

**Application for a New Course v10.1**

|                      |      |
|----------------------|------|
| <b>Course ID 250</b> | POLC |
| <b>Date APPROVED</b> |      |
| <b>Date DENIED</b>   |      |

**I. Systems and Catalog Information** Complete each item.

|    |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                        |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Course Developer                                                                                                                                                                                | Stuart Platt                                                                                                                                                                                                                                                                                                           |
| 2  | Course Teacher                                                                                                                                                                                  | Stuart Platt                                                                                                                                                                                                                                                                                                           |
| 3  | Course Title                                                                                                                                                                                    | Police Systems and Practices                                                                                                                                                                                                                                                                                           |
| 4  | Course Abbreviation (if title is over 30 characters)                                                                                                                                            |                                                                                                                                                                                                                                                                                                                        |
| 5  | College                                                                                                                                                                                         | Arts & Sciences                                                                                                                                                                                                                                                                                                        |
| 6  | Department                                                                                                                                                                                      | Political Science                                                                                                                                                                                                                                                                                                      |
| 7  | Number of Credit Hours                                                                                                                                                                          | 3                                                                                                                                                                                                                                                                                                                      |
| 8  | Instructor Workload                                                                                                                                                                             | 3 hour course                                                                                                                                                                                                                                                                                                          |
| 9  | <b>Catalog Description</b><br>(50 words or less)                                                                                                                                                | Introduction to the philosophy and history of law enforcement; US Constitutional limitations imposed on law enforcement in a democratic society; agencies within and levels of American policing and their functions; role and place of law enforcement in the total justice process; and, current issues in policing. |
| 10 | List any prerequisites (course/s, test scores, class standing, major, etc.)                                                                                                                     | Sophomore standing, POLC 205.                                                                                                                                                                                                                                                                                          |
| 11 | List any co-requisites                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                        |
| 12 | How often will it be offered?                                                                                                                                                                   | F, even                                                                                                                                                                                                                                                                                                                |
| 13 | How often will it be offered?                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                        |
| 14 | How often will it be offered?                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                        |
| 15 | How often will it be offered?                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                        |
| 16 | Frequency?                                                                                                                                                                                      | Once a year                                                                                                                                                                                                                                                                                                            |
| 17 | First semester this course will be offered<br><i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i> | Fall, 2016                                                                                                                                                                                                                                                                                                             |
| 18 | Has this course been offered as a Special Topics course? Yes/No<br><i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>                                           | Yes, POLS 440.02 - 22                                                                                                                                                                                                                                                                                                  |

## II. Curriculum

|   |                                                                                                                   |                                                                                                                                                                   |
|---|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Degree Plan</b> Explanation of how this course affects degree requirements.                                    | The degree requirements are being updated and this course will be required for the B.A. and B.S. in criminal justice. This course is also part of the CJ minor.   |
| 2 | <b>Justification</b> State the justification for adding this course to the current curriculum. Represent the need | The Criminal Justice degree is now housed in the Political Science Department but as an emphasis area in POLS. To create a new major, this course is being added, |

## III. Course Design

### 1. Audience and Course Goal

|   |                                                                |                                                                                                                                                                   |
|---|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Describe the intended audience, including prerequisite skills. | Students majoring in Criminal Justice, Sophomore standing                                                                                                         |
| 2 | State the overarching course goal(s) in performance terms.     | To provide students with the knowledge and skills of how the American Police agencies operate and the ability to function within one of these agencies, if hired. |

### 2. Competencies and Measurements

|   | Competency                                                                                                                                      | Measurement               |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| 1 | Define the functions and roles of all major components (police, courts and corrections) of U.S. Criminal Justice System.                        | Test 1                    |
| 2 | Differentiate the institutions, law and concepts that compose the Criminal Justice System.                                                      | Test 2<br>Minor Project 1 |
| 3 | Identify and apply ethical considerations that are intrinsic components of the criminal Justice system.                                         | Test 3<br>Minor Project 2 |
| 4 | Differentiate, analyze and apply the constitutional constraints under which police, corrections and prosecutors must operate in a free society. | Test 4                    |

|   |                                                                                                                        |                                           |
|---|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| 5 | Distinguish various career paths and positions available in the traditional criminal justice workforce.                | Major Project                             |
| 6 | Integrate academic theory with practical applications of law enforcement.                                              | Dialogue discussions—five during semester |
| 7 | Apply a biblical worldview in dialogue discussions to critically reason through ethical decision making in the topics. | Dialogue discussions—five during semester |
| 8 |                                                                                                                        |                                           |
| 9 |                                                                                                                        |                                           |

