

**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 7/11/24

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 I
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: CJPO 8. Course Level: 2040

9. Number of Credits: Lecture 1 Lab 1

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

11. Catalog/Course description:

This course examines the critical areas of leadership and ethics in policing. An integral part of this course is an examination of the leader role as it applies to the role of peace officer as the officer operates in diverse communities, including initial conflict resolution and problem solving. Special attention is given to critical issues currently facing peace officers such as profiling.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
Prerequisite(s): CJPO 2050 Use of Force I or instructor permission
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 provides the workbook which is updated yearly with fresh 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.

*****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. -Thinking creatively.
2. -Leading high performance teams.

3. -Ethical leadership.
4. -Identifying and breaking through leadership barriers.
5. -Preparing for change.
6. -Developing personal enthusiasm and passion.
7. -Integrity, commitment and courage.
8. -Moving beyond bias and judgment.
9. -Definition of problem solving.
10. -Problem orientated policing/Herman Goldstein Theory.
11. -The crime triangle.
12. -SARA Model.
13. -What does diversity mean in today's world.
14. -How do diversity issues impact our agencies, us individually and as police officers.
15. -How does diversity differ from affirmative action preferences and quotas.
16. -Our multi-cultural environmental past, present and future.
17. -How do we become more culturally competent and effective in dealing with people from an individual level and agency level.
18. -Overview of racial profiling, framing the issue, the nobility of policing and the impact of bias policing on peace officers in the community.
19. -The history and origin of profiling and racial profiling.
20. -Legal consideration: Federal and State.
21. -Racial profiling data, issues of collection, analysis and interpretation, demographics, and who are the communities in your community building cultural competency in a changing world.

Can profiling exist with bias free policing:

22. -Best practices: How are other departments and communities addressing this issue.
23. -Identification of strategies to eliminate bias policing.
24. -Ethical leadership for bias free policing.
25. -Define the "Noble Cause" of on peace officers.
26. -Identify noble cause challenges on peace officers.
27. -Describe the moral controversy of the noble cause.
28. -Describe the elements of Ends v. Means decision making model.
29. -Define and explain the concept of the social contract.

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 |
|---|---------------------------|---------------------------|
| Define true leadership while challenging participants to examine their personal leadership behaviors and how they support or hinder organizational and personal success. | B, C | |
| Discuss the importance of leading ethically and with moral courage. | B | |
| Identify and analyze a problem, formulate a response, implement a response plan and assess its impact. | C | |
| Learn how to improve cross-cultural interactions and use specific steps to reduce miscommunication and misunderstandings. | A, B, C, D | |
| Describe the impact of human behavior on the interactions between law enforcement and communities they serve. | B, C, D | |
| Explain law enforcement response strategies to mental health issue. Persons in crisis and critical incident events. | C, D | |
| Describe the role of law enforcement as it relates, but not limited to, victimization, survivors, stalking, predatory offenders, domestic abuse, sexual assault and hate/bias motivated crimes. | B, D | |
| Explain the role of law enforcement when addressing issues of gangs, drugs, terrorism, and homeland security. | 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 X No

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

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