

**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: Peace Officer and Community
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: CJPO 8. Course Level: 2030

9. Number of Credits: Lecture 3 Lab _____

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

11. Catalog/Course description:

An examination of issues facing peace officers embracing the following: community-based policing; peace officers 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.

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

Prerequisite(s): Passage of ENGL 1101 College Composition, CJPO 1001 Introduction to Criminal Justice and CJPO 1010 Juvenile Justice 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 Criminal Justice/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).

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

The Final Report on the President's Task Force on 21st Century Policing

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

The course will examine issues in the peace officer profession embracing the following:

1. Community-based policing
2. Community Peace Officers 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:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Demonstrate the ability to read, comprehend and reflect on learning objectives that are presented in written report.	A, B, C	
Develop a written report from material obtained from web search and personal interview.	A, B, C	
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	
Identify and describe community policing and the different era’s for the American police forces.		
Identify and articulate the use of the four stages of problem solving used in the SARA model.	A, B, C	
Recognize preferences and stereotypes by discussing self –understanding to	A, C, D	

recognize prejudices and stereotypes.		
Identify and describe the definition of a community and how the peace officer profession is involved within the community.	A, B, C	
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	
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	
Describe what the most commonly implemented crime prevention programs have traditionally been.	A, B, C	
Articulate the key issues, questions and concepts related to peace officer interactions with communities.		
Describe the core concepts and models of community policing, community relations and crime prevention.		
Explain the role of ethics, leadership, and interpersonal communication in peace officers.		
Explain the impact of cultural diversity, professional diversity, and profiling in peace officers.		
Describe problem solving and decision-making skills as it relates to peace officer discretion when considering personal rights versus the safety of the public.		
Explain the expectations of peace officer conduct, as it		

relates to: data practices, use of force, liability and internal affairs.		
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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 No

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

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