CRM 3XX Introduction to Community Policing

School of Education and Social Services  
Department of Criminal Justice  
CRM 300 Introduction to Community Policing  
3 Credits

Instructor: Debra Mims  
Course Number: CRM 300 (3 Credits)  
Prerequisites: CRM 123 and CRM 220  
Classroom Location: Kirk Hall Room 317  
Class Hours: Tuesday and Thursday; 3:30 – 4:50  
Office Location: Kirk Hall Room 320  
Office Hours: Tuesday and Thursday By Appointment: 10 - 2  
Office Telephone: 352-588-7022  
E-mail: debra.mims@saintleo.edu  
Prerequisite: Senior or Senior Standing

I. Required Texts:


Commercial software program templates are available for purchase to assist in the correct formatting for use of APA. One example is found at http://www.perrla.com/

II. COURSE DESCRIPTION: The focus of this course will examine the concepts of Community Policing and Problem Solving for students interested in criminal justice. Included will be a comprehensive introduction to the process of policing, police behavior, organization, operations, and historical perspectives. An emphasis will be placed on analyzing the relationship between police and the public, and how this relationship has changed through the years. This class is intended to integrate the most important theoretical foundations, research findings, and contemporary practices facing police today. In-depth discussions of critical police issues, evidence based strategies to prevent crime, evolving crime trends, policing in a changing
American society, policing in an era of declining budgets, immigration, terrorism/homeland security, and growing concerns about surveillance and privacy will provide students insights into contemporary police practices and problems in a through-provoking format.

III. Saint Leo University Core Values
For this course, the Saint Leo University core values of Community and Respect are most applicable.

Community – Saint Leo University develops hospitable Christian learning communities everywhere we serve. We foster a spirit of belonging, unity, and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change, and to serve.

Respect—Animated in the spirit of Jesus Christ, we value all individuals’ unique talents, respect their dignity, and strive to foster their commitment to excellence in our work. Our community’s strength depends on the unity and diversity of our people, on the free exchange of ideas, and on learning, living, and working harmoniously.

IV. PROGRAM OBJECTIVE #1: Have a convincing working knowledge of the tangible and intangible factors that impact and influence society and thereby, the functioning of the Criminal Justice system at all levels.

V. COURSE LEARNING OUTCOMES: Saint Leo University offers a practical, effective model for life and leadership in a challenging world, a model based on a steadfast moral consciousness that recognizes the dignity, value and gifts of all people (From the University’s QEP/Mission Statement). In view of this said mission, upon completing the course the student may expect to:

1. To critically analyze the nature and meaning of justice and community relations and understand and explain the “community policing mindset” by developing a deeper sense of self as a law enforcement officer in one’s professional and personal life.

2. To critically compare and contrast prejudices, stereotypes, misunderstandings and fears which color our perception and treatment of others and view of ourselves.

3. To interpret and describe one’s own ideas and visions of human rights, community, service and interpersonal relationships in order to identify and assess potential solutions to problems which underlie the need for community policing strategies and philosophies for the future of policing.

4. Advance the concepts of community policing by exploring and interpreting different theories, concepts, frameworks, and/or guidelines for effective community policing and problem solving strategies and practices.
CRM 3XX Introduction to Community Policing

5. *Describe* the frameworks necessary to act as change agents through acquired knowledge and innovation; and strengthen and *apply* diagnostic, evaluation, and planning skills as law enforcement officers to address important social problems.

6. Learn from community members and practitioners to be able to *understand* and *relate* areas of need and opportunities to control crime while remaining conscious of the necessity of good police-community relations that reinforces the legitimacy of the police in a free society.

7. *Demonstrate* an understanding of the Saint Leo University core values of *community* and *respect* as it relates to community policing.

VI. METHOD OF ASSESSMENT

*All work is to be completed on an individual basis unless specifically noted as a group assignment.*

This course is unique in that it is committed to engaging students in criminal justice changes by consistently integrating community policing and problem solving strategies and practices into class discussions, reflections and writings. Teaching strategies will include a combination of lectures, multi-media presentations, classroom discussions, group work, written assignments, guest speakers, and oral presentations.

Eight (8) Discussion Questions

In the Spirit of the University’s Core Values of excellence, personal development, community and integrity, you are expected to read assigned selections in advance of class meeting and come to class prepared to discuss readings. Commitment to keeping up with course readings is imperative!

Additionally, you will be provided a guided critical thinking scenario and discussion question pertinent/relevant to readings to consider as you review the materials. Students will be given a written creative and critical thinking discussion question to analyze in modules 1, 2, 3, 4, 5, 6, 7 & 8 pertinent/relevant to the weekly reading assignments. Discussion questions will incorporate problem-based learning approaches regarding important and challenging concepts that are being implemented under community oriented policing and problem solving to control and prevent crime and incorporate the Saint Leo University Core value of community and respect. By assessing the information given, students will answer the discussion question by evaluating, defining and explaining their thought process in a 350 word (see assignments for specifics) APA paper due by the following class period. Paper will follow APA format (spacing, font, etc).
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*See Rubric for Discussion Paper Guidelines.

Additionally, students will be expected to discuss their written discussion assignments in class. No more than 15% of any material can be quoted.

**Critical Thinking Research Paper**

Students will select a contemporary community policing issue (pre-approved by the instructor) that places emphasis on the relationship between the police and the public and how this relationship has changed throughout the years and write a 1500 word paper which clearly articulates the scope of the issue. No more than 15% of any material can be quoted.


Research must be documented in a college-level, typewritten paper that uses APA format, double spaced, Times New Roman 12 font and includes an abstract and reference pages. The written assignment will be no less than 1500 words and will be submitted into turnitin.com.

**DUE Module 8**

*See Rubric for Critical Reflection Paper guidelines.

**Individual Power-Point/ Oral Presentation of Research Paper**

The final oral power point presentation will consist of a compilation of each individual’s specific research findings from their reflection research paper and should be scholarly prepared and adequate enough in content to explain the complexity of the pertinent issues associated with your individual research project. Students will be expected to formally present their findings, analysis, and recommendations within their individualized power point or Prezi project. Each student will present their particular findings and recommendations as it relates to their individual research project and include the Saint Leo core values of community and respect into slides depicting the application of community and respect as a law enforcement officer in the research for this community policing assignment. It should be scholarly prepared and adequate enough in content to explain the complexity of community policing along with the pertinent issues associated with the individual research project. Each student should be prepared to answer questions from the instructor and/or students and/or students regarding their findings and recommendations.
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The final presentation should consist of a MINIMUM of 12 slides. Be sure to include a minimum of five citations for quotations and paraphrases with references in APA format and style. Save the file as PPT with the correct course code information and your last name. Upload the completed group assignment in the dropbox of Learning Studio week seven for the instructor to review. This assignment will require you to apply your knowledge and principles of what you have learned during this course.

**Due Module 7**

*See Rubic for Oral Presentation Guidelines.*

**Exams.** Students will have a midterm and final exam, consisting of a combination of T/F, multiple choice, fill in the blank and/or essay questions.

**Mid-Term Exam**
A mid-term examination will be administered to all students at the. Each student is responsible for reading Chapters 1 – 8 of the Police and Society course textbook. A mid-term examination will be administered to all students at the mid-point of the course to assess your knowledge on community policing and emerging criminal justice trends in order to prepare for the future of police reform. The mid-term examination may consist of a combination of T/F, M/C, and fill in the blank and/or essay type questions.

**Final Exam**
Each student is responsible for reading Chapters 9 - 15 of the Police and Society course textbook. Each chapter contains information specifically focused on community policing. A comprehensive final examination will be administered to all students at the end of the course to assess your knowledge on community policing and emerging criminal justice trends in order to prepare for the future of police reform. The final examination may consist of a combination of T/F, M/C, fill in the blank and/or essay type questions.

**Grading**

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Points</th>
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<tbody>
<tr>
<td>Written Discussion (8) @ 5 points each</td>
<td>40</td>
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<tr>
<td>Mid-Term</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Power Point/Oral Presentations</td>
<td>60</td>
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<tr>
<td>Critical Reflection Research Paper</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>400%</td>
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All materials required for submission to the instructor are graded according to the university’s grading scale as indicated.

A  94-100%
A-  90-93%
B+  87-89%
B   84-86%
B-  80-83%
C+  77-79%
C   74-76%
C-  70-73%
D+  67-69%
D   60-66%
F   < 60%

Rating:
Exceptional corresponds to an A- to A (90-100). Performance is outstanding; significantly above the usual expectations.

Proficient corresponds to a grade of B- to B+ (80-89%). Skills and standards are at the level of expectation.

Basic corresponds to a C to C+ (70-79%). Skills and standards are acceptable but improvements are needed to meet expectations well.

Novice corresponds to a D to C- (50-69%). Performance is weak; the skills or standards are not sufficiently demonstrated at this time.

0 This criterion is missing or not in evidence.

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<thead>
<tr>
<th>Criteria Rubric</th>
<th>Ratings</th>
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<tr>
<td></td>
<td>Novice</td>
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<tr>
<td>1. The Discussion Questions extensively develops the issue. Logically analyzing and discussing the topic; showing depth and understanding of the subject, with appropriate analysis.</td>
<td>0-20</td>
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### CRM 3XX Introduction to Community Policing

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<tr>
<td>2.</td>
<td>The student demonstrates the ability to organize and present complex and multi-faceted data through demonstrating the ability to use library, networking, and computer-based research to gather sufficient information. This will be accomplished by researching the chosen topic thoroughly, demonstrating a broad integration of readings, and research that reveals conceptual knowledge and skills of using outside academic resources as well as campus supported literary sources, demonstrating Fact-finding.</td>
<td>0-20</td>
<td>1-5</td>
<td>6-10</td>
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<td>3.</td>
<td>Students present ideas in a clear, concise manner and assess a connection with the core values of <em>community</em> and <em>respect</em>.</td>
<td>0-20</td>
<td>1-5</td>
<td>6-10</td>
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<td>4.</td>
<td>Students’ written submissions demonstrate a logical pattern of organization and appropriate analysis that is well organized and coherent. Clearly identifying and analyzing the selected position.</td>
<td>0-20</td>
<td>1-5</td>
<td>6-10</td>
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<tr>
<td>5.</td>
<td>Typed in a double-spaced APA format with citations and references, as appropriate and the use of proper word count. Correct grammar, spelling, punctuation, and sentence structure is evident and appropriate to the college level and proper word count.</td>
<td>0-20</td>
<td>1-5</td>
<td>6-10</td>
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**Maximum Possible Score 100%**
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VII. SCHEDULE

MODULE 1: Policing Foundation

Outcomes: After completing this Module students will be able to:

- Describe and identify the limits of police power and authority.
- List and define the similarities and differences of local, state and federal law enforcement and their specialized duties
- Discuss Criminal Procedures, Civil Liability, Use of Force and Interviews and Interrogations

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due No Later Than</th>
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<tbody>
<tr>
<td>Read Chapters 1 – 2</td>
<td></td>
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<tr>
<td>Introduction to the course and review syllabus.</td>
<td></td>
</tr>
<tr>
<td>Lecture: Policing in a Free Society</td>
<td></td>
</tr>
<tr>
<td>Written Discussion One</td>
<td>Prior to next class</td>
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<tr>
<td>Discussion of Written discussion assignment One</td>
<td>In class</td>
</tr>
</tbody>
</table>

Reading: Chapters 1 & 2

In-Class participation

is defined as the informed presentation of your thoughts, inferences, and ideas based on the readings, research and class discussions. The only way for students to assist each other in the learning process is to participate themselves in the class. Demonstration of respect for differing opinions and life experiences is required. Students are responsible for completing all the assigned readings before the class period. Listening to lectures solely will not give students the benefit of understanding the material. Lectures are in no way a substitute for the readings.

Written and Classroom Discussion One

Students will write a 350 word paper: Critically comparing and contrast how policing is different in a free and democratic society as opposed to a totalitarian society.

Discuss how policing is different in a free and democratic society as opposed to a totalitarian society.

LEARNING OUTCOMES #2
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MODULE 2: Police History and Evolving Strategies

Outcomes: After completing this Module students will be able to:

- Compare and contrast Early Policing to Modern American Policing
- Discuss the various police strategies utilized today
- Summarize the concept of community policing
- Analyze and explain the three dimensions of community policing

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<thead>
<tr>
<th>Assignments</th>
<th>Due No Later Than</th>
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<tbody>
<tr>
<td>Read Chapters 3, 4 &amp; 5</td>
<td>Prior to class</td>
</tr>
<tr>
<td>Read and discuss in groups current events handout by instructor</td>
<td>Newspaper or You Tube current event involving police and the community</td>
</tr>
<tr>
<td>Lecture by instructor: Early Policing and Evolving Strategies of Modern Policing</td>
<td>In class</td>
</tr>
<tr>
<td>Written discussion two</td>
<td>Prior to next class</td>
</tr>
<tr>
<td>Discussion of Written discussion assignment Two</td>
<td>In class</td>
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</table>

Reading: Chapters 3, 4, & 5

In-Class participation

is defined as the informed presentation of your thoughts, inferences, and ideas based on the readings, research and class discussions. The only way for students to assist each other in the learning process is to participate themselves in the class. Demonstration of respect for differing opinions and life experiences is required. Students are responsible for completing all the assigned readings before the class period. Listening to lectures solely will not give students the benefit of understanding the material. Lectures are in no way a substitute for the readings.

Written and Classroom Discussion Two

Many police departments have encountered difficulties in implementing community policing. Students will write a 350 word paper that will critically analyze and explain why it has been so difficult to translate the rhetoric of community policing into reality.

LEARNING OUTCOME # 1
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MODULE 3: Police Administration and Management

Outcomes: After completing this module students will be able to:

- Discuss the Change Process as it relates to Police Strategies, especially toward community policing principles.
- Explain the balance of power and overcoming resistance to change
- Identify and define the patrol function, patrol methods and quality of life policing

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<thead>
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<tr>
<td>Read Chapters 6, 7 and 8</td>
<td>Prior to Class</td>
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<tr>
<td>Lecture by instructor: Organizational Change: The Change Process &amp; Overcoming Resistance to Change</td>
<td>In class</td>
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<tr>
<td>Written discussion three</td>
<td>Prior to next class</td>
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<tr>
<td>Discussion of Written discussion assignment Three</td>
<td>In class</td>
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<tr>
<td>Review for Mid-Term</td>
<td>In class</td>
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Reading: Chapters 6 & 7

Written and Classroom Discussion
Students will understand the areas of need and opportunities to promote change by writing a 350 word paper relating what you believe the most important policies that police managers should use to help influence officer attitudes and to implement change while remaining conscious of the necessity of good police-community relations that reinforces the legitimacy of the police in a free society.

LEARNING OUTCOME # 6

MODULE 4: The Functions of Patrol

Outcome: After completing this module the student will be able to:

- Identity and analyze Focused Deterrence Initiatives
- Discuss Reactive Arrests and Intimate Partner Violence
- Evaluate Police Pursuits
- List and Describe Allocation of Police Resources
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<th>Assignments</th>
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<tr>
<td>Read Chapter 8</td>
<td>Prior to class</td>
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<tr>
<td>Lecture by instructor: Focused Interventions related to Arrests, Pursuits and Quality of Life Policing</td>
<td>In class</td>
</tr>
<tr>
<td>Critical Thinking: Read and discuss in groups current events handout by instructor</td>
<td>In class: Newspaper or YouTube current event involving police and the community</td>
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<tr>
<td>Discussion of Written discussion Four</td>
<td>In class</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>In class</td>
</tr>
<tr>
<td>Written Discussion Four</td>
<td>Prior to next class</td>
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</table>

**Reading:** Chapter 8

**In-Class participation**

is defined as the informed presentation of your thoughts, inferences, and ideas based on the readings, research and class discussions. The only way for students to assist each other in the learning process is to participate themselves in the class. Demonstration of respect for differing opinions and life experiences is required. Students are responsible for completing all the assigned readings before the class period. Listening to lectures solely will not give students the benefit of understanding the material. Lectures are in no way a substitute for the readings.

**Mid-Term Exam**

A mid-term examination will be administered to all students at the. Each student is responsible for reading Chapters 1 – 8 of the Police and Society course textbook. A mid-term examination will be administered to all students at the mid-point of the course to assess your knowledge on community policing and emerging criminal justice trends in order to prepare for the future of police reform. The mid-term examination may consist of a combination of T/F, M/C, and fill in the blank and/ or essay type questions.

**Written and Classroom Discussion**

Students will write a 350 word paper: Describing the three primary functions of patrol work and provide an example of how you would apply each in addressing social problems.

