Community Policing
Course Design
2008-2009

Course Information
Organization: EASTERN ARIZONA COLLEGE
Division: Social Sciences
Course Number: AJS 280
Title: Community Policing
Credits: 3
Developed by: Steven Johnson
Lecture/Lab Ratio: 3 Lecture/0 Lab
Transfer Status:

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tbody>
<tr>
<td>ASU West: CRJ 442], Social and Behavioral Sciences (SB), Cultural Diversity (C)</td>
<td>Valid thru Summer II 2008: CJ Departmental Elective</td>
<td>Elective Credit</td>
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<td>Note: Carries lower-division credit only</td>
<td>Fall 2008 and beyond: CCJ Departmental Elective</td>
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Activity Course: No
CIP Code: 43.0107
Assessment Mode: Pre/Post Test (100 Questions/100 Points)
Semester Taught: Fall
GE Category: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisites
None

Educational Value
An excellent overview course for both students and in-service officers to examine many of the problems faced by both the police and the community.
Description
The examination, recognition and understanding of community problems; community policing; methods of coping with human behavior, conflict and communication; ethnic and minority cultures and environments; the community and relationships with the Criminal Justice System.

Supplies
Access to a personal computer and the Internet. (Both free to students at the EAC Media Center)

Competencies and Performance Standards
1. Analyze the evolution of community policing

   Learning objectives
   What you will learn as you master the competency:
   a. Provide an overview of community policing as used in the United States.
   b. Discuss when "modern" policing began.
   c. Identify Sir Robert Peel's principles that govern community policing today.
   d. Describe the three strategic eras of policing.
   e. Identify what community policing is.
   f. Discuss what the focus of problem-solving policing is.

   Performance Standards
   Competence will be demonstrated:
   o by completion of online quizzes and examinations.
   o through Internet web based computer assignments.
   o through an objective cumulative final exam.
   o by drafting a community policing project that could be implemented.

   Criteria - Performance will be satisfactory when:
   o learner discusses the types of community policing used in the United States.
   o learner identifies the difference between community policing and crime prevention.
   o learner explains how modern policing began in England.
   o learner memorizes and describes each of Sir Robert Peel's community policing principles.
   o learner describes the main characteristics of the Political Era.
   o learner describes the main characteristics of the Reform Era.
   o learner describes the main characteristics of the Community Era.
   o learner describes how problem-solving policing is replacing the traditional concept of community policing.
   o learner identifies what the social contract is.
   o learner describes how citizens/communities have been involved in community policing partnerships.
2. Characterize the role of police in regard to community policing

*Learning objectives*

*What you will learn as you master the competency:*

a. Explain where the police image comes from.

b. Describe what characteristics are attributed to the police subculture and which is the dominant characteristic.

c. Discuss how discretion fits into the community policing philosophy.

d. Explain what dilemma faces law enforcement today.

e. Describe how the makeup of the police force has changed in recent years.

*Performance Standards*

*Competence will be demonstrated:*

- by completion of online quizzes and examinations.
- through Internet web based computer assignments.
- through an objective cumulative final exam.
- by drafting a community policing project that could be implemented.

*Criteria - Performance will be satisfactory when:*

- learner describes how the makeup of the police force has changed in recent years and its reasons.
- learner identifies what the public expects of the police.
- learner explains what the police subculture is and how it can be prevented from being dominant.
- learner describes the different ways that discretion is used by the police in the community.
- learner identifies the lack of ethics as the dilemma that faces law enforcement today.
- learner describes how discretion fits into the community policing philosophy.
- learner explains what the public expects of the police.
- learner identifies the three ethics check questions that should be asked when questioning a decision.

3. Examine methods of communication used by the police with the community

*Learning objectives*

*What you will learn as you master the competency:*

a. Identify what individual characteristics are important in the communication process.

b. Explain why police officers may have more barriers to communication than other professionals.

c. Discuss what can improve the communication process.

d. Describe what are the three schools of thought on what happens when more than one culture inhabits the same territory.

e. Identify what method of communication is best for the physically and mentally disabled.

f. Identify how to communicate more effectively with the elderly.
g. Identify how to communicate more effectively with youth.

**Performance Standards**

*Competence will be demonstrated:*

- by completion of online quizzes and examinations.
- through Internet web based computer assignments.
- through an objective cumulative final exam.
- by drafting a community policing project that could be implemented.

*Criteria - Performance will be satisfactory when:*

- learner identifies how a person's world-view is largely created.
- learner explains why two people may "see" the same thing differently.
- learner describes what police officers must first recognize in themselves.
- learner summarizes the individual characteristics that are important in the communication process.
- learner identifies why effective listening is often difficult.
- learner describes the "primacy effect" and "four-minute barrier rule".
- learner summarizes the three schools of thought on what happens when more than one culture inhabit the same territory.
- learner explains how ethnocentrism affects community policing.
- learner identifies the most important guideline for communicating with the physically and mentally disabled.
- learner identifies the most important guideline for communicating with the elderly.
- learner identifies the most important guideline for communicating with youth and gangs.

4. Describe early experiments in crime prevention and community policing strategies

**Learning objectives**

*What you will learn as you master the competency:*

- Provide an overview of early experiments in crime prevention and community policing.
- Describe what the most common components of community policing have been.
- Describe what was demonstrated in studies of community policing from selected U.S. cities.
- Identify what crime prevention programs are commonly implemented.

**Performance Standards**

*Competence will be demonstrated:*

- by completion of online quizzes and examinations.
- through Internet web based computer assignments.
- through an objective cumulative final exam.
- by drafting a community policing project that could be implemented.

*Criteria - Performance will be satisfactory when:*

- learner describes the studies of community policing in Flint, Newark, Oakland, San
Diego, Houston, Boston and Baltimore County.

- learner explains what the CPTED Commercial Demonstration Project in Portland found.
- learner summarizes how successful crime prevention newsletters are.
- learner describes characteristics of several exemplary police-community strategies.
- learner describes what impediments might hinder implementing community policing.
- learner identifies what synergism is and how it relates to crime prevention efforts.
- learner summarizes what types of institutions have developed model crime prevention programs.
- learner explains what programs have been implemented to combat the drug problem in neighborhoods.

**Types of Instruction**

- Participative Lecture
- Multimedia

**Grading Information**

**Grading Rationale**

Each instructor has the flexibility to develop evaluative procedures within the following parameters:

1. A Pre Test MUST be administered to EACH student during the first 2 weeks of class. It will NOT count toward the student's grade.
2. The Final Examination and Post Test will be the same test. It will represent 20% of the final course grade.
3. Quizzes represent 40% and the midterm exam represents 20% of the final course grade.
4. Other activities will represent 20% of the final course grade.
5. Within the Administration of Justice Program there is NOT credit given toward the final course grade for extra credit activities or attendance. Such activities will be assigned a value and listed under "Other Activities".

**Grading Scale**

- A 90% - 100%
- B 80% - 89%
- C 70% - 79%
- D 60% - 69%
- F Below 60%