



# TAB CJC 302 21st Century Policing Course Syllabus

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**Preferred Email Address:** [James.Womack@tamuc.edu](mailto:James.Womack@tamuc.edu)

**Preferred Form of Communication:** Email/Text

**Communication Response Time:** 24 to 48 hours 7 days a week

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

#### Required Reading

*\*A textbook is not assigned for this class. All reading assignments are provided with links to internet sources and/or document files.*

#### Other Readings

Other materials/readings may be added throughout the semester depending on the progression of the course.

### Course Description/Explanation

This course examines the many difficult decisions that criminal justice professionals and agencies make in an environment of competing interests. The decision making of criminal justice professionals is often impacted by their internal as well as external forces. Emphasis is

placed on addressing issues and concerns of our justice process in personal, agencies, social, and criminal justice contexts.

## **Course Objectives**

1. Introduce students to the study of the history of policing to allow a better understanding the service to society.
2. How policing has changed (Warrior vs. Gaudian).
3. Policies and practices.
4. Technology and Crime.
5. Training
6. Safety
7. Implementation

## **Student Learning Outcomes**

1. Demonstrate an understanding of the differences in policing practices.
2. Differentiate between the various policing models.
3. Identify the origins crime fighting.
4. Demonstrate an understanding of the policing profession over time.

# **COURSE REQUIREMENTS**

## **Minimal Technical Skills Needed**

Students will need a reliable computer and internet access for this course. Specific capabilities of the computer are discussed later in the syllabus. Students are required to demonstrate proficiency in myLeo navigation in order to participate in this course. Fluency in programs like Microsoft Word, PowerPoint and Excel may further contribute to student success in this course.

## **Instructional Methods/Activities/Assessments**

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. You will work toward achieving these outcomes through discussions/comments, assignments, and tests. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

## **Introduction/ Critical Thinking Exercises (SLO)**

The **Introduction** is a chance for you to ‘meet’ your colleagues in the class and an opportunity to introduce yourself to your professor.

The Critical Thinking Exercises are directly related to the module. Your contributions to the discussion forums will be graded for **quality** and a **detailed analysis** linking the material to a critical appraisal of theory, policy, and practice. The introduction of outside materials is not mandatory (unless otherwise noted in the discussion topic assignment) but is highly recommended. In all cases, students will utilize APA citation format.

These posts should be **the equivalent of 1 page in length or a minimum of 250 words**. The specific discussion assignment is in each unit Module by clicking on the link.

## Assessments

### **Pretest and Posttest**

The purpose of the pretest is to provide a baseline understanding of your knowledge in each module.

#### Pretest

The Pretest for this course assesses your knowledge of leadership theories and associated practices for improving communication, team effectiveness, change management, conflict resolution, and ethical decision-making practices. The Pretest also assesses your knowledge and understand on the learning objectives of this course.

The purpose of the pretest is to provide a baseline understanding of your knowledge in this competency.

**\*\*\*The pretest is required for the course.**

#### Discussion/Critical Thinking

You need to share your ideas/opinions in each discussion question. Because this is a CBE course, you are not required to respond to any other student in the class.

#### Quiz

You need to complete a quiz in each module. It is a great opportunity to review what you learned in each module.

The Posttest is an assessment of your knowledge of the material required for the modules. A score of 80% or higher is required on the Posttest to demonstrate competency. If you score less than 80% on any module you will have an opportunity to review the material and re-take the module quiz. You will have up to three attempts at passing each competency. If you have

not passed the module in three attempts, you will receive a letter grade of an F. In order to demonstrate competency, a score of 80% or higher is required.

### **Project**

You will also have a project in this course. The project will be based on expanding your knowledge and applying the information you have learned in a more application-based setting. A score of 80% or higher is required.

### **Final Grade Calculation**

The final grade will be assigned by taking the average posttest and the grade of the project.

## **GRADING**

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

<b>Assignment Type</b>	<b>Point Value</b>
<b>Final Project</b>	100
<b>Post Test</b>	100
<b>Total points</b>	200

### **Final Grade Calculation**

The final grade will be assigned by taking the average posttest and the grade of the project.

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

F = 70%-79% or Below

A score of 80 percent or higher on both the Posttest and Culminating Project is required to demonstrate competency.

If the seven-week term ends and you do not complete all competencies, you will receive a grade of "F" and be required to complete the remaining competencies in the next term.

Grades will be available in the gradebook so that students can track their progress in the course weekly.

