

7/24/2024

DATE



REQUIRED COURSE



ELECTIVE COURSE

SSE DIVISION

☐ NEW COURSE☒ REVISION

Lake Land College

Course Information Form

COURSE NUMBER:	CJS-090	TITLE: (30 Characters Max)	Community Policing					
SEM CR HRS:	3	Lecture:	3	Lab:	0	ECH:	3	
Course Level:	<input type="checkbox"/> Gen Ed / IAI <input type="checkbox"/> Baccalaureate /Non-IAI		<input checked="" type="checkbox"/> Career/Technical <input type="checkbox"/> Dev Ed/ Not in Degree Audit		Clinical Practicum:	0	Work-based Learning 0	WBL ECH: 0
COURSE PCS #	12 - 43.0107		IAI Code		Contact Hours (Minutes/Week)			
Repeatable (Y/N):	N	Pass/Fail (Y/N):	N	Variable Credit (Y/N):	N	Min:	Max:	16 Wks 150 8 Wks 300
Prerequisites:	None							
Corequisites:	None							
Catalog Description: (40 Word Limit)	This course examines the relationship between police and the community and provides information on how to strengthen that relationship. Strategies for effective community policing are examined.							

List the Major Course Segments (Units)	Contact Lecture Hours	Contact Lab Hours	Clinical Practicum	Work-based Learning
An Overview of Community Policing	15			
Building Relationships and Trust	15			
Collaborative Efforts in Community Policing	15			
TOTAL	45	0	0	0

EVALUATION

QUIZZES <input type="checkbox"/>	EXAMS <input checked="" type="checkbox"/>	ORAL PRES <input checked="" type="checkbox"/>	PAPERS <input type="checkbox"/>
LAB WORK <input type="checkbox"/>	PROJECTS <input checked="" type="checkbox"/>	COMP FINAL <input type="checkbox"/>	OTHER <input type="checkbox"/>

COURSE MATERIALS

TITLE:	Community Policing: Partnerships for Problem Solving
AUTHOR:	Miller, Hess, & Orthmann
PUBLISHER:	Cengage
VOLUME/EDITION/URL:	7th
COPYRIGHT DATE:	2014

MAJOR COURSE SEGMENT	HOURS	LEARNING OUTCOMES
		<i>The student will be able to:</i>
An Overview of Community Policing	15	1. Identify the three eras of policing. 2. Identify essential elements of community policing. 3. Describe the police mission, culture, and image. 4. Explain the use of discretion. 5. Generalize the use of ethical policing. 6. Distinguish how to involve the community in police activities. 7. Illustrate aspects of the S.A.R.A. model. 8. Implement how to use technology for problem solving. 9. Demonstrate how to implement a community policing strategy.
Building Relationships and Trust	15	1. Identify nonverbal forms of communication and barriers to communication. 2. Explain the unique ways to interact with a diverse population. 3. Generalize the core components of partnerships. 4. Distinguish how to build partnerships with various collaborators in the community. 5. Illustrate how the media affects the First and Sixth Amendments and victim privacy rights. 6. Describe sources of conflict between media and the police. 7. Outline general policies and protocol for media relations.

Collaborative Efforts in Community Policing	15	1. Compare traditional approaches to crime prevention and the evolution to today. 2. Determine how to reduce the fear of crime. 3. Express how to incorporate community policing into traffic enforcement. 4. Identify specific community problems and how to address those problems. 5. Examine the relationship between community policing and drugs. 6. Summarize the relationship between community policing and youth. 7. Summarize the relationship between community policing and gangs. 8. Illustrate the relationship between community policing and preventing violence 9. Illustrate the relationship between community policing and terrorism.
	45	

Outcomes*		At the successful completion of this course, students will be able to:
Course Outcome		Describe advantages and disadvantages of community policing.
Course Outcome		Illustrate how community policing can help for community-police relationship building in specific situations.
Course Outcome		Describe effective methods of community policing.
Primary Laker Learning Competency		Creative Thinking & Problem Solving: Students think creatively and solve problems by successfully combining knowledge in new ways.
Secondary Laker Learning Competency		Communication: Students communicate effectively and appropriately through the exchange of information.

*Course and program outcomes will be used in the software for outcomes assessment and should include at least 1 primary and 1 secondary Laker Learning Competency. Limit to 3-5.