**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**CJI 102 *–* Police Role in the Community**

**Course Outline**

**Course Number & Name:**  CJI 102 Police Role in the Community

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in CJI 101 or placement

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: The course includes analysis of the social, economic, population, and political factors that affect the relationship between police and the community. The course examines community/police partnership collaborations and a problem-solving approach to policing. The course will also explore special topics such as community policing, the use of deadly force, terrorism, policing the drug problem, and civil liability.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. explain the evolution of community policing;
2. describe the role of the criminal justice law enforcement officer in the community and the organization and administration of the various entities in the criminal justice system;
3. identify and analyze community policing strategies;
4. identify and apply problem-solving policing techniques;
5. describe the role of the community and other stakeholders in “community policing”;
6. analyze the impact of societal diversity on law enforcement;
7. explain the ethical responsibilities of law enforcement professionals;
8. demonstrate critical thinking skills within the context of evaluating the complexity of criminal justice issues; and
9. communicate effectively with accurate ‘criminal justice’ terminology in written and/or oral form.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Explain the evolution of community policing:
	1. *define community policing;*
	2. *define the two themes that are apparent in the various definitions of community policing;*

**Measurable Course Performance Objectives (MPOs)** (continued):

* 1. *identify when “modern” policing began;*
	2. *list and describe the principles Sir Robert Peel emphasized;*
	3. *list and describe the three eras of policing;*
	4. *describe the police relationship with the community during each era;*
	5. *describe what the professional model of policing emphasizes;*
	6. *list and describe some of the common types of crime prevention programs;* and
	7. *list the four essential dimensions of community policing*
1. Describe the role of the criminal justice law enforcement officer in the community and the organization and administration of the various entities in the criminal justice system:
	1. *describe the characteristics of a mission statement;*
	2. *identify what police spend the majority of their time doing;*
	3. *describe how the makeup of the police force has changed in recent years;*
	4. *describe what characteristics of the police culture may lead to a code of silence;*
	5. *identify where the police image comes from;*
	6. *describe a negative contact;*
	7. *identify what the public expects of the police;*
	8. *identify what dilemma faces law enforcement;*
	9. *outline the three levels of law enforcement;*
	10. *list the four basic responsibilities of the police;*
	11. *identify the differences between the police academy and field training as learning tools for recruits;*
	12. *list the three primary purposes of police patrol;*
	13. *explain why differential response strategies enable police departments to respond more efficiently to 911 calls;*
	14. *explain community policing and its strategies;*
	15. *identify when agencies or officers exercise discretion;* and
	16. *describe how discretion fits into the community policing philosophy*
2. Identify and analyze community policing strategies:
	1. *describe what the most commonly implemented crime prevention programs have traditionally been;*
	2. *describe the types of special crime watches that have been used;*
	3. *identify the organizations that have concentrated their efforts on community crime prevention;*
	4. *describe the components of traditional programs for youths that have promoted positive police-community relations and enhanced crime prevention efforts;*
	5. *identify the components of a police-school liaison program and identify its dual goals;*
	6. *describe the most common strategies used in traditional community;*
	7. *describe what was demonstrated in studies of community policing in Flint, Newark, Oakland, San Diego, Houston, Boston, and Baltimore county;*
	8. *describe what was demonstrated in studies of community crime prevention programs in Seattle, Portland, and Hartford;*
	9. *identify what components of the criminal justice system can help reduce the crime problem;*
	10. *describe what court-based approaches have proved effective;*
	11. *describe the effectiveness of the McGruff national campaign;*

**Measurable Course Performance Objectives (MPOs)** (continued):

* 1. *identify the characteristics of several exemplary police-community strategies;*
	2. *identify what impediments might hinder implementing community policing;*
	3. *describe the risk factor prevention paradigm;*
	4. *list and describe three federal initiatives that can assist communities in implementing community policing;*
	5. *describe components of the weed-and-seed program;*
	6. *list the partnerships that have been implemented to prevent or reduce crime and disorder;*
	7. *identify the indicators of gang activity;*
	8. *identify the indicators of gang membership;* and
	9. *describe the strategies that have been used to address the gang problem including which has been found to be most effective*
1. Identify and apply problem-solving policing techniques:
	1. *describe how problem solving requires changes in the way police treat incidents;*
	2. *explain how the magnet phenomenon occurs;*
	3. *describe how efficiency and effectiveness differ and identify which community policing emphasizes;*
	4. *identify the first step in a problem-solving approach;*
	5. *list and describe the four stages of problem solving that are used in the SARA model;*
	6. *describe the three areas problem analysis considers;*
	7. *describe the purpose and goal of the DOC model;*
	8. *describe crime-specific planning;* and
	9. *identify the focus of crime mapping*
2. Describe the role of the community and other stakeholders in “community policing”;
	1. *identify the basic changes that are required in making the transition to community policing;*
	2. *describe participatory leadership;*
	3. *describe what a department’s vision should include;*
	4. *identify who should be included in a needs assessment;*
	5. *describe how law enforcement agencies have traditionally been organized;*
	6. *describe which may be more important, targeting a “critical mass” of individuals or mobilizing the community at large;*
	7. *identify what a strategic plan includes;*
	8. *identify the most important consideration in selecting strategies to implement community policing;*
	9. *discuss whether training should be the spearhead of change;*
	10. *list and describe the most important areas to cover in training;.*
	11. *describe what transition managers should anticipate and prepare for;*
	12. *discuss what impediments to community policing may need to be overcome;*
	13. *identify the common pitfalls there are in making the transition to a community policing philosophy;* and
	14. *describe the process of conducting evaluations and how failures should be viewed*

**Measurable Course Performance Objectives (MPOs)** (continued):

1. Analyze the impact of societal diversity on law enforcement:
	1. *identify what individual characteristics are important in the communication process;*
	2. *identify the two critical barriers to communication in a diverse society;*
	3. *describe why police officers may have more barriers to communication than other professionals and what these barriers consist of;*
	4. *identify what dilemma law enforcement officers face when interacting with immigrants;*
	5. *describe what is needed to avoid discrimination;*
	6. *identify the difference between prejudice and discrimination;*
	7. *list what disabilities police officers frequently encounter;* and
	8. *describe why communicating effectively with witnesses to and victims of crime is essential*
2. Explain the ethical responsibilities of law enforcement professionals:
3. *discuss how the patronage system affected policing;*
4. *indicate the results of the Wickersham Commission;*
5. *Indicate why patrol officers are allowed discretionary powers;*
6. *explain the term “abuse of discretion;”*
7. *identify the three traditional forms of police corruption;*
8. *explain what an ethical dilemma is and name four categories of ethical dilemmas typically facing a police officer;*
9. *discuss what ethics involves;*
10. *identify the three ethics checks;* and
11. *describe what characteristics of the police culture may lead to a code of silence*
12. Demonstrate critical thinking skills within the context of evaluating the complexity of criminal justice issues:
	1. *analyze a fact scenario and determine if the exclusionary rule applies;*
	2. *analyze a fact scenario and determine if it is an appropriate application of the stop and a frisk rule;*
	3. *analyze a fact scenario and determine if the four elements for an arrest are present;*
	4. *analyze a fact scenario and determine if the items can be seized and whether a search warrant is required;*
	5. *analyze a fact scenario and determine if Miranda warning is necessary;*
	6. *analyze a fact scenario and determine if the identification is constitutionally valid;*
	7. *analyze the consequences of our high rate of incarceration and identify potential solutions;*
	8. *explain the use of “preventive policing” to combat terrorism by American law enforcement agencies and the pros and cons of this approach in the context of constitutional rights;*
	9. *determine when police officers are justified in using deadly force;*
	10. *analyze the death penalty and the pros and cons of this type of sentence;*
	11. *discuss the primary elements of the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments to the U S Constitution, and apply them to contemporary criminal justice events;*
	12. *use critical thinking and problem solving, focusing on the criminal justice system and analyzing information from multiple sources, including the print and video media*

**Measurable Course Performance Objectives (MPOs)** (continued):

9. Communicate effectively with accurate ‘criminal justice’ terminology in written and/or oral form:

9.1 *utilize effective and persuasive communications skills in written and/or oral form;* and

9.2 *use accurate ‘criminal justice’ terminology in writings and oral presentations*

**Methods of Instruction**: Instruction will consist of, but not be limited to, a combination of the assignment of textbook and other resource materials, lecture-discussion, case studies, demonstrations, group projects, multi-media presentations, and completion of various assessment instruments (a documented research paper, quizzes, tests, and exams). Specific choice of instructional methods is left to the discretion of the instructor.

