

CJ/CRIM 4333 Community Policing

Fall 2026

Instructor: *Judge A. P. Atkinson*

Office Phone: (432)837-8166

E-mail: apearson@sulross.edu

Email is the best contact for course-related questions. Students who do not receive a reply within 48 hours should resend their message.

REQUIRED BOOK

Community Policing: Partnerships for Problem Solving, 8th Edition

Authors: Linda S. Miller, Kären M. Hess, and Christine H. Orthmann

ISBN: 9780357693384

COURSE DESCRIPTION

This course examines the philosophy and practice of community policing with emphasis on police-community partnerships, problem solving, crime prevention, organizational change, communication, legitimacy, trust, and collaborative responses to crime and disorder. Students will explore the role of law enforcement agencies and community stakeholders in identifying and addressing public-safety concerns. Through discussions, case studies, scenario analysis, research, and the development of a Community Policing Action Plan, students will apply community-policing principles to contemporary law-enforcement situations.

STUDENT LEARNING OUTCOMES

Criminal Justice Undergraduate Program Student Learning Outcomes (SLOs) addressed in this course include:

SLO 1: Students will demonstrate knowledge of specific areas of the U.S. Constitution as they relate to law enforcement authority, individual rights, police-community interactions, and potential legal liabilities. Students will examine how constitutional principles influence community-policing strategies and officer decision-making.

SLO 2: Students will demonstrate knowledge of criminological theories and apply those theories to practical criminal justice events and community concerns. Students will use theory to examine crime, disorder, victimization, community behavior, and the development of prevention and problem-solving strategies.

SLO 3: Students will demonstrate a working knowledge of the language, structure, and functions of the Criminal Justice System and recognize the political, social, organizational, and community influences that affect criminal justice agencies. Students will examine how these influences shape law enforcement priorities, police-community relationships, public trust, accountability, and community-policing initiatives.

COURSE LEARNING OBJECTIVES

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

LO 1: Explain the historical development, philosophy, and core principles of community policing and distinguish community policing from traditional models of law enforcement.

LO 2: Analyze how police organizational mission, culture, leadership, officer discretion, accountability, and organizational change influence the implementation and effectiveness of community policing.

LO 3: Apply problem-solving models, including the SARA model (Scanning, Analysis, Response, and Assessment), to recurring crime, disorder, and quality-of-life concerns.

LO 4: Evaluate strategies for developing police legitimacy, public trust, effective communication, procedural justice, and productive relationships between law enforcement and the communities they serve.

LO 5: Identify and evaluate opportunities for partnerships among law enforcement, residents, schools, businesses, media organizations, governmental agencies, faith-based organizations, nonprofit organizations, and other community stakeholders.

LO 6: Analyze contemporary community-policing challenges involving neighborhoods, drugs, youth, gangs, violence, vulnerable populations, technology, social media, and other emerging public-safety concerns.

LO 7: Develop practical, ethical, and evidence-informed responses to community problems that appropriately combine law enforcement, crime prevention, community partnerships, communication, problem solving, and assessment.

LO 8: Evaluate police-community interactions and community-policing initiatives from multiple perspectives, including those of law enforcement officers, victims, residents, businesses, community organizations, and other affected stakeholders.

LO 9: Assess the effectiveness of community-policing initiatives by identifying appropriate goals, outcomes, community feedback, crime and disorder indicators, and other measures of success.

LO 10: Create a comprehensive Community Policing Action Plan that identifies and analyzes a community problem, identifies relevant stakeholders and potential partners, proposes appropriate responses, addresses community trust and communication, anticipates potential challenges, and establishes methods for evaluating the effectiveness of the proposed strategy.

MARKETABLE SKILLS

This course is designed to help students develop marketable skills that can be applied to careers in law enforcement, criminal justice, public service, and related professions.

MS 1 - Verbal & Written Communication Skills: Students will develop professional communication skills through written assignments, discussion boards, scenario responses, and presentations of community-policing strategies.

