



**MERCER**  
COUNTY COMMUNITY COLLEGE

## COURSE OUTLINE

Course Number	Course Title	Credits
CRJ 102	Police in the Community	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3 Lecture Hours	None	2022
<b><u>Catalog description:</u></b>		

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.

**General Education Category:**  
Not GenEd

**Course coordinator:**  
Cavit Cooley  
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**Required texts & Other materials:** Please reference your professor's syllabus for the exact learning materials and or textbook for the semester; do not order or purchase any learning material or textbooks until contacting your professor and or reviewing the syllabus. The following has been used at some time but may not be currently required:

Police Community Relations & the Administration of Justice 9<sup>th</sup> Edition  
Author: Hunter  
Publisher: Pearson  
2018

**Course Student Learning Outcomes (SLO):**

***Upon 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. [Supports ILG 7, 8, 9, 11; PLO 1, 2]
2. Identify the roles of the urban and suburban police and recognize the differences between the roles. [Supports ILG 8, 9, 11; PLO 2, 4]
3. Examine the use of discretion and discrimination in police work. [Supports ILG 8, 9, 11; PLO 2, 4]
4. Recognize the important role of the media and developing public perceptions.[ Supports ILG 9, 11; PLO 2]
5. Examine police-community relationships with culturally diverse groups and subcultures within a community. [Supports ILG 8, 9, 11; PLO 1, 2]
6. Understand the importance of police ethics and professionalism. [Supports ILG 8, 9, 11; PLO 2, 3, 4]

## **Course-specific Institutional Learning Goals (ILG)**

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

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

## **Program Learning Outcomes for Criminal Justice (Law Enforcement Option)(PLO)**

1. Discuss the history and philosophy of the components of the criminal justice system
2. Describe the formal and informal political and community structures that affect criminal justice agencies
3. Describe the fundamental concepts and principles of management and administration employed in various police agencies.
4. Discuss the roles of various criminal justice professionals,

## **Units of study in detail – Unit Student Learning Outcomes:**

### **Unit I [Introduction to Justice, the Police, and the Community] [Supports Course SLO 1-6]**

#### **Learning Objectives**

***The student will be able to:***

- Differentiate between traditional policing and community policing
- Compare and contrast public relations with police-community relations.
- Identify the main components of community policing including problem-solving and the importance of partnerships.

### **Unit II [Contemporary Police Community Issues and Changes] [Supports Course SLO 1, 2, 3]**

#### **Learning Objectives**

***The student will be able to:***

- Identify the changes in crime prevention strategies from traditional policing to community policing.
- Recognize strategies to address the public's fear of crime.
- Examine the urbanization of policing
- Describe the militarization of policing and the associated community issues.
- Define valid reasons for discretion by police officers
- Identify factors affecting the use of discretion by police officers

### **Unit III [Media Issues, Diversity, and Special Populations] [Supports Course SLO 3, 4, 5, 6]**

#### **Learning Objectives**

***The student will be able to:***

- Identify strategies to improve police-media relations.
- Describe sources of conflict between the police and the media

- Understand the role of the media in society.
- Identify strategies for interacting with culturally diverse groups
- Recognize racial profiling and it's evolution in police work
- Illustrate strategies for interacting with special populations including; gangs, the elderly, youth and disabled members of society.
- Demonstrate the importance of social class, status, and changing trends with regard to the police role in the community.

**Unit IV [Special Occupational and Ethical Issues and Improvements [Supports Course SLO 3, 4, 5, 6]**

**Learning Objectives**

***The student will be able to:***

- Describe a police subculture and how police officers are alienated from society.
- Define occupational socialization and the police personality
- Identify ethical decisions faced by police officers
- Examine the Law Enforcement Officer's Code of Ethics
- Demonstrate Police Accreditation and its impact on agencies

**Evaluation of student learning:**

Students should be given a variety of opportunities for course participation. This may include oral discussions and/or presentations, examinations, and research writing. The student will be given at least (2) examinations during the course of the term with the dates and format to be decided by the instructor. Examinations may 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. The research assignment will be a book review of an important criminal justice book, a summary of an interview with a primary worker in the criminal justice system, or a research paper on a specific issue in criminal justice. The instructor will determine the percentage of the examinations, the research paper, and class participation in the computation of each student's grade.

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 medial. Guest speakers (practitioners) and other academicians are considered beneficial to keep the course current and meaningful. Field trips when and wherever possible may be utilized.

