CJCB 302 21ˢᵗ Century Policing
Course Syllabus
Fall 2022

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Preferred Form of Communication: Email/Text
Communication Response Time: 24 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

This course is 100% online. As such, communication and assignment submission is all done electronically. Power points, resources, assignments and tests are all located within the online course.

Student Responsibilities or Tips for Success in the Course

Students are encouraged to thoroughly read all assignments and view relevant videos as directed. Critical thinking exercises will help students with practical application of the concepts presented, and students are encouraged to read through them after completing each module.

Students are encouraged to e-mail the professor as they encounter concepts that after reading and utilizing course resources (supplemental documents, Youtube videos, etc.), still do not understand.

GRADING

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

Assignment Type	Point Value
Final Project	100
Post Test	100
Total points	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 = 79% or Below

*Students are required to achieve and 80% or higher on a posttest in each competency and on the project in order to pass the course.

Final Project Rubric

Learning Outcomes	Exceptional 16 – 20 points	Average 6 – 12 points	Developing 0 – 9 points	
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 details to describe or document agency. Additional documentation 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 fewer than 4 strengths of each pillar and/or does not discuss implications clearly or thoroughly	
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 fewer than 4 weaknesses of each pillar and/or does not discuss implications clearly or thoroughly	

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 incomplete, imprecise or under-developed. Lack of thorough discussion to improve organizational weaknesses	
Overall Score				
Faculty Evaluation (Circle one):	**Proficient (80 or more points, threshold is 80%)**	**Average (between 70 and 79 points)**	**Developing (less than 70 points)**	

Assessments

Pretest and Posttest for Each Module
The purpose of the pretests is to provide a baseline understanding of your knowledge in each module.
The Posttest is an assessment of your knowledge of the material required for the module. If you score less than 80% you will have an opportunity to review the material and re-take the module Posttest. 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.

Assignments
There are two assignments for this course, which will be graded on a pass/no-pass basis. Passing scores on each assignment are required for course completion.

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 practical exercise. A score of 80% or higher is required.

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

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.

TECHNOLOGY REQUIREMENTS

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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 technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

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**.**

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 here:

https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your Instructor. Allow up to 24 hours to receive a response.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Participation from students regularly is encouraged. There will be optional discussions, and assignments that are not required. Students are encouraged to participate as regular exposure to course content will result in a better chance at successful completion of the course.

The required assignments in this course are the pre-test, quizzes, discussions, post-test and final project. While pre-tests, quizzes and discussions are required to pass the course, the grades does not count toward your final grade. A grade of 80% or higher is required on a course posttest. You have 3 attempts to achieve a grade of 80% or higher on the post-test. Aside from the tests, there is one required course project that each student is required to participate in.

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.

University Specific Procedures

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 in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

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 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

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
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@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.

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.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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 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 of 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://owl.english.purdue.edu/owl/resource/560/02/

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.

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

	Introduction
	Pre test
	Preface
	Module 1 Reading
	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.
	PowerPoint Presentation
	President Obama Meets with the Task Force on 21st Century Policing
	Watch this video after you've completed Module 1 (video is also embedded in Slide 13 of the module).
	MODULE 1: DISCISSION/CRITICAL THINKING EXERCISES
	Complete course pre-test

Module 2: Pillar I, Building Trust & Legitimacy

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

Module 3: Pillar II, Policy and Oversight

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

Module 4: Pillar III, Technology and Social Media

	Reading for Module 4
	Before viewing the PowerPoint presentation, please read "Pillar 3", pages 31 through 39.
	PowerPoint Presentation
	Pillar III: Social Media and Technology

	Complete Discussion Assignment #4

Module 5: Pillar IV, Community Policing and Crime Reduction

	Module 5 Reading

Before viewing the PowerPoint, read Pillar 4, pages 41 through 50.

PowerPoint Presentation

Community Policing Initiatives in Tucson Police Department

Does this community policing initiative fit with the Task Force's vision? |

Module 6: Pillar V, Training and Education

	Reading for Module 6

Before viewing the PowerPoint, please read Pillar 5, pages 51 through 60.

PowerPoint Presentation

How a Milwaukee police department is training cops to be less biased

Consider whether this training fits within Task Force Recommendation 5.9. |
| | |

Module 7, Pillar VI: Officer Wellness and Safety

	Reading for Module 7

Please read Pillar 6, pages 61 through 68.

PowerPoint Presentation

Brain Health Program for Police Aims to Help Them Heal From Stress |

	This video showcases an innovative program addressing officer wellness.

Module 8: Implementation

	Reading for Module 8
	Edit description for Reading for Module 8
	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.
	PowerPoint Presentation
	What Does 21st Century Policing Really Mean?
	This podcast features Ronald Davis, former head of the Office of Community Oriented Policing Services and adviser to the Task Force.
	Final Assignment
	Post test

We really hope you enjoy this course!