



AJ-118: COMMUNITY AND THE JUSTICE SYSTEM

Effective Term

Fall 2025

BOT Approval Date

12/17/2024

Discipline

AJ - Administration of Justice

Course Number

118

Course Title

Community and the Justice System

Short Title

Community & Justice

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID AJ 160

Catalog Description

This course examines the complex and dynamic relationship between communities and the justice system in addressing crime; including the conflicts, challenges, and prospects of administering justice within a diverse multicultural population. Topics may also include the consensus and conflicting values in culture, religion, and law.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Codes

TOP Code (CB 03)

2105.00* - *Administration of Justice

CIP Code

43.0104 - Criminal Justice/Safety Studies.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Compare and contrast community based strategies for the administration of justice in a law enforcement agency.
2. Analyze the concept of community partnership between the public and the criminal justice system and validate its importance.

3. Investigate the history and evolution of multiculturalism in the U.S. and consider the challenges to the criminal justice system as presented by a multicultural society.
4. Formulate and document key issues that pose potential conflict between diverse communities and the courts, police, and corrections.
5. Consider and value the development of the concept of community policing in an effort by law enforcement to develop more effective criminal justice/community partnerships.
6. Differentiate and categorize obstacles that may be encountered during the implementation of criminal justice/community partnerships within both law enforcement and the community.
7. Examine and assess the effectiveness of criminal justice/community partnerships in deterring juvenile delinquency in the community.
8. Formulate ways officers can promote positive relationships with community members of varying races, ethnicities, national origins, immigration statuses, genders, ages, economic classes, disabilities and/or sexual orientations.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will be able to describe the historical development of police community relations and how it came to the United States as the result of Sir Robert Peel.
2. Students will be able to identify the different law enforcement (public service) agencies, community, business, and other partners needed for successful community relations.
3. Students will be able to compare and contrast the various police community relations programs in place today.
4. Students will be able to define and document each component of the SARA Model and describe how it applies to problem solving policing.
5. Students will be able to describe the specific role of the law enforcement officer from the level of police officer up to the chief of police in the area of community relations.
6. Students will be able to examine the Constitutional Amendments known as the Bill of Rights and assess the impact each might have on police community relations.
7. Students will be able to demonstrate an understanding of landmark case decisions and the impact these decisions have on police community relations efforts

Program Learning Outcomes

Learning Outcome

Demonstrate the essential qualifications for employment in the criminal justice field to include the mastery of core criminal justice principles and the ability to think critically and to speak and write effectively.

Demonstrate an understanding of personal and civic responsibility as they apply to the criminal justice system.

Demonstrate a critical awareness of race, cultural diversity, and inequality as manifested in the criminal justice system both locally and nationally and apply these understandings to both study and practice. This includes identifying transformative forces generating social change on a micro and macro level.

Demonstrate the knowledge of ethical analysis, research, and practice in applying the law, as well as the ability to reason and think critically in the application of these principles and/or laws within the criminal justice field.

Demonstrate the competency to apply criminological theory, research methods, and appropriate technology to assess, evaluate, and address both current and future issues in the practice of criminal justice.

Demonstrate a meaningful understanding of how discretion permeates every phase of the criminal justice system and creates ethical dilemmas for criminal justice professionals.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. The Evolution of Community Policing What is Community Policing?

- a. History of Community Policing
- b. The Beginnings of "Modern" Police Forces
 1. Early policing in the United States
- c. The Three Eras of Policing
 1. Political Era
 2. Reform Era
 3. Community Era
- d. Features of Community Policing
- f. Essential Elements of Community Policing
 1. Philosophical Dimension
 2. Strategic Dimension
 3. Tactical Dimension
 4. Organizational Dimension

g. Democracy and the Police

2. Inside Police Agencies: Understanding Mission and Culture

- a. The Police Mission
 1. Fighting Crime Versus Service to the Public
 2. Neighborhood Policing
- b. Who are the Police?
- c. The Police Culture
 1. Negative Perceptions of the Police Culture
 2. Positive Perceptions of the Police Culture
 3. Researching Officer Attitudes
- d. The Police Image
 1. Personal Contacts
 2. Public Expectations
- e. Police Discretion
 1. Reasons for Police Discretion
 2. Changes in Police Discretion
 3. The Downside of Police Discretion
 4. Abuse of Discretion
 5. Discretion and Police Image
- f. Use of Force
 1. Use of Force Continuums
 2. Reasonable Force
 3. Excessive Force
 4. Less-Lethal Force
 5. Deadly Force
- g. Stop and Frisk
 1. Terry v. Ohio (1968)

