



A&M-COMMERCE

CJCB 302 21st Century Policing COURSE SYLLABUS

Term:		Year:	
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INSTRUCTOR INFORMATION

Instructor Name:	
Office Phone:	
A&M Commerce Email Address:	
Instructor Notes:	

Office Location: Online/Remote

Office Hours: Email, Telephone, or Virtual by Appointment

Preferred Form of Communication: Email

Communication Response Time: 24 Hours or Less (Grading of assignments is typically not completed in 24 hours or less)

COURSE INFORMATION

Materials

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the [Waters Library](#). All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with 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 schedules. Students in the BSCJ-CJCB program develop practical workplace competencies that meet current and future challenges facing first responders today.

COURSE DESCRIPTION

This course examines policing paradigms through history in order to understand the 21st Century Policing philosophy in context. Students will learn the six pillars of 21st Century Policing and be able to examine law enforcement agencies and their relationships to the communities that they serve through that lens; additionally, they will be able to articulate how 21st Century Policing continues to shape law enforcement agencies today.

Course Objectives

1. Introduce students to policing paradigms that have shaped law enforcement's relationship to the community.
2. Explain the genesis of 21st Century Policing.
3. List the six pillars of 21st Century Policing.
4. Examine how police agencies have implemented 21st Century Policing practices.
5. Discuss how current events might affect 21st Century Policing implementation.

STUDENT LEARNING OUTCOMES

1. Demonstrate an understanding of historical policing paradigms and how they affect modern policing.
2. Articulate how police agencies have implemented 21st Century Policing practices.
3. Demonstrate an understanding of how police paradigms can be changed by cultural and societal shifts.
4. Think critically about how law enforcement can improve police/community relations through application of 21st Century Policing practices.

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 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 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.

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.

Acceleration Process

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Student may only request permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.

Process

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of "A" or "B."
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

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. If you have any questions or are having difficulties with the course material, please contact your instructor. 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. EDCB 517 – Posttest)**
- **Salutation**
- **Proper email etiquette (no "text" emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

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 their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty Form](#)

CID Policy on Academic Integrity

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another's work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean's office and listed in a database.
- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in [Policy 13.99.99.R0.03](#) for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

Use of Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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.

A&M-Commerce Supports Students' Mental Health – 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

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: DISCUSSION/CRITICAL THINKING EXERCISE</p>
	<p>Complete course pre-test</p>

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

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>
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	Complete Critical Thinking Exercises for your own reference.
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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>
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	Complete Critical Thinking Exercises for your own reference.
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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>
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	Complete Critical Thinking Exercises for your own reference.
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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>
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	Complete Critical Thinking Exercises for your own reference.
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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>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>