

Application for a New Course v10.1

Course ID 420	POLC
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Stuart Platt
2	Course Teacher	Stuart Platt
3	Course Title	Law Enforcement Leadership
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	Catalog Description (50 words or less)	Study of leadership theories in policing, including case studies of senior leaders in the field.
10	List any prerequisites (course/s, test scores, class standing, major, etc.)	Junior or Senior standing, POLC 205
11	List any co-requisites	
12	How often will it be offered?	Spring
13	How often will it be offered?	
14	How often will it be offered?	
15	How often will it be offered?	
16	Frequency?	Annual
17	First semester this course will be offered <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>	Spring 2016
18	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes – POLS 440.J1 - 15

II. Curriculum

1	Degree Plan 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.
2	Justification 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 for those pursuing the B.A. or B.S.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Students majoring in Criminal Justice, Junior or Senior standing.
2	State the overarching course goal(s) in performance terms.	Students will learn leadership theories in policing, including case studies of senior leaders in the field, and in the process will also be exposed to applicable biblical concepts of leadership.

2. Competencies and Measurements

	Competency	Measurement
1	Understand leadership theory principles, concepts, and ideas	Tests 1-3, Dialogue discussions
2	Understand the applications of leadership/management theories and administrative principles	Interview of senior law enforcement leaders, written leadership analysis
3	Know the historical evolution of leadership/management thought in law enforcement	Tests 1-3
4	Analyze early and contemporary leadership practices in law enforcement	Tests 1-3, Dialogue discussions
5	Articulate informed opinions about leaders/managers and workers	Minor Project, Major Project
6	Identify critical areas of leadership concerns	Dialogue discussions
7	List challenges of being a law enforcement leader	Interview of senior law enforcement leaders, written leadership analysis

8	Develop a personal leadership philosophy "constitution" through a major written project which must include a biblical worldview	Major Project

3. Text and Resources

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

Northouse, P. G. (2013). Leadership theory and practice. Thousand Oaks, CA, Sage.

Nouwen, H. (1992). In the name of Jesus: Reflections on Christian leadership. Crossroad Publishing Company.

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - 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	Library — 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. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — 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.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach 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 420 Law Enforcement and Leadership

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 420

Course Title: Law Enforcement and Leadership

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 420 (3)

Law Enforcement Leadership
Syllabus

Stuart Platt, Assistant Professor

Office: AD 220-E

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

E-mail: stuart.platt@acu.edu

Spring 2015 **Class Meetings:**

Tuesday/Thursday 9:30-10:50 a.m.

Hardin Administration Building, Rm. 321

Office hours: Monday 1:00-2:00; 3:30-5:00;
Tuesday 1:30-4:30; Wednesday 1:00-2:00; 3:30-4:30

Required Text:

Northouse, P. G. (2013). Leadership theory and practice. Thousand Oaks, CA, Sage. ISBN-10: 1452203407, ISBN-13: 978-1452203409

Nouwen, H. (1992). In the name of Jesus: Reflections on Christian leadership. Crossroad Publishing Company. ISBN-10: 0824512596, ISBN-13: 978-0824512590

Supplemental Assigned Readings: Specific journal articles or chapters from books will be assigned during specific modules as the course progresses. Relevant websites for additional reading are contained in this syllabus.

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: 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 420 is a one semester three hour course studying the leadership theory as it applies to the law enforcement profession. The course will include an opportunity for students to observe and study actual law enforcement leaders in projects, including faith based people leading and impacting policing and other aspects of government and community. 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 junior or senior standing.

Student Learning Outcomes (SLO's): The student will be able to-

	Competency	Measurement
1	Understand leadership theory principles, concepts, and ideas	Tests 1-3, Dialogue discussions
2	Understand the applications of leadership/management theories and administrative principles	Interview of senior law enforcement leaders, written leadership analysis
3	Know the historical evolution of leadership/management thought in law enforcement	Tests 1-3
4	Analyze early and contemporary leadership practices in law enforcement	Tests 1-3, Dialogue discussions
5	Articulate informed opinions about leaders/managers and workers	Minor Project, Major Project
6	Identify critical areas of leadership concerns	Dialogue discussions
7	List challenges of being a law enforcement leader	Interview of senior law enforcement leaders, written leadership analysis
8	Develop a personal leadership philosophy "constitution" through a major written project which must include a biblical worldview	Major Project

Class Policies and Procedures: The class will combine lecture, class discussions, and dialogue discussions in Black Board, writing 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 may 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 consider exceptions to this drop provision for unique and compelling situations.

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](tel: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 or Exercise/Presentation, or Turn in Writing Assignments

A failure to take a test, participate in a dialogue online, 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 or assignment 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 dialogue closing date and time will be accepted without very exceptional circumstances and approval of the instructor. When a dialogue forum is completed the value of subsequent participation in the discussion has ended.

Make-up Test or Test-Taking Policy: A test, for "make-up" provisions, includes quizzes, assessments described as exams, tests, or the Final Exam. 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/or based on unique and compelling facts. Pre-approval and/or dialogue with the instructor is the key 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 (except for specified quiz scores). Failure to take a test and/or make-up test (if authorized) will result in a zero for that test.