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- h. Profiling
 - i. Ethical Policing
 - 1. Building Blocks of Ethics
 - 2. Ethics in the Field/Ethical Dilemmas
 - 3. Police Corruption
 - 4. Investigative Commissions
 - 3. Understanding and Involving the Community
 - a. Community Defined
 - b. Social Capital
 - c. Communities and Crime
 - 1. Community Factors Linked to Crime
 - 2. Theories of Criminality
 - a. Bowling Alone Theory
 - b. Broken Windows Theory
 - d. Community Perceptions - Diversity, Equity, and Inclusion
 - e. Community Demographics
 - f. Changing Population
 - g. Organizations and Institutions
 - h. The Public-Private Policing Interaction
 - i. The Power Structure
 - j. The Criminal Justice System
 - k. Restorative Justice
 - l. Citizen involvement in the Law Enforcement Community
 - 1. Civilian Review Boards
 - 2. Citizen Patrol
 - 3. Citizen Police Academies
 - 4. Citizen Volunteers
 - 4. Problem Solving: Proactive Policing
 - a. What is Problem Oriented Policing?
 - 1. Problem Defined
 - 2. From incidents to Problems
 - 3. Community Policing and Problem Oriented Policing
 - 4. Key Elements of Problem Oriented Policing
 - b. Being Efficient and Effective
 - 1. Addressing Substantive Problems
 - 2. Common Mistakes in Problem Solving
 - c. The SARA Model
 - 1. Scanning and Analysis
 - 2. Response by Law Enforcement
 - 3. Assessing Responses to Problems
 - 4. SARA in Action
 - d. Making Ethical Decisions
 - e. Using Technology for Problem Solving
 - 1. CompStat
 - 2. Crime Mapping
 - 3. GIS
 - 4. Geospatial Analysis
 - 5. Geographic Profiling
 - f. Mediation as Problem Solving

5. Implementing Community Policing

- a. Needed Changes
- b. Management Styles
- c. Creating Vision and Mission Statements
- d. Assessing Needs
 - 1. Analyzing the Department
 - 2. Analyzing the Community
- e. Strategic Planning
- f. Developing Strategies
- g. Hiring and Promoting
- h. Training
- i. Team Policing
 - 1. Lessons Learned from Team Policing
- j. Benefits of Community Policing
- k. Pitfalls to Avoid
 - 1. Reconciling Expectations and Results
 - 2. The Specialized Unit Approach
 - 3. Resisting the Move Toward Community Empowerment
- l. Community Policing Specialist
- m. Community Policing Generalist
- n. Evaluating Progress

6. Communicating with a Diverse Population

- a. The Communication Process
 - 1. Nonverbal Communication and Body Language
 - 2. Barriers to Communication
 - 3. Facing the Challenge of Diversity
- b. Ethnic Diversity
 - 1. The Immigration Issue
 - 2. Communication with New Immigrant Populations
 - 3. Recognizing Prejudice and Discrimination
- c. Religious Diversity
- d. Socioeconomic Diversity
 - 1. The Lower Socioeconomic Class
 - 2. The Powerful and Connected
- e. Persons with Disabilities
 - 1. Understanding Physical and Mental Disabilities
 - 2. Frequently Encountered Disabilities
 - 3. Americans with Disabilities Act
- f. Age Diversity
 - 1. The Elderly and Communication Challenges
 - 2. The Young and Communication Challenges
- g. Victims and Witnesses
 - 1. Result of Being Victimized
 - 2. Non-Reporting of Victimization
 - 3. Assisting Victims / Victims Rights and Services

7. Building Partnerships: A Cornerstone of Community Policing

- a. Why Partnerships?
- b. Core Components of Partnerships/Collaborations
 - 1. Stakeholders