Final Project Rubric

<b>Learning Outcomes</b>	<b>Exceptional 16 – 20 points</b>	<b>Average 6 – 12 points</b>	<b>Developing 0 – 5 points</b>
Provides overview of law enforcement agency including relevant demographics & statistics	Student thoroughly paints clear picture of agency supported with official data & statistics	Student provides overview but could have been more concise or clear. Supporting statistics are incomplete.	Student does not provide enough detail or document. Additional details are seriously lacking.
Strengths for each of the six pillars are identified with discussion of how these affect the legitimacy of the organization	Student addresses strengths for each of the 6 pillars and thoroughly discusses the implications of these	Student addresses at least 4 of the 6 pillars and/or fails to thoroughly discuss implications	Student addresses less than 4 strengths per pillar and/or fails to discuss implications or thoroughly discuss implications
Weaknesses of each of the six pillars are identified with discussion of how these affect the legitimacy of the organization	Student addresses weaknesses for each of the 6 pillars and thoroughly discusses the implications of these	Student addresses weaknesses for at least 4 of the 6 pillars and/or fails to thoroughly discuss implications	Student addresses less than 4 weaknesses per pillar and/or fails to discuss implications or thoroughly discuss implications
New policy or program proposed that addresses strengths and weaknesses of organization	Student displays creativity and innovation in proposing new policy. Thorough discussion addresses both strengths and weaknesses.	Student proposes new policy but does not thoroughly or clearly link discussion to improving organizational weaknesses	New policy is not clearly developed. Imprecise or not clearly developed. Lacks thorough discussion to improve organizational weaknesses
<b>Overall Score</b>			
<b>Faculty Evaluation (Circle one):</b>	<b>Proficient (80 or more points, threshold is 80%)</b>	<b>Average (between 70 and 79 points)</b>	<b>Developing (60 or less points)</b>

## TECHNOLOGY REQUIREMENTS

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for eCollege are:

- Any current Flash-compliant browser (e.g. Internet Explorer 7 or Firefox 3.0)
- 512 MB of RAM, 1 GB or more preferred

- Broadband connection required – courses are heavily video intensive
- Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
- A sound card and speakers or headphones

Current anti-virus software must be installed and kept up to date

Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:

- Adobe Reader
- Adobe Flash Player

At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## **ACCESS AND NAVIGATION**

### **eCollege Access and Log in Information**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:

<http://www.tamuc.edu/myleo.aspx>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or

[helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

### **Course Navigation**

This course like the others in the program is divided up into weekly units. Each unit will have an Overview, Outcomes, Activities/Assignments and Resources. The Activities/Assignments will provide you with a list of everything you need to do to be successful in the course.

You should begin by reading the course syllabus, paying particular attention to the assignments and course calendar, and then complete the Start Here unit.

# COMMUNICATION AND SUPPORT

## **Interaction with Instructor Statement**

My primary form of communication with the class will be through Email and Announcements. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo and in Announcements. It will be your responsibility to check your University Email and Announcements regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

## **eCollege Student Technical Support**

It is reassuring to know that technical support is available to make your online learning experience convenient. All you have to do is call or email and a knowledgeable representative will help you solve your technical issues.

## **Policy for Reporting Problems with eCollege**

Students, who encounter eCollege-based problems with submitting assignments/exams, etc., are required to do one of the following:

- Call 1-866-656-5511 or 720-931-3847 (direct)
- Online Chat by clicking on the "Tech Support" tab within your eCollege course.
- Email [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org)

Hours: The eCollege helpdesk is open 24/7 to meet your needs.

Your call will be logged, and I will check with the Tech Support staff to confirm your call. Once I have confirmed your call, I will contact you regarding the issue.

Only eCollege-based problems will be addressed. Make sure your internet connection is working and viable when taking tests or turning in assignments.

## **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

## **Internet Access**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

## **Learner Support**

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

# **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

## **Course Specific Procedures**

### **Academic Honesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

*Cheating* is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

*Plagiarism* is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement



- Making slight variations in the language and then failing to give credit to the source

*Collusion* is defined as:

- Collaborating with another, without authorization, when preparing an assignment

If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link [Criminal Justice web site](#) for more information.

### **Attendance Policy**

While this is an online course, students are expected to ‘attend class’ and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 5 to 10 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

### **APA Citation Format Policy**

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people’s words or when they quote other’s words directly. You may learn to cite from a variety of different sources including the APA Tutorial and the sources listed below and in the CJ 500 Orientation Course.

[www.apastyle.org](http://www.apastyle.org)

<http://owl.english.purdue.edu/owl/resource/560/02/>

[www.library.cornell.edu/resrch/citmanage/apa](http://www.library.cornell.edu/resrch/citmanage/apa)

It is the student’s responsibility to understand how to cite properly. If you have questions, feel free to ask.

## **Drop Course Policy**

Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

## **University Specific Procedures:**

### **ADA Statement**

**Students with Disabilities** 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

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **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.

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<http://www.albion.com/netiquette/corerules.html>

## COURSE OUTLINE / CALENDAR

Every Module is open from the start date. This means you can start and finish the course at your own pace and as quickly as you would like!

