**Course:** Ethics In Law Enforcement  
**Credits:** 3

<table>
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<tr>
<th>Subject Abbreviation: POLICE</th>
<th>Course Number: 161</th>
<th>Section Number: 500</th>
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</table>

**Class Meets:**
Milwaukee Main Campus, Room T-243, **Monday, 6:00PM – 8:55 PM**  

**Instructor:** Doug Braun

<table>
<thead>
<tr>
<th>Office</th>
<th>Office Hours: By Appointment or as posted</th>
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<tr>
<td>Oak Creek – B115</td>
<td>Mon. 5 – 6 pm – Main T245</td>
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<td>Oak Creek – B115</td>
<td>Tue. 12:00-1:00pm - Oak Creek B115</td>
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<td>Main – T245</td>
<td>Wed. 4 – 5 pm – Main T245</td>
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<td>Main – T245</td>
<td>5 – 6 pm – Oak Creek B115</td>
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<td>Oak Creek – B115</td>
<td>Thur. 12 – 1:00pm – Oak Creek B115</td>
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<td>Oak Creek – B115</td>
<td>Fri. 8:00 - 9:00am – Oak Creek B115</td>
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**Phone number:** (414) 297-7020  
**E-mail:** braund@matc.edu

**Course Description:**
During this 3 credit course, students will learn about the decision making process and will be introduced to several models that can help them make good decisions. Students will also explore belief systems, social pressures, moral problems, decision making and the consequences of decisions. Students will participate in role playing and other active learning activities to facilitate their education.

**Course Goals:**
Each student will have a thorough understanding of the ethical decision making process and the challenging ethical situations a law enforcement officer faces on a daily basis.

**COMMUNICATION**

STUDENTS ARE EXPECTED TO MONITOR MATC E-MAIL ACCOUNTS AND BLACKBOARD. ALL IMPORTANT CLASS INFORMATION, ASSIGNMENTS, AND SCHEDULE UPDATES TO CLASS WILL BE MADE USING THESE COMMUNICATION METHODS.
### Course Objectives:
Upon successful completion of the course, each student will be able to:

1. Utilize a decision-making model.
2. Identify the characteristics of a good decision maker.
3. Describe how professionalism, ethics, and moral standards relate to a law enforcement career.
4. Explain causes of corruption in law enforcement.
5. Practice a code of behavior that embodies the principles and obligations of the law enforcement code of ethics.
6. Incorporate ethical decision making strategies during simulations.

### Source Documentation:
- LESB Ethics and Decision Making Instructor Manual (3/2010)
- LESB Ethics and Decision Making Student Manual (12/2009)
- LESB Ethics and Decision Making Teaching Plan
- The National Institute of Ethics, Ethics Instructor Certification Manual – Dr. Neal Trautman, Ph.D.
- Emotional Survival for Law Enforcement, Kevin Gilmartin, Ph.D.

### Textbook:
- LESB Ethics and Decision Making Student Manual (12/2009)

### Other Texts, and handout as appropriate for the class

### Other Course Materials:
- Table tents printed with the Oath of Honor for each student

### Supplies:
- Three-ring binder, paper, and appropriate writing instruments. (Pens will be in black ink only)

### Prerequisites: None

### ADA Statement:
If you have a disability that impacts your classroom performance and wish to request an accommodation, contact the Center for Special Needs at (414) 297-6838. They may require documentation regarding your disability to enable them to comply with your request. Admission of a disability is voluntary and will be handled in a confidential manner. MATC does not discriminate against individuals with disabilities and fully complies with the Americans with Disabilities Act.

To ensure your academic success in this program, you are strongly encouraged to provide your instructor with a copy of the Instructor Notification Form from the Center for Special Needs.
Student Expectations:
Students are expected to maintain a positive attitude and maintain respect towards the instructor and their classmates at all times. Inappropriate and/or offensive language or behavior which disrupts the learning environment will not be tolerated and the student will be asked to change their behavior or may be asked to leave the classroom. Clothing that is offensive or disruptive to the classroom learning environment will also not be permitted. Use of tobacco products in class is prohibited. Sleeping is prohibited. Eating is prohibited. Loudly chewing gum is prohibited. Appropriate drinks are allowed.

MATC DISTRICT EMERGENCY PROCEDURE GUIDE may be found at…
http://ecampus.matc.edu/policetraining

Please review for important information regarding preparing for and dealing with Safety, Crime, Fire, Medical, and other Emergency/Crisis situations on campus at MATC.

PEOPLE ARE MOST EFFECTIVE IN AN EMERGENCY WHEN THEY ARE PREPARED.

