

# ADMJ-123: INTRODUCTION TO COMMUNITY POLICING

---

## Effective Term

Fall 2026

## CC Approval

10/04/2024

## AS Approval

10/24/2024

## BOT Approval

11/21/2024

## COCI Approval

12/12/2025

## SECTION A - Course Data Elements

### CB04 Credit Status

Credit - Degree Applicable

### Discipline

Minimum Qualifications	And/Or
Administration of Justice (Any Degree and Professional Experience)	

### Subject Code

ADMJ - Administration of Justice

### Course Number

123

### Department

Administration of Justice

### Division

Administration of Justice (ADMJ)

### Full Course Title

Introduction to Community Policing

### Short Title

Intro to Community Policing

### CB03 TOP Code

2105.00 - \*Administration of Justice

### CB08 Basic Skills Status

NBS - Not Basic Skills

### CB09 SAM Code

C - Clearly Occupational

### Rationale

Revised course description, course objectives, outline and assignments to meet CSU IGETC standards.

## SECTION B - Course Description

### Catalog Course Description

This course examines the complexities in the relationship between the criminal justice system and various demographics. The course emphasis relates specifically to the theoretical relationship between communities and the institutions of the justice system. The course examines the role and interplay of race, ethnicity, gender, sexual orientation, social class, culture, and the justice system from a

historical and contemporary perspective. This course analyzes the challenges, including bias, and prospects of administering justice within a diverse, multicultural population in the United States and offers a comparative perspective of nonwestern societies.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade or Pass/No Pass

### Allow Audit

Yes

## Requisites

## SECTION D - Course Standards

### Is this course variable unit?

No

### Units

3.00

### Lecture Hours

54.00

### Outside of Class Hours

108

### Total Contact Hours

54

### Total Student Hours

162

## Distance Education Approval

### Is this course offered through Distance Education?

Yes

### Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Hybrid	Permanent
Entirely Online	Permanent

## SECTION E - Course Content

### Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Analyze principles and applications of statutory and Constitutional law, particularly the requirements adhered to by law enforcement, courts, and corrections.
2.	Produce written communications that meet the standards for transfer and a criminal justice system professional.
3.	Examine critically contemporary problems and issues within criminal justice.
4.	Examine bias and cultural competence in the criminal justice system.

**Course Objectives**

<b>Upon satisfactory completion of the course, students will be able to:</b>	
1.	Examine the historical development of community relations programs and their transformation into community policing.
2.	Assess bias (implicit and explicit), stereotypes, prejudice, discrimination, and racism within the context of the criminal justice system.
3.	Examine bias and the value of cultural competence in the criminal justice system.
4.	Evaluate the strategies for the administration of justice in a multicultural society.
5.	Compare and contrast community policing, principled policing, problem oriented policing, and procedural justice.
6.	Analyze and differentiate the differences between effective problem-solving strategies and efficient crime fighting strategies.
7.	Examine the cost of policing.
8.	Analyze key issues that pose potential conflict between diverse communities and the courts, police, and corrections.
9.	Explore the major psychological and sociological aspects of prejudice as an attitude, and discrimination as a behavior.
10.	Describe the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society.
11.	Compare and contrast how various identity groups are represented in the law enforcement work force in agencies of various sizes.
12.	Describe concepts of effective communications.
13.	Apply various contemporary problem solving models to crime and quality of life issues facing the community.
14.	Analyze the facts related to contemporary community problems and develop plans to remediate them using participatory problem- solving processes within the community policing model.

**Course Content**

1. Historical development of police-community relations programs and their transformation into community policing.
  - a. Law enforcement's role in the slave patrols
  - b. Civil rights movements
  - c. Police actions causing change
    - i. Rodney King
    - ii. Michael Brown
    - iii. Eric Garner
    - iv. Oscar Grant
    - v. George Floyd
  - d. Various "blue ribbon committees"
  - e. Principled Policing and Procedural Justice
2. The meaning of bias (implicit and explicit), stereotypes, prejudice, discrimination, and racism within the context of policing and the criminal justice system.
3. Bias and the value of cultural competence in policing.
  - a. Implicit bias
  - b. Explicit bias
  - c. History of cultural competence training
4. Strategies for the administration of justice in a multicultural society
  - a. History of policing within various demographics
    - i. race, ethnicity, nationality
    - ii. sexual orientation, gender identity
    - iii. disabilities
    - iv. religion
  - b. Comparison with policing in non-western countries
5. Evolving nature of multiculturalism
  - a. Evolving customs, traditions, and practices of various demographics
  - b. Needs of various demographics for service from law enforcement
6. Community policing, principled policing, problem oriented policing, and procedural justice
  - a. Peelian principles
  - b. Pillars of procedural justice
7. The differences between effective problem-solving strategies and efficient crime fighting strategies

