



# A&M-COMMERCE

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

## **COURSE PREFIX, #, SECTION, & TITLE**

**COURSE SYLLABUS:** Implicit Bias - CJCB406

## **INSTRUCTOR INFORMATION**

<b>Instructor:</b>	Jayson Douglas, MS, CDE
<b>Office Location:</b>	Online
<b>Office Hours:</b>	Email or Virtual by Appointment
<b>University Email Address:</b>	Jayson.Douglas@tamuc.edu
<b>Preferred Communication:</b>	Email
<b>Communication Response Time:</b>	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.

**Supplemental Materials:** Links and files will be provided in the document sharing tab within the course.

## **ORGANIZATION LEADERSHIP PROGRAM DESCRIPTION**

The Bachelor of Science in Criminal Justice with an emphasis in Law Enforcement Leadership (BSCJ-CJCB) 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**

Students will build awareness to understand what unconscious bias is and why it matters. Students will develop skills to recognize and take action to manage bias. Emphasis will be placed on effective management strategies to work for inclusivity in the workplace and with the public.

## **Student Learning Outcomes**

Upon completion of this course, students will be able to:

1. Define related terms and concepts in the area of race relations.
2. Summarize race and policing in the U.S. in historical context. Discuss the ongoing influence of race relations, strategies to reconcile past injustice, and the importance of fair and impartial policing.
3. Identify/analyze policing practices that have historically alienated and angered disadvantaged communities of color.
4. Identify their own implicit bias and strategies that can reduce the negative influence of bias.
5. Describe institutional racism and other forms of bias in the U.S. in a historical context, and their effect on culture, justice, crime, and law.

6. Discuss law enforcement practices that reduce bias and positively influence community relations.
7. Reflect on individual practices and discuss how to apply impartial policing practices in your community.
8. Discuss how policing practices can address historically unjust laws and policies.
9. Explain the difference between implicit and explicit bias.
10. Discuss how fear and bias influence officer behavior and police community interactions

## 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 required assignments must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

**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 both the posttest and culminating project to demonstrate competency and pass the course.

### Course Pretest

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

Content	Description	Value	Notes
Pretest	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 pretest does <b>not</b> count in the final grade for this course.

### Learning Objective Quizzes

A brief assessment at the end of each module is provided to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module. These quizzes are not factored into your final grade but are helpful toward achieving a passing score on the post-test.

### Course Post-test

The posttest 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 posttest, you will have an opportunity to review the material and retake the posttest 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

These 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.

Content	Description	Value	Notes
Projects	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: Last day of Week 6, Sunday, by 11:59 PM CST</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.

### GRADING

A score of 80% or higher on both the culminating projects and 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 Projects	100 points
<b>Total</b>	<b>200 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:

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, 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 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

**All emails from students should include:**

- **Course name and subject in the subject line (ex. CJCB 406 – Posttest)**
- **Salutation**
- **Proper email etiquette (no “text” emails – use proper grammar and punctuation)**
- **Student name**

### 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:

[Undergraduate Academic Dishonesty Policy](#)  
[Undergraduate Student Academic Dishonesty Form](#)

### **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

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

### **Counseling Center**

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)

### **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.

## COURSE OUTLINE / CALENDAR

Learning Objectives and Competencies	Assignments <b>*** Complete Pretest (required) ***</b>
Module 1: Foundations of Human Difference	Reading Material & Videos Discussion Question (recommended) Module Quiz (recommended)
Module 2: Race Relations and the Police	Reading Material & Videos Discussion Question (recommended) Module Quiz (recommended)
Module 3: Bias and the Police	Reading Material & Videos Discussion Question (recommended) Module Quiz (recommended)
Module 4: Fair and Impartial Policing	Reading Material & Videos Discussion Question (recommended) Module Quiz (recommended)
	<b>Culminating Projects (required)</b> <b>Post-Test (required)</b>