TOGETHER, WE CAN ALL MAKE MATC A SAFE AND SECURE PLACE TO LEARN!

Tutoring Services:
Tutoring Services exists to help MATC students succeed academically through specialized help. Tutoring locations are…
Downtown Campus: C201, 414-297-6791
Oak Creek Campus: A208
West Allis Campus: 249
Mequon Campus: B210

Online Writing Lab (OWL):
This online service helps students with their writing. Google “MATC OWL”

Student Complaint Procedure: See Student Handbook; contact MATC Counselor for specific details.

Course calendar: See attached course outline

The MATC Criminal Justice/Law Enforcement web site can be found at:
http://ecampus.matc.edu/policetraining
Course Calendar: Chronology of Instructional Units:
Please Note: the following weekly course outline is flexible due to the nature of the class and may not be strictly adhered to:

Week 1  9/08
2. Course Rules- Respect opinions and confidentiality. Encourage discussions.
3. The students will also be broken up into “Squads” for the group assignments.
4. Discuss Project
5. Pretest – Ethics Quiz
6. Reading Assignment - LESB through page 7

Week 2  9/15
1. Roll Call & Quote of the Day
2. Ethical Scenario & Discussion
3. Presentation - Ethics defined
4. Discuss Personal Interview Project
5. Topic of the day – Ethics and the decision making process
6. Reading Assignment –
   a. LESB pages 7-12
   b. Trautman Corruption Continuum

Week 3  9/22
1. Roll Call & Quote of the Day
2. Ethical Scenario & Discussion
3. Squad 1 presentation – Developing good decision making skills
4. Topic of the Day – Six Pillars of Character
5. Classroom assignment – Ethical dilemmas
6. Reading for week 4 -
   a. LESB pages 13-17
   b. The Continuum of Compromise

Week 4  9/29
1. Roll Call & Quote of the Day
2. Ethical Scenario & Discussion
3. Squad 2 presentation – Law Enforcement Standards
4. Topic of the Day – Code of Ethics and The Oath of Honor
5. Class Assignment – What is the Oath of Honor and why is it significant to law enforcement?
6. CASE STUDY REPORT #1 DUE
7. Reading Assignments for week 5
   i. Week 4 – LESB pages 17-21, Thomas – Milwaukee Case
Week 5 10/06
1. Roll Call & Quote of the Day
2. Ethical Scenario & Discussion
3. Squad 3 presentation – Ethical Guidelines
4. PROJECT TOPIC DUE
5. Topic of the Day – Unethical Conduct and Behaviors, Rationalization
6. Social media issues and off duty behavior
7. Class Assignment –
   a. Discuss the Continuum of Compromise (PPT) and the Corruption Continuum
8. Reading assignment for Week 6 - LESB pages 21-26

Week 6 10/13
1. Roll Call & Quote of the Day
2. Ethical Scenario & Discussion
3. Squad 4 presentation – Police Discretion
4. Class Assignment – Student scenarios
5. Reading assignment for Week 7 – LESB pages 27-31

Week 7 10/20
1. Roll Call & Quote of the Day
2. Ethical Scenario & Discussion
3. Squad 5 presentation – Barriers to Ethical Decision Making
4. Topic of the Day – Barriers to Responsibility
5. Class Assignment – Develop a person decisional making model to be used for your law enforcement career.
6. Reading assignment for Week 8 – LESB Brady v. Maryland

Week 8 10/27
1. Roll Call & Quote of the Day
2. Ethical Scenario & Discussion
3. Squad 6 presentation – Accountability
4. Topic of the Day – Attempting to be Ethical
5. CASE STUDY REPORT #2 DUE
6. Reading Assignment LESB Giglio v. United States

Week 9 11/03
1. Roll Call & Quote of the Day
2. Ethical Scenario & Discussion
4. ROUGH DRAFT DUE
5. Topic of the Day – Code of Silence Research, Blind Loyalty
6. Class Assignment – Frank Serpico Documentary Squad Discussions
7. Reading Assignment – LESB Kyles v. Whitley
Week 10  11/10
1. Roll Call & Quote of the Day
2. Ethical Scenario & Discussion
3. Squad 2 presentation – Career Ethical Dangers
4. PERSONAL INTERVIEW PROJECT DUE
5. FIRE AND POLICE COMMISSION HEARINGS
6. Reading Assignment – Undoing Entitlement

Week 11  11/17
1. Roll Call & Quote of the Day
2. Ethical Scenario & Discussion
3. Squad 3 presentation – Police Stress – Long-term Dangers
4. PROJECT ROUGH DRAFT BACK FROM ONLINE WRITING LAB - OWL
6. Officer Involved Domestic Violence
7. Stress Discussion & Student Stress Test
8. Reading Assignment – NIJ Early Warning Signs, Student Stress Plan

Week 12  11/24
1. Roll Call & Quote of the Day
2. Ethical Scenario & Discussion
3. Squad 4 presentation – Cultures in Law Enforcement
4. PROJECT DUE
5. Topic of the Day – Changing the cultures, not the traditions
6. Service, Viktor Frankl Readings, Discussion
7. Class Assignment – Discuss current LE cultures and determine if they are positive or negative influences.