**Outcomes Assessment:** Quiz, test, and exam questions (if applicable) are blueprinted to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments, such as case studies, group projects, and research papers, for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

**Course Requirements:** All students are required to:

* + - 1. Maintain regular attendance.
			2. Actively participate in class discussions and workshops.
			3. Read the recommended textbook and any other assigned resource materials.
			4. Complete all assigned homework on time.
			5. Complete all written assignments, including a research paper based on multiple source research gleaned from appropriate library sources and previously published internet sources.
			6. Complete an in-class midterm and final examination.
			7. Take all quizzes and tests when scheduled.

* + - 1. Follow any specific class requirements mandated by the instructor.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Attendance/Class Participation** **5 – 15%**

Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.

* Logs/Journals 10 – 15%

Logs/Journals are written exercises designed to heighten student’s awareness of various events related to criminal justice that is experienced, observed, read, or viewed on television. Student must relate experiences to chapters either discussed/not discussed throughout the semester.

* **Reaction Papers 15 – 20%**

Reaction papers are 3 – 5 page written exercises in which students read outside sources or statements supplied by the professor an discuss their “intellectual and emotional” reaction to the issue or author’s point of view, yet use critical thinking guidelines to take a position and support that position using scholarly literature, interviews and polling.

* **Theme Papers 20 – 25%**

Theme papers are 3 – 5 page written exercises in which students discuss how taking the course has been personally meaningful, beneficial, and relevant to their future professional aspirations. References can be cited using scholarly journals, criminological, legal and law enforcement sources, or internet sites.

* **Literature Reviews/Research Papers 10 – 20%**

Literature reviews/research papers are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the criminological literature, case law or statues. Based on the literature review, students are required to develop a thesis/theme and draw conclusions on the topic researched.

* **Introspective Theme Paper/Case Study Analysis 30 – 40%**

The introspective theme paper/case study analysis is a 7 – 10 page written exercise in which students integrate and synthesize concepts to perform an in-depth analysis and demonstrate relevance of various theories to serial killers and notorious criminals. The students must analyze, synthesize, integrate, and demonstrate relevance of concepts to course objectives.

**Methods of Evaluation** (continued)**:**

 **% of**

**Grading Components final course grade**

* **Written/Oral Presentation Interview of Law Enforcement 15 – 25%**

**Agency, or Professional in the Field**

The written/oral presentation of the interview agency representative or professional requires the student to gather information and to determine its relevance to concepts and theories presented in class which are related to course objectives.

* **Oral Presentations 15 – 20%**

Oral presentations are based on a topic either discussed/not discussed during the semester, that is relevant to the study of criminal justice or criminology and related to course objectives. The instructor may require a written outline to augment the oral presentation.

* **Quizzes 10 – 15%**

Quizzes will provide evidence of the extent to which students have met course objectives.

* Exams, including Midterm and Final **20 – 30%**

(number of exams and dates specified by the instructor)

Exams will provide evidence of the extent to which students have mastered and synthesize course material and have met course objectives.

Note: The instructor will determine (as appropriate) the specific components for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the texts by Miller, Linda S and Karen M Hess (2011). *Community Policing: Partnerships for Problem Solving* (6th edition). Belmont, California: Delmar Cengage Learning; and by Carlson, Daniel (2004). *When Cultures Clash: Strategies for Strengthened Police-Community Relations* (2nd edition). Saddle River, NJ: Prentice Hall.

**Unit Topic/Content Readings**

1 The Evolution of Community Policing ch 1

2 Inside Police Agencies: Understanding Mission and Culture ch 2

3 Understanding and Involving the Community ch 3

4 Problem Solving: Proactive Policing ch 4

5 Implementing Community Policing ch 5

6 Communicating with a Diverse Population ch 6

7 Building Partnerships: A Cornerstone of Community Policing ch 7

8 Forming Partnerships with the Media ch 8

9 Early Experiments in Crime Prevention and the Evolution ch 9

of Community Policing Strategies

10 Safe Neighborhoods and Communities: From Traffic ch 10

Problems to Crime

11 Community Policing and Drugs ch 11

12 Focus on Youth ch 12

13 The Challenge of Gangs: Controlling Their Destructive Force ch 13

14 Understanding and Preventing Violence ch 14

15 Understanding and Preventing Terrorism ch 15

16 What Research Tells Us and a Look to the Future ch16

Note: In CJI 102, the instructor must cover the 16 units listed above minimally in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest.