

I. CATALOG INFORMATION

- A. Discipline: CRIMINAL JUSTICE
- B. Subject Code and Number: CJ M03
- C. Course Title: Community Relations

- D. Credit Course units:  
Units: 3  
Lecture Hours per week: 3  
Lab Hours per week : 0  
Variable Units : No

- E. Student Learning Hours:  
Lecture Hours:  
Classroom hours: 52.5 - 52.5  
Laboratory/Activity Hours:  
Laboratory/Activity Hours 0 - 0

**Total Combined Hours** in a 17.5 week term: 52.5 - 52.5

- F. Non-Credit Course hours per week \_\_\_\_\_

- G. May be taken a total of: ☒ 1 ☐ 2 ☐ 3 ☐ 4 time(s) for credit

- H. Is the course co-designated (same as) another course: No ☒ Yes ☐  
If YES, designate course Subject Code & Number: \_\_\_\_\_

- I. Course Description:

Explores the complex interrelationship and role expectations among the various agencies and the public in addressing crime and conflict. Emphasizes the challenges and prospects of administering justice within a diverse multicultural population. Examines the professional image of the criminal justice system and the development of positive relationships between the system and the public. Studies the consensus and conflicting values in culture, religion and law. Focuses on community policing and its fundamentals.

- J. Entrance Skills

\*Prerequisite: No ☒ Yes ☐ Course(s)  
\_\_\_\_\_

\*Corequisite: No ☒ Yes ☐ Course(s)  
\_\_\_\_\_

Limitation on Enrollment: No ☒ Yes ☐  
\_\_\_\_\_

Recommended Preparation: No ☐ Yes ☒ Course(s)  
CJ M01 or CJ M01H

☐ ☐

Other: 

No ☒ Yes ☐

K. Other Catalog Information:

C-ID: AJ 160

II. COURSE OBJECTIVES

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

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	identify and examine issues, responsibilities and roles that pose potential conflict between diverse communities and the courts, police and corrections.	Essay Exam Community Service Learning project
2	compare and contrast community relations and community policing within the evolving nature of multiculturalism.	Class/Group project Essay Exam
3	identify and examine factors impacting ethics, emotions and prejudices on discretionary decision-making.	Community Service Learning project Research/Essay paper
4	appraise the ethical and legal power or authority law enforcement and corrections officers have in relationships with members of the community.	Classroom discussion Oral presentation
5	differentiate between the legitimate and coercive use of authority and the appropriate exercise of authority by public officers.	Classroom discussion Short essay questions
6	identify and describe strategies and effective cross-cultural communication skills for the effective administration of justice in a multicultural society.	Community Service Learning project Class/Group discussion
7	recognize victims, persons with disabilities, or persons in crisis.	Classroom discussion
8	explain the history and evolution of multiculturalism in the United States and the challenges presented by a multicultural society in modern policing practices.	Research/Essay paper Class/Group discussion Community Service Learning project
9	identify a community policing problem; propose and then implement an appropriate community policing solution using the	Short answer essay Film critique

Scan, Analysis, Response and Assess (SARA) model of problem solving.	Case analysis
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III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
<b>Lecture</b> (must total 100%)		
15.00%	I. History of community relations in the criminal justice system A. Responsibilities of police, courts and corrections in a multicultural community 1. Conflicting roles 2. History and evolution of multiculturalism B. Public versus community relations 1. Three eras of policing C. Community relations versus community policing 1. Four dimensions of community policing D. History of community policing 1. Innovation 2. Diffusion 3. Institutionalization	1, 2, 8
10.00%	II. Peace officer interactions with the public A. The police mission 1. Fighting crime versus service to the public 2. Public contact B. The police culture 1. Negative perceptions 2. Positive perceptions C. Criteria commonly used by public to evaluate effectiveness of criminal justice agencies and personnel 1. Discretionary decision-making a. Variables impacting discretionary decisions b. Psychological, social and community impact 2. Lawful use of force and authority	1, 3, 4
10.00%	III. Ethics A. Values and principles B. Expectations of the public and image building C. Benefits of professional and ethical behavior D. Corruption E. Ethical dilemmas F. Consequences of behavior	3, 4, 5
25.00%	IV. Diversity and community policing A. Race, ethnicity and diversity 1. Demographics of interest communities a. Latino/Hispanic b. Asian/Pacific American c. African American d. Arab American e. Native American 2. Immigration issues 3. Racial profiling a. Homeland security b. Terrorism response B. Religious diversity C. Socioeconomic D. Bias and hate crimes	1, 2, 3, 5, 8

