

**University of Hawaii Maui College  
Course Outline and CAR – 5-year Review/Amnesty Form**

This form includes only those questions required for the 5-year review/amnesty process. Those questions not need have been omitted from the form; each question retains the same number as on the Course Outline and CAR for new and modified courses.

*Numbers 1 to 10 and 29 cannot be modified using this form or via the 5-year review/amnesty process. The information in numbers 1 to 10 and 29 must match the published UHMC catalog.*

**Author(s): Ryan Daniels**

**Department: Social Science**

**Date submitted to Curriculum Committee: 04-15-2011**

**Course:**

**1. Alpha: AJ**

**2. Number:234**

**3. Title: Police-Community Relations**

**4. Credits: 3**

**5. Contact Hours/Type: 3/Lecture**

**6. Course Description:**

**Examines philosophies and styles of policing. Encourages effort of the police and community to share in the common goal of understanding mutual problems.**

**7. Pre-requisites: ENG 22/55 with grade C or better, or placement at ENG 100**

**Pre-requisite may be waived by consent  yes  no**

**8. Co-requisites: None**

**9. Recommended Preparation: None**

**10. Cross-list: None**

**29. Function/Designation: Mark all that apply.**

**AA\* First Category Category      Second Category, if appropriate Category**

**Fulfills Hawaii Emphasis (HI) Graduation Requirement**

**AS Program    Category    List Additional Programs and Category:**

**AAS Administration of Justice    PE - Program Elective    List Additional Programs and Category:**

**BAS Program    Category    List Additional Programs and Category:**

**ORIGINAL**

*JULY 2011*

**Received March 25, 2011**

**Under Amnesty Program**

**SLOs Updated & Linked To Content**

**COWIQ Grid Prepared**

Developmental/Remedial

Other/Additional: Explain:

## 12. 5-year Review Date 2017

*Many previous course outlines have SLOs and what are now called Competencies/Concepts/Issues/Skills combined in question number 6. In this form in number 15: SLOs are considered to be over arching "what the student will be able to do in the rest of life" type statements. In number 16: Competencies/Concepts/Issues/Skills are considered to be the more specific steps by which the SLOs are achieved.*

### 15. Student Learning Outcomes (SLOs). List one to four inclusive SLOs.

*Use roman numerals (I., II., III.) to designate SLOs..*

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

- I. identify philosophies and styles of policing
- II. discuss mutual problems between police and the community
- III. identify traditional and non-traditional solutions
- IV. research and develop realistic crime prevention recommendations

### 16. Competencies/Concepts/Issues/Skills. Use lower case letters (a., b....zz) to designate competencies/concepts/issues/skills..

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

- a. identify various types of community and police relationships
- b. explain police function, role and responsibility to the community
- c. identify social responses to police action
- d. identify successful police-community relations programs
- e. discuss the dynamics of individual, community and societal change as it affects the role of police-community relations

### 17. Suggested Course Content and Approximate Time Spent on Each Topic

*Linked to #15. Student Learning Outcomes and #16:*

*Competencies/Concepts/Issues/Skills*

- 1-2 Weeks: Discuss the history of police-community relations (I, II, III, a, b, c, d)
- 1-2 Weeks: Define community (I, II, III, a, b, c)
- 1-2 Weeks: Examine the self-policing function of the community (I, II, III, IV, a, b, c, e)
- 1-2 Weeks: Compare and contrast public relations and community policing (I, II, b, c)
- 1-3 Weeks: Explore societies response to police action (II, c, e)
- 1-2 Weeks: Define community policing (III, d, e)
- 1-3 Weeks: Examine successful police-community relations programs (III, IV, d, e)
- 1-2 Weeks: Identify current community problems (II, e)
- 1-2 Weeks: Develop realistic solutions to address current community concerns (IV, e)

### 18. Suggested Course Requirements and Evaluation

*Linked to #15. Student Learning Outcomes and #16:*

*Competencies/Concepts/Issues/Skills*

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

- 
- Written or oral examinations (I, II, III, IV, a, b, c, d, e)
- In-class exercises (I, II, III, IV, a, b, c, d, e)
- Homework assignments (I, II, III, IV, a, b, c, d, e)
- Quizzes (I, II, III, IV, a, b, c, d, e)
- Projects or research (written reports and/or oral presentations) (I, II, III, IV, a, b, c, d, e)
- Web-based searches (I, II, III, IV, a, b, c, d, e)
- Attendance and/or class participation (I, II, III, IV, a, b, c, d, e)

19. College-wide academic student learner outcomes (CASLOs) this course supports: *(mark all that apply)*

- Written Communications
- Quantitative Reasoning
- Information Retrieval and Technology
- Oral Communication
- Critical Reasoning
- Creativity

