



## CJCB 406 – Implicit Bias

### COURSE SYLLABUS

<b>Term:</b>		<b>Year:</b>	
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### INSTRUCTOR INFORMATION

<b>Instructor Name:</b>	
<b>Office Phone:</b>	
<b>A&amp;M Commerce Email Address:</b>	
<b>Instructor Notes:</b>	

**Office Location:** Online/Remote

**Office Hours:** 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 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 implicit bias with an emphasis on differentiating and understanding implicit and explicit bias, race relations and the impact on policing, and the concept of impartial policing.

## STUDENT LEARNING OUTCOMES

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

1. Define related terms and concepts in the area of race relations.
2. Summarize race and policing in the U.S. in a historical context. Discuss the ongoing influence of race relations, strategies to reconcile past injustice, and the importance of fair and impartial policing.
3. Identify/analyze policing practices that have historically alienated and angered disadvantaged communities of color.
4. Discuss how policing practices can address historically unjust laws and policies.
5. Explains the difference between implicit and explicit bias.
6. Discuss how fear and bias influence officer behavior and police-community interactions.

## 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 should be read and reviewed. All required assignments 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 should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor for any assistance.

## ASSESSMENT

Students must achieve 80% or higher on the required posttests and culminating project to demonstrate competency and pass the course. Both parts of the project will be assessed using an assigned rubric.

## REQUIRED VS. OPTIONAL ASSIGNMENTS

**Pretests-** Required activity that does not count toward your final grade. Everyone is required to complete each pretest (**4 total**). The purpose of these pretests is to provide a baseline understanding of your knowledge in the unit. Passing the pretests with 80% or above, demonstrating your understanding of the learning concepts, you may move through the material or go directly to the required posttest. If you do not make at least 80% on a pretest, I encourage you to through work through the learning objective content before attempting the posttest.

**Unlimited Quizzes** – Optional activity that does not count toward your final grade. Quiz completion allows you the opportunity to test your knowledge and identify areas that you will need to revisit in preparation for the posttest. Quizzes do not calculate into your final grade, but they will greatly enhance your chances of passing the posttests.

**Posttests** – Required activity that does count toward your final grade. Everyone is required to complete each posttest (**4 total**). Each posttest has a listed and enforced time limit. You will have three (3) attempts per posttest to achieve an 80% or higher score. If you do not make at least an 80% on the posttest for each learning objective, then you will not successfully pass the course (Grade = F). The posttests total 400 points toward your final grade. These posttests are due by the last day of Week 7 (Friday) by 11:59 PM CST.

**Culminating Project** - Required activity that does count toward your final grade. The final project will assess your knowledge of course content. There are two required parts (written & video) that total 200 points toward your final grade (100 points each). Both parts of the project will be assessed using the assigned rubrics. Both parts are due by the last day of Week 7 (Friday) by 11:59 PM CST.

**Final Grade** - Once an 80% or higher is achieved on each posttest and the culminating project, you will receive a numerical score/grade for the course. This score/grade will be based upon the average scores of the seven posttests and culminating project (600 possible points).

**GRADING SCALE**

- A = 90%-100%
- B = 80%-89%
- F = 79% or Below

**GRADING MATRIX**

The following items will be used to calculate the final grade in the course.

Item	Worth
Posttest (1)	100 points
Posttest (2)	100 points
Posttest (3)	100 points
Posttest (4)	100 points
Project Part I: Written	100 points
Project Part II: Video	100 points
<b>Total</b>	<b>600 Points</b>

**Acceleration Process**

Students enrolled in CBE 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 the seven-week academic term.

**Process**

1. Student completes all required coursework in their CBE course(s) with 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

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](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, 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. CJCB406 – 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

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

#### **Counseling Center**

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](http://www.tamuc.edu/counsel)

#### **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 at 903-8865868 or 9-1-1.

### **COURSE OUTLINE**

<b>Learning Objectives and Competencies</b>	<b>Materials to Read or Review</b>	<b>Assignments</b>
LO1: Define related terms and concepts in the area of race relations.	Read provided material	<ul style="list-style-type: none"> <li>• Pretest</li> <li>• Complete Quiz (recommended)</li> <li>• Posttest</li> </ul>
LO2: Summarize race and policing in the U.S. in a historical context. Discuss the ongoing influence of race relations, strategies to reconcile past injustice, and the importance of fair and impartial policing.	Read provided material	<ul style="list-style-type: none"> <li>• Pretest</li> <li>• Complete Quiz (recommended)</li> <li>• Posttest</li> </ul>
LO3: Identify/analyze policing practices that have historically alienated and angered disadvantaged communities of color.	Read provided material	<ul style="list-style-type: none"> <li>• Pretest</li> <li>• Complete Quiz (recommended)</li> <li>• Posttest</li> </ul>
LO4: Discuss how policing practices can address historically unjust laws and policies.	Read provided material	<ul style="list-style-type: none"> <li>• Pretest</li> <li>• Complete Quiz (recommended)</li> <li>• Posttest</li> </ul>
LO5: Explains the difference between implicit and explicit bias.	Read provided material	<ul style="list-style-type: none"> <li>• Submit Project Part I (Written)</li> </ul>
LO6: Discuss how fear and bias influence officer behavior and police-community interactions.	Read provided material	<ul style="list-style-type: none"> <li>• Submit Project Part II (Video)</li> </ul>