**LEARNING OUTCOME # 5**
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MODULE 5: Police Behavior and Misconduct

Outcomes: After completing this Module students will be able to:

- Recognize and Discuss Early Warning/Early Identification of Police Behaviors
- Explain the various Internal Accountability Mechanisms
- Understand and Discuss Affirmative Action, Equal Employment Opportunities and Reverse Discrimination

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<th>Assignments</th>
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<tr>
<td>Read Chapter 9 &amp; 10</td>
<td>Prior to Class</td>
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<tr>
<td>Lecture by Instructor: Police Behavior and Misconduct</td>
<td>In class</td>
</tr>
<tr>
<td>Guest Speaker: Internal Review Board individual from local law enforcement agency and/or individual from Citizens’ Review Board</td>
<td>In class</td>
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<tr>
<td>Written Discussion</td>
<td>Prior to class</td>
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<tr>
<td>Discussion of Written Discussion</td>
<td>In class</td>
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<tr>
<td>Review of Mid-Term Exam</td>
<td>In class</td>
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Reading: Chapters 9 & 10

**In-Class participation**

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**Written and Classroom Discussion**

Students will write a 350 word paper that explores and interprets certain police departments (e.g., the New York City Police Department, New Orleans Police Department, and Chicago Police Department) and their long legacy of corruption. Do you think some departments are more corrupt than others? Is so, why do you believe this to be the case?
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LEARNING OUTCOME # 4

MODULE 6: Accountability and Ethics

Outcomes: After completing this Module students will be able to:

- Define The Limits of Professional and Ethical Standards
- Summarize the Police Professionalism Movement
- Discuss Ethical Perspectives and Ethical Dilemmas
- Explain the Rationale for Law Enforcement Agencies to become accredited by CALEA

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<th>Assignments</th>
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<tbody>
<tr>
<td>Read Chapters 11 &amp; 12</td>
<td>Prior to class</td>
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<tr>
<td>Lecture by instructor: Accountability &amp; Ethics of Law Enforcement Officers</td>
<td>In class</td>
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<tr>
<td>Critical Thinking: Read and discuss in groups current events handout by instructor</td>
<td>In class: Newspaper or YouTube current event involving police and the community</td>
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<tr>
<td>Written Discussion Six</td>
<td>Prior to class</td>
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<tr>
<td>Discussion of Written discussion</td>
<td>In class</td>
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Reading: Chapters 11 & 12

In-Class participation
Is defined as the informed presentation of your thoughts, inferences, and ideas based on the readings, research and class discussions. The only way for students to assist each other in the learning process is to participate themselves in the class. Demonstration of respect for differing opinions and life experiences is required. Students are responsible for completing all the assigned readings before the class period. Listening to lectures solely will not give students the benefit of understanding the material. Lectures are in no way a substitute for the readings.

Written and Classroom Discussion
Students will write a 350 word paper analyzing the meaning and justification of a civilian review board and an internal review board. Explain which method of review you think is a more effective method of oversight and why?
LEARNING OUTCOME # 1

MODULE 7: Stress, Officer Safety and the Role of Higher Education

Outcomes: After completing this Module students will be able to:

- Define and Discuss the Concept of Stress
- Explain the Consequences of Stress
- Examine and Discuss the Impact of Higher Education on Policing
- Compare and Contrast the Impact of Higher Education in Policing in reference to Attitudes, Performance, Use of Force, Promotion, and Job Satisfaction

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<th>Assignments</th>
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<tbody>
<tr>
<td>Read Chapters 13 &amp; 14</td>
<td>Prior to Class</td>
</tr>
<tr>
<td>Lecture by Instructor: Stress and Officer Safety and the Impact of Higher Education on the Profession of Policing</td>
<td>In Class</td>
</tr>
<tr>
<td>Critical Thinking: Read and discuss in groups current events handout by instructor</td>
<td>In class: Newspaper or YouTube current event involving police and the community</td>
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<td>Individual Oral Power Point Presentations</td>
<td>In Class</td>
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<tr>
<td>Review for Final</td>
<td>In Class</td>
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<tr>
<td>Written Discussion Seven</td>
<td>Prior to Class</td>
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<tr>
<td>Discussion of Written Discussion Seven</td>
<td>In class</td>
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Reading: Chapters 13 & 14

In-Class participation
Is defined as the informed presentation of your thoughts, inferences, and ideas based on the readings, research and class discussions. The only way for students to assist each other in the learning process is to participate themselves in the class. Demonstration of respect for differing opinions and life experiences is required. Students are responsible for completing all the assigned readings before the class period. Listening to lectures solely will not give students the
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benefit of understanding the material. Lectures are in no way a substitute for the readings.