For those who would like to work week to week

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University Email and in Announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below **VERY CAREFULLY** so that you are sure to complete readings as assigned and turn your assignments in on time.

**Please note that all discussions/comments/assignments are due by 11:00PM CST in eCollege on the day they are due as outlined in the syllabus. This will help for open communication, which allows for a deeper understanding for us all.**

**Please note that this course runs on a Monday-Sunday schedule.**

### Module 1: The Evolution of 21st Century Policing

	<p>Introduction</p> <p>Pre test</p> <p>Preface</p> <p>Module 1 Reading</p> <p>For Module 1, review the list of members of the Task Force on page V, and read the introduction to the Final Report of The President's Task Force on 21st Century Policing, pages 5 through 8.</p> <p>PowerPoint Presentation</p> <p>President Obama Meets with the Task Force on 21st Century Policing</p> <p>Watch this video after you've completed Module 1 (video is also embedded in Slide 13 of the module).</p> <p>MODULE 1: DISCISSION/CRITICAL THINKING EXERCISES</p>
	<p>Complete Assignment #1</p>

	Complete course pre-test
	Complete Comments for Discussion Assignment #1

**Module 2: Pillar I, Building Trust & Legitimacy**

	<p>Reading for Module 2</p> <p>Before viewing the PowerPoint presentation for Module 2, please read Pillar I: pages 9 through 18.</p> <p>PowerPoint Presentation</p> <p>Prof. Tracey Meares, Yale Law School: Can the Police Regain Trust?</p> <p>MODULE 2: Discussion/CRITICAL THINKING EXERCISES</p>
	Complete Discussion Assignment #1

**Module 3: Pillar II, Policy and Oversight**

	<p>Reading for Module 3</p> <p>Before viewing Module 3's PowerPoint presentation, please read Pillar II: pages 19 through 30.</p> <p>PowerPoint Presentation</p> <p>LAPD Behind the Scenes: Community Service Partnership</p> <p>Required: Automatic - View this topic to complete the activity</p> <p>MODULE 3: Discussion/CRITICAL THINKING EXERCISES</p>
	Complete Discussion Assignment #3
	Comments for Discussion Assignment #3 due

**Module 4: Pillar III, Technology and Social Media**

	Reading for Module 4
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	<p>Before viewing the PowerPoint presentation, please read "Pillar 3", pages 31 through 39.</p> <p>PowerPoint Presentation</p> <p>Pillar III: Social Media and Technology</p> <p>MODULE 4: Discussion/CRITICAL THINKING EXERCISES</p>
	<p>Complete Discussion Assignment #4</p>

**Module 5: Pillar IV, Community Policing and Crime Reduction**

	<p>Module 5 Reading</p> <p>Before viewing the PowerPoint, read Pillar 4, pages 41 through 50.</p> <p>PowerPoint Presentation</p> <p>Community Policing Initiatives in Tucson Police Department</p> <p>Does this community policing initiative fit with the Task Force's vision?</p> <p>MODULE 5: Discussion/CRITICAL THINKING EXERCISES</p>
	<p>Complete Discussion Assignment #5</p>

**Module 6: Pillar V, Training and Education**

	<p>Reading for Module 6</p> <p>Before viewing the PowerPoint, please read Pillar 5, pages 51 through 60.</p> <p>PowerPoint Presentation</p> <p>How a Milwaukee police department is training cops to be less biased</p> <p>Consider whether this training fits within Task Force Recommendation 5.9.</p> <p>MODULE 6: Discussion/CRITICAL THINKING EXERCISES</p>
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	Complete Discussion Assignment #6
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### **Module 7, Pillar VI: Officer Wellness and Safety**

	<p>Reading for Module 7</p> <p>Please read Pillar 6, pages 61 through 68.</p> <p>PowerPoint Presentation</p> <p>Brain Health Program for Police Aims to Help Them Heal from Stress</p> <p>This video showcases an innovative program addressing officer wellness.</p> <p>MODULE 7: Discussion/CRITICAL THINKING EXERCISES</p>
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	Complete Discussion Assignment #7
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### **Module 8: Implementation**

	<p>Reading for Module 8</p> <p>Edit description for Reading for Module 8</p> <p>See how the Arlington Police Department, chosen as a national model for 21st Century Policing implementation, has used the Task Force recommendations to inform their policies and programming.</p> <p>PowerPoint Presentation</p> <p>What Does 21st Century Policing Really Mean?</p> <p>This podcast features Ronald Davis, former head of the Office of Community Oriented Policing Services and adviser to the Task Force.</p> <p>MODULE 8: Discussion</p> <p>Complete Discussion/CRITICAL THINKING EXERCISES</p>
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	<p>Final Assignment</p> <p>Post test</p> <p>All assignments must be completed by Wednesday of Week 7</p>
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We really hope you enjoy this course!