

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>12/01/25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	<b>Department</b>  <b>College</b> <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>			
<b>Prefix</b>  <b>Number</b>	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b>	<b>Course Title</b>	
<b>Credits</b> <i>(See <a href="#">Definition of a Credit Hour</a>)</i>	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b>  <b>Sat/UnSat</b>	<b>Course Description</b> <i>(Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a>)</i>		
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i>				
<b>Prerequisites, with minimum grade*</b>		<b>Corequisites</b>	<b>Registration Controls</b> <i>(Major, College, Level)</i>	
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>				
<b>WAC/Gordon Rule Course</b>  <b>Yes</b> <b>No</b>  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">Intellectual Foundations Guidelines</a> .		
<b>Minimum qualifications to teach course</b>				
<b>Faculty Contact/Email/Phone</b>		<b>List/Attach comments from departments affected by new course</b>		
<b>Approved by</b> Department Chair _____ <i>Ryan Miller</i> College Curriculum Chair _____ <i>Sigal Rubin</i> College Dean _____ <i>Naelys Luna</i> UUPC Chair _____ <i>Korey Sorge</i> Undergraduate Studies Dean _____ <i>Dan Meeroff</i> UFS President _____ Provost _____			<b>Date</b> <u>11/20/25</u> _____ 11/20/25 _____ 11/20/25 _____ 12/01/25 _____ 12/01/25 _____ _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

## **Course Description: CJE 4563 - Crisis and Hostage Negotiation**

This course is an introduction to law enforcement crisis negotiation techniques. We will explore communication methods designed to develop rapport, establish trust, and obtain influence with persons in crisis. The class will include practical application of these techniques with persons in different crises, including trapped criminals, persons in emotional distress, persons with mental health issues, and persons with thoughts of suicide. The class will also discuss the law enforcement incident assessment process, with a special emphasis on high-risk indicators and indications of progress. We will discuss perception and its influence on persons in crisis. Finally, we will review the composition and operations of a law enforcement crisis negotiations team and the function of this team in response to a law enforcement emergency situation. The course will include two “hands-on” practical exercises designed to test individual crisis negotiation skills.



**FLORIDA ATLANTIC  
UNIVERSITY**

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**CJE 4563 – 000- 00000**

**Crisis and Hostage Negotiation**

**Date: TBD**

**Building: Fleming Hall Boca Room:**

**404 3 Credit(s)**

**Fall 2026 - 1 Full Term**

### **Instructor Information**

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William Owens

**Email:** owensw@fau.edu

William Owens

**Email:** owensw@fau.edu

**Office:** 272

**Office Hours:** By appointment

**Phone:** (561) 297-2395

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### **Required Texts/Materials**

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#### **Crisis Negotiations**

**ISBN:** 9780429999253

**Authors:** Michael McMains, Wayman Mullins, Andrew Young

**Publisher:** Routledge

**Publication Date:** 2020-07-16

#### **Crisis Negotiations**

**ISBN:** 9781138585522

**Publisher:** Taylor & Francis Group, LLC

**Edition:** 6th

#### **Crisis Negotiations : Managing Critical Incidents and Hostage Situations in Law Enforcement and Corrections**

**ISBN:** 9780429999260

**Publisher:** Taylor & Francis Group, LLC

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## **Course Objectives/Student Learning Outcomes**

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The main objectives of this course are:

1. To introduce the student to crisis communication techniques.
2. To develop an awareness of significant factors impacting a negotiation with a person in crisis.
3. To identify, describe, and evaluate law enforcement crisis situations.
4. To successfully participate in a negotiation with a person in crisis using communication techniques learned in the course.

