UVU UTAH VALLEY UNIVERSITY

Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring   **Year:** 2025
Course Prefix: CJ   **Course and Section #:** 1390-X01
Course Title: Introduction to Policing   **Credits:** 3

Course Description

Evaluates police organizations, administration, and duties within federal, state, and local law enforcement agencies. Includes history and philosophy of law enforcement, evaluation of administrative practices, recruitment and hiring of new personnel, patrol and criminal investigative assignments, issues confronting American law enforcement agencies, emerging concepts, professionalism, and community crime prevention.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Bryson Lystrup

Student Learning Outcomes

Upon successful completion of this course, students will be able to:
- Analyze the history of law enforcement practices from past to present.
- Compare the differences between local, state, and federal law enforcement agencies.
- Identify the different police assignments within American law enforcement agencies.
- Describe issues, problems, and emerging concepts within American law enforcement agencies.
- Explain the evolution of law enforcement toward increased professionalism and standards.
- Discuss best practices in addressing special populations and the implementation of community crime prevention.

Course Materials and Texts

Peak, K. & Sousa, W. (2018). Policing America: Challenges and Best Practices (9th ed). New York, NY: Pearson Publishing

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignments:
Follow the rubrics attached to all assignments to maximize your grade. Assignments are due **Sunday** evenings by 11:59 p.m.

Discussions:
Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive* **no credit**. It is okay to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn.
Due dates for discussions correspond with the initial post date which is a **Thursday**. Follow up comments are due by Sunday. Follow up posts are expected to be after the due date and are not marked late. Discussions conclude by the **Sunday** following the due date. After this, posts will not be accepted.

Quizzes/Mid-term and Final:
There are quizzes for every lesson. Quizzes are multiple choice, true false. You will have one timed attempt for each quiz so make sure you are prepared by completing all the readings and assignments for each lesson. Quizzes are due Sunday evenings by 11:59 p.m. The final exam will consist of a capstone project with the "End of Watch" (R) video and student completing a research paper.

Assignment Categories

Activity	Percent
Assignments	40%
Discussions	25%
Quizzes	25%
Exams	10%
Total	100%

Required or Recommended Reading Assignments
Module 1: Textbook Chapter 1 - History of Policing
Module 2: Textbook Chapter 2 - Preparing for the Streets

Module 3: Textbook Chapter 3 - Patrolling
Module 4: Textbook Chapter 4 - Community Oriented Policing
Module 5: Textbook Chapter 5 - Criminal Investigations
Module 6: Textbook Chapter 6 - Personnel Issues and Labor Practice
Moduel 7: Textbook Chapter 7 - Rule of Law
Module 8: Textbook Chapter 8 - Accountability
Module 9: Textbook Chapter 9 - Civil Liability
Module 10: Textbook Chapter 10 - Federal and State Agencies
Module 11: Textbook Chapter 11 - Municipal and County Agencies
Module 12: Textbook Chapter 12 - Drugs, Terrorism, Cybercrime, and Gangs
Module 13: Textbook Chatper 13 - Community Crime Issues
Module 14: Textbook Chatper 14 - Technology and Crime

General Description of the Subject Matter of Each Lecture or Discussion
Module 1: History of Policing
Module 2: Preparing for the Streets
Module 3: Patrolling
Module 4: Community Oriented Policing
Module 5: Criminal Investigations
Module 6: Personnel Issues and Labor Practice
Moduel 7: Rule of Law
Module 8: Accountability
Module 9: Civil Liability
Module 10: Federal and State Agencies
Module 11: Municipal and County Agencies
Module 12: Drugs, Terrorism, Cybercrime, and Gangs
Module 13: Community Crime Issues
Module 14: Technology and Crime

Required Course Syllabus Statements

Generative AI
AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.
The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:
- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.

- Completing group work that your group has assigned to you unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](#) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](#)

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.