CASPER COLLEGE COURSE SYLLABUS
CRMJ 2430 Police Community Relations

Semester/Year: Fall 2015

Lecture Hours: 3   Lab Hours: 0   Credit Hours: 3

Class Time: 11:00-11:50   Days: MWF   Room: BU128

Instructor's Name: Art Washut   Please call me Art.

Instructor's Contact Information: LH164	Office Phone Voice Mail: 268-2711	Email: awashut@caspercollege.edu

Office Hours: Reach me by telephone or in my office at LH164 Monday 9:00-9:45 AM and 1:30 – 3:30 Wednesday 9:00-9:45 AM, Friday 9:00-9:45 AM. I am also available in the classroom BU 128 from 12:15 PM until 2:00 PM on Tuesday and from 1:30 until 2:00PM on Thursday.

Course Description: The course delves into the areas of police professionalism and the concept of community relations. Areas discussed will include the use of power, prejudice, race relations, civil rights, police political relations, and police media relations.

Statement of Prerequisites: CRMJ / POLS 2120 is a prerequisite for this course. In addition, college level reading and writing abilities are presumed. Students with an ACT English score below 18 or a Compass writing-skills score below 75 may want to complete Basic Writing (ENGL 0610) before taking this course.

Goal: The student will learn about police agencies and their role within a community. The student will explore the police culture, police misconduct, the Bill of Rights, and the interaction of the police with community groups. Students will understand the philosophy of community oriented policing and know the merits and weaknesses of this philosophy with respect to police-community relations.

Outcomes: At the end of the semester, students will be able to
- recognize key features in the history of police community-relations
- characterize the police culture
- recall key topics and individuals in the area of police misconduct
- summarize the components of community policing and problem solving within communities **(This outcome corresponds with the college's outcome #3 – Solve problems using critical thinking and creativity).**
- recognize the need for organizational change that must accompany a community policing approach
- appraise the future of police-community relations

Outcomes are measured by multiple choice exams and the class project and notebook

Methodology: Lecture, case studies, current events, class discussion, library research, interviews and a service learning project and related notebook.

Evaluation Criteria: There will be four tests. The average of the four tests will account for 70% of the final grade. The student's project notebook will account for 30% of the final grade.

Participation and Attendance: There will be course materials posted on the This is a HYBRID course which meets live in the classroom one day each week and then the remainder of the class is offered online through the Casper College Moodle4me course platform. If you are not familiar with the Moodle4me courses, please go to the CC website, under the current students tab, select distance education. There you will find information about Moodle and an orientation. Students are expected to attend each class on time and to remain for the entire class period unless other arrangements are made in advance. Attendance will be taken promptly at the beginning of the class. Students who arrive afterward should remind the instructor after that class that they were present. At the instructor's discretion late arrivals and early departures may be counted as absences. Assignments contained in the Moodle section of the class need to be completed prior to the live class each week.

Extra-credit: 5 additional test points may be earned by participating in a ride-along with a Casper area law enforcement agency and submitting a one-page written report by the first class day in December.

Similarly, the students selected by the class to be the campus campaign manager and the county campaign liaison will each receive 5 extra credit points on Test 4, if the instructor and the class are satisfied with their performance.

Grading scale is 90-100% A, 80-89% B, 70-79% C, 60-69% D, Below 60% F.

Service Learning Project: Many classes require students to complete a research paper by doing research outside of class hours and then generating a paper. In this class there is no research paper required. In place of a research paper the students will participate in a community service project that focuses on drinking and driving during the holiday season between Thanksgiving and New Years. Students will be expected to interact with law enforcement professionals and other stakeholders who partner with law enforcement to carry out this campaign. Students will then
   1) Take on components of the campaign and help make the community campaign successful
   2) Create a campaign of their own for the campus community
   3) Use the SARA model of problem solving as the template for this project and compile a notebook of their learning throughout the semester

Required Text, Readings, and Materials: Community Policing and Problem Solving: Strategies and Practices (6th Edition) by Kenneth J. Peak **and** Ronald W. Glensor

Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade: is November 12, 2015. Later withdrawals will be considered based on circumstances.

Classroom etiquette is essential to an orderly class. Classroom distractions created by text messaging,

personal conversations, cellular telephones, pagers, musical devices, and other equipment will not be tolerated. Likewise, late arrivals and early departures are to be avoided. The instructor reserves the right to deny admittance to late arriving students. Disruptive students will be excluded from the class. Threats and discourtesy are not tolerated. This does not mean that we have to agree with one another, only that we disagree in a civil manner!

Classroom distractions created by personal conversations, laptop/notebook computers, cellular telephones, text messaging, pagers, musical devices, and other equipment will not be tolerated. When the class disciplines itself with regards to texting and non-class specific use of computers, five extra credit questions will be included on the next module exam. Students with personal communications devices will place them on the desk/table in front of them upside down, closed or cased so that they cannot be read or used without moving the device. Students using laptop/notebook computers to take notes shall sit in the front row of the classroom closest to the instructor. If the instructor detects a student using a personal communication device during class or using a laptop/notebook computer to do anything other than enter class notes, the extra credit questions will be deleted from the next exam. Individual students who repeatedly use a personal communication device in class or use a laptop/notebook computer to do anything other than take class notes will be excluded from the class at the discretion of the instructor.

Criminal Justice Employment: Criminal justice employment will almost always require the applicant to complete and pass a thorough background investigation. Students majoring in criminal justice should be aware that criminal history, substance abuse, mental illness, and/or significant financial problems may render them unemployable in a criminal justice agency. Likewise, students should make every effort to safeguard their reputations while attending college. Many criminal justice agencies also have physical fitness requirements for candidates seeking certain positions. In addition, some agencies have maximum age standards for entry-level enforcement officer positions.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty - (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's

assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu . The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Calendar or schedule indicating course content: The following course outline is subject to change by the instructor. Changes will occur due to current events, class interests, etc.

Week	Topic(s)	Reading Assignment
August 24	Introduction and review of syllabus and service learning discussion and email The History of Policing – Wednesday E-Portfolio/Capstone Prep CPTED - Friday	Syllabus on Moodle Page Chapter 1 e-portfolio e-portfolio example Portfolio site CPTED Video CPTED Video 2 CPTED 1 CPTED on Campus
August 31	COP Essentials Partrnerships Social Capital The Community and Broken Windows	Chapter 2 M- Esentials W- https://www.ncjrs.gov/pdffiles/commp.pdf Chapter 1 of this Monograph DUI Why Get Involved Carrolton Crash
September 7 Labor Day Monday No Class	Problem Solving Policing	Chapter 3

September 14	Crime Prevention Highway Safety & DUI Prevention **1. Casper DUI Scanning begins**	DUI - Scanning Power-of-prevention-10-action-principles DUI Prevention Belgium Prevention What Works in DUI Prevention Chapter 4
September 21	**TEST 1 Ch 1-4** Technology for Problem Solving Policing COMPSTAT Intelligence Led Policing	Crime Mapping Technology Enhanced Problem Solving Chapter 5
September 28	Police Culture & Change	Chapter 6
October 5	Planning & Implementing Community Policing and Organizational Change **2**. **Casper DUI scanning reports due & Casper DUI populations**	FLETC Implementing COP Chapter 7
October 12	**Evaluation of COPPS Initiatives** **3. Casper DUI Partners needed & presentation invitations made**	Chapter 8 Potential Partners? Potential Partners 2 Serve the City DUI Prevention Partners Chapter 8
October 19-20 Fall Break	No Class	
October 19	**TEST 2 Chapters 5-8** **Wednesday** Media Relations Friday **4**. **Media Relations and**	Handout

	Casper DUI issues	
October 26	Diversity	Chapter 10 Cultural Diversity & Police Casper Demographics U.S. Census Data - Wyoming / USA
November 2	Alcohol Consumption, Impaired Driving and Underage Drinking Future	Underage Drinking Advertising Student Alcohol Testing Carol Mead WYSAC Chapter 15
November 9	**Test 3 Chapters 10, 15 and Media Relations** **5. Casper Drinking & Driving Presenters**	Find at least one research article published since 2008 which addresses whether or not DUI prevention or DUI enforcement initiatives have been effective. Chapter 11
November 16	**6. Campaign Kickoff**	Chapter 12
November 23 26- 28 Thanksgiving Holidays	Open No Class W and F	DUI Campaign Time
November 30	**9. Holiday DUI initiative**	
December 7	**13. Holiday DUI**	
December 14	Finals Monday **Test 4 Chapters 11, 12 and 13, DUI and the initiative and Notebooks Due**	

Service Learning Details

1. **Casper DUI Scanning begins** – students begin seeking information about the problem of drinking and driving in the USA, in Wyoming and in Casper/Natrona County. While scanning government documents, websites, and doing library research, students should list the stakeholders and potential partners who might help law enforcement solve the problem of drinking and driving.

2. **Casper DUI scanning reports due –** students will submit their 3 ring binders containing the results of their scanning under a tabbed divider labeled SCANNING. Copies of important information should be included. A summary of what the student learned by doing this scanning is **required** as is the list of potential stakeholders and partners.

3. **Casper DUI Partners needed & presentation invitations made –** here the class working as a group determines which of the partners might play a role in a campus holiday DUI campaign that will occur during the final few weeks of the semester. Any of those partners who the students would like to invite to participate or who the class would like to have make presentation(s) need to be identified and invited to participate. Dates need to be selected for the campus DUI campaign.

4. **Media Relations and Casper DUI issues –** here the class must develop a media promotion plan for the campus DUI campaign. Which media will be utilized? Who are the contact people for those media sources? What do they need and when do they need it? What resources can the class provide for the campus media campaign?

5. **Casper Drinking & Driving Presenters –** time will be provided during class for the students to invite two presenters to come and address the class for about 30 minutes each about DUI. Media representatives can be invited to attend.

6. **Casper's campaign presentation – here class time will be made available for a presentation by one or more people from the local DUI campaign. This can be done in class or in a larger venue with a campus audience invited to attend.**

7. **Holiday DUI and Casper College Community Kick Off – here, right before Thanksgiving break, the class will launch its campus-wide holiday drinking and driving campaign. What this kick-off will entail will be determined by the class.**

8. **Holiday DUI and Casper College Community**   - during this class period the class members will continue their campaign around campus.

9. **Holiday DUI initiative -** class members will continue their campaign around campus.

10. **Holiday DUI initiative -** class members will continue their campaign around campus.

11. **Holiday campaign continues -** class members will continue their campaign around campus.

12. **Holiday campaign continues -** class members will continue their campaign around campus.

13**. Test 4 covers the problem of DUI and the Holiday DUI campaign. Following the test the class will discuss their Service Learning Project**

Authentic service-learning experiences, while almost endlessly diverse, have some common characteristics (taken mostly from Eyler & Giles, *Where's the Learning in Service-Learning?*, 1999):

- They are positive, meaningful and real to the participants.
- They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork and community involvement and citizenship.
- They address complex problems in complex settings rather than simplified problems in isolation.
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation.
- They promote deeper learning because the results are immediate and uncontrived. There are no "right answers" in the back of the book.
- As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development.

The distinctive element of service-learning is that **it enhances the community through the service provided**, but it also has powerful learning consequences for the students or others participating in providing a service. Service-learning is growing so rapidly because we can see it is having a powerful impact on young people and their development. It is a dynamic process, through which students' personal and social growth is tightly interwoven into their academic and cognitive development. According to scholars Eyler and Giles (1999), with the service-learning model "experience enhances understanding; understanding leads to more effective action."

Grading Rubric Notebook

Topics: DUI Nation, State, Local, College Students **Project Notebook**:
All scanning, analysis, response and assessment materials completed by the student with regards to drinking and driving and the holiday DUI campaign will be compiled by the student in a large three ring binder. The binder shall have an index and tabbed partitions that separate the scanning, assessment, response, and assessment components. Grading will be based on the amount of work reflected in the notebook. The notebook's appearance and the volume of information contained in it, as well as the evidence of analysis by the student that demonstrates that the student understands the concepts of problem solving are critical elements in the project. Students need to be assertive in seeking out service opportunities related to the holiday DUI campaign.

Scanning

Scanning allows incidents to be grouped into clusters or 'problems'. What evidence is there that Natrona County has a problem with drinking and driving? What incidents have been recorded? Do these incidents comprise similar, related or recurring events? Scanning involves looking at police data and intelligence and calls for service from members of the community.

The definition of what constitutes a 'problem' is deliberately left open as there is an almost endless range of situations where the public may call the police. Incidents may vary in terms of their seriousness, particularly in crime terms, but they are all of concern to the community and call for a police response.