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2. Active Community Involvement
 3. Building Trust
 4. Changing Beat and Shift Assignments
 5. A shared Vision and Common Goals
 6. Partnerships
 - c. Benefits of Partnerships
 - d. Criticisms of Partnerships
 - e. Call Management
 1. 311 System in Baltimore
 2. Online Reporting
 3. Calls for Service
 - f. Citizen Police Academies
 - g. Key Collaborators
 1. Community Prosecutors
 2. Community Courts
 3. Community Corrections
 4. Private Security
 5. Volunteers
 8. Forming Partnerships with the Media
 - a. The Police and the Media
 - b. Balancing Various Legal Rights and Interests
 1. The First Amendment and Freedom of the Press
 2. The Sixth Amendment, Suspect's Rights, and Criminal Investigation
 3. Victims Privacy Rights
 - c. Criticism of the Media
 - d. Conflict Between the Media and the Police
 1. Sources of Conflict
 2. Benefits of Conflict
 - e. Symbiotic Relationships Defined
 - f. The Media's Impact on the Criminal Justice System
 - g. General Policies and Protocol for Media Relations
 1. Department General Orders
 - a. Press Information Officer (PIO)
 2. Being Professional
 3. Lying to the Media
 4. Policies on Photographing and Videotaping
 - h. Understanding and Improving Relations with the Media
 - i. Strategies for Improving Media Relations
 1. Ride-Along Programs
 9. Crime Prevention and Community Policing Strategies
 - a. Traditional Approaches
 1. Street Lighting
 2. Property Identification
 3. Security Surveys
 4. Citizen Patrols
 5. Block Programs
 6. Crime Watch Programs
 - b. Efforts to Enhance Crime Prevention
 1. National Night Out

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- 2. Organizations Focused on Crime Prevention
 - 3. Using Volunteers
 - c. Traditional Programs
 - 1. Police Cadets
 - 2. Police Athletic Leagues (PAL)
 - 3. Officer Friendly
 - 4. Police Explorers
 - 5. DARE
 - d. Studies and Programs
 - 1. Flint Michigan Foot Patrol Program
 - 2. New Jersey Foot Patrol Program
 - 3. Oakland Foot Patrol Program
 - 4. San Diego Community Profile Program
 - 5. Houston Texas Fear Reduction Project
 - 6. Boston Foot Patrol Project
 - 7. Baltimore Citizen / Police Program
 - 8. The Seattle Program
 - 9. The Portland Program
 - 10. The Hartford Experiment
 - 10. Safe Neighborhoods - Traffic to Crime Problems
 - a. Traffic Enforcement and Safety
 - 1. Street Racing
 - 2. Cell-Phone Use
 - 3. Seat-Belts
 - 4. Impaired Drivers
 - a. DUI Checkpoints/Saturation Patrols
 - b. Addressing Disorder
 - c. Reducing Crime and the Fear of Crime
 - d. Using Technology to Fight Crime
 - 1. Video Surveillance
 - 2. Body-Cameras
 - 3. Shot Trackers
 - e. Crime Prevention through Environmental Design
 - 1. Importance of Place
 - 2. The Risk Factor Prevention Paradigm
 - f. The Weed and Seed Program
 - g. Specific Problems
 - 1. Preventing Burglary
 - 2. Preventing Theft from Vehicles
 - 3. Preventing Robberies at ATM's
 - 4. Preventing Witness Intimidation
 - 5. Preventing Domestic Violence
 - 6. Preventing Identity Theft
 - 7. Preventing Prostitution
 - 8. Preventing Human Trafficking
 - 9. Preventing Smash and Grab Robberies
 - 10. Preventing Taxi/Uber Robberies
 - 11. Preventing Violent Confrontations with People with Mental Illness
 - h. Partnerships

11. Community Policing and Drugs

a. The Current Drug Problem

1. Prescription Drugs
2. Heroin
3. Methamphetamine
4. Cocaine
5. Marijuana
6. PCP
7. Synthetic Drugs

b. The Cost of Substance Abuse

c. The War on Drugs

1. National Drug Control Strategy
2. Prevention: Stopping Before it Starts
3. Treatment: Healing Drug Users
4. Law Enforcement Efforts
 - a. Asset Seizure

