

**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: 3/6/2000 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: Use of Force I: Basic Defensive Tactics  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: CJPO 8. Course Level: 2050

9. Number of Credits: Lecture 1 Lab 2

10. Control Number (on site) 40 Control Number (online) 0

11. Catalog/Course description:

Discussions and demonstrations of the continuum of force including de-escalation techniques and less than lethal force. This course will prepare students for verbal and physical encounters. Minnesota statutes regarding the use of force are discussed. Applicable federal case law is also discussed.

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).

Pressure Point Control Tactics, Basic Defensive Tactics Manual

Additional materials as specified by the instructor.

As specified by the semester syllabus, outline and instructor determinations.

Extensive use of video segments and PowerPoint for analysis.

***\*\*This course outline is a living document and subject to constant updates due to the nature of the subject matter.\*\****

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

1. -The use of force continuum including de-escalation techniques and less than lethal force

2. -Pressure Point Control Tactics

3. -Basic impact weapon tactics

4. -Joint locks and knife awareness
5. -Handcuffing
6. -Handgun retention
7. -Aerosol chemical weapons; less than lethal weapons

**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:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Demonstrate both verbal techniques and physical techniques in a controlled, stress-induced environment.	B, C	
Demonstrate subject control.	C	
Articulate knowledge of the continuum of force from officer presence through physical encounters and how it related to Graham v. Connor.	A, B, C	
Articulate knowledge in the appropriate and thorough documentation of any use of force.	A, B	
Assess threat level and apply appropriate use of force.	C	
Demonstrate understanding that the dynamics of all physical encounters involve aspects of communication, information, instructions and commands and that they are all an integral part of any physical encounter. Culture often influences the dynamic of communication.	A, B, C, D	

**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](http://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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