Problems identified in the scanning phase should be problems which have been recurring for some time, certainly over a period of months or even years. It makes more sense to spend time and resources on a long-term problem than on one that would have only lasted for a couple of weeks.

Grading based on the volume and timeliness of data obtained and the quality of the sources. Sources should be from professional or academic publications or websites published or posted in the last year.

Rubric

Scanning

Number of current sources obtained 0-5 Poor 6-10 Better 11 or more Best

Quality of the sources:

Few academic or professional publications or websites Poor

Mostly from academic or professional publications Better

All from a variety of academic or professional publications or websites   Best

Analysis

A formal detailed analysis of the information obtained during scanning will probably be several pages in length. The analysis should:

Identify the conditions that give rise to the problem of drinking and driving in Natrona County, in Wyoming and in the nation.

Examine the characteristics and impact of the problem in greater detail.

Who, what, when where, how and why are good questions to ask as one conducts analysis.

For example, scanning might have revealed that there were many thefts from shops in a particular area, but analysis will provide the hour, day or month that the thefts took place and from which particular shops and the layout of the shops that might contribute to thefts.

Analysis may involve collecting information about offenders and victims, the time of occurrence, location and other details of the physical environment, the history of the current problem, the motivations, gains and losses of involved parties, the apparent (and hidden) causes and competing interests, what offenders were doing immediately prior and the results of current or previous responses.

You may need to talk to police personnel, partners, local businesses, or to members of the community to better understand the problem. You may also want to "mine the data" by looking very closely at police data, information held by other organizations. Studies and news accounts can also be valuable.

Another tool which can be used at this stage is the crime triangle where you examine the features of the incident's location, the features of the caller/victim and the features of the offender or of the source of the incident.

It helps to be as precise as possible in defining the problem. It is crucial to establish what it is about the place, caller or victim, and the offender or source of the problem that causes it to arise, and how and when it happens. This may need some careful consideration in order to discover the factors underlying a problem.

An accurate assessment of the problem is one of the main elements of problem oriented policing. A useful step is analyzing past efforts to resolve the problem. What has been tried in the past? Was it successful? How was success measured? Many strategies have been tried to deal with drunk driving. Which ones work? Which ones are more symbolic than truly impactful? Which have failed outright?

Grading is based on depth of the analysis, application of the crime triangle principle, and use of other

resources to help understand the problem.

Depth of Analysis

Analysis shows little effort to comprehend the material   Poor D

Analysis reflects attention to details Better C

Analysis reflects attention to details, questioning of conclusions, and/or comparing/contrasting of the material with other information Best A

Application of the Crime Triangle Principle:

Analysis does not reflect that the student considered or understood the principle Poor D

Analysis reflects that the student attempted to apply the principle to the available data   Better C

Analysis demonstrates that the student understood and applied the principle effectively to the available data   Best A

Use of other resources to enrich understanding

Analysis does not reflect any effort to gain additional understanding of the data from other resources

Poor D

Analysis reflects that student sought out a few other resources to aid in understanding the data Better C

Analysis reflects that the student has sought out several additional resources to aid in understanding the data Best A

Response

What plan did the community campaign group settle on? What plan did the campus campaign settle on? What role did you play in making these plans come to life? Be certain to log your service hours.

The student failed to demonstrate an understanding of the breadth and depth of the community and campus campaigns or failed to contribute significant time to either campaign   Poor D

The student demonstrated a general understanding of the breadth and depth of both the community and campus campaigns and contributed time equivalent with the class average.   Better C

The student demonstrated a full understanding of both the community and the campus campaigns and

contributed time above the class average   Best A

Assessment

How will performance be measured? What are the stated goals? Are the correct things being measured in order to determine the effect of the campaign? Have any mid-course corrections been made after a determination that something in the campaign was not working? Were all of the needed partners involved in the campaign? If not, who was missing and what role might that potential partner have played? Are there any improvements needed in the area of performance measurement?

Rubric

Student failed to demonstrate an understanding of the assessment tools and techniques normally used in such a problem solving endeavor Poor D

Student demonstrated a general understanding of how such problem solving efforts are typically assessed. Better C

Student demonstrated a full understanding of assessment opportunities for this type of problem solving endeavor   Best A