### 3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Burns, R. (2012). *Policing: A modular approach*. Upper Saddle River, NJ: Pearson-Prentice Hall Publishing.

2. For **combined undergraduate/graduate** courses, make two lists:
  - a. full publication information; label **Undergraduate**. ~~Palmiotto, Policing: Concepts, Strategies, and Current Issues in American Police Forces, Second Ed., 2005~~
  - b. full publication information; label **Graduate**. Indicate number of pages required.

#### IV. Supporting Documentation

*Supporting documents must accompany proposal prior to preliminary approval by chair and dean.*

|   |                                                                                                                                                                                                                                                                                                                                         |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Library</b> — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. <b>Attach</b> the signed copy of the Library report.                                                                                                   |
| 2 | <b>Instructional Design</b> — The application and syllabus must be reviewed by the Adams Center. <b>Attach</b> a copy of the Adams Center Review Letter.                                                                                                                                                                                |
| 3 | <b>Content Overlap</b> — Include one document for each course you listed in Section I-I. <b>Attach</b> statement from instructor/dept chair of existing course justifying the new offering.                                                                                                                                             |
| 4 | <b>Departmental Resources</b> — List the resources that support the course and are available only through the department, if applicable. <b>Attach</b> the list of the holdings and the location/s.                                                                                                                                     |
| 5 | <b>Resources</b> — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). <b>Attach</b> a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.                   |
| 6 | <b>Expenses</b> — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). <b>Attach</b> a complete list of all items, the estimated cost of each and the source of the funds. |
| 7 | <b>Justification</b> — <b>Attach</b> all documents referred to in Section II-2                                                                                                                                                                                                                                                          |
| 8 | Syllabus — <b>Attach</b> the syllabus for the course based upon the anticipated first-semester offering.                                                                                                                                                                                                                                |
| 9 | Provide documentation for all additional attachments here                                                                                                                                                                                                                                                                               |

#### V. Preliminary Approvals

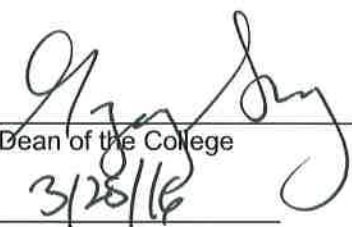
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name POLC 250, Police Systems + Practices

##### Primary Department

  
Department Chair

3-28-16  
Date

  
Dean of the College  
3/28/16  
Date

**Cross-listing Department** *Add more lines if multiple departments are cross-listing*

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Dean of the College

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Cross-listing Department** *Add more lines if multiple departments are cross-listing*

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Dean of the College

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**VI. Actions** *Place all actions on one page.*

Course ID: POLC 250

Course Title: Police Systems and Practices

**1. College Academic Council:** (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved X Denied \_\_\_\_\_  
\_\_\_\_\_  
College Dean or Director Date 3-28-16

Approved \_\_\_\_\_ Denied \_\_\_\_\_  
\_\_\_\_\_  
College Dean or Director Date \_\_\_\_\_

**2. Graduate Council:** (for graduate level courses)

Approved \_\_\_\_\_ Denied \_\_\_\_\_  
\_\_\_\_\_  
Dean of Graduate School Date \_\_\_\_\_

**3. Teacher Education Council:** (when applicable)

Approved \_\_\_\_\_ Denied \_\_\_\_\_  
\_\_\_\_\_  
TEC Chair Date \_\_\_\_\_

**4. University General Education Council:** (when applicable)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
Provost's designee Date

**5. University Undergraduate Academic Council:** (*undergraduate level courses*)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
Vice Provost Date

