Butler Community College
Behavioral Science, Math, Science,
And Physical Education Division

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Revised Fall 2006
Implemented Spring 2007

Course Outline
Law Enforcement in the Community

Course Description
AJ 202. Law Enforcement in the Community. 3 hours credit. This course will enable the student to understand the challenges of developing and maintaining meaningful police/community relationships. Topics of discussion include public/community relations, community policing, crime prevention programs, police/media relations, and special issues associated with juveniles, the elderly and cultural diversity.

Course Relevance
Policing today works to develop and maintain amicable relationships and community partnerships. It is anticipatory and problem solving in nature.
In this course students will explore the evolution of policing to present day. Community policing is compared and contrasted with traditional policing styles.

Required Materials
Miller, L., Hess, K., (2007). *Community policing* (5th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Learning Outcomes
The intention is for the student to be able to:
1. Demonstrate his/her knowledge of the evolution of community policing, its objective, role expectations and trends
2. Develop an awareness of the need for community support in crime deterrence and to demonstrate knowledge of crime prevention programs
3. Develop an appreciation of personnel selection, education, training, and professionalism in the administration of the justice system via community policing

Primary Leaning Pact Skills that will be developed and/or documented in this course
Through the student's involvement in this course, she/he will develop his/her ability in the following PACT skill areas:
1. Valuing Diversity
   - The student will expand their awareness of diversity throughout the class and provide feedback on what they have learned through a self-assessment inventory.
2. Critical Thinking
   - The student will develop critical thinking and analytical skills through written assignments and other activities conducted in class.

Secondary Skills (developed but not documented):
Team Work

Ethical Conduct
Historical Interpretation
Writing
Speaking
Effective Citizenship
Problem Solving
Reading
Listening
Computer Literacy

Major Summative Assessments Task:
These learning outcomes and the primary learning PACT skills will be demonstrated by:

1. Completing a written assignment in which the student applies community policing practices to given scenarios, discussing the important considerations of the situation and planning for appropriate responses
2. Completion of a self assessment diversity inventory (diversity rubric), including a self reflection of how his/her awareness of diversity impacts her/her application and enforcement of the law as a police officer

Course Content

I. Themes-Key recurring concepts that run throughout this course:
   A. History and evolution of law enforcement and community policing programs
   B. Role of policing
   C. Role of the community in community policing
II. Issues –Key areas of conflict that must be understood in order to achieve the intended outcomes:
   A. Communication skills necessary for community policing
   B. Police relationships with various culturally diverse groups.
   C. Political influences on police enforcement practices, including media relations
   D. Personality traits of police officers, due to the nature of policing.
III. Concepts- Key concepts that must be understood to address the issues.
   A. Problem-oriented policing
   B. Community-oriented policing
   C. Social location relative to cultural and world view
   D. Terminology of the course
   E. Future of community policing
IV. Skills/Competencies-Actions that are essential to achieve the course outcomes:
   A. Writing
   B. Reading
   C. Computer literacy
   D. Analytical Thinking
   E. Ability to compare and contrast
   F. Memorization
   G. Application of concepts

Learning Units

I. Evolution of community policing
   A. History of policing
   B. Three eras of policing
   C. Features of community policing
   D. Three dimensions of community policing

II. Role of the police
   A. The police mission
   B. Management styles
   C. The police image
   D. Police discretion
   E. Use of force
   F. Ethical policing

III. Role of the community
   A. Defining community
   B. Social capital
   C. Broken windows theory
   D. Organizations and Institutions
   E. Citizen/Community Involvement

IV. Problem-oriented policing
   A. Community-Oriented Policing and Problem Solving
   B. The SARA Model
   C. Crime-Specific Planning
   D. Problem solving and creativity

V. Implementing community policing
   A. Creating a vision and mission statement
   B. Assessing needs
   C. Strategic planning
   D. Hiring and training
   E. Pitfalls to avoid

VI. Basic interpersonal skills
   A. Understanding yourself and others
   B. The communication process
   C. Communication barriers

VII. Diversity and community policing
   A. Racial and ethnic diversity
   B. Religious diversity c
   C. Socioeconomic diversity
   D. Bias and hate crimes

VIII. Police interaction with disabled persons and the elderly
   A. Understanding physical and mental disabilities
   B. Understanding the elderly

IX. Interaction with youth and gang member's
   A. Understanding youths
   B. Understanding gangs and gang member

X. Interacting with victims and witnesses
   A. Results of being victimized
   B. Assisting victims
   C. Victim's Bill of Rights
   D. Special populations
   E. The response of the criminal justice system

XI. Police interaction with the media
   A. The First Amendment and the freedom of the press
   B. Victim privacy rights
   C. Conflict between the media and the police
   D. General policies and protocols for media relations
   E. Developing partnerships with the media

XII. Crime prevention and community policing strategies
   A. Traditional approaches to crime prevention
   B. Traditional programs for youth
   C. Empirical studies of community policing
   D. Community policing and the criminal justice system

XIII. Understanding and preventing violence
   A. Causes of violence
   B. Preventing violence
   C. Gun violence
   D. Domestic violence
   E. Workplace violence

XIV. Youths and community policing
   A. Connecting youths and the community
   B. Schools and the community
   C. School violence
   D. Creating safe schools

XV. Community policing and crime prevention
   A. National emphasis on community policing
   B. Strategies for preventing/reducing crime
   C. Strategies for dealing with the drug problem

XVI. Research and the future of community policing
   A. Research designs
   B. Research findings on community policing
   C. What works and what doesn't

Learning Activities
The methods of class instruction for this course may include lecture, class discussions, handouts, study guides, guest speakers, field trips, audio/visual aids, and textbook reading assignments.

Grade Determination
Grade determination for this course may be based upon assessment tasks, exams, quizzes, assignments, reports, projects, student participation and other methods individual instructors deem appropriate.