



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Natural Sciences and Business

COURSE: CRJ 2060 Police and Community Relations

Date: Fall 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): CRJ 1000

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended
 Virtual Class Meeting (VCM)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

This course takes a human relations approach to exploring the complex factors involved in police community relations. The case approach to gaining insights and understandings into the law enforcement role, professionalism, and use of discretion is utilized in this course.

ACCREDITATION STATEMENTS AND COURSE NOTES:

None

COURSE TOPICS AND CONTENT REQUIREMENTS:

See below

INSTRUCTIONAL METHODS:

Assigned reading

Lecture

Current events

Classroom discussion

Collaborative group activities

Audio-visual presentations

EVALUATION OF STUDENT ACHIEVEMENT:

Read weekly readings

Other reading assigned reading

Participation in discussion board forum

Research Paper

Written exams

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

INSTRUCTIONAL MATERIALS:**Textbooks**

Hunder, R., Barker, T, De Duzman, M. (2018). *Police and Community Relations*. New York, NY: Pearson. Current edition.

Resources

None

LEARNING OUTCOMES AND GOALS:**Institutional Learning Outcomes**

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

Outcome #1: Students will be able to explain the importance of and obstacles involved with community/law enforcement alliance.

Competency 1.1: Students will demonstrate an understanding of the endemic issues which exist in the police-community relationship.

Competency 1.2: Students will develop a conceptual bridge between police-community relations and community policing.

Competency 1.3: Students will be able to define police brutality and corruption from the law enforcement and community perspective.

Outcome #2: Students will be able to demonstrate a knowledge of basic principles and applications of policing.

Competency 2.1: Students will be able to outline the elements necessary to make community policing successful.

Competency 2.2: Students will be able to explain the philosophy of community policing as distinguished from community relations.

Competency 2.3: Students will be able to identify the different styles of policing and discuss the positive and negative aspects of each.

Outcome #3: Students will gain an understanding and importance of police ethics.

Competency 3.1: Students will be able to demonstrate an understanding of the concept of ethics.

Competency 3.2: Students will be able to describe the concept of organizational values.

Competency 3.3: Students will be able to outline values promulgated in law enforcement agencies.

Competency 3.4: Students will be able to demonstrate ethical responsibility and ethical decision making in law enforcement.

Outcome #4: Students will gain an understanding of the role dilemma faced by law enforcement.

Competency 4.1: Students will be able to explain the different perspectives of the police role.

Competency 4.2: Students will be able to outline the problems associated with role conflict.

Competency 4.3: Students will be able to explain how role perceptions affect the police-community relationship.

Competency 4.4: Students will be able to outline how the role of law enforcement is changing.

Outcome #5: Students will gain an overview of the issue of professionalism and law enforcement.

Competency 5.1: Students will be able to define the concept of professionalism.

Competency 5.2: Students will be able to discuss issues related to the idea that policing is a profession.

Competency 5.3: Students will be able to explain the issues associated with higher education among law enforcement officers.

Outcome #6: Students will gain an understanding of the public image of the police.

Competency 6.1: Students will be able to identify factors that shape the public image of the police.

Competency 6.2: Students will be able to outline how crime influences the public image of law enforcement.

Competency 6.3: Students will be able to describe specific elements of police officer misconduct which have a particularly negative impact on the public image.

Outcome #7: Students will gain an overview of the basic sociological concepts of perceptions, attitudes, beliefs, and values and how these concepts affect the police/community relationship.

Competency 7.1: Students will be able to define what perceptions are and how they are developed.

Competency 7.2: Students will be able to discuss prejudice, discrimination, and stereotyping along with their impact on police behaviors.

Competency 7.3: Students will be able to discuss police relations with minority groups within the context of perceptual development, prejudice and discrimination.

Outcome #8: Students will be able to demonstrate a knowledge of basic principles relating to citizen complaints and law enforcement.

Competency 8.1: Students will be able to discuss the philosophy related to the discipline of law enforcement officers.

Competency 8.2: Students will be able to outline the complaint process including internal complaints.

Competency 8.3: Students will be able to explain the disciplinary processes and diversity of processes used in American police agencies.

Outcome #9: Students will gain an overview of the issues related to special populations within the United States.

Competency 9.1: Students will be able to explain the status of crime and violence among youth, specifically school violence.

Competency 9.2: Students will be able to describe issues of women and law enforcement; particularly women in the police organization.

Competency 9.3: Students will be able to outline domestic crime in terms of its types and special problems it poses for law enforcement.

Competency 9.4: Students will be able to discuss the issues of homelessness and how it relates to police policy and operations.

Competency 9.5: Students will be able to discuss the aging American population, its implications for law enforcement, and elderly victimization.

Competency 9.6: Students will be able to demonstrate an understanding of the disabled and the implications for law enforcement services.