**Individual Power-Point/ Oral Presentation of Research Paper**
The final oral power point presentation will consist of a compilation of each individual’s specific research findings and should be scholarly prepared and adequate enough in content to explain the complexity of the pertinent issues associated with your individual research project. Students will be expected to formally present their findings, analysis, and recommendations within their individualized power point or Prezi project. Each student will present their particular findings and recommendations as it relates to their individual research project and include the Saint Leo core values of *community and respect* into slides depicting the application of *community* as a law enforcement officer and *respect* in the research for this community policing assignment. It should be scholarly prepared and adequate enough in content to explain the complexity of community policing along with the pertinent issues associated with the individual research project. Each student should be prepared to answer questions from the instructor and/or students and/or students regarding their findings and recommendations. The final presentation should consist of a MINIMUM of 12 slides. Be sure to include citations for quotations and paraphrases with references in APA format and style. This assignment will require you to apply your knowledge and principles of what you have learned during this course.

**Written and Classroom Discussion**
Students will write a 350 word paper that *interprets and describes* one’s own ideas and visions of human rights, community, service and interpersonal relationships in order to *identify* and *assess* potential solutions to problems which underlie the need for community policing strategies and philosophies of future policing.

**LEARNING OUTCOME # 3**

**MODULE 8: Emerging Issues in American Society**

**Outcomes:** After completing this Module students will be able to:

- Analyze and Interrupt Changes in American Society
- Discuss Emerging Issues of Crime Trends and Modern Technology
- Evaluate Long-Term Trends
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<tbody>
<tr>
<td>Read Chapter 15</td>
<td>Prior to Class</td>
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<tr>
<td>Lecture by Instructor: Changes in American Society and Long Term Trends Associated with Policing</td>
<td>In class</td>
</tr>
<tr>
<td>Critical Thinking: Read and discuss in groups current events handout by instructor</td>
<td>In class: Newspaper, video or You Tube current event involving police and the community</td>
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<tr>
<td>Final Exam</td>
<td>In Class</td>
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<tr>
<td>Critical Reflection Research Paper due</td>
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<tr>
<td>Written Discussion Eight</td>
<td>Prior to Class</td>
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<tr>
<td>Discussion of Written discussion</td>
<td>In Class</td>
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**Reading:** Chapter 15

**In-Class participation**

is defined as the informed presentation of your thoughts, inferences, and ideas based on the readings, research and class discussions. The only way for students to assist each other in the learning process is to participate themselves in the class. Demonstration of respect for differing opinions and life experiences is required. Students are responsible for completing all the assigned readings before the class period. Listening to lectures solely will not give students the benefit of understanding the material. Lectures are in no way a substitute for the readings.
Final Exam
A comprehensive final examination will be administered to all students at the end of the course to assess your knowledge on community policing and emerging criminal justice trends in order to prepare for the future of police reform. The final examination may consist of a combination of T/F, M/C, fill in the blank and/or essay type questions.

Critical Reflection Research Paper
Students will select a contemporary community policing issue (pre-approved by the instructor) that places emphasis the relationship between the police and the public and how this relationship has changed throughout the years and write a 1500 word paper which clearly articulates the scope of this issue. Your paper must discuss and demonstrate criminal justice practice approaches to your chosen topic area. In addition, the paper will make a connection between community policing and the Saint Leo University Core Values of community and respect. Research must be documented in a college-level, typewritten paper that uses APA format, double spaced, Times New Roman 12 font and includes an abstract and reference pages. The written assignment will be no less than 1500 words and will be submitted into turnitin.com.

Written and Classroom Discussion
Students will write a 350 word paper on an understanding of the Saint Leo University core values of community and respect as it relates to: Of the four significant trends discussed (collaboration, privatization, federalization, and militarization) discuss the impacts each has on the future of policing.

Program Objective 1: Have a convincing working knowledge of the tangible and intangible factors that impact and influence society and thereby, the functioning of the Criminal Justice system at all levels.

VIII. ADA COMPLIANCE: Students requiring accessibility accommodations are encouraged to contact the Office of Accessibility Services.

