



**CJCB 302 21<sup>st</sup> Century Policing  
Course Syllabus**

---

**INSTRUCTOR INFORMATION**

**Instructor: Jennifer Davis-Lamm**  
**CSO Virtual Office Hours: By appointment**  
**Office Phone: n/a**  
**Office Fax: n/a**  
**Preferred Email Address: Jennifer.davis-lamm@tamuc.edu**  
**Preferred Form of Communication: email**  
**Communication Response Time: 24 hours**

**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.

## **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**

This course examines policing paradigms through history in order to understand the 21<sup>st</sup> Century Policing philosophy in context. Students will learn the six pillars of 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> Century Policing.
3. List the six pillars of 21<sup>st</sup> Century Policing.
4. Examine how police agencies have implemented 21<sup>st</sup> Century Policing practices.
5. Discuss how current events might affect 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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.

## 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 7-12points	Developing 0-6 points
a. Identify an area where your agency has an opportunity to use concepts from 21 <sup>st</sup> 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 <sup>st</sup> Century Policing it relates to.	Student proposes new policy but does not thoroughly or clearly link discussion to 21 <sup>st</sup> Century Policing pillar.	New policy is incomplete, imprecise or underdeveloped. Lack of thorough discussion linking program to 21 <sup>st</sup> Century Policing pillar.
b. Discuss program implementation	Student links program implementation to	Student describes implementation but	Student does not clearly or thoroughly

and resources needed.	21 <sup>st</sup> Century Policing principles and demonstrates clear explanation of resources necessary, potential outcomes, and challenges.	does not clearly link to 21 <sup>st</sup> Century Policing principles. Student addresses implementation considerations partially.	link implementation to 21 <sup>st</sup> 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 <sup>st</sup> 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.

<b>Evaluation:</b>	<b>Proficient (80 or more points, threshold is 80%)</b>	<b>Average (between 70 and 79 points)</b>	<b>Developing (less than 70 points)</b>
--------------------	---	---	---

## ASSESSMENT

### Course Pre-test and Post-test for Each Module

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

The post-tests are an assessment of your knowledge of the material required for the module. If you score less than an 80, you will have an opportunity to review the material and re-take the module post-test. You will have up to three attempts at passing each competency. If you have not passed the module in three attempts, the highest score

achieved will be your final score. In order to demonstrate competency, you must average a score of 80% or higher for each of the post-tests.

### **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 post-test average and the project grade and averaging those two figures.

## **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 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](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-SystemRequirements>

### **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, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

### **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>

### **Instructor Support**

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 reading material may be presented that is 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-tests, post-test and final project. Pre-tests do not count toward your final grade. An average of 80% or higher is required for all post-tests combined. You have 3 attempts to achieve a grade of 80% or higher on your post-tests. There is also a required course project that each student is required to complete; you must receive a grade of 80 percent or above on the project to pass the course.

### **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 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.

### **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](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

### **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.

## **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.

## **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!

We really hope you enjoy this course!