



# A&M-COMMERCE

To access COVID-19 information, please visit the [Stay Healthy Lions Webpage](#).

## COURSE SYLLABUS

**CJCB 304- 3CW, Critical Incident Decision Management  
Fall 2021- Term 2**

## INSTRUCTOR INFORMATION

Instructor: **Jimmy Farias**

Office Location: Online

Office Hours: Email or Telephone or Virtual by Appointment

University Email Address: [Jimmy.Farias@tamuc.edu](mailto:Jimmy.Farias@tamuc.edu)

Preferred Form of Communication: **Email**

Communication Response Time: **Typically within a few hours, but no more than 24 hours**

## COURSE INFORMATION

### Materials

This course has been designed using Open Educational Resources (OER). All materials are embedded within the course and are accessible via the internet. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use during quizzes, assignments, and projects in this class.

### Supplemental Materials

Links and files will be provided in the document sharing tab within the course.

## BSCJ WITH EMPHASIS IN LAW ENFORCEMENT LEADERSHIP DESCRIPTION

The Bachelor of Science in Criminal Justice with an emphasis in Law Enforcement Leadership (BSCJ-CJCB) at Texas A&M University-Commerce is a 100% online, competency-based program designed specifically for first responders: law enforcement, peace officers and military personnel with existing work experience, police academy training, or other certifications. Courses are offered in an accelerated format, so students can move swiftly through material they already have mastery over, and focus more attention on topics that are new and challenging to their existing knowledge base. The courses are self-paced, so students can work according to their own schedule. Students in the BSCJ-CJCB program develop practical workplace competencies that meet current and future challenges facing first responders today.

## COURSE DESCRIPTION

This course helps prepare emergency response officials tasked with the critical incident command, specifically police operations, and provides them with the knowledge, skills and best practices and procedures essential to the effective and efficient planning and direction of such operations in crisis situations.

This course has been designed to strengthen your skills involving managing critical incidents for public safety professionals. This class will provide you an opportunity to review some high-profile critical incidents as well as assess your own strengths and identify areas for improvement when handling critical incidents. This class only

provides a cursory look at managing critical incidents and in no way represents the manner in which all critical incidents should be managed. Students are encouraged to follow all policies and procedures within their department.

**Module 1** discusses the definition of a critical incident, discusses the differences between incidents and events, provides common terminology utilized in critical incidents, and highlights examples of critical incidents.

**Module 2** looks at critical incident case studies and provides an opportunity to learn from others.

**Module 3** provides information that might be helpful for police leaders who are or could be charged with leading a critical incident, discusses the three phases of managing critical incidents, discusses the 5 C's of Critical Incidents, outlines the priority of life for critical incidents, and provides information about the Rescue Task Force model.

**Module 4** discusses the role and importance of conducting critical incident debriefs. It also covers the reasons why it is important to debrief critical incidents, differentiates between an Incident debrief and a Critical Incident Stress Debriefing, provides the elements of a debrief and allows the student an opportunity to review a critical incident and create a debrief of the incident.

\*This class only provides a cursory look at managing critical incidents and in no way represents the manner in which all critical incidents should be managed. Students are encouraged to follow all policies and procedures within their department.

### **STUDENT LEARNING OUTCOMES**

Completion of this course provides the student with the knowledge to:

1. Understand the Different kinds of critical incidents.
2. Critically evaluate critical incidents.
3. Analyze critical incidents from a leadership perspective.
4. Lead a critical incident debrief.

This course will build mastery toward each of these competencies:

1. Communication
2. Critical Thinking/ Decision Making
3. Leadership

### **REGULAR AND SUBSTANTIVE COURSE INTERACTION**

As a general guide, students enrolled in a three semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

## COURSE REQUIREMENTS

**Minimal Technical Skills Needed:** Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

**Instructional Methods:** This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

**Student Responsibilities or Tips for Success in the Course:** To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

## ASSESSMENT

Students must achieve 80% or higher for the posttest and both assignments to demonstrate competency and pass the course.

### Course Pre-test

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this competency. The pre-test is required before you begin studying course materials. If you do not make at least 80% on the pre-test, students will be expected to complete assignments, quizzes, and other course content to prepare for the post-test and culminating project.

Content	Description	Value	Notes
Pre-test	This is the initial assessment in the course to provide a baseline understanding of a student's knowledge of the course content and competencies. Pretests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator.	100 points	Required before completing any other work in the course. The grade on the pre-test does <b>not</b> count in the final grade for this course.

### Learning Objective Discussion Post

In Module 2, you will provide a discussion post providing a brief overview of a critical incident that you were either involved in or have detailed knowledge of. This is a requirement, but is not graded.

### Learning Objective Quizzes

A brief assessment at the end of modules 1, 3, & 4 that are intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module. Although each quiz is required, the grades will not be calculated towards the final grade.

