

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**Updated 9/23/14**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

**1. Prepared by:** \_\_\_\_\_

**2. Date submitted:** \_\_\_\_\_

3. Date approved: \_\_\_\_\_ Date revised 10/14/14

**4. Department/discipline:** Law Enforcement

**5. Department(s) endorsement(s):** \_\_\_\_\_

**(Signatures of the person(s) providing the endorsement are required.)**

6. Course Title: Critical Issues & Community Relations in the Criminal Justice System

Abbreviated course title (25 characters or less): \_\_\_\_\_

7. Course Designator: LAWE 8. Course Level: 1XXX 9. 2030

10. Number of Credits: Lecture 3 Lab \_\_\_\_\_

11. Control Number (on site) 40 Control Number (online) \_\_\_\_\_

12. Catalog/Course description:

An examination of issues in law enforcement embracing the following: community-based policing; law enforcement and First Amendment rights; police ethics; community relations and crime prevention; crisis intervention; stress management; civil and criminal liability of officers; and selected judicial decisions and statutes. (Prerequisite: Passage of LAWE 1001 & LAWE 1010 with a grade in each of those courses of at least 2.0 and an overall college grade point average of at least 2.0 or permission of the instructor and the Law Enforcement Program Coordinator).

13. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): Passage of LAWE 1001 Introduction to Criminal Justice & LAWE 1010 Crime & Delinquency with a grade in each of those courses of at least 2.0 and an overall college grade point average of at least 2.0 or permission of the instructor and the Law Enforcement Program Coordinator.

Co-requisite:

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

Textbook: The Police in the Community  
Strategies for the 21<sup>st</sup> Century, Linda S. Miller & Karen M. Hess, West/Wadsworth.

Hand out-information provided by Center for Law Enforcement Ethics.

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

The course will examine issues in law enforcement embracing the following:

1. Community-based policing
2. Law enforcement and First Amendment rights
3. Police ethics
4. Community relations and crime prevention
5. Crisis intervention
6. Stress management
7. Civil and criminal liability of officers
8. and selected judicial decisions and statutes

**16. 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. demonstrate the ability to read, comprehend and reflect on learning objectives that are presented in written report. (A, B, C)
2. develop a written report from material obtained from web search and personal interview. (A, B, C)
3. develop proficiency in speaking in front of the class while presenting a specific learning objective. Either from class chapters, problem solving issue, or giving a mock press/media release (A, B,)
4. identify and describe community policing and the different era's for the American police forces.
5. identify and articulate the use of the four stages of problem solving used in the SARA model (A, B, C)
6. recognize preferences and stereotypes by discussing self –understanding to recognize prejudices and stereotypes (A, C, D)
7. identify and describe the definition of a community and how the law enforcement profession is involved within the community. (A, B, C,)
8. gain the knowledge and understanding of what the communication process consists of and the importance of effectively communicating to a diverse population. (A, B, C, D)
9. identify the common goal of the police and the media and describe how the MN Data practices are applied to media/data requests. (A, B, C,)

10. describe what the most commonly implemented crime prevention programs have traditionally been. (A, B, C)

17. **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): \_\_\_\_\_

Goal and Outcomes: