# Course Form

## I. Summary of Proposed Changes

| Dept / Program | College of Technology 
| Fundamentals of Police Science Program | Prefix and Course # | PSS 105 | Course Title | Human Development and Social Interaction |
|----------------|---------------------------------------------|-------------------|---------|---------------|-----------------------------------------|

Short Title (max. 26 characters incl. spaces) | Human Development and Social Interaction

Summarize the change(s) proposed

## II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

| Requestor: | Alan Fugleberg |
| Phone/ email: | x7608 |
| Program Chair/Director: | Alan Fugleberg, Chair / Assoc. Dean. |

Other affected programs

| Dean: | Barry Good, Dean |
| Date | 10/8/20 |

Are other departments/programs affected by this modification because of 
(a) required courses incl. prerequisites or corequisites, 
(b) perceived overlap in content areas 
(c) cross-listing of coursework

Please obtain signature(s) from the Chair/Director of any such department/program (above) before submission

## III: To Add a New Course

- Syllabus and assessment information is required. (paste syllabus into section V or attach). Course should have internal coherence and clear focus.

**Common Course Numbering Review (Department Chair Must Initial):**

- Does an equivalent course exist elsewhere in the MUS? Check all relevant disciplines if course is interdisciplinary. ([http://mus.edu/transfer/CCN/ccn_default.asp](http://mus.edu/transfer/CCN/ccn_default.asp))

| YES | NO |

If YES: Do the proposed abbreviation, number, title and credits align with existing course(s)? Please indicate equivalent course/campus. ↓

If NO: Course may be unique, but is subject to common course review. Be sure to include learning outcomes on syllabus or paste below. The course number may be changed at the system level.
Upon completion of this course, the student will:

1. Describe the ideals of Sir Robert Peel as they apply to the philosophy of civilianized policing; the Metropolitan Police Act of England; early law enforcement efforts in the U.S. and Montana; and the modern police mission.

2. Identify and discuss personal qualities, characteristics and traits possessed by an effective law enforcement officer.

3. Identify and develop the necessary survival attitude and positive mind set to survive violent armed and unarmed encounters.

4. Create a personal value system that enhances officer survivability.

5. Discuss the ethical underpinnings required to carry out the duties and responsibilities of a law enforcement officer.

6. Describe some of the ways that victims, suspects, and witnesses of criminal activity may respond differently based on gender (physical and emotional responses, and verbal and non-verbal means of communication).

7. Discuss cultural or interpersonal issues that influence the predominant values, attitudes, beliefs, and outlook among different cultures as individuals in those cultures relate to law enforcement professionals.

8. Use effective communication skills, both verbal and non-verbal, in the performance of duties as a law enforcement officer.

9. Describe the principles and practices of modern community policing by comparing it to traditional policing efforts.

10. Identify potential community/law enforcement partnerships; describe the problem solving model; and adopt community policing as a professional and personal philosophy.

Exact entry to appear in the next catalog (Specify course abbreviation, level, number, title, credits, repeatability (if applicable), frequency of offering, prerequisites, and a brief description.)

| PSS 105 Human Development and Social Interaction (2 cr.) is offered Autumn, Spring and Summer. Students learn the history of law enforcement from an early philosophy of “civilianized policing”, the passage into law of the Metropolitan Police Act of England, and various early law enforcement efforts in the U.S. and Montana. This history grounds the identification and understanding of personal characteristics and traits required of effective law enforcement officers. Students learn and practice attitudes and mindsets necessary to survival, the psychological and behavioral factors involved in deadly force situations, and the ethical requirements of the profession. Students develop awareness of cultural and gender differences, stereotyping and they practice effective communication and conflict management skills. Students adopt a professional and personal philosophy of community policing. Enrollment is limited to law enforcement officers and pre-service trainees admitted to the MLEA Law Enforcement Officer Basic program in Helena. |

Justification: How does the course fit with the existing curriculum? Why is it needed?

This course provides students with a foundational understanding of the history of law enforcement and an introduction to the complexities of human behavior and social interaction within the arena of law enforcement.

Are there curricular adjustments to accommodate teaching this course?

No

Complete for UG courses. (UG courses should be assigned a 400 number).