- a. Reactive policing focused on investigations, arrest, and prosecution
- b. Proactive policing focused on crime prevention
  - i. Problem solving models SARA and Crime Triangle
- c. Analysis of crime causation and linkage to response and assessment
8. The cost of policing
  - a. Cost of law enforcement operations
  - b. Cost of crime
  - c. Comparison of crime costs with community policing strategies
9. Law enforcement use of force
  - a. How incidents compromise trust and legitimacy of police
  - b. Strategies for building trust and improving legitimacy of police
  - c. Analysis of use of force incident and criminal justice system response
10. Communication challenges between various communities and the criminal justice system.
  - a. Language barriers
  - b. Social media
  - c. Role of liaison positions
11. Current demographics within various criminal justice agencies and challenges related to recruiting a workforce that represents the community.
  - a. Race
  - b. Gender
  - c. Nationality
  - d. Sexual orientation and gender identity
12. Preventing workplace harassment and discrimination within the criminal justice workplace.
13. Strategies for improving understanding of and relationships with various multi-cultural population
  - a. Demographics in California
  - b. African American culture and community
  - c. LatinX culture and community
  - d. Middle Easter culture and community
  - e. Asian American and Pacific Islander culture and community
  - f. Native American culture and community
  - g. Sexual orientation and gender identity minority culture and community.
14. Strategies for facilitating conflict resolution in a multicultural society
15. The courts and the community
  - a. Bias in criminal court processes
16. Managing/Policing diverse populations in correctional settings
17. Hate crimes and the impact on communities
18. Racial profiling and criminal profiling
19. Solving contemporary crime problems facing the criminal justice system
  - a. Homeless
  - b. Gangs
  - c. Human trafficking
  - d. Mental illness

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Discussion	1. An instructor-facilitated discussion about effective recruitment strategies for underrepresented groups in law enforcement. 2. A small group discussion about bias in police use of force.
Field Trips	1. A field trip to the Vallejo Islamic Center. 2. A field trip to the GLBT Museum in San Francisco.
Lecture	1. An interactive lecture on the elements of racial profiling. 2. An interactive lecture on implicit and explicit bias.
Other	1. A cross-cultural research project and delivery of a training presentation. 2. Development of a response to a complex contemporary crime problem based on an instructor-provided scenario or computer simulation.

## Online Adaptation

Types	Examples of learning activities
Discussion	Discussions will be facilitated using the discussion board in Canvas.
Group Work	Projects will be facilitated by using the assignment option in Canvas. Oral presentation will be facilitated using the Canvas video recorder, YouTube, or similar technology. Field trips will be offered in the same way as a face-to-face class.
Lecture	Lectures will be delivered using audio recordings, video recordings, or supplemental reading.

## Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

## Student-Initiated Online Contact Types

Chat Rooms  
 Discussions  
 Group Work

## Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	<ol style="list-style-type: none"> <li>1. A mid-term exam with multiple-choice, true-false and short essay questions about assigned reading and lectures.</li> <li>2. A final exam with multiple-choice, true-false, and short essay questions about various cultures, crime problem solving, and assigned reading and lectures.</li> </ol>
Projects	<ol style="list-style-type: none"> <li>1. A cross-cultural research project involving personal interviews, a community immersion, and an examination of the relationship between the police and culture.</li> <li>2. Research and analysis of proven responses to contemporary crime problems such as homelessness and human trafficking.</li> </ol>
Essays/Papers	<ol style="list-style-type: none"> <li>1. A paper based on the analysis of a case study involving a contemporary crime problem and application of the S.A.R.A. problem solving model.</li> <li>2. A 5-page term paper involving a cross-cultural research project.</li> </ol>
Oral Presentations	<ol style="list-style-type: none"> <li>1. Delivery of a training style presentation based on a cross-cultural research project.</li> <li>2. Presentation of a recruitment strategy based on an instructor provided scenario involving an underrepresented group in law enforcement.</li> </ol>
Other	<ol style="list-style-type: none"> <li>1. A field trip to the Vallejo Islamic Center.</li> <li>2. A field trip to the GLBT Museum in San Francisco.</li> </ol>

## Assignments

### Reading Assignments

1. Read chapter two in the textbook.
2. Read "Using Analysis for Problem-Solving: A Guide Book for Law Enforcement", provided by the instructor.

### Writing Assignments

1. Prepare written responses to hypothetical community problems applying the S.A.R.A. model of problem-solving.
2. Complete three Implicit Association Tests and write a self-assessment of the results.

3. Describe how gender can add to the advantages/disadvantages of race, ethnicity, and social class (intersection theory).

**Outside-of-Class Assignments**

1. Evaluate a community problem, interview at least three members of the community who are "stakeholders," and develop a strategy to address the problem using the S.A.R.A. model.

2. Research a demographic based on nationality, ethnicity, religion, sexual orientation, or disability to determine customs and traditions, the groups' representation in the law enforcement work force, history with law enforcement, and special needs from law enforcement. Prepare a paper and 20 minute training presentation for the class.

**SECTION F - Textbooks and Instructional Materials**

**Material Type**

Textbook

**Author**

Shusta, Robert

**Title**

Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society

**Edition/Version**

7th

**Publisher**

Pearson/Prentis Hall

**Year**

2019

**ISBN #**

9780134849188

---

**SECTION G - Diversity, Equity and Inclusivity**

**How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?**

N/A

**Course Codes (Admin Only)**

**CB00 State ID**

CCC000334194

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No