5. Injection Sites

d. Drug Schedules

1. Schedule I
2. Schedule II
3. Schedule III
4. Schedule IV
5. Schedule V

e. Prevention

1. DARE
2. Reality Based Approach
3. Life Skills Training

f. Treatment

g. Law Enforcement

1. Drug Raids
2. Surveillance
3. Undercover Assignments
4. Arresting Dealers
5. Arresting Users
6. Improving Intelligence
7. Combating Street Level Narcotics Sales
8. Public Housing
9. Apartment Complexes
10. Meth Labs
11. Prescription Drugs
12. Rave Parties

h. Legislation as a Tool

i. Collaborative Efforts

j. Grants to Implement Strategies

12. Community and Youth

a. Youth Victimization and Delinquency

1. Recognizing Risk and Protective Factors
2. Key Indicators

b. Building Personal Relationships with Youth

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- c. Partnerships and Programs
 - 1. Teens on Target (Oakland)
 - 2. Youth Advisory Council (Metro DC)
 - d. Gang Intelligence
 - e. Federal Initiatives
 - 1. The Adam Walsh Safety Act
 - 2. America's Promise Alliance
 - 3. Project Safe Childhood
 - 4. Safe Start Initiative
 - f. Partnerships to Prevent Juvenile Delinquency
 - g. The Importance of Parental Involvement
 - h. The Importance of Schools
 - 1. Crime and Violence in Schools
 - 2. The School Resource Officer (SRO)
 - 3. Crime and Violence in Schools
 - 4. School Vandalism and Graffiti
 - 5. Bullying
 - 6. School Shootings
 - i. After School Programs
 - j. Creating Safe Schools
 - 13. The Challenge of Gangs
 - a. Understanding Gangs and Gang Members
 - 1. Gangs Defined
 - 2. Types of Gangs
 - 3. Demographics
 - 4. Subculture
 - b. Gang Activities
 - c. Gangs Impact on the Community
 - d. Why Youths Join Gangs
 - e. Preventing Gangs
 - 1. Early Response
 - 2. GREAT Program
 - 3. GRIP Program
 - 4. COPS and Kids
 - f. Recognizing the Presence of Gangs
 - g. Identifying Gang Members
 - 1. Gang Cards
 - h. The Police Response
 - 1. Gang Crime Enhancements
 - 2. Specialized Gang Prosecutors
 - 3. Penal Code 186.22
 - i. Evolution of Strategies
 - 1. Suppression
 - 2. Gang Units
 - 3. Federal Efforts
 - 4. Comprehensive Gang Model
 - 5. Gang Injunctions
 - j. Local Strategies
 - k. The Gang's Place within the Community

I. Providing Alternatives

14. Preventing Violence

- a. Violent Crime Rates
- b. Causes of Violence
- c. Preventing Violence
- d. Hate Crimes
 - 1. Hate Crime Numbers
 - 2. Hate Crime Groups
 - 3. Addressing Hate Crime
 - 4. Preventing Hate Crime
- e. Gun Violence
 - 1. Gun Crimes
 - 2. Illegal Guns
 - 3. Strategies to Deter Illegal Gun Possession
 - 4. COPS Office Programs
- f. Comprehensive Gun Violence Strategies
 - 1. Reducing Access to Firearms
 - 2. Teaching Gun Safe Behavior
 - 3. Right-to-carry Laws
- g. Sexual Violence
 - 1. Acquaintance Rape / College Campus
- h. Domestic Violence
 - 1. Domestic Violence Defined
 - 2. Intimate Partner Violence
 - 3. Research Findings
 - 4. Stalking
- i. Child Abuse
- j. Workplace Violence
- k. Human Trafficking

15. Terrorism

- a. Terrorism: Overview
 - 1. Definitions of Terrorism
 - 2. Motivations for Terrorism
- b. Classifications of Terrorist Acts
 - 1. Domestic
 - 2. International
 - 3. Home Grown
 - 4. Lone Wolf
- c. Terrorists as Criminals
- d. Methods used by Terrorists
 - 1. Explosives
 - 2. Weapons of Mass Destruction
 - 3. Technological Terrorism
- e. Funding Terrorism
- f. The Federal Response to Terrorism
 - 1. Department of Homeland Security
 - 2. Fusion Centers
 - 3. Joint Terrorism Task Force
 - 4. The USA PATRIOT/FREEDOM Acts

- 5. The National Incident Management System
- g. The Local Police Response to Terrorism
- h. Information gathering and Intelligence Sharing
 - 1. The Regional Information Sharing Systems
 - 2. National Criminal Intelligence Sharing Plan
- i. Community Policing and the War on Terrorism
- j. Concerns Related to the War on Terrorism
 - 1. Culture Differences
 - 2. Stereotyping
 - 3. Discrimination
 - 4. Retaliation
 - 5. Civil Rights
- 16. The Future
 - a. The Importance of Research
 - 1. Research as a Partnership
 - 2. Action Research
 - 3. Kinds of Research
 - 4. Surveys
 - b. Evidence-Based Policing
 - c. Predictive Policing
 - d. Research Findings on Community Policing Departments
 - e. Community Policing Evaluation and Crime Statistics
 - f. COPS Office
 - g. The Impact of the Economic Downturn on Policing
 - h. How Innovations in Technology are Transforming Policing
 - i. Trends in Police Recruiting and Training

