![Western Technical College logo]

Western Technical College

30504503 Overview of Criminal Justice

Course Outcome Summary

Course Information

Description	Through classroom lecture and WI Department of Justice 720 Academy integration exercises, students will learn and apply skills addressed in the following WI Department of Justice 720 Academy Phase I curriculum framework topics: Academy Orientation, Fundamentals of Criminal Justice, Ethics, Cultural Competency, Agency Policy, and Professional Communication.
Total Credits	1

Textbooks

No textbook required.

Learner Supplies

Program clothing: 2 Polo shirts and 2 T-shirts. **Vendor:** Campus Shop. Required.

Program clothing: Brushed Twill Cap Law Enforcement. **Vendor:** Campus Shop. Optional.

Success Abilities

1.   Cultivate Passion: Enhance Personal Connections

2.   Cultivate Passion: Expand a Growth-Mindset

3.   Cultivate Passion: Increase Self-Awareness

4.   Live Responsibly: Develop Resilience

5.   Live Responsibly: Embrace Sustainability

6.   Live Responsibly: Foster Accountability

7.   Refine Professionalism: Act Ethically

8.   Refine Professionalism: Improve Critical Thinking

9.   Refine Professionalism: Participate Collaboratively

10.   Refine Professionalism: Practice Effective Communication

Program Outcomes

1.   Think critically

2.   Manage emergencies

3.   Communicate effectively

4.   Demonstrate professionalism

5.   Conduct investigations

6.   Interact with others

Course Competencies

1.   I.A.1. Demonstrate recognition of academy rules and regulations.

Assessment Strategies
1.1.   Students will write a letter to the Academy Director about their acceptance of the academy rules and regulations.

Criteria
1.1.   • letter contains the student's signature.
1.2.   • letter has a signed copy of the Academy Rules and Regulations attached.
1.3.   • letter has a signed copy of the Law Enforcement Code of Ethics attached.
1.4.   • letter summarizes the student's understanding of the recruit academy testing policies.
1.5.   • letter indicates that the student has read and understands the attached documents.
1.6.   • letter includes correct grammar, punctuation, and spelling.

Learning Objectives
1.a.   I.A.1.1.   Determine what responsible, personal behavior is.
1.b.   I.A.1.2.   Examine academy rules and regulations.
1.c.   I.A.1.3.   Explain the testing and retesting policy during the recruit academy.

2.   I.B.1. Distinguish between the roles and functions of courts with jurisdiction in Wisconsin.

Assessment Strategies
2.1.   group discussion on court functions

Criteria
2.1.   student determines which violations are appropriate for a municipal court versus a state court.
2.2.   student explains that municipal courts can act only on matters covered by municipal ordinances.
2.3.   student explains what an ordinance is.
2.4.   student explains what a forfeiture is.
2.5.   student explains that municipal courts generally are limited to imposing forfeitures for ordinance violations.

Learning Objectives
2.a.   I.B.1.1. Explain the structure, function and jurisdiction of the federal court system.
2.b.   I.B.1.2. Explain the structure, function and jurisdiction of the state court system.
2.c.   I.B.1.3. Explain the structure, function and jurisdiction of municipal court.
2.d.   I.B.1.4. Explain the process of a criminal conviction appeal

3.   I.B.2. Determine modern law enforcement functions and policies from an historical perspective.

Assessment Strategies
3.1.   provide modern day examples of Robert Peel's nine principles

Criteria

3.1.   student participates in a discussion comparing early law enforcement positions protecting walled cities with private security guards at today's gated communities.
3.2.   student lists at least nine modern day examples of Sir Robert Peel's principles.
3.3.   student shows through their examples that they understand Sir Robert Peel's principles.

Learning Objectives

3.a.   I.B.2.1. Describe the origins of the contemporary law enforcement system.
3.b.   I.B.2.2. Summarize law enforcement in early America.
3.c.   I.B.2.3. Analyze the divisions of modern law enforcement and its implications for law enforcement training

4.   I.B.3. Identify the role of law enforcement officers in American society.

Assessment Strategies

4.1.   develop civilian expectations of law enforcement officers detailing which of these expectations they feel will be the most difficult to fulfill.

