



Course Syllabus

Spring 2019 - 21st Century Policing (CJCB-302-0CW)

Instructor: Jimmy Womack, MS, LCC, MPO, CSO

Virtual Office Hours: Email as needed

Office Phone: 817 771 6053

Office Fax:

Preferred Email Address: James.Womack@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Reading

In the interest of the cost of your education, all reading material has been built into the course and will not require the purchase of a text book.

Other Readings

Other materials/readings may be added throughout the semester depending on the progression of the course.

Course Description/Explanation

This course examines the many difficult decisions that criminal justice professionals and agencies make in an environment of competing interests. The decision making of criminal justice professionals is often impacted by their internal as well as external forces. Emphasis is placed on addressing issues and concerns of our justice process in personal, agencies, social, and criminal justice contexts.

Course Objectives

1. Introduce students to the study of the history of policing to allow a better understanding the service to society.
2. How policing has changed (Warrior vs. Gaudian).
3. Policies and practices.
4. Technology and Crime.
5. Training
6. Safety

7. Implementation

Student Learning Outcomes

1. Demonstrate an understanding of the differences in policing practices.
2. Differentiate between the various policing models.
3. Identify the origins crime fighting.
4. Demonstrate an understanding of the policing profession over time.

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. You will work toward achieving these outcomes through discussions/comments, assignments, and tests. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Introduction/Discussion Posts (SLO)

The **Introduction** is a chance for you to ‘meet’ your colleagues (although most of you likely know each other by now) in the class and an opportunity to introduce yourself to your professor. The Introductory post is due on **Wednesday of Week #1** of the course.

1 Introduction = 50 points

The **Discussions** are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality** and a **detailed analysis** linking the material to a critical appraisal of theory, policy, and practice. The introduction of outside materials is not mandatory (unless otherwise noted in the discussion topic assignment), but is highly recommended. In all cases, students must utilize APA citation format. Also see the ‘How to Cite’ FactSheet in the CJ 500 Orientation Course).

These posts should be **the equivalent of 1 page in length or a minimum of 250 words**. The specific discussion assignment is located in each unit Week by clicking on the Discussion link.

4 discussion posts @ 100 points each = 400 course points

Posts are due by 11:00PM CST

Comment Posts (SLO)

Comment posts are responses you make to the discussion posts that you and your classmates post each week. You are **required** to make a minimum of **five** comments each week. I would strongly encourage you to engage your colleagues well past the four-comment minimum in order to maximize your opportunity for meaningful discussion and learning.

Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one’s perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an **ongoing** discussion/debate with your classmates. Your comments will be graded for **quality**, and **relevance**. Your comments will also be graded based on your ability to engage in critical thinking. Students **must** provide one outside source for **at least** one comment that they make.

NO LATE COMMENTS ARE ACCEPTED. All comment posts are due by 11:00PM.

Assessment Method: Comments will be graded using the Comments Grading Rubric attached to the Discussion Post Grading Rubric. The discussion and comments for each week will be graded together and posted as one grade (Discussion = 100 + Comments 5@ 10 points each = 150 points/week). *(20 comments @ 10 points each = 200 course points)*

Assignments (SLO)

Table of Contents

Course Pre/Post-test *(not graded)*

Pre and post-tests allow the professor to assess your baseline (foundation) knowledge of a particular subject at the time that you enter a course and the degree of increase in knowledge at the end of the course. This pre/post-test is comprised of questions that will assess your knowledge. These tests will not be graded (they are used for assessment purposes only).

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	# of Assignments	Point Value	Total Points
Introduction	1	50	50
Discussions	8	100	800
Comments	40	10	400
Assignments			

Final Assignment	1	200	200
Pre/Post-test	1	0	0
		TOTAL	1,450

Grades will be available in the gradebook so that students can track their progress in the course weekly.

