

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**JUST 334 – COMMUNITY ORIENTED POLICING**

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**SCHOOL OF SCIENCE, HEALTH AND CRIMINAL JUSTICE  
CENTER FOR CRIMINAL JUSTICE, INTELLIGENCE AND CYBERSECURITY  
SPRING 2020**

- A. **TITLE:** Community Oriented Policing
- B. **COURSE NUMBER:** JUST 334
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Spring
- G. **COURSE DESCRIPTION:** This course provides students with insight into the meaning of community policing and presents many dimensions necessary to consider when developing and designing a community policing strategy. Students understand the practical side of community policing, recognize the community considerations that need to exist and develop methods applicable to their unique environments. Students discuss community policing as it relates to problem solving, community engagement and organizational transformation. Students also discuss strategies associated in developing positive working relationships with local community leaders and establishing meaningful communications where there is a partnership and commonality of interests.
- H. **PRE-REQUISITES/CO-REQUISITES:**
- a. Pre-requisite(s): 45 credit hours in Criminal Investigations, Criminal Justice: Law Enforcement Leadership or Homeland Security or permission of instructor.
- b. Co-requisite(s): None
- c. Pre- or co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**

<b><u>Course Student Learning Outcome [SLO]</u></b>	<b><u>PSLO</u></b>	<b><u>GER</u></b>	<b><u>ISLO</u></b>
1. Describe the evolution of community-oriented policing and how it is relevant to today's police strategies and the principles of crime prevention.	2. Students will be able to demonstrate a working knowledge of core law enforcement principles.		<b>2. Critical Thinking</b>
2. Explain the "SARA" Model (Scanning, Analysis, Response, and Assessment).	1. Students will be able to demonstrate effective written and verbal communication skills.		<b>1. Communication</b>
3. Identify strategies that will enhance community cooperation and assistance and the impact of the Community Oriented Policing Service (COPS) office on the growth of community policing in the U.S.	3. Students will be able to identify, analyze and utilize various techniques used in law enforcement leadership.		<b>5. Industry, Professional, discipline-specific knowledge and skills</b>

4. Analyze how a diverse society affects the outcomes of a community-oriented policing (COP) program and how police culture affects COP outcomes.	5. Utilize management skills to analyze law enforcement structures and organizational cultures to produce the best lawful and ethical practices.		<b>2. Critical Thinking</b>
5. Explain the meaning of what is meant by “bridging the gap” between citizens and police and how police agencies develop partnerships with the community.	2. Students will be able to demonstrate a working knowledge of core law enforcement principles.		<b>1. Communication 2. Critical Thinking</b>
6. Evaluate the impact of community policing efforts.	3. Students will be able to identify, analyze and utilize various techniques used in law enforcement leadership.		<b>2. Critical Thinking</b>

<b>KEY</b>	<b><u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u></b>
<b>ISLO #</b>	<b>ISLO &amp; Subsets</b>
<b>1</b>	<b>Communication Skills</b> Oral [O], Written [W]
<b>2</b>	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
<b>3</b>	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
<b>4</b>	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
<b>5</b>	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

**J. APPLIED LEARNING COMPONENT: Yes\_\_ No \_\_X\_\_**

**K. TEXTS: Glensor, R.W., & Peak, K.J. (2012). *Community policing and problem solving: Strategies and practices* (6<sup>th</sup> ed.). Upper Saddle River, NY: Pearson Prentice Hall. ISBN: 9780135120866.**

**L. REFERENCES:**

Fisher-Stewart, G. (2007). *Community policing explained: A guide for local governments*. Washington, D.C.: International City/County Management Association. Retrieved from [http://cops.usdoj.gov/Publications/cp\\_explained.pdf](http://cops.usdoj.gov/Publications/cp_explained.pdf)

U.S. Department of Justice. (2009). *Community policing defined*. Washington, D.C.: U.S. Department of Justice Office of Community Oriented Policing Services. Retrieved from <http://cops.usdoj.gov/Publications/e030917193-CP-Defined.pdf>

