COURSE OUTLINE

Course Number: CRJ 102
Course Title: Police in the Community
Credits: 3

Hours: 3 lecture hours
Co- or Pre-requisite: None
Implementation: Spring/2016

Catalog description (2015-16 Catalog):
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.

Is course New, Revised, or Modified? Revised

Required texts/other materials:
Reference Business and Technology Course List.

Revision date: Spring 2016
Course coordinator: Cavit Cooley
(609)570-3625
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Information resources:
Reference Criminal Justice Library Materials List

Other learning resources: No tutoring or study groups at this time.

Course Competencies/Goals:
The student will be able to:

1. Understand the interrelationship between the police and the community.
2. Be aware of the history and functions of the police role, including the different eras of policing.

3. Identify the roles of the urban and suburban police and recognize the differences between the roles.

4. Analyze and evaluate potential problems with current police roles.

5. Recognize the important role of the media and developing public perceptions.

6. Describe and interpret changes in the police role as society evolves.

Course-specific General Education Knowledge Goals and Core Skills.

**General Education Knowledge Goals**

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

**Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**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.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**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.

**Units of study in detail.**

MCCC Core Skills A, B, C, D, E, F, and G are addressed in the following Units of Study. This Course is not designated as a General Education Course.

The student will be able to:

1. Define police - community relations.
2. Describe the history of police - community relations.
3. Delineate and define the police role in the community.
4. Discuss the impact of urbanization upon the police role.
5. Describe the concept of social control as it relates to the police role.

6. Demonstrate the importance of social class, status, and changing trends with regard to the police role in the community.

7. Understand perception and how members of the public form opinions of the police.

8. Realize the impact of age and sex patterns upon the police role.

9. Explain the importance of establishing a positive relationship between the police and the community.

10. Understand the concepts of Community Policing Strategies, including: the importance of partnerships, problem-solving using the S.A.R.A (scanning, analysis, response assessment) model.

11. Differentiate between discretion and discrimination.

12. Understand the relationship between the police and the media.

13. Comprehend the role of the media in forming public opinion.

14. Describe the nature of police deviance and how to deal with it.

15. Identify the many forms of alienation facing police officers.

16. Gain a perspective on the challenges which the future holds for the police.

17. Describe occupational socialization and the police personality.

18. Define racial profiling and its impact on policing strategies.

**Evaluation of student learning:**

Students should be given a variety of opportunities for course participation. This should include oral discussions and/or presentations, examinations, and research writing. The student will be given at least two (2) examinations during the course of the term with the dates and format to be decided by the instructor. Examinations should include an essay component. Students will be given adequate advance notice of the dates and the topics in each examination. The student may also be required to write at least one research assignment on a police community relations issue. The percentage of examinations, the research paper, and class participation in the computation of each student’s grade will be determined by the instructor.

**Scale**

A = 93 – 100 %
A- = 90 – 92 %
B+ = 87 – 89 %
B = 83 – 86 %
B- = 80 – 82 %
C+ = 77 – 79 %
C = 70 – 76 %
D = 60 – 69 %
F = 0 – 59 %

Teaching-learning methods employed shall include lectures, discussions supplemented by appropriate related texts, and audio-visual media. Guest speakers (practitioners) and other academicians are considered to be beneficial to keep the course current and meaningful. Field trips when and wherever possible may be utilized.

**Academic Integrity Statement:**

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. The complete academic policy and implications can be found at http://mlink.mccc.edu/omb/OMB210.pdf.