

**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: Skills III
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: CJPO 8. Course Level: 2054

9. Number of Credits: Lecture 3 Lab 1

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

11. Catalog/Course description:

This course examines the patrol function of the peace officer. Specific content areas include vehicle contacts and stops, emergency vehicle operations, traffic code enforcement, standard field sobriety testing, and response to public safety issues.

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

Prerequisite(s): CJPO 2052 Skills I

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).

FDLTCC Criminal Justice/Peace Officer program provides the workbook which is updated yearly with fresh and pertinent material for this coursework. It is in a three-ring binder which can be copied and is useful for the student throughout their career so that they can refer back to the material.

Each chapter in this course is provided by a professionally trained and experienced peace officer professional that is certified to teach this material. FDLTCC uses a cadre of over 35 instructors for this course alone. Most if not all instructors are or have been licensed peace officers.

*****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. Legal justification and reasonable suspicion for high risk stop, pre-stop decision, stopping vehicle (squad position & use of lights), factors impacting approach decisions (daytime vs. nighttime, different vehicle types, secondary unit), interview, use of radio and safe return to squad car for checks, disposition and officer discretion (arrest, warn, cite), procedures for concluding a traffic stop, dealing with various violator reactions, vehicle searches, controlled substance, explosives and/or hazardous materials, drug interdiction, and patrol methods.
2. Legal justification and probable cause for stop, pre-stop threat assessment, the use of the radio for communication coordination, procedures for safely making a high risk vehicle stop (cover and concealment, subject response), deployment of squads and personnel, communication and commands to control vehicle occupants, suspect contact and control, follow-through procedures (arrest, transportation), and awareness that peace officer agencies have different policies pertinent to high risk vehicle stops.
3. How physics affects the operation of a motor vehicle, environmental factors that affect driving, and vehicle inspection checklist.
4. Minnesota Statutes, and as prescribed by NHTSA and the Minnesota Department of Public Safety.
5. Minnesota Statutes, *State of Minnesota-Department of Public Safety Accident Report form*, *Minnesota Community Law Enforcement Accident Report Instruction manual*, *Minnesota Motor Vehicle Accident Report*, *Civilian/Driver Report*, and *The Fatality Report (PS-07093)*.
6. Backup, officer safety, safety of others, protecting and securing the scene, crime scene management, types of critical incidents, post critical incident debriefing for stress and tactical analysis, crowd control techniques, and traffic scene management.
7. Responsibilities responding to the fire, responsibilities during the fire, heat, smoke, toxic gasses produced by fires, explosions, flash overs, and back drafts.
8. Basic introduction to hazardous materials as defined by the Occupational Safety and Health Administration (OSHA), and the Emergency Response Guide Book, published by the US Department of Transportation, identifying assisting authorities and resources (local fire departments, the BCA Emergency Communication Center-Minnesota Duty Officer for state level assistances and state-level notification, the Minnesota Pollution Control Agency, the Minnesota Department of Homeland Security and Emergency Management), Common hazardous materials placards, where they are located and what they represent, and Appropriate actions when hazardous materials are present at a scene or accident.
9. Identification of controlled substances, weights, and measures of controlled substances, paraphernalia, methods of concealment, controlled substance effects on the body, and dangers and hazards associated with handling of controlled substances.
10. Related Minnesota Statutes, types of gangs, membership types, role of females in gangs, and Gang Resistance Education and Training (GREAT).

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 basic concepts, techniques and skills in properly and safely conducting low risk vehicle contacts.	B, C	
Demonstrate the basic concepts, techniques and skills in properly and safely conducting high risk vehicle contacts.	B, C	
Completing the <i>State of Minnesota Department of Public Safety Accident Report</i> form, as prescribed by the <i>Minnesota Community Law Enforcement Accident Report Instruction Manual</i> .	A, B, C	
Articulate the responsibilities of a peace officer as they relate to critical incidents and pursuit driving, respond safely to fire situations, hazardous material incidents.	B, C	
Identify controlled substances, their effects on the body, and be able to explain common methods used to conceal controlled substances.	A, C	
Conduct unknown and high risk vehicle stops.	B, C	
Demonstrate understanding of traffic enforcement.	A, B	
Demonstrate concepts involved in DWI enforcement to include implied consent, Standardized Field Sobriety Testing, and testing requirements.	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

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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