

Skyline College

Official Course Outline

Date: August 2008

1. **TITLE:**

ADMJ 108 – Community Relations

3.0 units. Three lecture hours per week

Recommended: Eligibility for ENGL 836

2. **COURSE CLASSIFICATION:**

Credit course applicable to the Associate Degree, and to the Criminal Justice Certificate

3. **COURSE DESCRIPTIONS:**

Catalog Description:

The roles of administration of justice practitioners and their agencies. Principal emphasis upon professional image of the system of justice administration and the development of positive relationships between members of the justice system and the public. *Also listed as SOCI 108.*

Schedule of Classes Description:

Study of the professional image of the system of justice and the development of positive relationships between the public and members of the justice system. *Also listed as SOCI 108.*

4. **COURSE JUSTIFICATION:**

This is a transfer course to fulfill General Education requirements of the Associate Degree (F3), and is transferable as follows: UC; CSU. This course is a required course in the Administration of Justice Program curriculum for students seeking a Criminal Justice Certificate.

5. **STUDENT LEARNING OUTCOMES (SLO'S):**

Upon successful completion of the course, students will be able to:

- Demonstrate their knowledge of the fundamental aspects of community relations, including familiarity with the evolution, development and effectiveness of various philosophies and programs relating to the building and fostering of good community relations.
- Identify and describe conflicting perceptions that exist regarding the role of the police in the community and how these perceptions impact community relations and the delivery of police services to the community.
- Recognize and analyze the complexity of the issues surrounding community relations, especially of those involving the police, and the importance of ethics, trust, open communication, positive community interactions, and cultural awareness in a highly diverse 21st Century society.

6. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

To assist students in reaching the goals outlined in the course SLO's, this course will include:

- Study of the evolution and development of various philosophies and programs that have been implemented to help build and foster good police-community relations in our society.
- Exploration of the value of developing partnerships with the various internal and external communities in society to accomplish the goals and objectives of effective criminal justice.

- Analysis of the roles and styles of the police and other members of the justice system, and how they compare to perceptions and expectations often held by the public, and members themselves.
- Identification of various internal and external communities in society, and consideration of the value of open, honest, and on-going communication among diverse communities and the police.
- Examination and evaluation of the structure of the police organization in contemporary American society, as well as the ability of police officers to cope with the experience of policing.
- Contrast and comparison of the concepts of “public relations” and “community relations”, and how each might differently influence the accomplishment of important criminal justice goals.

7. COURSE CONTENT:

- a. The Administration of Justice and the Police
- b. Police Role Concept in a Changing Society
- c. Overview of Police-Community Relations
- d. Contrasting Public Relations and Community Relations
- e. The Police and the Public: A Consortium of Communities
- f. Relations within the Police Organization
- g. Coping with the Human Experience of Being a Cop.
- h. The Communication Process
- i. Police Discretion and Community Relations
- j. Community Policing and Problem-Oriented Policing
- k. The Media Link
- l. Special Populations and the Police
- m. Community Relations in the Context of Culture
- n. Conflict Management
- o. Community Participation in the New Millennium

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Methods of instruction will include:

- Lectures on course lessons, text readings (25-50 pages assigned per week), and related topics, combined with class discussions to stimulate critical thinking and provide students with opportunities to demonstrate understanding of course material. Students are expected to take notes and engage in class and group discussions to maximize retention of the course material.
- Reviews of course related handouts, articles, illustrations, and current events to enhance the students’ experience by exploring and applying material to a contemporary real-world setting.
- Audiovisual presentations which illustrate and enhance the concepts of topics covered in class.
- Tests, quizzes, research papers, and writing assignments to demonstrate comprehension of the course material through hands-on applications and written examinations.

Methods of instruction may also be augmented by:

- Practical demonstrations, displays, and in-class role-playing exercises, as applicable to the topic.
- Student interviews of criminal justice professionals and preparing a written report on the results.
- Guest speakers with expertise in various areas of criminal justice, to provide diverse and unique perspectives on a variety of controversial issues in their field.

- Field trips to law enforcement and other criminal justice agencies, courts, jails, and prisons.
- Individual student consultations, as necessary, to ensure that student learning is taking place.
- Practical work experience such as ride-alongs or other applicable site work to enhance learning.

9. ASSIGNMENTS:

Typical assignments:

- a. Research and Writing or Oral assignments about course related topics which demonstrate student knowledge, comprehension, and application skills, may include:
 - term papers, short papers, research papers, essay papers, and oral presentation reports.
 - reports on field interviews, site visits, observations, work performed, or film critiques.
- b. Case Study assignments to develop critical thinking and concept application, may include:
 - reviewing and critiquing Supreme Court, appellate court, and trial court cases.
 - responding to the questions, scenarios, or case studies included in text chapters.
- c. Tests and Quizzes, consisting of the written, oral, and/or practical application variety to assess comprehension of assigned readings, course content, and other related course activities.

10. EVALUATION OF STUDENT PERFORMANCE:

Typical methods of evaluation of student performance may include the following:

- a. Written examinations, such as quizzes, midterm exams, and final exams to demonstrate student understanding and proficiency skills concerning the material presented in the course.
- b. In-class and out of class assignments to demonstrate student ability to apply course concepts to assigned tasks utilizing comprehension, application, analysis, and critical thinking skills.
- c. Case study exercises to demonstrate student ability to integrate multiple concepts to solve realistic situations.
- d. Class discussions of course material to permit the exchange of ideas involving a variety of course related issues and concerns.
- e. Attendance and promptness, class citizenship and conduct, and participation and cooperation.
- f. Grading Method: Letter Grade.

11. RECOMMENDED or REQUIRED TEXT(S):

The recommended or required course textbook, selected at the discretion of the course instructor, may include (but is not limited to) the following suggested current editions on the subject matter:

- *Police-Community Relations and the Administration of Justice*, by Ronald D. Hunter, Thomas Barker, and Pamela D. Mayhall; published by Prentice Hall.
- *Community Relations Concepts*, by Denny F. Pace; published by Wadsworth Cengage Learning.
- *Police and the Community*, by David L. Carter and Louis A. Radelet; published by Prentice Hall.

- *Police and Community: Concepts and Case*, by Philip P. Purpura; published by Allyn and Bacon.