Methods of Instruction

Method

Discussion

Integration

Discussions will be guided by faculty to examine and evaluate selected topics in the study of community-oriented policing and the justice system. These selected topics will assist students in understanding, analyzing, and explaining crime, criminal behavior, and law enforcement strategies and responses to combat crime. For example, students may be asked to explain the SARA Decision Making Model, its application to community policing, and how community partnerships fit in. Discussions may be accomplished in small or large groups, synchronous or asynchronous, using closed-captioned videos, accessible audio/visual media, journals, articles, or discussion board forums.

DE Adaptations for MOI

Discussions will be guided by faculty to examine and evaluate selected topics in community- policing. Class participation in discussions will encourage additional comprehension of the course material to include understanding, analyzing, and explaining crime and criminal behavior, understanding the root causes of crime and criminality, law enforcement responses to crime, and fairness (equity) within the criminal justice system. Additionally, discussions provide opportunities to exchange ideas and validate understanding of the content to include professional responsibility, ethical standards, and racial/cultural diversity as it relates to policing. Discussions will be administered through the regular use of the discussions area in the course management system (CMS), or through chat, conversations, or other group features. All online discussions will meet accessibility requirements and instructors will provide feedback weekly through the CMS.

Method

Papers and Reports

Integration

Case studies will be assigned to gauge the comprehension of course materials or a specific topic assigned by the instructor. Case studies serve as exercises in which students apply concepts and theories related to the application of community-oriented policing. Example: The Flint Michigan Foot Patrol Program. Case studies will be evaluated based on the following criteria: demonstration of organization and clarity, critical thinking, identification, understanding and application of legal concepts.

DE Adaptations for MOI

Case studies administered in an online format will use the course management system (CMS) functions to facilitate student submissions. Evaluation feedback of papers/case studies will be provided for students in a timely manner using the gradebook, live stream or video conferencing tools, inbox messaging, or other functions available through the CMS. Case studies will be evaluated based on the following criteria: demonstration of organization and clarity, critical thinking, identification, understanding and application of theory. All submissions and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Lecture

Integration

Lectures in which Community and the Justice System course content will be presented to students to illustrate, explain, and reinforce concepts related to course content. Course material may be presented in many formats; audio/visual aids, printed materials, PPT, closed captioned video, digital pictures, and/or digital slides. For example, lectures can include an overview of crime prevention and community policing strategies, strategies to combat gang violence, and how innovations in technology are changing policing.

DE Adaptations for MOI

Online courses will include lectures on Community and the Justice System course content. Lectures can be delivered synchronously through video conferencing tools or asynchronously through the course management system (CMS). Presentation materials such as accessible digital slide presentations, closed captioned videos, external links to articles, or other accessible content may be incorporated and made available through the CMS.

Method

Visiting Lecturers

Integration

Visiting lecturers (current or former practitioners) may speak and/or offer a presentation on a topic covered in the Community and the Justice System course content. Guest speakers in the field of law enforcement, courts, corrections, criminology, forensics, or other content specialists may offer presentations face-to-face, through the course management system (CMS), or other video conferencing tools/platforms. Examples of presentations topics may include ethics in policing, social and environmental issues that might impact crime and criminality, general theories on incarceration rates, fairness in sentencing, or crime prevention and community strategies to reduce crime.

DE Adaptations for MOI

Visiting lecturers may speak and/or offer presentations on various topics covered in the Introduction to Community and the Justice System course content (including but not limited to judicial theory, crime, racism, education, violence) through a video conferencing platform through a pre-recorded presentation that can be uploaded and made available by using accessible tools to students in the CMS. Faculty can facilitate a debriefing discussion through the video conferencing platform's chat feature or through a discussion board function in the CMS.

