1. Prepared by: ___________________________________________________

2. Date submitted: ________________________________________________

3. Date approved: __________________ Date revised: 3/11/2015

4. Department/discipline: Law Enforcement

5. Department(s) endorsement(s): ____________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Leadership, Ethics & Diversity in Law Enforcement
   Abbreviated course title (25 characters or less):

7. Course Designator: LAWE

8. Course Level: 2052

9. Number of Credits: Lecture: 2__ Lab: 0

10. Control Number (on site): 30
    Control Number (online): 0

11. Catalog/Course description:

    This course examines the critical areas of leadership and ethics in policing. An
    integral part of this course is an examination of the leader role as it applies to the
    role of peace officer as the officer operates in diverse communities, including
    initial conflict resolution and problem solving. Special attention is given to
    critical issues currently facing law enforcement such as profiling.

12. Course prerequisite(s) or co-requisite(s):
    Prerequisite(s): LAWE 2050 Use of Force I: Basic Defense Tactics and LAWE
                    2051 Use of Force II: Firearms
    Co-requisite: None

13. Course Materials (Recommended course materials and resources. List all that
    apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest
    lecturers).

   1. FDLTCC provides the workbook which is updated yearly with fresh
material for this coursework. It is in a three-ring binder which can be
copied and is useful for the student throughout his/her career so that they
can refer back to the material.
2. Each chapter in this course is provided by a professionally trained and
experienced law enforcement professional that is certified to teach this
material. Instructors are certified through the Upper Midwest Community
Policing Institute and the United States Department of Justice.

**This course outline is a living document and subject to constant
updates due to the nature of the subject matter.**

14. Course Content (Provide an outline of major topics covered in course)

- Leadership defined.
- Thinking creatively.
- Leading high performance teams.
- Ethical leadership.
- Identifying and breaking through leadership barriers.
- Preparing for change.
- Developing personal enthusiasm and passion.
- Integrity, commitment and courage.
- Moving beyond bias and judgment.
- Definition of problem solving.
- Problem orientated policing/Herman Goldstein Theory.
- The crime triangle.
- SARA Model.
- What does diversity mean in today’s world?
- How do diversity issues impact our agencies, us individually and as police
  officers.
- How does diversity differ from affirmative action preferences and quotas?
- Our multi-cultural environmental past, present and future.
- How do we become more culturally competent and effective in dealing with
  people from an individual level and agency level?
- Overview of racial profiling, framing the issue, the nobility of policing and the
  impact of bias policing on law enforcement in the community.
- The history and origin of profiling and racial profiling.
- Legal consideration: Federal and State.
- Racial profiling data, issues of collection, analysis and interpretation,
  demographics, and who are the communities in your community building
  cultural competency in a changing world.
- Can profiling exist with bias free policing:
  - Best practices: How are other departments and communities addressing
    this issue?
o Identification of strategies to eliminate bias policing.
o Ethical leadership for bias free policing.
o Define the “Nobel Cause” of law enforcement.
o Identify noble cause challenges in law enforcement.
o Describe the moral controversy of the noble cause.
o Describe the elements of Ends v. Means decision making model.
o Define and explain the concept of the social contract.

15. Learning Goals, Outcomes, and Assessment
At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They
are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively
for the discovery, acquisition, and evaluation of information)

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver
information in a variety of formats.)

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize,
and/or evaluate information to formulate and solve problems.)

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s
own traditions and culture, knowledge of others’ traditions and cultures,
culture of work, culture of academic disciplines and/or respect for global
diversity.)

Course learning outcomes will fulfill the identified competencies:

Course Learning Outcomes:

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

1. Define true leadership while challenging participants to examine their personal
leadership behaviors and how they support or hinder organizational and personal
success; (B, C)

2. Instill willingness to accept and promote positive change; (B, C)

3. Discuss the importance of leading ethically and with moral courage; (B)

4. Define and demonstrate problem solving skills and apply those skills to
collaborate with the community. (B, C, D)

5. Identify and analyze a problem, formulate a response, implement a response plan
and assess its impact. (C)

6. Understand how issues involving diversity have an impact on us as individuals
and as police officers. (B, D)

7. Learn how to improve cross-cultural interactions and use specific steps to reduce
miscommunication and misunderstandings. (A, B, C, D)
16. Minnesota Transfer Curriculum (MnTC): If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): N/A

Goal and Outcomes:
  - Goal: N/A
  - Outcome:
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?  
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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