Specific Course Objectives:

1. Overview of the History of Negotiations
2. Define Empathy and Sympathy
3. Describe Two Types of Crisis Incidents and Motivation
4. List and Describe the Active Listening Skills
5. Define Verbal Containment
6. Describe the Action Imperative
7. Define Deadlines and Demands as well as proper response
8. Describe the Stockholm Syndrome
9. Evaluate Indicators of Progress in a Crisis Barricade
10. Evaluate High Risk Indicators in a Crisis Barricade
11. Describe a Crisis State and the Common Causes of a Crisis State
12. Describe a Third Party Intermediary

13. Discuss Considerations for the Use of a Third Party Intermediary
14. Describe the Relationship Between Negotiators and Tactical Elements
15. Describe Suicide Risk Factors
16. Describe Suicide Intervention Techniques
17. Describe the Following:
  - Antisocial Personality
  - Inadequate Personality
  - Depression
  - Paranoid Schizophrenia
18. Describe Considerations for Negotiating with an Extremist
19. Describe Considerations for Negotiating with Special Populations
20. Describe the Composition and Operations of a Law Enforcement Crisis Negotiations Team.
21. Describe the different types of hostage takings/kidnappings.
22. Discuss proper law enforcement response to a hostage taking/kidnapping.

### **Faculty Rights and Responsibilities**

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Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

### **Disability Policy**

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In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across

three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

## Course Evaluation Method

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**Quizzes:** There will be 10 practice quizzes that you will be required to complete in class throughout the duration of this course. These quizzes will consist of 5 or so questions related to the previous lesson week. You will receive a set amount of time to complete the quiz. We will then review each question in class to help you prepare for the formal exams.

**Exams:** There will be a mid-term exam worth 50 points and a final exam worth 100 points. The exams are composed of short-answer, multiple choice and true/false questions. All material (i.e., readings, lectures, discussions, films) is fair game for the exam. We will designate one class session before each exam to prepare. Both exams will be administered on Canvas.

**Evaluated Practical Exercises:** There will be two evaluated practical exercises during the course. One exercise will test application of the Active Listening Skills, and the other will test application of Suicide Intervention Skills. The Active Listening Practical Exercise is a communications exercise which will be completed during Lesson Week 6. More detailed instructions will be provided during Lesson Week 4. The Suicide Intervention Practical Exercise is a written evaluation of a real world suicide intervention based on communication techniques taught in the class.

**Grading Policy:** Grading is calculated via a 'points earned' system. For each graded assignment, you will be provided with a rubric that breaks down the assignment into clear, measurable criteria with points assigned for each component. I will calculate your final grade by taking the number of points you earned from each course rubric and dividing those by the total points available.

### Method of Evaluation and Grading

Assignment	Points Available
Reading Quizzes/Participation	100
Active Listening Practical Exercise	75
Mid-Term Examination	50
Assignment	Points Available
Suicide Intervention Practical Exercise	25
Final Examination	100
Total Points Available	350

## Code of Academic Integrity

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Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

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### **Attendance Policy Statement**

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Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Attendance is required and included in the class participation component of the final grade. Multiple unexcused absences will result in reduction of the final grade at the discretion of the instructor.



Failure to complete assignments will result in reduction of final grade at the discretion of the instructor.

### **Religious Accommodation Policy Statement**

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In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations). Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

### **Time Commitment Per Credit Hour**

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For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

### **Course Grading Scale**

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Course Grading Scale

<b>Letter Grade</b>	<b>Percentage</b>
A	100 - 94%
A-	< 94 - 90%
B+	< 90 - 87%
B	< 87 - 83%
B-	< 83 - 80%
C+	< 80 - 77%
C	< 77 - 73%
C-	< 73 - 70%
D+	< 70 - 67%
D	< 67 - 63%
D-	< 63 - 60%
<b>Letter Grade</b>	<b>Percentage</b>
F	< 60 - 0%

## **Grade Appeal Process**

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You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

## **Policy on Make-up Tests, Late work, and Incompletes**

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I do not accept late work, unless coordinated before the due date of the assignment.