Make-up Test (& Quiz) dates (other than the Final Exam)

Make-up tests will be scheduled at specific time by announcement of the instructor to the student. Some tests may be accomplished in Black Board, therefore coordination and scheduling of a missed online 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/Class Exercises can be authorized for the same reasons in which tests can be “made-up.” Most assignments are scheduled well in advance of a due date, therefore a “make-up” is not necessary and the student is expected to timely turn-in assignments. However certain types of assignments or class exercises 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.



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.

Late Assignments: A penalty will be applied to any **non-dialogue assignment** submitted to the grading professor after the original due date as specified in this *Schedule of Assessments*. The following table outlines the point deductions based upon the period in which the assignment was due and the day on which it was actually submitted:

	Late Days Submitted After Due Date (points deducted per day!) Note Matrix is vertical as to	Schedule of Assessments/Penalties

DUE IN TWO WEEKS	Module assignment is due and top horizontal line is days late. Deducted points are in the remaining horizontal lines.				NOT LATE ASSIGNMENTS (Non-Discriminatory)
	Module	Days 1-2 late (Points per day late)	Days 3-7 late (Points per days late)	Days 8-14 late (Points per days late)	Days 15+ late (Points per days late)
	1	-2.5	-2.5	-5	-7.5
	2	-2.5	-2.5	-5	-7.5
	3	-2.5	-2.5	-5	-7.5
	4	-2.5	-5	-7.5	-10
	5	-2.5	-5	-10	-15 pts. per day + incomplete grade

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.

Law Enforcement Leadership-Platt (Spring 2015) Course Schedule

Period/Week	Projects/Assignments/Tests	Weights	Point Values
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MODULE ONE (Weeks 1, 2, 3 and 4) 01/12/15 – 02/08/15	Reading Assignment: Northouse-Preface; Chapters 1-3, & assigned articles on narcissistic leadership.		
	Syllabus Overview; Introduction to leadership; leadership theory; narcissism in organizations and leadership; Traits Approach; Skills Approach.		
	Black Board Discussion Dialogue 1 Introductions (week 1)	1%	10
	Discussion Dialogue 2 (weeks 3 and 4)	8%	80
MODULE TWO (Weeks 5, 6 and 7) 02/09/15 – 03/01/15	Reading Assignment: Northouse-Chapters 4, 9, & 10; plus assigned articles. (NOTE OUT OF SEQUENCE CHAPTERS!)		
	Style Approach; Transformational Leadership; Servant Leadership; & assigned articles.		
	DRAFT: Minor Project 1 Narcissistic Leadership Paper with ACU Writing Center Review. (Due end of week 5, February 15, 2015)	4%	40
	Minor Project 1 Narcissistic Leadership Paper (Due end of week 7, March 1, 2015)	10%	100
	Test 1 on readings and lectures (week 7)	10%	100
MODULE THREE (Weeks 8, 9, 10 and 11) 03/02/15 – 03/29/15 [Spring Break 03/09/15-03/13/15] (4 weeks including break)	Reading Assignment: Northouse-Chapters 5-8; then Chapter 11; & assigned articles.		
Daylight Savings Change 03/08/15	Situational Approach; Contingency Theory; Path-Goal Theory; Leader-Member Exchange Theory; Authentic Leadership; & assigned articles.		
	Discussion Dialogue 3 (weeks 8, 9, & 10)	8%	80
	Test 2 on readings and lectures (week 11)	10%	100
MODULE FOUR (Weeks 12, 13, and 14) 03/30/15 – 04/19/15	Reading Assignment: Northouse-Chapters 12-13, then 15 (NOTE OUT OF SEQUENCE CHAPTER!);		
	Team Leadership; Psychodynamic Approach; Culture and Leadership; & assigned articles.		
	Major Project Paper-Servant Leadership & Leadership Evaluations Project/Paper (Due NLT Thursday, week 14)	20%	200
MODULE FIVE (Weeks 15 & 16) 04/20/15 – 05/03/15	Reading Assignment: Chapters 16; then Chapter 14; & assigned articles.		
	Major Project Presentations (week 15)	6%	60
	Leadership Ethics; Women & Leadership; & assigned articles.		

	Discussion Dialogue 4 (weeks 15 &16)	8%	80
FINAL EXAM 05/08/15 (Friday) 8:00 a.m. – 9:45 a.m.	Comprehensive Final Exam	10%	100
	Participation Grade	5%	50
	Totals	100%	1,000.00

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 420 – Law Enforcement Leadership

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) 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

POLC 420 Law Enforcer

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 it is proposed to be listed in the catalog. Change the Course Description to reflect the course code as proposed rather than POLS 440.

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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Friday, April 24, 2015

Abilene Christian University

Re: POLC 420 Application

Dear Stuart,

The Adams Center for Teaching and Learning has completed the review of POLC 420: Law Enforcement Leadership. 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 it is proposed to be listed in the catalog.
- Change the Course Description to reflect the course code as proposed rather than POLS 440.
- 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