I. RATIONALE:

This style of policing, which emphasizes police-community partnerships and crime prevention, is being instituted throughout the country and is a major departure from the traditional style of policing that was practiced for several decades.

II. MAJOR INSTRUCTIONAL GOALS:

GOAL A:
The student will familiarize him/herself with the history, mission and culture policing.

Learning Objectives: The student will:

A-1 Describe Robert Peel’s principles of policing
A-2 Compare and contrast traditional and community policing
A-3 Describe the characteristics of the police subculture
A-4 Explain how discretion is associated with the community policing philosophy

GOAL B:
The student will gain a thorough understanding of elements of the community policing philosophy.

Learning Objectives: The student will:

B-1 Explain the problem-solving process
B-2 Describe the communications process
B-3 Identify the various police-community partnerships that exist
B-4 State the various aspects of police-media partnerships

GOAL C:
The student will have a thorough comprehension of the relationships that exist between youths, gangs, drugs, and terrorism and community policing.

Learning Objectives: The student will:

C-1 Recite the core principles of the National Drug Control Strategy
C-2 Describe strategies and partnerships used to address the drug problem
C-3 Explain “youth focused community policing”
C-4 Describe indicators of gang membership and activity
C-5 Discuss how terrorism prevention can be accomplished through community policing

GOAL D:
The student will understand the methods and findings of research studies of community policing initiatives.

Learning Objectives: The student will:

D-1 Describe the methodology used in conducting research on community policing programs
D-2 Identify those community policing programs that have indicated some degree of success
D-3 Identify those community policing programs that have shown little or no success.