## **Special Course Requirements**

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### **SPECIAL NOTE REGARDING PRACTICAL EXERCISES and CLASSROOM VIDEOS:**

**This class is designed to present a realistic introduction to law enforcement crisis negotiations. For this reason, some of the practical exercises and video presentations may include crude or offensive language and behavior. These exercises are designed to expose students to the reality of interacting with persons in crisis and to meet the established learning objectives of the class. In as much as class participation and successful completion of the training scenarios are established grading criteria for the class, students will not be excused from these mandatory evaluated events. If you have any questions or concerns about this policy, please see the instructor.**

## **Policy on the Recording of Lectures**

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Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject.

Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited.

Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### **Artificial Intelligence Preamble**

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FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. **[Policy 12.16 Artificial Intelligence]**

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the **Florida Atlantic Code of Academic Integrity, Regulation 4.001.**

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit **<https://fau.edu/ai/citation>**

Students are not allowed to use AI to complete any assignment in this class.

### **Counseling and Psychological Services (CAPS) Center**

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Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual therapy, group therapy, and crisis services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

### **Student Support Services and Online Resources**

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- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)

### **The Center for Teaching and Learning (CTL)**

The CTL has a variety of FREE TUTORING and other academic support services to help you succeed in your courses. You are encouraged to build your academic support team early in the term and meet with your team regularly. At the CTL, you can practice difficult course content, develop skills, and learn academic success strategies -- in person and online. Learn more about FAU academic support at [www.fau.edu/ctl](http://www.fau.edu/ctl).

### **Course Topical Outline**

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#### **Weekly Outline**

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>	<b>Whats Due?</b>
1	Class Introduction/Overview/Syllabus		
<b>Week</b>	<b>Topic</b>	<b>Assignments</b>	<b>Whats Due?</b>

2	History of Crisis Negotiations Philosophy of Crisis Negotiations	Textbook , Chapter 1	Quiz #1
3	Crisis Intervention Active Listening Skills	Textbook, Chapter 5; Pages 224-253	Quiz #2
4	Fundamentals of Crisis Negotiations	Textbook, Chapter 3	Quiz #3
5	Third Party Intermediaries Stockholm Syndrome Perception	Textbook, Pages 428-431 Article, TPIs  Article, Stockholm Work on ALS Practical	Quiz #4
6	Active Listening Skills (ALS) Practical	None	
7	Incident Assessment  Tactical Role of the Negotiator Mid Term Review	Textbook , Chapter 4 Additional articles/videos on Canvas Work on ALS Practical Prepare for Mid Term	Quiz #5
8	Mid Term Exam	Canvas	** ALS Exercise Transcript Due **

<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Assignments</b>	<b>Whats Due?</b>
9		Crisis Negotiation Team Operations Social Media  Crisis Negotiations Intelligence	Textbook , Chapter 2 Article, Regini Additional articles/videos on Canvas	Quiz #6
10		Negotiating with Mentally Ill  Guest Speaker: Naysha Rivera-Hartley, First Responders Research and Training; NSU College of Psychology	Textbook , Chapter 6 Additional articles/videos on Canvas	Quiz #7
11		Negotiating with Extremists  Guest Speakers: Netflix Movie "iHostage" Negotiators; Netherlands National Police	Textbook , Chapter 8 Additional articles/videos on Canvas	Quiz #8
12		Suicide Intervention  Guest Speaker: Kevin Briggs, Retired California Highway Patrol; "Guardian of the Gate"	Textbook, Pages 334-358 Additional articles/videos on Canvas	Quiz #9  ** ALS Project Due **
13		Hostage Taking/Kidnapping Final Exam Review	Textbook TBD  Additional articles/videos on Canvas	Quiz #10
14		Crisis Barricade Case Presentation TBA	None	Quiz #11
15		Final Exam	Canvas	

\*\* Note: Students are required to check the Course Canvas page at the beginning of each lesson week to determine if there is an additional video or reading assigned. These additional assigned

videos and readings may be included in the quiz for that particular lesson week.

### **Title IX Statement**

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In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at [victimservices@fau.edu](mailto:victimservices@fau.edu) or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.