Describe graduate increment

(https://umt.edu/facultysenate/committees/grad_council/procedures/gradIncrement.aspx)

New fees and changes to existing fees are only approved once each biennium by the Board of Regents. The coordination of fee submission is administered by Administration and Finance. Fees may be requested only for courses meeting specific conditions according to Policy 940.12.1 http://mus.edu/borpol/bor900/940-12-1.pdf. Please indicate whether this course will be considered for a fee.

If YES, what is the proposed amount of the fee?

Justification:
IV. To Delete or Change an Existing Course – check X all that apply

<table>
<thead>
<tr>
<th>Deletion</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number Change</td>
<td>From: Level U, UG, G</td>
</tr>
<tr>
<td>Description Change</td>
<td>From: Repeatability</td>
</tr>
<tr>
<td>Change in Credits</td>
<td>From: Cross Listing (primary program initiates form)</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Is there a fee associated with the course?</td>
</tr>
<tr>
<td>1. Current course information at it appears in catalog (<a href="http://www.umt.edu/catalog">http://www.umt.edu/catalog</a>) []</td>
<td>2. Full and exact entry (as proposed) []</td>
</tr>
<tr>
<td>3. If cross-listed course: secondary program &amp; course number</td>
<td></td>
</tr>
<tr>
<td>4. Is this a course with MUS Common Course Numbering? <a href="http://mus.edu/transfer/CCN/ccn_default.asp">http://mus.edu/transfer/CCN/ccn_default.asp</a></td>
<td>YES NO</td>
</tr>
<tr>
<td>If yes, please explain below whether this change will eliminate the course’s common course status.</td>
<td></td>
</tr>
<tr>
<td>5. Graduate increment if level of course is changed to UG. Reference guidelines at: <a href="http://umt.edu/facultysenate/committees/grad_council/procedures/gradIncrement.aspx">http://umt.edu/facultysenate/committees/grad_council/procedures/gradIncrement.aspx</a> (syllabus required in section V)</td>
<td>Have you reviewed the graduate increment guidelines? Please check (X) space provided.</td>
</tr>
<tr>
<td>6. Other programs affected by the change</td>
<td></td>
</tr>
<tr>
<td>7. Justification for proposed change</td>
<td></td>
</tr>
</tbody>
</table>

V. Syllabus/Assessment Information

Required for new courses and course change from U to UG. Paste syllabus in field below or attach and send digital copy with form.\[\]

THE UNIVERSITY of MONTANA COLLEGE of TECHNOLOGY
Fundamentals of Police Science Program
Course Syllabus

COURSE NUMBER AND TITLE: PSS 105, Human Development and Social Interaction

DATE: Autumn 2010

SEMESTER CREDITS: 2

PREREQUISITES: None

FACULTY: MLEA Faculty
E-Mail:
Phone:
Office:
Office Hours:

COURSE DESCRIPTION: PSS 105, Human Development and Social Interaction is offered Autumn, Spring and Summer. Students learn the history of law enforcement from an early philosophy of “civilianized policing”, the passage into law of the Metropolitan Police Act of England, and various early law enforcement efforts in the U.S. and Montana. This history grounds the identification and understanding of personal characteristics and traits required of effective law enforcement officers. Students learn and practice attitudes
and mindsets necessary to survival, the psychological and behavioral factors involved in deadly force situations, and the ethical requirements of the profession. Students develop awareness of cultural and gender differences, stereotyping and they practice effective communication and conflict management skills. Students adopt a professional and personal philosophy of community policing.

STUDENT PERFORMANCE OUTCOMES:
Performance Objectives
Upon completion of this course, the student will:
1. Describe the ideals of Sir Robert Peel as they apply to the philosophy of civilized policing; the Metropolitan Police Act of England; early law enforcement efforts in the U.S. and Montana; and the modern police mission.
2. Identify and discuss personal qualities, characteristics and traits possessed by an effective law enforcement officer.
3. Identify and develop the necessary survival attitude and positive mind set to survive violent armed and unarmed encounters.
4. Create a personal value system that enhances officer survivability.
5. Discuss the ethical underpinnings required to carry out the duties and responsibilities of a law enforcement officer.
6. Describe some of the ways that victims, suspects, and witnesses of criminal activity may respond differently based on gender (physical and emotional responses, and verbal and non-verbal means of communication).
7. Discuss cultural or interpersonal issues that influence the predominant values, attitudes, beliefs, and outlook among different cultures as individuals in those cultures relate to law enforcement professionals.
8. Use effective communication skills, both verbal and non-verbal, in the performance of duties as a law enforcement officer.
9. Describe the principles and practices of modern community policing by comparing it to traditional policing efforts.
10. Identify potential community/law enforcement partnerships; describe the problem solving model; and adopt community policing as a professional and personal philosophy.

