

**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 3/18/24

4. Department/discipline: Criminal Justice/Peace Officer

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

6. Course Title: Introduction to Criminal Justice
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: CJPO 8. Course Level: 1001

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 40 Control Number (online) 25

11. Catalog/Course description:

An analysis of the criminal justice system in the United States, including criminal law and the roles and relationships of agencies of crime and delinquency prevention, police, courts, and corrections

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

Prerequisite(s): None

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).

Textbook, study guides, videos, guest lecturers, related research materials and handouts.

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

An analysis of the criminal justice system in the United States, including criminal law and the roles and relationships of agencies of crime and delinquency prevention, police, courts, and corrections. The course content will include the recommended course learning objectives from the Minnesota Peace Officer Standards Training board.

1. -Crime and Criminal Justice
2. -Crime and Victimization
3. -Criminal Substance & Procedure
4. -History of peace officers and the Criminal Justice System
5. -Police Organization
6. -Issues in Policing
7. -Courts and the Judiciary

8. -Prosecution and the Defense
9. -Criminal Trial Procedures
10. -Punishment, Parole and Probation
11. -Correctional
12. -Juvenile Justice

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:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Demonstrate the ability to read, comprehend, and formulate opinions based upon the information presented via; textbook, PowerPoint, internet related articles and other course material during discussions posts and when presenting class project.	A, B	1
Students will identify a peace officer, criminal justice or corrections agency and compare/contrast the individual characteristics of the agency in written and oral form.	A, B, C	1
Recognize current trends in the criminal justice/peace officer or corrections, discuss current events and the implications to the future of the profession.	A, B, C	1, 3
Demonstrate the ability to apply key concepts with successful PATROL	A, B, C	1, 2

Module certificates (2) of completion.		
Compare/Contrast research paper on implicit bias or racial profiling in policing.	A, B, C, D	1, 3, 5, 6, 7
Evaluate and describe best practice of peace officer procedures for appropriate solution or response.	C	1, 3
Identify biased policing practices and discuss appreciation of different cultures. Discuss barriers to clear communication, e.g. language, stress, bias, lack of common cultural understanding.	A, B, C, D	1, 2, 3, 4, 5, 6, 7
Identify the criminal and civil consequences an officer may face by violating a citizen's constitutional right.	B, C	1, 2, 3, 4, 5, 6, 7
Explain core components of the criminal justice system (e.g. peace officer, judicial and corrections).	A, B, C	1
Explore criminal justice careers and how the criminal justice system is changing.	A, B, C	1, 3
Explore the history and relationships of the core components of the criminal justice system currently and in the future.	A, B, C	1, 3
Identify the constitutional foundations for the criminal justice system.		
Explain the process of how laws are created, enforced, interpreted, and revised.		

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 No

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

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