**6. Academic Provost:** (for all courses)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
Provost Date

**7. President of the University Action:** (for all courses)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
President Date

**Attach notes, comments, or conditions from appropriate councils:**

## **POLC 250 (3)**

Police Systems and Practices

Syllabus

Fall 2014 **Class Meetings:**

**Mon/Wed 3:00 a.m.-4:20 p.m.** in the  
Hardin Administration Bldg. Room 219

**Stuart Platt,**  
Assistant Professor

Office: AD 220-E

Phone: (O) 325/674-  
2147 (H) 325-232-6564

E-mail:

stuart.platt@acu.edu

Office hours: Monday 1:00-3:00;  
Tuesday 9:30  
10:30; 1:30-3:00; Wednesday 1:00-3:00;  
Thursdays 9:30-10:30

### **Required Texts:**

Burns, R. (2012). *Policing: A modular approach*. Upper Saddle River, NJ: Pearson-Prentice Hall Publishing. 978-0132559997 ISBN-10: 0132559994 (Paperback version is fine) and the Bible - New Revised Standard Version (NRSV), Revised Standard Version (RSV), New King James Version (NKJV), American Standard Version (ASV), New American Standard Bible (NASB), or other literal English translation.

**Suggested Texts or Websites:** You will be using an American Psychological Association (APA) style format this fall in your work. If you want to purchase a copy of the APA Manual (available at ACU Bookstore in Psychologically Section or online from Amazon and similar sources), that is fine or you can use websites like the Purdue OWL to assist you with style and format:

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

**Supplemental Assigned Readings:** Specific journal articles or chapters from books will be assigned during specific modules as the course progresses.

**Mission of the University:** The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

**Mission of the College of Arts and Sciences:** Mission of the College of Arts and Sciences: The College of Arts and Sciences engages students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

**Mission of the Department of Political Science and Criminal Justice:** The mission of the Department is to provide a program of study to help students understand domestic and international politics and law enforcement theory and practice, and to prepare students for informed and active participation in the political arena and in criminal justice careers.

**Course Description:** POLC 250 is a one semester three hour criminal justice course. Students will be introduced to the philosophy and history of law enforcement; US Constitutional limitations imposed on law enforcement in a democratic society; agencies within and levels of American policing and their functions; role and place of law enforcement in the total justice process; and, current issues in policing. The course will also include an opportunity for students to use critical reasoning to apply a Christian or biblical worldview in most assignments and dialogue forums, including specific applications to criminal justice.

**Prerequisites:** POLC 205 or permission of the instructor, and sophomore standing.

**Student Learning Objectives (SLOs):** Students will be able to-

|   | Competency                                                                                                               | Measurement               |
|---|--------------------------------------------------------------------------------------------------------------------------|---------------------------|
| 1 | Define the functions and roles of all major components (police, courts and corrections) of U.S. Criminal Justice System. | Test 1                    |
| 2 | Differentiate the institutions, law and concepts that compose the Criminal Justice System.                               | Test 2<br>Minor Project 1 |
| 3 | Identify and apply ethical considerations that are intrinsic components of the criminal Justice system.                  | Test 3<br>Minor Project 2 |
| 4 | Differentiate, analyze and apply the constitutional constraints under which police, corrections and prosecutors must     | Test 4                    |



|  |                            |  |
|--|----------------------------|--|
|  | operate in a free society. |  |
|--|----------------------------|--|

**Class Policies and Procedures:** The class will combine lecture, class discussions, dialogue discussions in Black Board, assignments and scheduled exercises to facilitate learning. You are encouraged to participate fully in class discussions. It is essential you adequately prepare for each class meeting, which means that all students should diligently keep pace with the reading assignments. Lectures are designed as a springboard for discussion and interaction among class members.

**Absence and Attendance Policy:** Your presence at class sessions is important. Attendance will be checked each class meeting. Irregular attendance can result in a lower grade. **Students who miss more than six (6) classes for unexcused reasons will be dropped from the course with a grade of WF.** If you have an official university related activity excused absence, when possible, let the instructor know in advance. Communicate with the instructor about your schedule or an event that interferes with the challenges and journey of this course. The instructor reserves the right to grant exceptions to this mandatory drop provision for unique and compelling situations.