If this course supports one or more CASLO, then either complete the Assessment of Intended Student Learning Outcomes Standards (CCOWIQ) Grid (see Curriculum Committee website for grid form and submit it with this form) OR in the box following explain briefly how this course supports the particular CASLO or CASLOs:

20. Using the program student learning outcomes (PLOs) for the main program of which this course is a part, list only those PLOs this course supports:

- PLO: 1. Demonstrate the use of critical observation skills and decision-making within the legal/ethical parameters of justice professions.
- PLO: 2. Assess and respond appropriately to situations containing potential conflicts, hazards and threatening situations.
- PLO: 3. Demonstrate the maintenance of physical and mental fitness, utilize stress management techniques and maintain a drug-free lifestyle.
- PLO: 4. Perform independently and inter-dependently to accomplish shared professional outcomes.
- PLO: 5. Demonstrate the ability to interact with the public and co-workers in ways that effectively support "justice for all."
- PLO:
- PLO:

22. Method(s) of delivery appropriate for this course: *(mark all that apply)*

- Traditional
- HITS/Interactive TV
- Cable TV
- Online
- Hybrid
- Other, explain:

**23. Text and Materials, Reference Materials, and Auxiliary Materials**

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

Community Policing: Partnerships for Problem Solving; Miller, L., Hess, K., Orthmann, C., Delmar Cengage Learning, 2010

Community Policing and Problem Solving; Peak, Ken W., Glensor, Ronald W., 5<sup>th</sup> Ed., 2007

Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

- Accompanying Student Study Guide (if available)
- Articles and/or handouts prepared by the instructor
- Magazine or newspaper articles
- Professional journal articles
- Appropriate films, video or television programs
- Internet sites and related material
- Guest speakers
- Field trips
- Any other appropriate instructional aids available

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

**31. Course is:**

Not articulated.

Is presently articulated\* as a general education course at:

UHCC UH Manoa UH Hilo UHWO

*\*Submit Course Articulation Form if course is already articulated, or is appropriate for articulation, as a general education (100-, 200-level) course. Check Curriculum Committee website under UH Courses for articulation sites.*

Is presently articulated by PCC or other UH system agreement at:

UHCC UH Manoa UH Hilo UHWO Explain:

Is presently articulated to a specific department or institution:


UHCC UH Manoa UH Hilo UHWO  Outside UH system Explain:

This course outline is standardized and/or the result of a community college or system-wide agreement. Name of the responsible committee/group:

**33. Additional Information (*add additional pages if needed*):**




University of Hawaii Maui College  
Course Outline and CAR – 5-year Review/Amnesty Form Signature Page

  
Author \_\_\_\_\_ Date 04.19.2011

  
Department Representative to Curriculum Committee \_\_\_\_\_ Date 4/19/11

  
Department: Department Chair \_\_\_\_\_ Date 04.19.2011

  
Curriculum Chair on behalf of the committee and college \_\_\_\_\_ Date 7/11/11

## Program Specific Student Learning Outcomes

The Administration of Justice program's Student Learning Outcomes reflect its mission to be recognized by the community for preparing self-confident, competent graduates who are able to perform effectively in a changing environment. They are as follows:

1. Demonstrate the use of critical observation skills and decision-making within the legal/ethical parameters of Justice professions.
2. Assess and respond appropriately to situations containing potential conflicts, hazards and threatening situations.
3. Demonstrate the maintenance of physical and mental fitness, utilize stress management techniques and maintain a drug-free lifestyle.
4. Perform independently and inter-dependently to accomplish shared professional outcomes.
5. Demonstrate the ability to interact with the public and co-workers in ways that effectively support "justice for all."

	101 intro	103 Invest	104 CSI	150 Corr I	170 Pvt. Sec.	200 Hi Syst.	210 Juv. Just	221 Crim. Law	223 Arr. Seiz	224 Evid.	226 Econ	230 Super	231 Stress	232 Survi	234 Comm Rel.	240 HCRM	250 Corr II	270 Loss Prev.
PLO1	0	2	3	1	1	1	1	2	3	3	3	2	1	3	1	2	2	3
PLO2	0	0	1	1	1	0	1	0	2	0	0	2	3	3	2	2	2	3
PLO3	1	1	2	1	1	1	1	1	1	1	1	2	3	3	2	2	2	3
PLO4	1	1	2	1	1	1	1	1	1	1	1	2	2	3	3	2	3	3
PLO5	1	1	2	1	1	1	1	1	1	1	1	3	1	1	3	3	3	3