MS 2 - Critical Thinking and Observation: Students will analyze community problems, police-community interactions, crime and disorder concerns, and law-enforcement responses while considering multiple perspectives and possible solutions.

MS 3 - Multicultural Understanding: Students will examine how culture, background, community experiences, and differing perspectives may influence interactions between law enforcement and the public.

MS 4 - Accessing Resources, Crime Data, Legal Codes, and Current Information: Students will locate, evaluate, and apply reliable criminal justice information, including crime data, research, legal resources, agency information, and current developments.

MS 5 - Teamwork and Collaborative Problem Solving: Students will examine collaboration among law enforcement agencies, residents, schools, businesses, governmental agencies, nonprofit organizations, and other stakeholders.

MS 6 - Analyzing Factors Contributing to Critical Issues in Criminal Justice: Students will analyze social, organizational, environmental, political, and criminal justice factors that contribute to crime, disorder, community concerns, and police-community relationships.

ONLINE COURSE FORMAT

This course will be contained within Blackboard and will not meet in person during the term. Students are expected to log in regularly, review announcements, complete assigned readings, participate in discussions, and submit work by posted deadlines. Students should familiarize themselves with all Blackboard areas used in the course.

Students are expected to be self-motivated and work independently. Course activities will require research, reading, writing, analysis, and professional interaction with classmates. Technical problems must be reported promptly.

TECHNOLOGY ASSISTANCE

For Blackboard login or technology issues, students should contact the SRSU Lobo Technology Assistance Center (LTAC) at 432-837-8888 or ltac@sulross.edu. Blackboard course-support information

and additional assistance are available through SRSU Blackboard. Students experiencing a technical problem that may affect a deadline should notify the instructor promptly and retain any help-desk or support documentation. Please be sure to notify me of ANY problems you encounter.

COURSE REQUIREMENTS AND GRADING

Final grades for this course will be based on performance in the following areas:

Course Requirement	Points
Applied Assignments	200
Community Conversations	150
Community Policing Case Studies	100
Quizzes	100
Midterm Examination	100
Community Policing Action Plan	150
TOTAL	800

Grade Scale: A = 720-800 (90-100%) | B = 640-719 (80-89%) | C = 560-639 (70-79%) | D = 480-559 (60-69%) | F = 0-479 (below 60%)

Students may determine their current grade by dividing total points earned by total points possible on graded work.

ASSIGNMENTS

Assignments will require students to use course concepts in realistic community-policing situations. Activities may include SARA problem-solving exercises, community problem analyses, police-community encounter analyses, media and policing exercises, stakeholder perspectives, partnership planning, and officer or supervisor decision-making scenarios. Specific instructions and grading criteria will be provided in Blackboard.

DISCUSSION BOARDS

Discussion boards will serve as the online equivalent of classroom discussion. Discussion topics will emphasize application, professional reasoning, multiple perspectives, and respectful debate. Unless otherwise stated in Blackboard, a new discussion will be posted at the beginning of the assigned week. Students should submit their initial response by Wednesday and meaningful responses to classmates by Friday. Students are expected to support their positions with course readings, research when appropriate, professional reasoning, and respectful consideration of differing viewpoints.

COMMUNITY POLICING CASE STUDIES

Students will analyze real or realistic community-policing situations involving crime, disorder, public trust, youth, drugs, gangs, neighborhoods, violence, or other contemporary concerns. Case-study work may require students to identify the primary problem, stakeholders, contributing factors, previous responses, alternative strategies, unintended consequences, and methods for assessing success.

QUIZZES AND MIDTERM EXAMINATION

Quizzes will assess understanding of assigned readings, terminology, concepts, and course materials and may include multiple-choice, true/false, matching, short-answer, or scenario-based questions. The Midterm Examination will assess both knowledge and application of material from the first half of the course. Testing dates and instructions will be posted in Blackboard.

COMMUNITY POLICING ACTION PLAN

The culminating project for the course is a Community Policing Action Plan. Students will identify or be assigned a persistent community problem and develop a practical response. The final plan must define and analyze the problem, identify stakeholders and potential partners, identify information or data needed, apply an appropriate problem-solving strategy, propose enforcement and non-enforcement responses, address communication and community trust, anticipate challenges or unintended consequences, and establish measures for assessing effectiveness. Project instructions and grading criteria will be provided in Blackboard.