**Special Needs (ADA):** Special Needs (ADA): Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars Program office directly at 325-674-2667

**Final Grades Will Be Based on the Following:**

900-1,000 points =A

800-899 points =B

700-799 points =C

600-699 points =D

Below 600 points =F

**Grade Composition:** See the Syllabus Schedule built into this document or attached hereto for the weight and point value of assignments, tests, participation scores, and other class activities.

#### **Failure to Take a Test or Participate in a Dialogue Forum**

A failure to take a test or be responsive to an assignment or class exercise results in a zero point score for that activity unless the student meets the eligibility requirements to take a make-up test or alternative option for other required activities as described herein. It is the responsibility of the student to coordinate with the instructor to schedule the make-up test pursuant to the guidelines herein. Dialogue forum discussions end at the conclusion of the forum date for replies and no entry of a “post” or submission after the due date will be accepted, without very exceptional circumstances and approval of the instructor. When a dialogue forum is completed the value of participation in the discussion has ended.

**Make-up Test or Test-Taking Policy:** The privilege of making-up any form of testing will be reserved for “excused absences” for those encountering such problems as illness or other health and welfare issues, participation in official university activities, or death or serious illness in the family. Absences anticipated to be treated by the professor as “excused absences” must be capable of verification by the instructor or based on prior approval from the professor. Students have a duty to provide verification as requested by the instructor.

It is imperative the student provide the professor the justification for an excused absence either prior to the absence or within three (3) days of the absence (unless completely impractical to provide the justification within that time frame and in that event, as soon as a reasonable person would deem it practical). There may be “unique circumstances” in which advance coordination with the professor will allow a student to make-up a test that does not fit the criteria for an “excused absence” noted above. Such circumstances will only apply to matters addressed with the professor well in advance of the test and based on unique and compelling facts. Pre-approval and/or dialogue with the instructors are the keys for retaining the privilege to make-up a missed test based on the “unique circumstances” exception noted above.

**\*A test of any type** can be made-up for verified or professor approved reasons set forth in the prior two paragraphs. No tests scores will be dropped or excluded from grade calculation. Failure to take a test and/or make-up test (if authorized) will result in a zero for that test.

**Make-up Test dates** (other than the Final Exam): **Make-up tests will be scheduled at specific time by announcement of the instructor to the student.** Most tests will be accomplished in Black Board, therefore coordination and scheduling of a missed test must be accomplished through the

**instructor. If a student arrives late to any form of testing, including the Final Exam, the student will not be allowed to begin the test if another student has already completed the test in class. If the tardiness is the result of a reason meeting the definition for an excused absence, then an alternate time will be established for the student to take the test. However if the tardiness is not excused, the student will receive a zero on the test. An excused absence make-up for a Final Test will require coordination with the instructor.**

**An exception to any portion of the testing make-up policy will be based only on extremely unique and factually driven circumstances of extraordinary measure as determined by the instructor. The instructor reserves the right to make that determination at an appropriate time and event.**

**Make-up Assignments and Class Exercises** will be authorized for the same reasons in which tests can be “made-up.” However the type of assignment or class exercise may not be well suited for typical make-up work. This will require coordination with the instructor and in many cases and alternate activity will be required of the student. It is the student’s duty to coordinate such matters with the instructor by documented early attempts to communicate with the instructor on suitable options for substituting work or completing these assignments in a timely manner.

**\*\*\* All dates, including reading assignments and test dates, are tentative and subject to change at the professor’s discretion. Any test date change will be announced at least one week in advance.**

### **Late Assignments-Penalties**

Any late assignment will be subject to a loss of points during grading for lateness unless otherwise approved by the instructor. Unless otherwise stated or presented to the class, the standard for a late assignment is a loss of 2 points per day for the first late day, 5 points for the second day, and 1 point per day thereafter. The only exception is for the Major Project (MP) due in Week 15. As a result of the need to complete grades, a penalty of 20 points per day may be enforced for the MP.