Week 13  12/01
1. Roll Call & Quote of the Day
2. Ethical Scenario & Discussion
3. Squad 5 presentation – Hypocrisy
4. Topics of the Day – Ticket fixing, speeding, traffic violations, and, gratuities,
5. Class Assignment – Evaluate video and movie clips of hypocritical behavior.
6. N.I.J. Early Warning Signs, Discussion
5. Class presentations of NIJ case reports
**Week 14  12/08**

1. Roll Call & Quote of the Day
2. Ethical Scenario & Discussion
3. **Squad 6 presentation – Excessive Force**
4. Topic of the Day – Excessive use of force, Verbal Abuse
5. **Class presentations of case reports**
6. Squad Assignment – Review Officer Jim Batsel video and prepare a 10 minute presentation for class 15. Compare and contrast all of what was learned in this class to the video.

7. **VERBAL PRESENTATIONS - BIOGRAPHY PROJECTS**

**Week 15  12/15**

1. Roll Call & Quote of the Day
2. Ethical Scenario & Discussion
3. **Class presentations of case reports**
4. **VERBAL PRESENTATIONS - BIOGRAPHY PROJECTS**
SQUAD PRESENTATIONS  MONDAY  4 SQUADS
(3-4 STUDENTS PER SQUAD)

SQUAD ONE
  WEEK 3  Developing Good Decision Making Skills
  WEEK 7  Barriers to Ethical Decision Making
  WEEK 11 Police Stress, Long Term Dangers

SQUAD TWO
  WEEK 4  Law Enforcement Standards
  WEEK 8  Accountability
  WEEK 12 Cultures in Law Enforcement

SQUAD THREE
  WEEK 5  Ethical Guidelines
  WEEK 9  The Code of Silence
  WEEK 13 Hypocrisy

SQUAD FOUR
  WEEK 6  Police Discretion
  WEEK 10 Career Ethical Dangers
  WEEK 14 Excessive Force

Your squad should exchange information (email, google cloud, cell phone, etc.) and communicate with each other so that each squad member prepares and presents a segment of your presentation. The dates of each squad presentation are in the Course Calendar listed above.

The presentations will typically be done in the first hour of class, so come to class prepared. You should not assume you will have class time to prepare for your presentation. I will typically give you at least 5-10 minutes to set up your presentation and check your power point and/or video, but no more.

In researching and preparing your presentation for class, you may include information pertaining to your topic about history, science, research, suggested standards, model programs/examples, and anything else you find interesting that will benefit our class. This is your chance to teach the class. There is no exact template or format. Your squad may include power point, short video segments (1-5 minutes), pictures (we can project them using the overhead projector), handouts, etc. for your presentation

You should use credible and reputable Internet sites for your information. Government sights end with .gov and educational sites end with .edu. I have listed some suggestions to get your started below, but there are endless opportunities to find valuable information. Let me know if you have any questions.
SOURCES OF INFORMATION

POLICEONE.COM  https://www.policeone.com
WILENET  https://wilenet.org

OTHER REPUTABLE INTERNET SITES
.ORG  .GOV  .EDU
Grading:
This course is based on a 100 point scale which will be evaluated as follows:

PLEASE NOTE: All assignments must be completed and turned in on time or they will be considered late and no grade will be given.

1. Class Participation and Assignments:
Due to the vast amount of information covered in the classroom, there will be a strong emphasis placed on participation which may include, but not be limited to: class discussions, weekly presentations, and other classroom assignments. A student cannot participate if they are not in class, therefore, **three (3) points** will be deducted from the student’s final score for each class missed without a valid excuse. **One (1) point** will be deducted from the student’s final score for each class in which the student is **late or left early** with a valid excuse.

Group Presentations
Students will be assigned to “squads” for group assignments and classroom work. Each squad will be assigned presentation dates throughout the semester. The topics will be assigned by the instructor. Each presentation will be no longer than twenty (20) minutes and if a Power Point presentation is used there can be no more than 10 slides.