STUDENT PERFORMANCE ASSESSMENT METHODS AND GRADING PROCEDURES:
(Production and Testing)

GRADING SCALE: Students must earn a minimum score of 75% or letter grade of “C” in this course to receive both program and course credit toward the Certificate of Applied Science in Fundamentals of Police Science.

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>84 - 93</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>75 - 83</td>
<td>C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>70 - 74</td>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td>69/below</td>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>

ATTENDANCE POLICY: Students are required to come prepared for class each day and participate in the assigned activities. In-class activities account for a substantial portion of the final grade.

ACADEMIC INTEGRITY: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.

DISABILITY ACCOMMODATION: Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely way. Please contact me after class or in my office. Please be prepared to provide a letter from your DSS Coordinator. For more information, visit the Disability Services website at http://www.umt.edu/dss/ or call 406.243.2243 (Voice/Text).
REQUIRED TEXTBOOKS:

OTHER REFERENCES OR SUPPLEMENTS:

COURSE OUTLINE:
1. History of Law Enforcement
   a. Philosophy of civilized policing
   b. Sir Robert Peel
   c. Metropolitan Police Act of England
   d. Early law enforcement efforts in U.S. and Montana
   e. The modern police mission
2. Making a Good Officer
   a. Personal qualities of an effective law enforcement officer
   b. Negative personal traits that must not be possessed to be effective
   c. Desirable characteristics and traits of effective law enforcement officers
3. Law Enforcement Officer Survival Attitudes
   a. “Survival Thinking”
   b. Belief system’s impact on officer survival
   c. Creation of proper Survival Belief System
   d. “Intra-species Reactions” to threatening situations
   e. Psychological factors influencing officer willingness to use deadly force
   f. Officer’s reaction to taking a human life
   g. Motor skills enhanced or negatively affected by stress
   h. Effect of dogmatic thinking and feelings
   i. Personal responsibility regarding survival
4. Ethics
   a. Five sets of laws governing law enforcement
   b. Values, ethics and ethical decisions
   c. Law Enforcement Code of Ethics
   d. Importance of ethical decision-making in law enforcement
   e. Motivations of unethical behavior
   f. Consequences of unethical behavior for an officer
   g. “Best Possible Decision” making process
5. Gender Diversity
   a. Identify unique physiological and psychological gender differences
   b. Gender based victim, suspect, and witness responses
6. Cultural Awareness
   a. Definition of cultural awareness/diversity
   b. Key words
   c. Montana demographics
   d. Common stereotypes
7. Effective Communications
   a. Three basic elements of communication process
   b. Sender/receiver differences
   c. Impact of five individual differences between sender/receiver
   d. Other differences between sender/receiver
   e. Methods that minimize differences
   f. Verbal, vocal and facial impacts of oral communication
   g. Message content
   h. Non-verbal cues in communication
8. Managing Verbal Conflict
   a. Application of KSAs from reading “Police Talk” textbook
   b. Role play various scenarios from the text
9. Community Policing
   a. Proper elements and three core components of community policing
   b. Identify differences between traditional response and community policing
   c. Four key elements in community engagement/partnerships
   d. Community stakeholders and potential partners
   e. Proper procedure for identifying community/neighborhood problems
   a. Proper techniques used in problem-solving and strategic thinking
   b. Proper procedure for making a public relations statement
   c. Purpose of conducting citizen ride-alongs
   d. Patrol alternatives to traditional motor vehicle patrol
10. Assessment

September 2010

VI Department Summary (Required if several forms are submitted) In a separate document list course number, title, and proposed change for all proposals.

VII Copies and Electronic Submission. After approval, submit original, one copy, summary of proposals and electronic file to the Faculty Senate Office, UH 221, camie.foos@mso.umt.edu.

Revised 9-2010