**CELL PHONE POLICY:** Turn your cell phone or other electronic device off or to SILENT during class. Do not use devices during class, unless the instructor authorizes such action. An exception would



be a device used for note-taking and only in that mode. Otherwise keep cell phones out of sight. During a break you can use your electronic device, however before returning to the active class setting, **it is your responsibility to turn off or silence the device and place it out of sight. First offense violations of this electronic device policy will result in a warning. Subsequent violations may result in a loss of course grade points on each occasion**, depending solely on the instructor's determination of the level of distraction created by the device to the student, class or professor. The unauthorized use of such devices in class demonstrates a lack of respect for the learning environment. If you use an electronic device for note taking, limit its use to that purpose during class. A violation of this privilege will not only result in the loss of the privilege to use an electronic device in the classroom, but can result in a loss of grade points.

There is clear and convincing evidence human beings can live more than three hours at a time without access to a cell phone. **The "Moses and Elijah Rule"**: If you have a clear emergency need to monitor your cell phone, such as you have been notified Moses and/or Elijah will be texting you during the class session to schedule a special spiritual meeting with you, notify this course instructor in advance of the class session and he will make arrangements for you to receive the urgent text or call.

#### **Integrity:**

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: [www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf](http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf).

#### **Syllabus Schedule Police Systems 16 weeks (includes Final)-Fall 2014**

| Period/Week | Projects/Assignments/Tests    | Weights | Point Values |
|-------------|-------------------------------|---------|--------------|
| MODULE ONE  | Syllabus Overview (class one) |         |              |

|                                                                                                            |                                                                                                             |     |     |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----|-----|
| <b>Functions and Roles of Police Systems</b><br>(Weeks 1, 2, and 3)<br>08/25/14 – 09/14/14                 | Reading Assignment: Burns, pp. 1-85;<br>Additional selected readings.                                       |     |     |
|                                                                                                            | Introductory Discussion 1A (week 1)                                                                         | 1%  | 10  |
|                                                                                                            | Discussion topic 1B (weeks 2 and 3)                                                                         | 6%  | 60  |
|                                                                                                            | Test 1 on reading and lectures                                                                              | 5%  | 50  |
|                                                                                                            |                                                                                                             |     |     |
| <b>MODULE TWO</b><br><b>Institutions, Laws, and Concepts</b><br>(Weeks 4, 5, and 6)<br>09/15/14 – 10/05/14 | Reading Assignment:<br>Burns, pp. 86-160; Additional selected readings.                                     |     |     |
|                                                                                                            | <b>ACU SUMMIT - Class 09/24/14: Students select SUMMIT lecture from instructor approved list to attend.</b> |     |     |
|                                                                                                            | Discussion topic 2A (weeks 4 and 5)                                                                         | 6%  | 60  |
|                                                                                                            | Test 2 on reading and lectures (end of week 5)                                                              | 5%  | 50  |
|                                                                                                            | Minor Project 1 (due end of week 6)                                                                         | 7%  | 70  |
|                                                                                                            |                                                                                                             |     |     |
| <b>MODULE THREE</b><br><b>Ethical Considerations</b><br>(Weeks 7, 8, and 9)<br>10/06/14 – 10/26/14         | Reading Assignment:<br>Burns, pp. 161-245; Additional selected readings.                                    |     |     |
|                                                                                                            | Discussion topic 3A (weeks 8 and 9)                                                                         | 6%  | 60  |
|                                                                                                            | Test 3 on reading and lectures                                                                              | 5%  | 50  |
|                                                                                                            | Minor Project 2 (due end of week 9)                                                                         | 8%  | 80  |
|                                                                                                            |                                                                                                             |     |     |
| <b>MODULE FOUR</b><br><b>Constitutional Constraints</b><br>(Weeks 10, 11, and 12)<br>10/27/14 – 11/16/14   | Reading Assignment:<br>Burns, pp. 247-324; Additional selected readings.                                    |     |     |
|                                                                                                            | Discussion topic 4A (weeks 10 and 11)                                                                       | 6%  | 60  |
|                                                                                                            | Test 4 on reading and lectures (end of week 10)                                                             | 5%  | 50  |
|                                                                                                            |                                                                                                             |     |     |
| <b>MODULE FIVE</b><br><b>Career Paths</b><br>(Weeks 13, 14, & 15)<br>11/17/14 – 12/07/14                   | Reading Assignment:<br>Burns, pp. 357-399; Burns, pp. 477-504; Additional selected readings.                |     |     |
|                                                                                                            | <b>NO CLASS 11/26/14 Thanksgiving Break!</b>                                                                |     |     |
|                                                                                                            | Discussion topic 5A (weeks 13 and 14)                                                                       | 6%  | 60  |
|                                                                                                            | Major Project (due NLT Thursday, week 15)                                                                   | 20% | 200 |
|                                                                                                            |                                                                                                             |     |     |
| <b>FINAL EXAM</b>                                                                                          | Comprehensive Final Exam                                                                                    | 10% | 100 |