Criteria

4.1.   student participates in a discussion of the issues surrounding a law enforcement agency that is an extension of a political official.
4.2.   student explains the relationship between the Magna Carta and the U.S. Constitution.
4.3.   student participates in a discussion on what political influences there are on today's law enforcement officers.
4.4.   student discusses how the primary goals of law enforcement fit with community expectations.

Learning Objectives

4.a.   I.B.3.1. Recognize the role of law enforcement officers in protecting individual rights, preventing crime and providing public safety services.
4.b.   I.B.3.2. List the government's expectations of law enforcement officers.
4.c.   I.B.3.3. List community expectations of law enforcement officers.

5.   I.B.4. Differentiate between the roles and functions of federal, state, and local law enforcement agencies.

Assessment Strategies

5.1.   group discussion on the roles of state and federal law enforcement agencies

Criteria

5.1.   student determines which state and/or federal agencies they would contact for assistance during an investigation.
5.2.   student identifies the duties that are the responsibility of the county sheriff.
5.3.   student finds a local ordinance creating a municipal police department and list the duties of the police chief.
5.4.   student provides a review of state and federal law enforcement agency websites.

Learning Objectives

5.a.   I.B.4.1. Describe the major federal law enforcement agencies and their respective areas of enforcement.
5.b.   I.B.4.2. Describe the role of the county Sheriff and Sheriff's deputies in Wisconsin.
5.c.   I.B.4.3. Describe the role, jurisdiction, and enforcement powers of Wisconsin's state enforcement and investigative agencies.
5.d.   I.B.4.4. Describe the role, jurisdiction, and enforcement powers of municipal law enforcement agencies.

6.   I.B.5. Incorporate community policing strategies into your community.

Assessment Strategies

6.1.   examples of community-oriented policing programs
6.2.   examples of individual community members working with law enforcement to address crime (can either be a program at an agency in Wisconsin or an example students find on a agency website, etc.)

Criteria

6.1.   student reviews the US Department of Justice Office of Community Oriented Policing Services (COPS) website at www.cops.usdoj.gov

6.2.   student identifies benefits and challenges to community-oriented policing

6.3.   student defines community-oriented policing as a concept where law enforcement and citizens work together in creative ways to solve community problems related to crime, fear of crime, social and physical disorder and general neighborhood conditions.

6.4.   student researches examples of community-oriented policing programs at a Wisconsin law enforcement agency and/or find examples of programs through an Internet search and explain why they are considered community policing and if they would work in their community.

Learning Objectives

6.a.   I.B.5.1. Define community-oriented policing.

6.b.   I.B.5.2. Provide examples of community-oriented policing in your community or a neighboring community.

6.c.   I.B.5.3. Provide examples of the community and law enforcement working together to address crime.

6.d.   I.B.5.4. List the benefits and challenges to community-oriented policing.

7.   I.B.6. Illustrate problem-oriented policing strategies

Assessment Strategies

7.1.   provide examples of problem-oriented policing programs/activities (can either be a program at an agency in Wisconsin or another agency.

Criteria

7.1.   student defines problem-oriented policing as a policing strategy that involves the identification and analysis of specific crime and disorder problems in order to develop effective response strategies in conjunction with ongoing assessment. This strategy places more emphasis on research and analysis as well as crime prevention and the engagement of public and private organizations in the reduction of community problems.

7.2.   student identifies benefits and challenges to problem-oriented policing.

7.3.   student describes the SARA model and the problem-solving triangle.

7.4.   you explain the differences between community-oriented policing and problem-oriented policing.

7.5.   student provides a review of the Center for Problem-Oriented Policing website at www.popcenter.org.

7.6.   student provides an example and explanation of a problem-oriented policing program at a Wisconsin law enforcement agency or find an example of a program through an Internet search.