University Campus location (Florida): Kirk Hall 121
Telephone: 352-588-8464
E-mail: adaoffice@saintleo.edu

IX. ACADEMIC HONOR CODE
The Academic Honor Code is published in its entirety in the Saint Leo University Catalog. The first paragraph is quoted below:

Saint Leo University holds all students to the highest standards of honesty and personal integrity in every phase of their academic life. All students have a responsibility to uphold the Academic
Honor Code by refraining from any form of academic misconduct, presenting only work that is genuinely their own, and reporting any observed instance of academic dishonesty to a faculty member.

X. ATTENDANCE POLICY

An educational program centered on classroom instruction is predicated on the concept of class attendance at scheduled class sessions. All students are expected to be prepared for and attend class. Should a student be required to miss a class, it is the student’s responsibility to notify the instructor promptly. The instructor is required to keep attendance records in compliance with various federal regulations. Student absences can have a deleterious effect on the student’s grade or the continuing eligibility for financial assistance.

Saint Leo University is accountable to the Military Education Service Office, the Veterans Administration, and the state approving agency, and the Southern Association of Colleges and Schools. The University takes pride in providing accessible education to students who experience high-level job demands, and yet there is the institutional demand for a firm and fair standard of attendance. Regular participation is required. If the demands of ‘earning a living’ impact upon a student’s participation, it is the student’s responsibility to contact the instructor so that alternatives can be explored.

Attendance: Excusal of student absence(s) for medical, legal, family emergency, etc., reasons is based on presentation of official documentation (physician release, court papers, obituaries, etc.) only. Official documentation must be presented to the Director of Academic Advising in 320/325 Saint Edward Hall for verification. Once verified, the instructor is notified and excusal is granted—upon the instructor’s discretion. Extended student absences for any reason may additionally require official clearance to return, as determined by the offices of Student Services and Academic Affairs.

XI. LATE WORK / MAKE UP POLICY

Make up work is permitted at the discretion of the instructor. Make up work must be held within a week of the Professor determining the absence is justifiable—with documentation for absence. NO makeup without documentation for absence and then…at instructor discretion.

NO Extra Credit…so make sure you do your assignments when indicated and correctly.

XII. STUDENT MISCONDUCT/CLASSROOM DISRUPTION

Saint Leo University students are expected to conduct themselves at all times in accord with good taste and observe the regulations of the University and the laws of the city, state, and national government. All University community members—faculty, staff, employees, students—have the right and obligation to report violations of civil or University regulations to the
appropriate University Vice President or Associate Vice President of Academic Affairs. Should a
University community member encounter a disruptive student, the student shall be asked
politely, but firmly, to leave the classroom (or wherever the locus of disruption). A University
community member has the authority to do this if the student is acting in a disruptive manner. If
the student refuses, the appropriate office shall be notified.

Each student must act with courtesy and respect for each other and the Professor. Please remove
ear buds and take bathroom breaks PRIOR to class.

Students are not permitted to use their laptops, tablets, cell phone or any other electronic device
in class UNLESS previously approved by the Professor in a classroom activity. NO laptops open
during class and all cell phone turned off and put away…You will be asked to leave the
classroom if any of these items appear. Carrying on a conversation with a classmate, texting,
listening to an I-Pod, making disrespectful comments are all classified as disruptive and
disrespectful behaviors that contradict the Saint Leo University core value of respect and
diminish the quality of instruction available to all students.

If students repeatedly cause disruptions, I will address it with them after class. If disruptions
persist students may lose class points for the course and/or may be referred to school authorities
with possible expulsion from the course.

XIII. SAINT LEO UNIVERSITY’S COMMITMENT TO ACADEMIC EXCELLENCE

STATEMENT:

Academic excellence is an achievement of balance and growth in mind, body, and spirit that
develops a more effective and creative culture for students, faculty, and staff. It promotes
integrity, honesty, personal responsibility, fairness, and collaboration at all levels of the
university. At the level of students, excellence means achieving mastery of the specific
intellectual content, critical thinking, and practical skills that develop reflective, globally
conscious, and informed citizens ready to meet the challenges of a complex world.