LATE WORK AND MAKE-UP WORK

Students are responsible for meeting all posted deadlines. Because this is an online course, students should plan ahead for technology, work, and personal obligations. Late work or make-up testing will be considered only as provided in the specific Blackboard assignment instructions or when approved by the instructor. Students should communicate with me as soon as possible when circumstances may affect course participation.

CODE OF CONDUCT AND ACADEMIC INTEGRITY

Students are expected to behave as professional adults and complete their own work. Cheating, plagiarism, unauthorized collaboration, falsification, or presenting another person's work as one's own may result in academic penalties consistent with university policy. Students are responsible for properly acknowledging sources used in course work. Open discussion of policing and criminal justice issues is encouraged. Students may disagree with one another, but abusive, threatening, discriminatory, profane, or personally attacking language will not be accepted. Professional communication is part of the learning process in this course.

ARTIFICIAL INTELLIGENCE (AI)

Generative artificial-intelligence tools may be used only when the instructor specifically permits their use for an assignment or activity. When AI use is permitted, students remain responsible for the accuracy, originality, citations, and quality of submitted work and must follow any disclosure requirements stated in the assignment. AI-generated material may not be submitted as a substitute for a student's own analysis when an assignment requires independent work. Unauthorized AI use may be treated as an academic-integrity concern.

DISTANCE EDUCATION STATEMENT

All students, whether enrolled online or face-to-face, have equal access to the university's academic support services, including library resources, online databases, and instructional technology support. Students are encouraged to use their Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in web-based courses must maintain the equipment and software necessary to participate in the course and are expected to follow university policies regarding academic honesty and appropriate student conduct. Procedures for filing a student complaint are available through the university and Student Handbook.

SRSU LIBRARY

The Bryan Wildenthal Memorial Library and Archives of the Big Bend offers free resources and services to the SRSU community. Students may access books, articles, databases, research assistance, and other resources through the SRSU Library. Off-campus access to licensed resources requires a LoboID and password. Library assistance is available at 432-837-8123 or srsulibrary@sulross.edu.

ACCESSIBILITY / ADA

Sul Ross State University is committed to equal access and provides reasonable accommodations to eligible students with documented disabilities. Students are responsible for initiating accommodation requests each semester for each course through SRSU Accessibility Services. Students seeking accommodations should contact Accessibility Services at 432-837-8203 and should communicate approved accommodations to the instructor as early as possible.

SUBJECT MATTER / COURSE OUTLINE

The course will address the following major subject areas. Specific weekly readings, activities, assignment dates, quiz dates, and examination dates will be provided in Blackboard and in the course schedule.

- Foundations and historical development of community policing
- Community-policing philosophy, principles, and organizational change
- Problem-oriented policing and the SARA problem-solving model
- Police legitimacy, procedural justice, ethics, accountability, and public trust
- Communication and police-community relationships

- Understanding and serving diverse communities
- Community partnerships with residents, schools, businesses, organizations, and government agencies
- Media, technology, social media, and public communication
- Neighborhood problems, crime, disorder, and quality-of-life concerns
- Community responses to drugs and substance-related problems
- Youth, schools, and juvenile concerns
- Gangs, violence, and community safety
- Contemporary threats and emerging community-policing challenges
- Crime data, research, assessment, and evidence-informed policing
- Evaluation of community-policing programs and measures of success
- Development and presentation of the Community Policing Action Plan

COURSE SCHEDULE

A detailed Fall 2026 weekly schedule will be provided separately and/or posted in Blackboard. The schedule will identify assigned readings, weekly topics, Community Conversations, applied assignments, case studies, quizzes, the Midterm Examination, and milestones for the Community Policing Action Plan. The instructor may make reasonable changes to the schedule when needed; students will be notified of substantive changes through Blackboard and/or Sul Ross email.