



A&M-COMMERCE

CJCB 499-Capstone 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 is the capstone course for the competency-based Criminal Justice program with an emphasis in Law Enforcement Leadership. Throughout this course you will revisit previous coursework and reflect on the knowledge and skills you have obtained in the program. You will have an opportunity to apply this learning as you develop a proposal to solve a contemporary problem in the area of law enforcement showing mastery of communication, ethical and value-based decision-making, professionalism, critical thinking, and applied leadership theory. The final project will include a written proposal and oral presentation that reflects understanding and application of all topics involved.

STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will be able to:

LO1: Apply critical thinking as you propose a solution to a 21st Century policing challenge.

LO2: Identify effective leadership strategies as you plan a solution to an issue in policing.

LO3: Choose effective methods for communicating a proposed solution to an issue in policing.

LO4: Practice ethical, value-based decision-making and professionalism as you plan a solution to an issue in policing.

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 can 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.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

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.

Assessment

Students must achieve 80% or higher for both the post-test and culminating project to demonstrate competency and pass the course.

Pre-test

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this competency. Pre-tests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator. The pre-test is required before you begin studying course materials. If students do not make at least 80% on the pretest, they will be expected to complete assignments, quizzes, and other course content to prepare for the post-test and culminating project. Students are required to complete the post-test even if scoring 80% or higher on the pre-test. The grade on the pre-test does **not** count in the final grade for this course.

Post-test

The end-of-course/module comprehensive exam assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course/module. A **score of 80% or higher is required** to demonstrate competency. If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. Students who fail the post-test should review feedback from the instructor before reattempting the post-test. If the post-test score is less than 80% within three attempts, students will receive a grade of "F" in the course and will be required to retake the course in the new term. **DUE: Last day of week 7, Friday by 11:59 PM CST.**

Course Material: Students will draw upon a range of objective and official reports regarding the school shooting at Uvalde, TX. Possible course readings:

Legislative report

DOJ report (expected in several months)

ALERRT PASS

ASSIGNMENT #1

Students will be directed to read a specific portion of the Uvalde legislative report.

PART ONE

Written Analysis

Provide a brief overview (3-5 pages) of the incident and then highlight the response from public safety. Make sure you answer the following questions:

- What are some things the responding agencies did that were good?
- What are some things the responding agencies could have done differently?
- How was the public safety response of this incident received by the public?
- How will you utilize this information to assist you in handling critical incidents?
- What leadership styles did you notice? Were they effective? What other leadership styles would have been more effective?

PART TWO

Create a video (up to 7 minutes in length) that communicates to the department (not the media). [Instructions here will be modeled after the Critical Incident Management course]

Video yourself (filling the role of Incident Commander) conducting the debrief of the Uvalde incident and upload it here. Remember, this is NOT a media or public briefing.

In order to get around the size limitations, it is recommended that you host the video on One Drive, Google Drive, or YouTube. Make sure that the settings for your video allow your instructor to view them (for YouTube, it should be "unlisted", not "private"). You will then need to put the link to your video inside of a Word document or embed it into a PowerPoint.

Your incident debrief should address the following questions:

- What happened?
- What did we do?
- Why did we do what we did?
- What can we do different or better next time?

Additional questions to answer during debriefings:

- Did we have any deviations from standard practice or procedures? If so, was the action warranted and/ or acceptable based on the circumstances? Does the policy, practice, or procedure need to change?
- Were there any unusual or special situations or circumstances during the incident? Were they handled? Were they handled appropriately? Do we need to take these into consideration for future incidents?
- Did we have enough personnel or resources? Did we have too many personnel or resources?
- Did other agencies self-dispatch? Were we able to control their actions? Did we use them according to their skills and our needs? Did we log everyone who was on scene?
- Did we have adequate equipment to complete the mission? Were we able to utilize regional assets to assist us? Are there other equipment items or training we need?

ASSIGNMENT #2

Students will read: “Robb Elementary School Attack Response Assessment and Recommendations” ALERRT report.

Interview Procedures:

- 1) Students will conduct **ONE** interview with these suggested school employees: superintendent, principal, emergency manager, school resource officer, school teacher?, parent?)
- 2) This person will be screened and approved by the instructor. If students do not have access to school leadership, CID will connect them with an ISD volunteer. [Will borrow approval from the Teacher Prep Capstone course?]
- 3) You will select any **FOUR** of the question prompts to use:
 - How often are they trained on active shooter/active aggressor situations? When was the last time they received the training?
 - Is there a clear defined goal in emergency situations at their facility?
 - What does the interviewed person think is the most critical aspect of their organization during an active aggressor situation?
 - How do they think responders should mitigate risks during an emergency event?
 - What is the most critical element for a successful outcome of an active aggressor event? (Communications, leadership, planning, etc.?)
 - What are the access controls in place at their facility and are they followed/active?
 - What are some academic and financial pitfalls to avoid when preparing a facility/school for active shooter events?

- What is the person's primary role in a potential active shooter incident? (do they know, are they informed)

PART ONE:

Critical Analysis Paper (3-5 pages)

Reflect on the six pillars of 21st Century Policing. Which two most relate to the need for leadership in this incident?

PART TWO:

Reflective Essay (1-2 page)

What did you learn from your interview(s)? Did you gain new insights into the failures or break downs of various roles during this incident from a non-police perspective? What steps can be taken to rebuild the relationship between law enforcement and the community they serve?

ASSIGNMENT #3

Students will produce an academic style paper (not a memo) utilizing APA format and referring at least 3 peer-reviewed resources less than 5 years old. The paper should be a minimum of 5 pages long.

Do not to regurgitate from previous classes.

Based on what you have learned in your CJCB courses you will use your knowledge to better your agency.

Step One: Select an agency you are familiar with. Provide community and agency demographics (you may update but DO NOT COPY this from your previous course 21st Century Policing).

Step Two: Describe the TWO biggest challenges facing the agency. [These do NOT need to be tied to Uvalde-type incidents)

Step Three: Provide specific recommendations to command staff to move forward to address these two changes. This section must reference 3 peer-reviewed sources less than 5 years old.

GRADING

A score of 80% or higher on both the Culminating Project and Posttest is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

Assignment 1, Part One [Written Analysis of Uvalde legislative report]	100 points
Assignment 1, Part Two [video debrief of incident to department]	50 points
Assignment 2, Part One [critical analysis of interview]	100 points
Assignment 2, Part Two [reflective essay]	30 points
Assignment 3 [recommendations of changes to agency]	150 points
Total points in course points	430

Grading Scale

A = 90%-100%

B = 80%-89%

F = 79% or Below

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

Suggested Schedule

Module	Activities
1	<ul style="list-style-type: none">• Syllabus review• Pre-test
2	<ul style="list-style-type: none">• View Presentation• Readings• Videos (Optional)• Discussion• Quiz
3	<ul style="list-style-type: none">• View Presentation• Readings• Videos (Optional)• Discussion• Quiz
4	<ul style="list-style-type: none">• View Presentation• Readings• Videos (Optional)• Discussion• Quiz
5	<ul style="list-style-type: none">• View Presentation• Readings• Videos (Optional)• Discussion• Quiz
6	<ul style="list-style-type: none">• Course Post-Test• Work on project

7

- Finish project
- Submit project