A value of **25 points** will be given for class participation and assignments.
2. Case Study Investigations
Each student will be required to investigate two (2) law enforcement cases in which a police officer, correctional officer, or other public official directly working in law enforcement made an ethical decision which resulted in either a positive or a negative outcome. Each case will be investigated based on the information presented in class or from the student’s research. Points to consider when investigating each case:
1. Describe the background of the individual(s)?
2. Describe the specific issue which caused the ethical dilemma?
3. Describe decision making model did he or she use?
4. What was the affect of the decision made?
5. Was anyone physically or emotionally injured from the decision?
6. Was there criminal or legal action?
7. What happened to the individual(s)?
8. What lessons did you learn from this investigation?

Each student will be required to write a Case Study Report for each of the two investigations. The written report will be typed, double spaced, 12 font, Arial or Times New Roman ONLY. There is no minimum amount of pages, however, the paper will be graded based on thoroughness, accuracy, and the depth of the investigation. The student will also be required to present ONE of the cases to the class.
Due dates for Case Studies weeks 4, 8.
A value of **30 points** will be given for the Case Study Investigations.

3. Projects
There will be three projects. Project One will be a Biography project, Project Two will be a class presentation based on the Biography project. Project Three will be a personal interview project. Details of these projects will be discussed further during class.
A value of **45 points** will be given for the Projects.

4. Extra Credit Assignment
Extra credit assignments will be discussed and approved on a case by case basis or assigned in class by the instructor. A maximum of five (5) points can be awarded for extra credit assignments.

5. Final Grades
The final grade will be an accumulation of the above scores and will be awarded as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-97</td>
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<td>A-</td>
<td>96-93</td>
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<td>U</td>
<td>60 or below</td>
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MATC Attendance Policy:
MATC has an official attendance policy which can be found in the student handbook. It is each student’s individual responsibility to follow that policy, to attend all classes, and to meet all course requirements. Punctuality and regularity in class attendance is required.

Dropping Classes
Although MATC policy allows students to drop a class at any time, there are deadlines concerning the amount, if any, of tuition which may be refunded to any student dropping the course.

If you decide to drop this course for any reason YOU are still responsible for all payments up until which time you drop the course at the Registration Office or online at www.matc.edu. You may be eligible to receive a full or partial refund depending on when you drop the course. Failure to attend class does not constitute a drop and you will be billed for the course in full.

LESB Statement of Understanding:
Depending upon your career goals, and your educational course status, the State of Wisconsin, Department of Justice, Law Enforcement Standards Board, (LESB), Training & Standards Bureau requires an additional attendance requirement which may directly impact a student’s qualifications for LESB Law Enforcement Certification. A student may miss an aggregate total of only 10% of all LESB certified classes. Any student who does not comply with the LESB standard will NOT be eligible for certification as a police officer in Wisconsin. Any student who does not obtain a final grade of a C or better in this class will NOT be eligible to apply for the certification classes.

Further, a student has a cumulative total of Three (3) years to complete the CJ-LE degree from the time they declare their Criminal Justice major or they start the Criminal Justice Classes. This time frame ONLY impacts students who wish to become certifiable as a police officer upon completion of their degree at MATC.

Per Wisconsin Department of Justice, Law enforcement Standards Board (LESB) Policy mentioned above, a total of three (3) excused or unexcused absences will constitute a failure for this class and the student will automatically be dropped from this class. There are no exceptions to this policy.

In the event a student is tardy to a class or misses a class (or any part thereof), that specific student is solely and completely responsible and accountable for any and all assignments, notes, or other information given or otherwise provided during such absence or tardiness. Absence or tardiness, for any reason, is not an excuse for missed information, assignments, tests, or other course information.

Student Signature: indicating syllabus has been read and is understood

Student Signature___________________________ Date________________
Each student will read, agree, and sign and Memorandum of Understanding which specifically states the course requirements.

**Taping and Electronic Recording:**
Taping or other electronic or magnetic recording of conversations, discussions or presentations, including photo-phones, are not permitted, unless prior written consent is granted by the Instructor based upon a timely, written request (by a student) setting forth a legitimate, lawful reason.

**Cell Phones, Pagers, Etcetera:**
As a professional courtesy to others, and to avoid disturbing the learning and educational environment, cell phones, pagers, and other electronic devices are not permitted in the classroom and must be **deactivated or otherwise turned off** during class. **Failure to comply with this rule could result in students being removed from class or possibly being dropped by the instructor.**

*Please Note:* A lap-top computer or other device may be used for presentations ONLY with prior consent by the facilitator.