M. **EQUIPMENT:** Technology enhanced classroom

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Attendance/participation
- Assignments/presentations
- Term Paper
- Mid-term exam
- Final exam

P. **DETAILED COURSE OUTLINE:**

I.The Evolution of Community Policing

- A. Brief History of Policing
- B. The Three Eras of Policing
- C. Community Policing Defined
- D. Four Essential Elements of Community Policing

II.Inside Police Agencies: Understanding Mission and Culture

- A. The Police Mission
- B. Who are the Police?
- C. The Police Image
- D. Public Expectations
- E. Police Discretion

III.Understanding and Involving the Community

- A. Community Defined
- B. Social Capital
- C. Lack of Community: “Broken Window”
- D. Community Demographics
- E. The Public-Private Policing Interactions
- F. Restorative Justice

IV.Problem-Solving: Proactive Policing

- A. From Incidents to Problems
- B. Addressing Substantive Problems
- C. The SARA Model: A Four-Stage Problem-Solving Process
- D. A Collaborative Approach: Making Ethical Decisions
- E. Crime Analysis

V.Implementing Community Policing

- A. Change
- B. Needed Change
- C. Management Styles

- D. Creating a Vision and Mission Statement
- E. Assessing Needs
- F. Strategic Planning
- G. Developing Strategies
- H. Training

VI. Communicating Effectively: One-On-One

- A. Understanding One's Self
- B. Understanding Others
- C. Communication Process
- D. Active Listening
- E. Diversity: An Overview
- F. Victims and Witnesses

VII. Building Partnerships: The Glue of Community Policing

- A. Why Partnerships?
- B. The Core Components of a Partnership or Collaboration
- C. Building Trust
- D. Criticisms of Partnerships
- E. Key Collaborators
- F. Building Partnerships in a Variety of Neighborhoods
- G. Successful Partnerships in Action

VIII. Forming Partnerships with the Media

- A. Mutual Reliance
- B. First Amendment and Freedom of the Press
- C. Victim Privacy Rights
- D. Conflict Between Police and Media
- E. General Policies and Protocol for Media Relations

IX. Early Experiments in Crime Prevention

- A. Traditional Approaches
- B. Empirical Studies of Community Policing Programs
- C. Other Efforts to Enhance Crime Prevention Programs

X. Safe Neighborhoods and Communities: From Traffic Problems to Crime

- A. Traffic Enforcement and Safety
- B. Addressing Disorder Concerns
- C. Reducing the Fear of Crime
- D. Crime Prevention through Environmental Design
- E. The Risk Factor Prevention Paradigm
- F. Partnerships to Prevent or Reduce Crime and Disorder
- G. Using Advances in Technology to Fight Crime

XI. Community Policing and Drugs

- A. "War on Drugs"
- B. National Drug Control Strategy
- C. Stopping Drug Use Before It Starts
- D. Addressing Drug Dealing
- E. Underage Alcohol Use
- F. Crime, Drugs, and the American Dream

XII. Bringing Youths into Community Policing

- A. Youths and Community Policing
- B. Building Personal Relationships
- C. Importance of Parental Involvement
- D. Importance of Schools
- E. Crime in Our Schools
- F. School Violence

XIII.Challenge of Gangs: Controlling Their Destructive Force

- A. Understanding Gangs and Gang Members
- B. Gang Activities
- C. Preventing Gang membership
- D. Recognizing the Presence of Gangs
- E. Identifying Gang Members
- F. Police Response
- G. Strategies to Address a Gang Problem and Gang Violence
- H. Community Approach to Gang Problems

XIV.Understanding and Preventing Violence and Terrorism

- A. Causes of Violence
- B. Those at Risk for Violence
- C. Preventing Violence
- D. Bias and Hate Crimes
- E. Gun Violence
- F. Domestic Violence
- G. Child Abuse
- H. Workplace Violence
- I. Terrorism: An Overview

**Q. LABORATORY OUTLINE - NA**