|                                          |                     |             |                 |
|------------------------------------------|---------------------|-------------|-----------------|
| 12/12/14 (Friday)<br>12 noon – 1:45 p.m. |                     |             |                 |
|                                          | Participation Grade | 4%          | 40              |
|                                          | <b>Totals</b>       | <b>100%</b> | <b>1,000.00</b> |

# ABILENE CHRISTIAN UNIVERSITY

## LIBRARY

### MEMORANDUM

**DATE:** April 24, 2015  
**TO:** Dr. Neal Coates  
**FROM:** Mark McCallon, Associate Dean for Library Resources  
**RE:** Course Application for POLC 250 – Police Systems and Practices

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please let assigned faculty know that they can contact the library's Political Science Liaison Laura Baker ([bakerl@acu.edu](mailto:bakerl@acu.edu)) for specific resources that the library needs to purchase for the course. Thank you for letting us examine the course proposal.

# ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

## Course Title and Number

Police Systems and Pra

## Reviewer

David Christianson

## Developer

Stuart Platt

## About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☒ Prerequisites/co-requisites

## About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☒ Office hours/contact expectations

## Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

## Unique Christian Perspective

- ☐ Description of how learning and Christian faith are integrated in the course

## Course Content

- ☒ Catalog description



- ☐ Intended audience
- ☐ Outline of topics

### **Teaching/Learning Methods and Format of Class Sessions**

- ☒ Description of the types of activities students should expect in the course

### **Materials**

- ☒ Required and optional materials, including textbooks, etc.

### **Learning Objectives/Competencies**

- ☒ Specific competencies stated in measurable terms
- ☐ Assignments or instruments that will be used to assess the competencies.

### **Assessment/Grading Criteria**

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

### **University Policies**

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☐ Title IX policy (recommended )

### **Course Policies**

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☒ Course specific academic integrity policy (optional)

### **Calendar**

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☐ Statement to reserve the right to modify the calendar as necessary

**Any comments?**

Please list the course code as listed in the catalog.  
Please add a statement reserving the right to modify the calendar as necessary.  
Please make it clear how each student learning objective will be assessed for mastery. Which readings/assignments/exams address each one? You could list the appropriate SLO's being addressed on the course schedule by each assignment, or list the assignments used for assessing each SLO in the section where they are listed. This will help students to keep the purpose of each assignment in mind as they learn.

Submit

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Thursday, April 23, 2015

Abilene Christian University

Re: POLC 250 Application

Dear Stuart,

The Adams Center has completed the review POLC 250: Police Systems and Practices. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds most of the expectations described in these guidelines.

Please give special attention to these items before submitting the syllabus to the Council.

- Please list the course code as listed in the catalog.
- Please add a statement reserving the right to modify the calendar as necessary.
- Please make it clear how each student learning objective will be assessed for mastery. Which readings/assignments/exams address each one? You could list the appropriate SLO's being addressed on the course schedule by each assignment, or list the assignments used for assessing each SLO in the section where they are listed. This will help students to keep the purpose of each assignment in mind as they learn.

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss these suggestions or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

A handwritten signature in black ink, appearing to read "David Christianson". The signature is stylized with a large "D" and a cursive "Christianson".

David Christianson  
Instructional Designer  
Adams Center for Teaching and Learning  
Abilene Christian University