# COURSE OUTLINE

<table>
<thead>
<tr>
<th>CRJ 102</th>
<th>Police in the Community</th>
<th>3</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>3/week</td>
<td>0/week</td>
<td>0/week</td>
</tr>
<tr>
<td>Class or Laboratory</td>
<td>Work Hours</td>
<td>Laboratory, Shop, Studio or Clinic Experience</td>
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<tr>
<th>Not Applicable</th>
<th>Technology</th>
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</thead>
<tbody>
<tr>
<td>Performance on an Examination/Demonstration</td>
<td>Mercer Online</td>
</tr>
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**Required Materials:**

Reference MCCC Bookstore

**Catalog Description:**

A study of the relationship between the police and the public they serve with particular emphasis on ethical standards, human relations, civil rights, and community service.

**Latest Review:** Fall 2017

**Prerequisites:** None  
**Co-requisites:** None

**Course Coordinator:** Cavit Cooley

**MCCC Core Skills**
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work. Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

**General Education Knowledge Goals**

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.


**Course is not a General Education Course but does address the aforementioned areas as follows:**

Students: will be competent in critical and quantitative thinking and problem solving; will have been immersed in the critical study of what it means to be human; will have read, evaluated, appreciated and written about a wide range of texts and experiences; will have learned how to integrate their learning into a lifelong process of understanding themselves, others, and the world; will have learned how to contribute toward a better future for themselves and for others.
CRJ 102

CRJ102: Course Objectives:

Upon the successful completion of this course, the student will be able to:

1. Understand the evolution of policing in the United States as it relates to police-community relations.
   **MCCC Core Skills: Goal A,B,D,E,G/Gen. Ed.-Goal 1,4,5,7,9**
   a. Differentiate between traditional policing and community policing
   b. Compare and contrast public relations with police-community relations.
   c. Identify the main components of community policing including S.A.R.A. model of problem-solving and the importance of partnerships.
   d. Identify the changes in crime prevention strategies from traditional policing to community policing.
   e. Identify strategies to address the public's fear of crime.

2. Identify the roles of the urban and suburban police and recognize the differences between the roles.
   **MCCC Core Skills: Goal A,B,C,D,E,G/Gen. Ed.-Goal 1,4,5,7,9**
   a. Examine the urbanization of policing
   b. Describe the militarization of policing and the associated community issues.

3. Examine the use of discretion and discrimination in police work.
   **MCCC Core Skills: Goal A,B,C,D,E,G/Gen. Ed.-Goal 1,4,5,7,9**
   a. Identify valid reasons for discretion by police officers
   b. Identify factors affecting the use of discretion by police officers
   c. Describe racial profiling and it’s evolution in police work

4. Recognize the important role of the media and developing public perceptions.
   **MCCC Core Skills: Goal A,B,D,E,G/Gen. Ed.-Goal 1,4,5,9**
   a. Identify strategies to improve police-media relations.
   b. Describe sources of conflict between the police and the media
   c. Understand the role of the media in society.

5. Examine police-community relationships with culturally diverse groups and subcultures within a community.
   **MCCC Core Skills: Goal A,B,C,D,E,G/Gen. Ed.-Goal 1,4,5,7,8,9**
   a. Identify strategies for interacting with culturally diverse groups
   b. Identify strategies for interacting with special populations including; gangs, the elderly, youth and disabled members of society.
   c. Demonstrate the importance of social class, status, and changing trends with regard to the police role in the community.

6. Understand the importance of police ethics and professionalism
   **MCCC Core Skills: Goal A,B,C,D,E,G/Gen. Ed.-Goal 1,4,5,7,9**
a. Describe a police subculture and how police officers are alienated from society.
b. Describe occupational socialization and the police personality
c. Identify ethical decisions faced by police officers
d. Examine the Law Enforcement Officer's Code of Ethics
e. Examine Police Accreditation and its impact on agencies

**Instructional Methods**

**Classroom Instruction:** The teaching method will be a combination of lectures and discussions, supplemented by available media. A pertinent textbook will be utilized and relevant handouts will be used as supplemental materials.

**Online Instruction:** Teaching methods employed shall include written power-point lectures, Chapter reading assignments, discussion forums, written assignments, videos and email contact between student and instructor. Additional media and reading assignments outside the textbook may be assigned.

**Method of Evaluation and Grading:**

Students should be given a variety of opportunities for course participation. This should include oral discussions and or presentations, examinations, and critical thinking exercises. The student will be given at least three (3) examinations during the course of the term with the dates and format to be decided by the instructor. The percentage of examinations, critical thinking exercises, and class participation in the computation of each student's grade will be determined by the instructor. Students may be required to complete written assignments and/or a term project.

Online: This course uses discussion forums, written assignments, quizzes and tests. The syllabus and important due dates documents explain the percent weighted for each activity. Specific grading will be explained in other documents provided by the course instructor at the beginning of each semester.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100 %</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92 %</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89 %</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86 %</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82 %</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79 %</td>
</tr>
<tr>
<td>C</td>
<td>70 – 76 %</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69 %</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59 %</td>
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**Academic Integrity:**

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and
that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.