course is encouraged to speak with the instructor.

### Course Assessment

Grading Components		Course Grade Scale	
Assessment	Points	Letter Grade	Points Range
Quizzes (13x 15)	200	A	500 – 450
Midterm Exam	150	B	449 – 400
Final Exam	150	C	399 – 350
Total Possible Points	500	D	349 – 300

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### Late Assignment Submission Policy

Students are expected to complete coursework on time and submit assignments by the specified deadlines. Late work is generally not accepted, as students are informed of deadlines at the beginning of the term. If an assignment or exam is missed, students must provide a valid, university-recognized excuse. It is the student's responsibility to plan accordingly and stay aware of deadlines by regularly reviewing the syllabus.

### Academic Integrity

Students are expected to uphold the highest standards of academic honesty as outlined in the **Sul Ross Student Code of Conduct**. Any form of academic dishonesty—including **cheating, plagiarism, collusion, fabrication, or falsification of records**—will not be tolerated and will be addressed in accordance with university policies.

#### Definitions:

- **Cheating:** Using unauthorized materials or assistance during exams, altering academic records, or obtaining answers through dishonest means.
- **Plagiarism:** Submitting another's work, ideas, or words as your own without proper citation.
- **Collusion:** Assisting or being complicit in another student's academic dishonesty.

Using tools like **ChatGPT or other AI generators** is prohibited unless explicitly permitted for a specific assignment. Violations may result in penalties ranging from a failing grade on an assignment to failure of the course and may lead to further disciplinary action.

Maintaining academic integrity protects both the value of your education and the credibility of the university.

A plagiarism detection software ([SafeAssign](#)) is used in this course. SafeAssign will detect and report all instances of plagiarism including where the student copied and pasted directly from a source. Students will receive a grade of "0" in these instances and possibly fail the course. Your final paper will be submitted through SafeAssign.

### APA Style

This course will use the American Psychological Association (APA) Seventh Edition formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a number of resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation of the course academic honesty standards. Beside numerous online sources you can also visit the following link for help with APA

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

### Student Support Services

Sul Ross State University offers various programs to help students succeed, including advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of services, visit Student Support Services at <https://www.sulross.edu/section/311/student-support-services>. For more information, contact SSS at (432) 837-9118 or visit Ferguson Hall, Room 105.

**Counseling Services:** Sul Ross students have access to nine free counseling sessions through TimelyCare. For 24/7 support, visit TimelyCare/SRSU. In-person counseling is also available in Ferguson Hall, Room 112 (Alpine campus), and via telehealth for remote and RGC students.

### Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)

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### Departmental Undergraduate Program Marketable Skills

(Aligned with Texas Higher Education Coordinating Board – 60x30TX Plan)

The 60x30TX initiative aims for 60% of Texans aged 25–34 to hold a degree or credential by 2030. One key component of this goal is that all graduates from public institutions in Texas will complete academic programs with clearly defined marketable skills—competencies valued by employers that support career readiness and lifelong employability.

Marketable skills include both technical and soft skills—often referred to as “employability” or “transferable” skills—developed through coursework, research, internships, and co-curricular activities. Graduates of the Homeland Security and Criminal Justice Undergraduate Programs at Sul Ross State University will demonstrate the following marketable skills:

1. Effective Verbal and Written Communication
2. Data Literacy and Quantitative Analysis Skills
3. Critical Thinking and Observational Abilities
4. Teamwork and Collaborative Work Practices
5. Cultural Competency and Multicultural Understanding
6. Analytical Skills in Crime Causation and Prevention
7. Knowledge of Legal Codes, Procedures, and Public Safety Protocols

These skills prepare students for diverse roles in law enforcement, homeland security, public service, and justice-related professions.

### Other Course Expectations

- This is an upper-level college course, and students are expected to produce work that reflects that level of academic rigor. This includes the use of proper APA formatting, correct grammar, clear sentence structure, and organized presentation of ideas.
- Students are responsible for carefully reviewing the syllabus to stay informed about assignment requirements and due dates. Please contact the instructor promptly if clarification is needed.

### Course Schedule

This course schedule is subject to change as needed to meet the needs of the course. Students will be notified of adjustments when they are made. Also, any additional reading materials, resources and other information will be posted on Blackboard. Students will be notified of how to access this information by the instructor. \*\*\*All times are in central time\*\*\*

Week	Dates	Topics	Assignments
1	January 14-18th	Welcome and Course Introduction & Requirements Read Chapter 1	Syllabus & Semester Project Guidelines
2	January 19-25	Read Chapters 2 and 3 Police Ethics: The Nature of Policing and Police Corruption Police Ethics: Use of Force, Investigations, Interrogations, and Lying	Quiz # 1
3	January 26-Feb 1	Read Chapters 4 Racial Discrimination in the Criminal Justice System	Quiz # 2
4	February 2-8	Read Chapter 5 Judges, Lawyers, and Ethics	Quiz # 3
5	February 9-15	Read Chapter 6 Assignment # The Purpose of Criminal Punishment	Quiz # 4
6	February 15-22	Read Chapter 7 Ethics in Corrections: The Nature of Corrections	Quiz # 5

7	February 23- March 1	Read Chapter 8 Ethics in Corrections: Guarding Ethically	Quiz # 6
8	March 2-8	<b>Midterm Exam</b> Read Chapter 9 The Ethics of Criminal Justice Policy Making	
9	March 9-15	<b>March 9-13 Spring Break</b>	Quiz # 7
10	March 16-22	Read Chapter 10 Ethics and the “War on Terrorism”	Quiz # 8
11	March 23-29	Read Chapter 11 Media Ethics and Criminal Justice	Quiz # 9
12	March 30-April 5	Read Chapter 12 Duty and Principle	Quiz # 10
13	April 6-12	Read Chapter 13 Chapter 13 Considering the Consequences	Quiz # 11
14	April 13-1	Read Chapter 14 The Importance of Character	Quiz # 12
15	April 20-26 April 29 <sup>th</sup> Last day of Class	Read Chapter 15,16 Egoism, Pleasure, and Indifference A Sense of Justice	Quiz # 13
16	30 April Dead Day 16-week term May 1-6 Mon-Wednesday, May 7 grade is submitted by noon 12pm.	<b>May 1-3 Final Exams</b>	

**\*\*\*Syllabus is subject to updates and changes by announcement, always look to the course announcements and reminders for updates. The faculty member reserves the right to amend this syllabus as needed\*\*\***