I. Catalog Information

A. Title of Course: Leadership, Ethics & Diversity in Law Enforcement

B. Course Designator: LAWE 2052

C. Number of Credits: Lecture 2 Lab ________ D. Control Number: 30

E. 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.

F. Course prerequisites:

G. Date Approved: 

LAWE 2050 Use of Force I: Basic Defense Tactics Date Revised: 02/2010
and LAWE 2051 Use of Force II: Firearms

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

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.

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.**

III. Learning Goals, Outcomes, and Assessment Minimum of one goal and two learning outcomes in each competency. If your course does not meet one of the Competencies Across the Curriculum, please justify your rationale. Minimum of two assessment measures for each learning outcome. Add other goals and outcomes as needed. If this course is part of the Minnesota Transfer Curriculum (MnTC), attach the MnTC goals, outcomes, and your assessment measures to this form; if possible, use them to complete the information below.

**The goals, outcomes and assessments listed below fall under all four categories of competencies due to the nature of the subject matter.**

Goal: Define true leadership while challenging participants to examine their personal leadership behaviors and how they support or hinder organizational and personal success.

Goal: Instill willingness to accept and promote positive change.

Goal: Challenge participants to live, work, and play with enthusiasm and passion so as to ignite a fire in those they lead.

Goal: Discuss the importance of leading ethically and with moral courage.

Goal: Recognize the value of diversity and moving beyond judgment and bias; and identify and break through each participants leadership barriers.

Goal: Define problem solving.

Goal: Discuss the contributions of Herman Goldstein in problem orientated policing.
Goal: Describe the crime triangle and the research supporting its contribution to problem solving.
Goal: Describe third parties and how they relate to the crime triangle.
Goal: Define each step of the SARA Model and its application to problem solving.
Goal: Understand the roles of the officer and the community in a collaborative problem solving process.
Goal: Apply the problem solving skills they have learned to collaborate with the community.
Goal: Identify and analyze a problem, formulate a response, implement a response plan and assess its impact.
Goal: Understand how issues involving diversity have an impact on us as individuals and as police officers.
Goal: Understand how our feelings and beliefs in ethics are developed and how they drive our behaviors.
Goal: Better understand the diverse population in their respective jurisdictions.
Goal: Learn how to improve cross-cultural interactions and use specific steps to reduce miscommunication and misunderstandings.
Goal: What is racial profiling; why it represents a violation of law enforcement obligations to the public it serves and why it is unethical as a law enforcement practice.

At the conclusion of the course, participants will be able to:
Outcome: Be able to evaluate their own leadership skills based on ethical values.
Outcome: Develop self-confidence in their leadership capabilities both personal and professional.
Outcome: Develop a renewed commitment for personal enthusiasm and passion for their work and personal life.
Outcome: Understand how to recognize and overcome leadership barriers.
Outcome: Demonstrate leadership styles necessary for leading high performance teams in today’s challenging environments.
Outcome: Be familiar with the SARA Model for problem solving and be able to apply this knowledge for solving problem based scenarios.
Outcome: Understand how issues on diversity have impact on us as individuals and as police officers.
Outcome: Understand how our feelings, beliefs and ethics are developed and how they drive our behaviors.
Outcome: Better understand the diverse population in their respective jurisdiction.
Outcome: Learn how to improve cross-cultural interactions using specific steps to reduce miscommunication and misunderstanding.
Outcome: Understand what racial profiling is and what its impact is in law enforcement situations.
Outcome: Understand the history of racial profiling.
Outcome: Understand why racial profiling is unethical and represents a violation of the duties of a law enforcement officer’s authority.
Outcome: Understand Federal and State laws that regulate law enforcement officer’s conduct both criminally and civilly with respect to racial profiling.
Outcome: Understand what ethics is, its application to policing and its importance in establishing ethical standards and the use of discretionary authority by law enforcement officers.
Outcome: Understand what law enforcement discretion is and why it is unavoidable and necessary to effective law enforcement and why ethical leadership is crucial.
Outcome: Understand what role race and ethnicity ought to play in how law enforcement officers properly conduct the duty of his/her office.
Outcome: Understand how to implement effective law enforcement strategies and practices without illegal profiling.

For each of the course goals listed above, students will demonstrate the following:
Assessment: They will pass with a minimum of 80% on written evaluations.
Assessment: Classroom participation and group projects.
Assessment: Completion of overnight homework assignments.
Assessment: Completion of overnight homework assignments.
Assessment: Completion of a course evaluation document.

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

1. Learning Goals:

2. Learning Outcomes and Assessments:

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

1. Learning Goals:

2. Learning Outcomes and Assessments:

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

1. Learning Goals:

2. Learning Outcomes and Assessments:

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

1. Learning Goals:

2. Learning Outcomes and Assessments:

Documentation for MnTC - None

IV. Course Content (Outline the major topics covered in this 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.
- Identification of strategies to eliminate bias policing.
- Ethical leadership for bias free policing.
- Define the “Nobel Cause” of law enforcement.
- Identify noble cause challenges in law enforcement.
- Describe the moral controversy of the noble cause.
- Describe the elements of Ends v. Means decision making model.
- Define and explain the concept of the social contract.

(revised October 2009)