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams and/or tests will formatively cover the major content of the Community and the Justice System course content and align with the learning objectives. A combination of multiple choice, true/false, or short answer questions may be included. Exams/test will be evaluated based on a demonstration of identification, understanding, and application of various components related to the nature of crime and criminality, criminological theory, and other related issues to include, but not limited to incarceration, race, gender, diversity, education, and violence. For example, exams/tests may be used to assess a student's ability to implement a community-oriented policing program.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered, graded, and evaluated through the CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding, and application of major topics as described in the course content. Exams/tests will be multiple choice, true-false, fill in the blank, or short answer questions. Exams/tests will be graded (or evaluated if short answer questions) based on accuracy and completeness. Feedback for multiple choice, true-false, and fill in the blank will be immediate using the online grading system (grade book). Feedback for short answer questions will be within one week via the grade book, chat, or other accessible conferencing tools.

Method

Homework

Integration

Homework in the form of selected essay questions at the end of each textbook chapter to appraise comprehension of the course material (e.g. Define the Broken Windows Theory introduced by James Wilson and George Kelling and describe its importance to the study of criminology? Homework will be evaluated on content, accuracy and completeness.

DE Adaptations for MOE

Students will complete homework assignments in the form of short essay questions found at the end of each chapter in the textbook. Assignments will be posted in the assignment area of the CMS. Students will be evaluated on their ability to research and assess the topic and their successful application of the course material in the responses. Questions will be posted in the assignments or discussions areas in the CMS. Students will upload completed assignments via the CMS for instructor review and grading. Feedback will be provided within one week through the grade book, chat, or other accessible conferencing tools in the CMS.

Method

Research Projects

Integration

The class will be required to complete a research project examining a selected topic relating to community policing to evaluate the student's understanding of the course material. Example: Stop and Frisk: Racial Profiling or Necessary Tool? The research project will be submitted via the CMS for instructor review and grading and will be evaluated on content, accurate description of the scientific research behind the theory, as well as how the criminal justice process protects and responds to racial, socioeconomic issues in the application of the theory.

DE Adaptations for MOE

Research projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through discussion boards, chat, or other conferencing tools. The student will be evaluated on their writing skills as well as their adherence to the APA/MLA format in their completed research assignments. Students may also be required to present their results through the creation of a digital media slide presentation, written report, video, or live (accessible) video conference platforms and the presentations may be made available to the entire class (with student approval) through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within two weeks of the due date, via comments within the assignments area along with a corresponding rubric.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class
Outside of class

Formative or Summative

Summative

Assignment

Write a three-page research paper on, "Police and the Media." Include any theories on the causes and/or impacts of criminal behavior caused by the media. Define "symbiotic relationship" and identify any conflicts between law enforcement and the media. The research paper is to be formatted and cited using the APA style guidelines.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

The death penalty is one of the most contentious issues in public policy, especially in the United States. Read the article in Chapter 4 (Does the Death Penalty Discourage Murder?), and review data and other relevant information at the Death Penalty Information Center (<https://deathpenaltyinfo.org>). Write a three-to-five-page research paper on, "Does the death penalty deter crime?" As part of this research consider other equally important questions including historical and cross-cultural variations in the use of the death penalty, the objectives of capital punishment (including whether the death penalty deters homicide and meets the requirements of justice for victims and the society), specific and general deterrence, the administration of the death penalty, (including the role of race, errors and wrongful convictions in the sentencing process, and the cost of capital punishment), public opinion, and the influence of politics, culture, and social structure on public opinion and use of the death penalty. The research paper is to be cited and formatted using the APA style guidelines. Charts and graphs depicting data are also permitted.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Discussion Posts via CMS: Using the CMS, students will post responses to a discussion board prompt (question) regarding a specific topic relating to community policing. Students are expected to also respond to other students' posts. These discussion posts can be used as a starting point for in-class discussions. Example: What should be a police department's ideal balance between fighting crime and service to the community?

How assignment will be adapted in online format

Using the CMS, students will respond to a discussion board prompt (or question) regarding a specific topic relating to community policing. Students will also respond to other students' posts. Students will submit their posts using the discussions area within the CMS and will receive instructor feedback within one week through the grade book, messaging, or other form of communication. Discussions will be evaluated on their content, relevance, and accuracy. All materials must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read and analyze the portion of the chapter covering "Criminal profiling." Then, individually or in small groups, be prepared to analyze and discuss the methods, controversies, constitutional, and ethical considerations relating to criminal profiling.

How assignment will be adapted in online format

The reading assignment and subsequent discussions will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within one week of the due date. All materials must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Over the span of American policing, views on foot patrol as an enforcement strategy have changed. Originally considered a fundamental component of policing, foot patrol was later viewed as unnecessary. At times considered outdated, foot patrol was later recast as an innovative approach. Perhaps most importantly, belief in foot patrol's ability to achieve law enforcement goals has oscillated back and forth with foot patrol being lauded as effective at times and criticized as ineffective at others. In modern policing, foot patrol has been suggested as a remedy to strained relations between community members and the police, and the practice has made a resurgence in several law enforcement agencies across the country. The reemergence of foot patrol as a policing strategy has spurred substantial discussion of potential benefits.

Additionally, several evaluations of the effectiveness of foot patrol on several law enforcement goals, including crime reduction, community sense of safety, and increased community/police interaction, have been completed. To date, evaluations of foot patrol

have yielded mixed results. While some have demonstrated reductions in crime when foot patrol has been implemented, others have not. Similarly, several evaluations offering evidence that foot patrol reduces fear of crime have been contradicted by other evaluations demonstrating no such reductions. As well, improvements in approachability, familiarity, and sense of trust resulting from foot patrol have received only partial empirical support.

Assignment: Select one of the three case studies listed below and complete a two-three page case study on the overall effectiveness of the selected foot patrol experiment. As part of the research, consider other equally important questions including: (1) did the foot patrols make the citizens feel safer; (2) did the foot patrols have an impact on crime in the areas within the study; (3) what were some of the disadvantages to foot patrol; and (4) what were some of the advantages of foot patrol. The case study is to be cited and formatted using the APA style guidelines.

The Philadelphia Foot Patrol Experiment
The Newark Foot Patrol Experiment
The Flint Michigan Foot Patrol Experiment

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course materdeial, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit their assignments through the assignments area in the CMS and will be evaluated on content, accuracy, and complettness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the posted due date. All materials must meet accessibility guidelines.

Course Materials

Textbooks

Community Policing: The Collective Role and Understanding of Keeping the Peace While Maintaining Law, Order, and Civility. 1st Edition, Steven Sheridan, Independently Published (2024), ISBN #979-8869717481

Community Policing: A Contemporary Perspective 8th Edition, Larry Gains and Brian Schaefer, Routledge Publishing (2021), ISBN # 978-0367027452.

Community Policing: Partnerships for Problem Solving 8th Edition, Linda Miller, Karen Hess, and Christina Orthmann, Cengage Publishing (2018), ISBN #978-1305960817.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision includes additional content related to diversity and inclusion within the course materials and in the discussion areas; specifically, as it pertains to race, gender identity, sexual orientation, and cultural differences. Language has been included in the course to be inclusive of these items through awareness of audience and differences when researching issues in community policing. As students are gathering data and learning about this process, it is important to include all applicable voices in their research, covered in the COR and the course materials. The class involves students of all genders and races and encourages class participation from all students. In this course, students will not only learn the theoretical approach to judicial due process through real-world application, but will develop a thorough undersanding of the theories and concepts of community policing. One of the objectives is to "formulate and document key issues that pose potential conflict between diverse communities and the courts, police, and corrections." This directly relates to how bias impacts due process for underrepresented groups, e.g., minorities, low socioeconomic status, gender, etc. Students will also examine sensitive legal issues and form individual conclusions as to the equity of justice.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is structured to ensure equitable access and participation for diverse learners. Students have equal opportunities to all learning resources as well as one on one capabilities via accessible video conferencing platforms with the professor. Discussion boards are designed to facilitate interactions in two formats: student-to-student and student-to-professor, providing all students with equal opportunities for both engagement and support. To accommodate different learning preferences and accessibility needs, various media formats, including accessible video are incorporated into the curriculum. Live accessible video lectures are also supplemented with recorded sessions for students unable to attend live, promoting inclusivity and flexibility. Students will participate in class via discussions in asynchronous discussions using accessible CMS video conferencing platforms. For discussions and other exercises, students can submit in one of two formats: written or via recorded video using Canvas Studio within the CMS. All Power-points will be uploaded on to Canvas for student use. Exams and/ or tests are administered fully online. They will be evaluated through CMS. The format may include multiple choice, short answer, essay, or other formats. Exams/ tests will be evaluated based on the demonstration of identification and understanding of the applications of major topics and described in the course content. This is in alignment with the learning objectives. All exams/ tests must meet accessibility guidelines. Instructor feedback will be provided via CMS, within 2 weeks. The class has been revised with the focus on accessibility. The course has been revised with a focus on accessibility, with the most current texts being used to promote students' academic pursuits. Through instructor-to-student and student-to-student engagement, students are encouraged to reflect on equitable treatment of each other and their communities.