### Course Post-test

The end-of-course comprehensive exam that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course. A **score of 80% or higher is required** to demonstrate competency.

Content	Description	Value	Notes
Post-test	Measures your competency of learning outcomes through essay, short answer, and multiple-choice questions.	100 points	Required and you must score 80% or higher. You have up to three attempts. <b>DUE: Last day of week 7, Friday by 11:59 PM CST</b>

If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. If the posttest score is less than 80% within three attempts, students will receive a grade of “F” in the course and will be required to retake the course in the new term. Students who fail the posttest should review feedback from the instructor before reattempting the posttest.

### Culminating Projects

The culminating projects assess your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate competency.

#### Assignment 1

Read one of the critical incident case studies supplied in Module 2. Provide a brief overview of the incident and then highlight the response from public safety. Make sure you answer the following questions: What are some things the responding agencies did that were good? What are some things the responding agencies could have done differently? How was the public safety response of this incident received by the public? How will you utilize this information to assist you in handling critical incidents?

Assignment 1 should be 3-5 pages in length (not counting title & references pages) and should be written in APA format. Information regarding APA format will be provided in the class announcements. A score of 80% or higher on this assignment is required.

90 points	80 points	70 points	60 points	0 points
Assignment is <u>well developed</u> and addresses all aspects. Meets page length requirements	Assignment is <u>adequate</u> and briefly addresses relevant aspects.	Assignment <u>does not address</u> all aspects.	Assignment is late.	Assignment is not done.
10 points	10 points	10 points	5 points	0 points
Provides accurate citations where applicable.	Provides accurate citations where applicable.	Provides accurate citations where applicable.	Only provides some citations where applicable.	Does not provide citations where required.

#### Assignment 2

Think about a critical incident that you have been involved in (or have knowledge of) and create a short debrief of the incident. Make sure that you answer the questions found in the Module 4 PowerPoint. What happened? What did we do? Why did we do what we did? What can we do different or better next time?

Video yourself (filling the role of Incident Commander) conducting the debrief of the incident and upload it here. The video should be a minimum of 5-7 minutes in length. In order to get around the size limitations, it is

recommended that you host the video on OneDrive, Google Drive, or YouTube. Please make sure your video settings are “unlisted” and not “private”, as I will be unable to view it. Depending upon where you host it, you might need to “share” it with me. You will need to put the link to your video inside of a Word document or embed it into a PowerPoint. A score of 80% or higher on this assignment is required.

**\*Both Assignments MUST be submitted by 5:00 PM on Wednesday of Week 7.\***

Content	Description	Value	Notes
Project	Measures your competency of learning outcomes the completion of a competency-based project.	100 points	Required and you must score 80% or higher. You have up to three attempts. <b>DUE DATE if you want feedback for revisions: End of week 6.</b>

If students score less than 80% on the culminating projects, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than 80% within three attempts, students will receive a grade of “F” in the course and will be required to retake the course in the new term.

### GRADING

A score of 80% or higher on both Culminating Projects and the Posttest is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

Item	Worth
Posttest	100 points
Culminating Project Assignment 1	100 points
Culminating Project Assignment 2	100 Points
<b>Total</b>	<b>300 Points</b>

### Grading Scale

A = 90%-100%

B = 80%-89%

F = 79% or Below

### TECHNOLOGY REQUIREMENTS

#### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

*The syllabus/schedule are subject to change.*

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:  
Visit the [Virtual Classroom Requirements Webpage](#).

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

### **Interaction with Instructor Statement**

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 hours. Students are encouraged to check university email daily.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

### **TAMUC Attendance**

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)  
Website: [Office of Student Disability Resources and Services](#)

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Counseling Services**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel).

## COURSE OUTLINE / CALENDAR

Learning Objectives and Competencies	Materials to Read or Review	Assignments
<b>Module 1</b> Objective- Communication <ul style="list-style-type: none"> <li>• Understand the different kinds of critical incidents</li> </ul>	PowerPoint Presentation	Introduction Email Pretest MODULE 1 Quiz
<b>Module 2</b> Objective- Critical Thinking/ Decision Making <ul style="list-style-type: none"> <li>• Analyze critical incidents from a leadership perspective.</li> <li>• Critically evaluate critical incidents.</li> </ul>	PowerPoint Presentation	Discussion Post Assignment # 1
<b>Module 3</b> Objective: Critical Thinking- Decision Making/ Leadership <ul style="list-style-type: none"> <li>• Analyze critical incidents from a leadership perspective.</li> </ul>	PowerPoint Presentation	MODULE 3 Quiz
<b>Module 4</b> Objective: Leadership <ul style="list-style-type: none"> <li>• Lead a critical incident debrief.</li> </ul>	Read Case Study for Module 4 PowerPoint Presentations	Assignment # 2 Posttest

**\*Both Assignments MUST be submitted by 5:00 PM on Wednesday of Week 7.\***