



A&M-COMMERCE

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

CJCB 302-1 21st Century Policing COURSE SYLLABUS: Spring 1 2024

INSTRUCTOR INFORMATION

Instructor: **Jimmy Womack**
Office Location: **Online**
Office Hours: **Email or Telephone or Virtual by Appointment**
University Email Address: **Jimmy.Womack@tamuc.edu**
Preferred Form of Communication: **E-mail**
Communication Response Time: **Within 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.

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

An introduction to policing strategies as best practices designed to help agencies promote effective crime reduction while building public trust and safeguarding officer well-being. Areas of emphasis are internal processes affecting culture, policy, administrative process, and training; as well as external processes affecting transparency, community engagement, and interactions with various populations.

STUDENT LEARNING OUTCOMES

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

1. Students will be able to articulate each of the six pillars of 21st Century Policing.
2. Students will be able to apply the six pillars of 21st Century Policing to police agencies' current practices.
3. Students will be able to communicate suggestions for relevant 21st Century Policing initiatives, policies and programs as they apply to police agencies.

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.

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 Module 1	100
Post Test Module 2	100
Post Test Module 3	100
Post Test Module 4	100
Post Test Module 5	100
Post Test Module 6	100
Post Test Module 7	100
Post Test Module 8	100
Total points	900

Final Grade Calculation

The final grade will be assigned by taking the average of the post-tests 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 each posttest in each competency and on the project in order to pass the course.

Final Project Rubric

Part One: Total of 20 points possible

Learning Outcome	Exceptional 7-10 points	Average 3-6 points	Developing 0-2 points
a. 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
b. 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

Part Two: Total of 60 points possible

Learning Outcome	Exceptional 13-20 points	Average 7-12 points	Developing 0-6 points
a. Identify an area where your agency has an opportunity to use concepts from 21 st Century Policing to implement a program, policy or idea that may increase the community's trust in your agency.	Student displays creativity and innovation in proposing new program, policy, or idea. Thorough discussion addresses which pillar of 21 st Century Policing it relates to.	Student proposes new policy but does not thoroughly or clearly link discussion to 21 st Century Policing pillar.	New policy is incomplete, imprecise or underdeveloped. Lack of thorough discussion linking program to 21 st Century Policing pillar.

b. Discuss program implementation and resources needed.	Student links program implementation to 21 st Century Policing principles and demonstrates clear explanation of resources necessary, potential outcomes, and challenges.	Student describes implementation but does not clearly link to 21 st Century Policing principles. Student addresses implementation considerations partially.	Student does not clearly or thoroughly link implementation to 21 st Century Policing principles or fails to address implementation considerations.
c. Identify how the program will impact police/community relations.	Student clearly articulates how the program will impact legitimacy, using examples from other agencies and applying principles of 21 st Century Policing.	Student articulates impact, but does not justify reasoning.	Student does not articulate the program's impact on police/community relations.

Part Three: Total of 20 points possible

Learning Objective	Exceptional 14-20	Average 7-13	Developing 0-6
Use at least three credible sources to justify ideas and statements.	Student utilizes three credible sources to back up ideas and cites those sources when used.	Student utilizes at least two sources or may not provide proper citations.	Student does not utilize sources or citations in their work.

Faculty Evaluation:	Proficient (80 or more points, threshold is 80%)	Average (between 70 and 79 points)	Developing (less than 70 points)
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ASSESSMENT

Course 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 no assignments for this course.

Project

You will 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

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.

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 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. ORGL 3322 – Posttest)**
- **Salutation**
- **Proper email etiquette (no "text" emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

The syllabus/schedule are subject to change.

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
Fax (903) 468-8148
Email: 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.

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 12:00PM CST in MyLEO 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 Sunday - Saturday 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

	<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>
	Complete Critical Thinking Exercises for your own reference.

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>
	Complete Critical Thinking Exercises for your own reference.

Module 4: Pillar III, Technology and Social Media

	<p>Reading for Module 4</p> <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>
	Complete Critical Thinking Exercises for your own reference.

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>Complete Critical Thinking Exercises for your own reference.</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>Complete Critical Thinking Exercises for your own reference.</p>

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>Complete Critical Thinking Exercises for your own reference.</p>

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>Final Assignment</p> <p>Post test</p>