Interactions**Explain how the course will incorporate student-to-student interaction.**

This course actively encourages student-to-student interaction through various collaborative methods and activities. Group discussions are used as a means of evaluation, allowing students to interact with their peers, share information, interpretations of the course content, and ask questions. Group activities may be used to develop a deeper understanding of topics and provide opportunities for collaboration while centering student voices. For example, students may be asked to solicit opinions from their peers on contentious or controversial topics such as racial profiling, stop and frisk, gang and drug interdiction, and mass incarceration. Students will engage in a variety of collaborative activities such as break-out rooms, small groups, and/or discussion posts so that they will have frequent opportunities to engage in peer-to-peer discussions designed to foster community and encourage students to experience the impact of building community in the classroom. Students might also work in small groups online or in class to create presentations from theoretical perspectives. Using the course CMS discussion forums, breakout rooms in video-conferencing platforms, and/or in-class, students will collaborate on critical approaches, and/or the application of concepts as formative activities to build understanding and fluency and to form community.

Explain how the course will incorporate instructor-to-student interaction.

The course fosters instructor-to-student interaction through various means to support student learning and engagement. The instructor will introduce the course material, explain concepts and relationships between concepts, and demonstrate techniques for solving problems. The instructor will grade the assignments according to an established rubric and provide timely feedback on all assessments to aid in student progress. For example, the instructor may moderate discussions on contentious or controversial topics such as use-of-force and police pursuits guiding conversations and providing insight. Through these discussions, the instructor models critical thinking processes and encourages students to consider intersectionality, incorporating sociohistorical and sociopolitical factors in their analysis and applications. Additionally, the instructor encourages students to draw connections between course content and real-world observations, facilitating a broader understanding of the learning processes. Faculty can offer feedback on student assignments through video conferencing platforms, the functionality of the course management system (CMS), or individual meetings with students. This personalized approach to interaction ensures that students receive the support and guidance needed to succeed in the course.

Explain how the course will incorporate student-to-content interaction.

The course facilitates student-to-content interaction through a range of activities and instructional methods designed to deepen understanding and engagement with course materials. Using the course CMS discussion forums, breakout rooms in accessible video-conferencing platforms, and/or in-class, the instructor will participate in class discussions asking students to apply critical decisions and explain (analyze) the outcomes. The course promotes student-to-content interactions by allowing a variety of methods of instruction to include lectures, individual and group activities, visual and virtual demonstrations, and surveys. The diversity of approaches ensures students have ample opportunities to interact with and explore course content, whether it be through reading case studies, articles etc., or visual simulations. For example, students will be asked to demonstrate an understanding of landmark U.S. Supreme Court case decisions and the impact these decisions have on community policing efforts. Additionally, the instructor will provide, demonstrate, and model examples of the ways in which students may interact with course content as students develop critical thinking, reflective skills, and ability to identify sociological concepts in their daily lives.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Metacognition involves not only understanding the content but also understanding one's own thinking processes and strategies for learning. For example, students may be asked to provide an example of a data-driven decision that they made recently in their life. After learning a new concept, students can be asked about how they may now use it in real life. By engaging in self-analysis, students deepen their understanding of the material and its relevance to their personal and professional lives. The course emphasizes

thinking flexibly, considering variant interpretations, and learning how to navigate ambiguity by engaging in discussions, activities, assessments, and writing activities that stem from diverse perspectives founded in the judicial system. Students are asked to reflect on where they're struggling and succeeding with analysis, interpretation, and understanding of due process, legal decisions, the judicial system, and we ask students to assess what kind of peer and instructor feedback to apply in the work submitted. Through assignments such as weekly discussion posts in an online course or through in-class discussion, this course will repeatedly give students time to reflect on their own thoughts, biases, values, and feelings. Ultimately, the goal of this metacognitive approach is to empower students to become more aware of their own learning processes and to develop strategies for effective learning and critical thinking that extend outside of the classroom.

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