	<ul style="list-style-type: none"><li>1. Reporting, monitoring and response strategies</li><li>2. Jew and Anti-Semitism</li><li>3. Lesbian, gay, bisexual and transgender victimization</li><li>4. War-related hate crimes</li><li>E. Service to the community</li></ul>	
15.00%	<ul style="list-style-type: none"><li>V. Conflict resolution in a multicultural society<ul style="list-style-type: none"><li>A. Interpersonal and cross-cultural communication skills</li><li>B. Perception – what is said, heard and seen</li><li>C. Identifying nature of the interaction<ul style="list-style-type: none"><li>1. Tactical goals</li><li>2. Verbal abuse</li><li>3. Command presence and command compliance</li><li>4. Art of representation</li></ul></li><li>D. Communication process<ul style="list-style-type: none"><li>1. Nonverbal communications</li><li>2. Body language</li><li>3. Communications enhancers</li><li>4. Barriers to effective communication</li></ul></li><li>E. Active listening</li></ul></li></ul>	6
10.00%	<ul style="list-style-type: none"><li>VI. Persons with disabilities<ul style="list-style-type: none"><li>A. General guidelines</li><li>B. Mobility, vision, and hearing-impaired persons</li><li>C. Mental disabilities</li><li>D. Suicidal behavior</li><li>E. Elderly needs<ul style="list-style-type: none"><li>1. TRIAD (a cooperative agreement between American Association of Retired Persons (AARP), International Association of Chiefs of Police (IACP), and National Sheriffs Association (NSA) to reduce crime against the elderly) approach</li></ul></li></ul></li></ul>	7
10.00%	<ul style="list-style-type: none"><li>VII. Victim/Crisis interventions<ul style="list-style-type: none"><li>A. Extent of victimization</li><li>B. Victim identification and recovery assistance</li><li>C. Victim Bill of Rights</li><li>D. Legislative, organizational and community response</li><li>E. Police response</li><li>F. Criminal justice system response and compensation</li><li>G. Special populations</li><li>H. Critical incident and crisis intervention</li></ul></li></ul>	7
5.00%	<ul style="list-style-type: none"><li>VIII. Community policing<ul style="list-style-type: none"><li>A. Community-oriented problem solving model<ul style="list-style-type: none"><li>1. Historical perspective</li><li>2. Traditional approaches</li><li>3. Traditional programs</li></ul></li><li>B. SARA model</li><li>C. BIG SIX community partners<ul style="list-style-type: none"><li>1. The police department</li><li>2. The community</li><li>3. Elected civic officials</li><li>4. The business community</li><li>5. Other agencies</li><li>6. The media</li></ul></li><li>D. Implementation of community policing<ul style="list-style-type: none"><li>1. Police perspective</li><li>2. Community perspective</li><li>3. Victim perspective</li><li>4. Violator perspective</li></ul></li><li>E. Effects on violence, crime and drugs</li></ul></li></ul>	9

	F. Future designs G. Practical problem solving application	
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IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	complete research and essay papers examining administration of justice in a multicultural society.
2	perform classroom group project reaction papers examining current events.
3	write a group evaluation paper on community policing problems.
4	write film critiques.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	conduct collaborative community interviews relating to community policing.
2	participate in a local law enforcement agency tour.
3	conduct library research and assigned reading of journals and Internet scholarly websites relating to community policing and multiculturalism.
4	participate in group and individual preparation for classroom discussion and oral presentations.
5	implement a community policing project.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	participate in analytical discussions on community service learning project.
2	participate in seminar activities.
3	compare and contrast multicultural makeup of a community (Community Service Learning project).

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- ☐ Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

- ☒ Lecture/Discussion
- ☐ Laboratory/Activity
- ☒ Other (Specify) Student volunteer projects and presentations  
Seminars  
Group presentations
- ☒ Optional Field Trips
- ☐ Required Field Trips

## VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Essay Exam           | <input checked="" type="checkbox"/> Classroom Discussion    | <input type="checkbox"/> Skill Demonstration        |
| <input checked="" type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation   |
| <input checked="" type="checkbox"/> Objective Exams      | <input checked="" type="checkbox"/> Projects                | <input checked="" type="checkbox"/> Other (specify) |

Students will complete, as part of this course, 15 hours of a Service Learning project, including an evaluation of the multicultural community needs relative to the project.

## VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Miller, Linda, Karen Hess, and Christine Orthmann. Community Policing: Partnerships for Problem Solving. 8th ed. Cengage Learning, 2017.

Shusta, Robert, Deena Levine, and Aaron Olson. Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society. 7th ed. Pearson, 2018.

## VIII. STUDENT MATERIALS FEES

☒ No ☐ Yes

## IX. PARALLEL COURSES

College	Course Number	Course Title	Units
CSU Sacramento	CRJ 005	The Community and the Justice System	3
CSU East Bay	CRJA 230	Police Community Relations	3
CSU Los Angeles	CRIM 2020	Police and Society	3

## X. MINIMUM QUALIFICATIONS

**Courses in Disciplines in which Masters Degrees are not expected:**

Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

## XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- ☐ Pass/No Pass only (no letter grade possible); or  
☒ Letter grade (P/NP possible at student option)

2. Degree status:

Either ☒ Associate Degree Applicable; or ☐ Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: ☒ No: ☐ If YES, what section(s)?

