Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

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 10/30/23

4. Department/discipline: Community Peace Officer

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 for Transcripts (25 characters or less):____________________

7. Course Designator: CPO 2030

8. Course Level: 2030

9. Number of Credits: Lecture 3 Lab ____________

10. Control Number (on site) 40 Control Number (online)_________

11. Catalog/Course description:

   An examination of issues in peace officer embracing the following: community-based policing; peace officer 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 CPO 1001 & CPO 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 Community Peace Officer Program Coordinator).

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

   Prerequisite(s): Passage of CPO 1001 Introduction to Criminal Justice and CPO 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 Community Peace Officer Program Coordinator.

   Co-requisite:

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

   Hand out information provided by Center for Law Enforcement Ethics.

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

   The course will examine issues in peace officer profession embracing the following:
1. Community-based policing
2. Community Peace Officer 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

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.)

Upon completion of this course, the student will be able to:

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<thead>
<tr>
<th>Learning Outcomes</th>
<th>Competencies (CAC)</th>
<th>Cultural Standards</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate the ability to read, comprehend and reflect on learning objectives that are presented in written report.</td>
<td>A, B, C</td>
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<tr>
<td>Develop a written report from material obtained from web search and personal interview.</td>
<td>A, B, C</td>
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<tr>
<td>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.</td>
<td>A, B</td>
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<td>Identify and describe community policing and the different era’s for the American police forces.</td>
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<td>Identify and articulate the use of the four stages of problem solving used in the SARA model.</td>
<td>A, B, C</td>
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<td>Recognize preferences and stereotypes by discussing self–understanding to recognize prejudices and stereotypes.</td>
<td>A, C, D</td>
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<tr>
<td>Identify and describe the definition of a community and how the peace officer profession is involved within the community.</td>
<td>A, B, C</td>
<td></td>
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<tr>
<td>Gain the knowledge and understanding of what the communication process consists of and the importance of effectively communicating to a diverse population.</td>
<td>A, B, C, D</td>
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<tr>
<td>Identify the common goal of the police and the media and describe how the MN Data practices are applied to media/data requests.</td>
<td>A, B, C</td>
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<tr>
<td>Describe what the most commonly implemented crime prevention programs have traditionally been.</td>
<td>A, B, C</td>
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**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – Knowing knowledge:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

2. **GWAYAKWAADIZIWIN – Living a balanced way:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

3. **ZOONGIDE'EWIN – Strong hearted:** To increase the students’ capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

4. **AANGWAAMIZIWIN – Diligence and caution:** To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

5. **DEBWEWIN – Honesty and integrity:** To increase students’ capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

6. **ZAAGI' IDIWIN – Loving and Caring:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. ZHAWENINDIWIN – Compassion: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. Minnesota Transfer Curriculum (MnTC): List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s):
Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

_______Yes   X     No

Provide the required documentation to show course meets required licensing/certification standards.

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