TECHNOLOGY REQUIREMENTS

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for Ecollege are:

- Any current Flash-compliant browser (eg. Internet Explorer 7 or Firefox 3.0)
- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required – courses are heavily video intensive
- Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
- A sound card and speakers or headphones

Current anti-virus software must be installed and kept up to date

Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:

- Adobe Reader
- Adobe Flash Player

At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:

<http://www.tamuc.edu/myleo.aspx>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or

helpdesk@tamuc.edu.

Course Navigation

This course like the others in the program is divided up into weekly units. Each unit will have an Overview, Outcomes, Activities/Assignments and Resources. The Activities/Assignments will provide you with a list of everything you need to do to be successful in the course.

You should begin by reading the course syllabus, paying particular attention to the assignments and course calendar, and then complete the Start Here unit.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

My primary form of communication with the class will be through Email and Announcements. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo and in Announcements. It will be your responsibility to check your University Email and Announcements regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

eCollege Student Technical Support

It is reassuring to know that technical support is available to make your online learning experience convenient. All you have to do is call or email and a knowledgeable representative will help you solve your technical issues.

Policy for Reporting Problems with eCollege

Students, who encounter eCollege-based problems with submitting assignments/exams, etc., are required to do one of the following:

- Call 1-866-656-5511 or 720-931-3847 (direct)
- Online Chat by clicking on the "Tech Support" tab within your eCollege course.
- Email helpdesk@online.tamuc.org

Hours: The eCollege helpdesk is open 24/7 to meet your needs.

Your call will be logged and I will check with the Tech Support staff to confirm your call. Once I have confirmed your call, I will contact you regarding the issue.

Only eCollege-based problems will be addressed. Make sure your internet connection is working and viable when taking tests or turning in assignments.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Academic Honesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

Cheating is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Collusion is defined as:

- Collaborating with another, without authorization, when preparing an assignment

If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link [Criminal Justice web site](#) for more information.

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, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

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://owl.english.purdue.edu/owl/resource/560/02/>

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.

Late Work

In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy applies **ONLY** to your papers, and quizzes, **not** your c discussions or comments.

Late assignments will be accepted after the due date and time up to 1 day (24 hours) late. Twenty (20) points will be deducted from all late assignments. Assignments turned in more than one day late **will not** be accepted/graded.

Drop Course Policy

Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

University Specific Procedures:

ADA Statement

Students with Disabilities 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 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services

<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.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<http://www.albion.com/netiquette/corerules.html>

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 11:00PM CST in eCollege 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 Monday-Sunday schedule.

Module 1: The Evolution of 21st Century Policing

Week One	<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: DISCISSION/CRITICAL THINKING EXERCISES</p>
	Complete Discussion Assignment #1
	Complete course pre-test
	Complete Comments for Discussion Assignment #1

Module 2: Pillar I, Building Trust & Legitimacy

Week Two	<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>MODULE 2: Discussion</p>
-----------------	--

	Complete Discussion Assignment #1

Module 3: Pillar II, Policy and Oversight

Week Three	<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> <p>MODULE 3: Discussion</p>
	Complete Discussion Assignment #3
	Comments for Discussion Assignment #3 due

Module 4: Pillar III, Technology and Social Media

Week Four	<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> <p>MODULE 4: Discussion</p>
	Complete Discussion Assignment #4

Module 5: Pillar IV, Community Policing and Crime Reduction

Week Five	<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>
------------------	--

	Does this community policing initiative fit with the Task Force's vision? MODULE 5: Discussion
	Complete Discussion Assignment #5

Module 6: Pillar V, Training and Education

Week Six	<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>MODULE 6: Discussion</p>
	Complete Discussion Assignment #6

Module 7, Pillar VI: Officer Wellness and Safety

Week Seven	<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>MODULE 7: Discussion</p>
	Complete Discussion Assignment #7

Module 8: Implementation

Week Seven	Reading for Module 8
-------------------	----------------------

	<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>MODULE 8: Discussion</p> <p>Complete Discussion Assignment #8</p>
	<p>Final Assignment</p> <p>Post test</p> <p>All assignments must be completed by Wednesday</p>

We really hope you enjoy this course!