- ☐ A1 - Natural Sciences - Biological Science  
☐ A2 - Natural Sciences - Physical Science  
☐ B1 - Social and Behavioral Sciences - American History/Institutions  
☒ B2 - Social and Behavioral Sciences - Other Social Behavioral Science  
☐ C1 - Humanities - Fine or Performing Arts  
☐ C2 - Humanities - Other Humanities  
☐ D1 - Language and Rationality - English Composition  
☐ D2 - Language and Rationality - Communication and Analytical Thinking  
☐ E1 - Health/Physical Education  
☐ E2 - PE or Dance  
☐ F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: ☒ No: ☐

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: ☒ No: ☐ If YES, which area(s)?

- A1 ☐ A2 ☐ A3 ☐ B1 ☐ B2 ☐ B3 ☐ B4 ☐  
C1 ☐ C2 ☐ D1 ☐ D2 ☐ D3 ☐ D4 ☐ D5 ☐  
D6 ☐ D7 ☐ D8 ☐ D9 ☐ D10 ☒ E ☐

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: ☒ No: ☐

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: ☐ No: ☒

IGETC Area 1: English Communication

- ☐ English Composition  
☐ Critical Thinking-English Composition  
☐

☐ Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

☐ Mathematical Concepts

IGETC Area 3: Arts and Humanities

☐ Arts

☐ Humanities

IGETC Area 4: Social and Behavioral Sciences

☐ Anthropology and Archaeology

☐ Economics

☐ Ethnic Studies

☐ Gender Studies

☐ Geography

☐ History

☐ Interdisciplinary, Social & Behavioral Sciences

☐ Political Science, Government & Legal Institutions

☐ Psychology

☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

☐ Physical Science Lab or Physical Science Lab only (non-sequence)

☐ Physical Science Lecture only (non-sequence)

☐ Biological Science

☐ Physical Science Courses

☐ Physical Science Lab or Biological Science Lab Only (non-sequence)

☐ Biological Science Courses

☐ Biological Science Lab course

☐ First Science course in a Special sequence

☐ Second Science course in a Special Sequence

☐ Laboratory Activity

☐ Physical Sciences

IGETC Area 6: Language other than English

☐ Languages other than English (UC Requirement Only)

☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

**XII. REVIEW OF LIBRARY RESOURCES**



- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Research project using the Library's print and online resources to explore and examine administration of justice in a multicultural society.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: ☒ NO: ☐

If NO, please list additional library resources needed to support this course.

### **XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION**

CJ M03: Not Applicable

### **XIV. WORKPLACE PREPARATION**

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will allocate appropriate time to learning goals and outside projects.
2. Interpersonal: the students will work with others as a team member, exercising leadership as well as engaging in active participation in group activities; demonstrate ability to work with a diverse population.
3. Information: the students will gain expertise in acquiring, evaluating, organizing and interpreting Internet, statistical and media information on community policing.
4. Systems: the students will gain practical experience in organizational systems and their operations and then propose alternative systems to improve community service.
5. Technology: the students will be encouraged to use Internet search engines to examine the community relations field.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will demonstrate reading, writing, listening, and speaking skills through presenting and participating in group and individual presentations.
2. Thinking Skills: the students will engage in creative thinking, decision-making and problem solving scenarios related to current events that support the application of learned techniques.
3. Personal Qualities: the students will demonstrate responsibility, sociability, self-management and integrity in the classroom and in the community through a community service project.

**XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM**

CJ M03: Not Applicable

**XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM**

**General Education Division of Learning** [check all applicable boxes]:

- ☐ Natural Sciences
  - ☐ Biological Science
  - ☐ Physical Science
- ☒ Social and Behavioral Sciences
  - ☐ American History/Institutions
  - ☒ Other Social Science
- ☐ Humanities
  - ☐ Fine or Performing Arts
  - ☐ Other Humanities
- ☐ Language and Rationality
  - ☐ English Composition
  - ☐ Communication and Analytical Thinking
- ☐ Health/Physical Education
- ☐ Ethnic/Women's Studies

**Check either Option 1 or Option 2**

- ☒ **OPTION #1:** Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement.  
Note: This option applies only to technical revisions and updated courses.
- ☐ **OPTION #2:** Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

**XVII. STUDENT MATERIALS FEE ADDENDUM**

CJ M03: Not Applicable

**XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041**

CJ M03: Not Applicable

**XIX. CURRICULUM APPROVAL**

Course Information:

Discipline: CRIMINAL JUSTICE

Discipline Code and Number: CJ M03

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty: Chad Basile 03/16/2018

Faculty Peer: Chad Basile 03/16/2018

Curriculum Rep: Lisa Putnam 04/21/2018

Department Chair: Danielle Vieira 08/23/2018

Division Dean: Karen Rothstein 03/21/2018

Approved By:

Curriculum Chair: Jerry Mansfield 09/26/2018

Executive Vice President: \_\_\_\_\_

Articulation Officer: Letrisha Mai 09/05/2018

Librarian: Mary LaBarge 09/03/2018

Implementation Term and Year: Fall 2014

Approval Dates:

Approved by Moorpark College Curriculum Committee: 09/18/2018

Approved by Board of Trustees (if applicable): \_\_\_\_\_

Approved by State (if applicable): 10/03/2018