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**Optional References/Bibliography:** N.A.

**Student Complaint Procedure:**
See Student Handbook; contact MATC Counselor for specific details.

**Student Signature:**
See Syllabus Receipt
DIRECTIONS: Choose a book to read for this project. It must be a NON-FICTION Biography (preferable) or Auto-Biography of a real person.
It would be beneficial if you have an interest in learning more about the person, and at some point in their life, they served in a position of leadership (formal or informal) or were viewed as a leader.
The person may be a famous person of historical significance (ex: Abraham Lincoln, Abigail Adams, Dwight Eisenhower, Dr. Martin Luther King Jr., Eleanor Roosevelt, Collin Powell, Thomas Edison, Victor Frankl, Rosa Parks). However, the person does not have to be “famous”.
The person may be a politician, member of the military, civil rights leader, religious leader, athlete, actor, entertainer, author, artist, business person, community leader, scientist or inventor. The possibilities are endless.
An outline is provided as a framework for you to successfully complete this project.
Throughout your paper, you should provide examples/evidence of behavior of your subject from your book to support your points.

History of Life (4 POINTS)
- Provide a brief history of their life.
- Who they were, why they are/were important
- What they did during their life and their accomplishments
- Where they were born, raised, lived, traveled, died.
- When they lived and the major time periods of their life.
- Why they did what they did (summary, as the rest of the project will provide more detail)

Development of Character (4 POINTS)
- Describe the environment they were raised in as a child/youth? (family and community structure and environment) How did this affect their early development and belief structure?
- Who were people that served as role models for your subject? Why? How?
- Describe and give examples of their beliefs, values, and moral standards
- What motivated your subject to make the choices they did which affected their lives and the lives of those around them?
- Describe external support systems in their life (faith, family, friends) Was this important ? Why?

Obstacles/Crisis Points (4 POINTS)
- Was your subject faced with crisis in their life? (war, conflict, family trouble, death of loved ones, large scale tragedy, physical injury/handicap, loss of career)
- How did they respond to the obstacle(s) or crisis? How did they respond to criticism?
- What factors did they use in making their decisions? Describe their decision making process?
- Did the crisis/obstacle in your subject's life affect their beliefs, values & moral standards? How?
- Did your subject experience major failure(s) in their life? How did they respond?

Leadership Qualities (4 POINTS)
- Did your subject serve in a position of leadership? (community, military, family?)
- Describe some of their leadership qualities? What made them an effective leader?
- Was your subject tempted (internally or externally) to abuse their position of authority? How did they respond?
- How did they view themselves? How did others view them?
- Did they have a feeling of service and duty to other people? Or were they self serving?
- Describe their beliefs regarding sacrifice and teaching others?
- Was your subject creative and innovative in solving problems? How?
- Did your subject use their position to improve the lives of those around them? How?

Personal Impressions (4 POINTS)
- What was your opinion of your subject before you read your book, and after?
- Has your opinion changed or stayed the same? Why?
- Was there anything that surprised you about your subject?
- Do you believe your subject led an ethical life? Why? or Why not?
- What did you learn about your subject’s character?
- How would you feel to have your subject in a position of leadership over you? Why?
- What qualities/character traits can you take from your subject to help you become a more ethical person, and a more trusted leader?

Visual Material (BONUS POINTS)
- Photographs or any other visual material
The written portion of your report should be in narrative form.

Do not feel you have to limit your report to the topics I have listed here. This is to get you started. If you find additional information or wish to expand more on one area of this outline that you feel is interesting or important to the history of the individual you are researching, than do so. Likewise, Some of the topics and questions listed in the outline, you may answer together or find you have discussed already. Do not feel as though you have to repeat yourself by answering the outline questions like a list. If you discussed the topic/questions already, move on.

The written portion of this project will count as 20% of your final grade. The verbal presentation of this project (15 minute class presentation) will count as 20% of your final grade.

It is important that you start thinking about who you are going to do your report on, and notify me as soon as possible so we do not have multiple presentations on the same individual.

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**DUE DATES  MONDAY CLASS**

On October 6 (WEEK 5), Book Title is due as well as an outline of reading up to this point. (1 page)

On November 3 (WEEK 9), Rough draft of your project is due.

On November 17 (WEEK 11), You should have your paper back from the Online Writing Lab (OWL)

On November 24 (WEEK 12), FINAL PROJECT IS DUE.

Please talk to me or send me an e-mail if you have any questions.
Doug Braun  braund@matc.edu

POLICE 161-500  ETHICS IN LAW ENFORCEMENT