XIV. LIBRARY RESOURCES (*IOR may add, but not delete listed library resources*)

Library Information
Below is the library information for classes on the University Campus. Each region has its own
library information and can be accessed at http://saintleolibrary.cloudaccess.net/general-help/93-
help/258-faculty-syllabus-library-information.html
The regions are: University Campus, Virginia, Central, Florida, COL, and DL. Please contact
Elana Karshmer if you have any questions at elana.karshmer@saintleo.edu
Cannon Memorial Library Resources

Accessible in learning studio, mySaintleo, library homepage

Library Instruction

To arrange library/research instruction for your classes, please contact:

- Elana Karshmer elana.karshmer@saintleo.edu University Campus
- Viki Stoupenos viki.stoupenos@saintleo.edu FL, GA, SC Centers
- Steve Weaver steven.weaver@saintleo.edu CA, MS, TX, VA Centers
- Sandy Hawes sandy.hawes@saintleo.edu COL
- Michelle Joy University Campus

Writing Help

The Cannon Memorial Library now offers instruction in writing and research to all center students at all levels, across the curriculum. Ángel L. Jiménez, M.A., and John David Harding, M.F.A., offer instruction on all aspects and stages of the writing process. Please make an appointment: Angel Jimenez, Appointment Form or John David Harding, Appointment Form

- Ángel Jiménez angel.jimenez@saintleo.edu 1-352-588-8269
- John David Harding john.harding@saintleo.edu 1-352-588-7576

Cannon Memorial Library

Librarians are available during reference hours to answer questions concerning research strategies, database searching, locating specific materials, and interlibrary loan (ILL).

Reference Hours

Monday – Thursday 9 a.m. – 9 p.m.
Friday 9 a.m. – 5 p.m.
Saturday 9 a.m. – 6 p.m.
Sunday 10 a.m. – 6 p.m.
CRM 3XX Introduction to Community Policing

The library provides an 800 number and an email address for general reference services: 1-800-359-5945 or reference.desk@saintleo.edu. The library’s mailing address and local telephone numbers are:

MC2128, 33701 State Road 52, Saint Leo, FL 33574

352-588-8477 (Reference Desk)
352-588-8476 (Circulation Desk)
352-588-8258 (Main)
352-588-8259 (Fax)

Online Catalog “World Share” (All Books and Media)

Click on the Library Catalog link on the Cannon Memorial Library website. To borrow books in person from the library, present your SLU ID at the Circulation Desk. Online and off-campus students may have materials delivered to them by completing and electronically submitting article or book request forms from the Interlibrary Loan page.

Online Library Resources (Articles and E-books)

Saint Leo provides its own array of online article databases and e-book resources. Use the Databases and E-books links on the Cannon Memorial Library website to search the latest subscription databases and e-book/e-reference collections.

Subject Research Guides

Click on How do I use the Subject Research Guide? for an introduction to relevant online and print resources the library has to offer in your given subject area – this is a great place to start your research.

Central Region - Georgia

Liaison Librarian

For help locating books, database searches, reference assistance, or to arrange library instruction for a class, Georgia Region students and faculty may contact:

Viki Stoupenos, Central Region – Georgia Librarian

viki.stoupenos@saintleo.edu 1-912-352-8331 ext. 3025

Library Tutorial
A library tutorial, which takes students through accessing Saint Leo library materials, is available on the library Main Help Page, Subject Research & LibGuides. A short quiz is included, which takes approximately 20 minutes to complete.

**Supplemental Area Library Resources**

Local Georgia Region public and area academic libraries are listed for each center: Libraries Near Your Center

**Library Card Reimbursement**

To ensure that every student has academic book borrowing privileges, Saint Leo annually reimburses off-campus students up to $150 to obtain a library card at one area college or university library. Students should submit their receipt and a completed reimbursement form at their Saint Leo Center office. The reimbursement form is available online at [http://slulibrary.saintleo.edu/ld.php?content_id=9107052](http://slulibrary.saintleo.edu/ld.php?content_id=9107052).

*Faculty members at all centers (including distance learning and the center for online learning) should contact their respective director for information on additional library resources.*

Cannon Memorial Library Resources

Library Information

Below is the library information for classes on the University campus. Each region has its own library information and can be assessed at: [http://saintleolibrary.cloudassess.net/general-help/93-help/258-faculty-syllabus-library-information.html](http://saintleolibrary.cloudassess.net/general-help/93-help/258-faculty-syllabus-library-information.html).