Learning Objectives

7.a.   I.B.6.1. Define problem-oriented policing

7.b.   I.B.6.2. Explain the four steps of the SARA (scanning, analysis, response, and assessment) model of problem solving

7.c.   I.B.6.3. Provide examples of problem-oriented policing programs

7.d.   I.B.6.4. List the benefits and challenges to problem-oriented policing

7.e.   I.B.6.5. Explain the differences between community-oriented policing and problem-oriented policing

8.   I.B.7. Evaluate other policing strategies.

Assessment Strategies

8.1.   comparing strategies such as the "broken windows" strategy, "intelligence-led" strategy, and other strategies such as the Chicago Alternative Policing Strategy (CAPS) and the Compstat strategy, etc.

Criteria

8.1.   student describes the "broken windows" strategy relies on the idea that crime can be reduced more effectively by addressing visible signs of community disorder that influence and encourage criminal behavior.

8.2.   student describes the "intelligence-led" strategy which is a strategic, future-oriented and targeted approach to crime control, focusing upon the identification, analysis and 'management' of persisting and developing 'problems' or 'risks'.

8.3.   student explains that Chicago's Alternative Policing Strategy (CAPS) emphasizes the need for increased lines of communication between the community and the police, so that together they can come up with solutions for chronic neighborhood problems.

8.4.   student explains that COMPSTAT is the name given to the New York City Police Department's (NYPD) strategic control system.

Learning Objectives

8.a.   I.B.7.1. Explain the "Broken Window's" policing strategy and identify the advantages and disadvantages of using this strategy.

8.b.   I.B.7.2. Explain the "Intelligence-led" policing strategy and identify the advantages and disadvantages of using this strategy.

8.c.   I.B.7.3. Explain Chicago's Alternative Policing Strategy (CAPS) and identify the advantages and disadvantages of using this strategy.

8.d.   I.B.7.4. Explain COMPSTAT (COMPuter STATistics) and identify the advantages and disadvantages of using this strategy.

8.e.   I.B.7.5. Discuss how the strategies can work together and when one strategy may be more effective in certain situations.

9.   I.B.8. Apply principles of crime prevention.

Assessment Strategies

9.1.   Provide examples of crime prevention programs (can either be a program in an agency in Wisconsin or an example students find on an agency website, etc.).

Criteria

9.1.   student explains the theory of crime prevention; that crime is a multidimensional problem that requires multiple responses from a variety of individuals and groups within the community.

9.2.   student discusses that crime prevention can be divided into three approaches; primary, secondary, and tertiary crime prevention. Each type of crime prevention attacks criminality at a different stage of development.

9.3.   student describes components of the primary prevention approach: Environmental Design, Neighborhood Watch, General Deterrence, Public Education, Social Crime Prevention, and Private Security.

9.4.   student describes components of the secondary prevention approach; Identification and Prediction, Situational Crime Prevention, Community Policing, Crime Area Analysis, Substance Abuse, and Schools and Crime Prevention.

9.5.   student describes components of the tertiary crime prevention approach; Specific Deterrence, Incapacitation, and Rehabilitation and Treatment.

9.6.   you identify the techniques used in developing crime prevention programs.

Learning Objectives

9.a.   I.B.8.1. Identify the role of crime prevention in the delivery of police services.

9.b.   I.B.8.2. Explain the concept of community-based crime prevention.

9.c.   I.B.8.3. Demonstrate the knowledge of techniques used in developing crime prevention programs.

10.   I.Z.1. Describe basic ethics terms and concepts.

Assessment Strategies

10.1.   write out a situation describing personal feelings in a particular area that could influence law enforcement decision.

Criteria

10.1.   student describes a common law enforcement situation.

10.2.   student explains how personal feelings could influence decision.

10.3.   student explains how law enforcement officers would be expected to react to this situation under normal circumstances.

Learning Objectives

10.a.   I.Z.1.1. Explore what right and wrong, good and bad means to you.

10.b.   I.Z.1.2. Summarize why you tend to believe, think, and act the way you do.

10.c.   I.Z.1.3. Reflect upon how people should act under normal circumstances.

11.   I.Z.2. Describe how professionalism, ethics, and moral standards relate to a law enforcement career.

Assessment Strategies

11.1.   defend decisions based on the Code of Ethics or Oath of Honor.

Criteria

11.1.   student describes the decision they made based on the case study.

11.2.   you explain the Law Enforcement Code of Ethics and Oath of Honor.

11.3.   student supports decision by referring to specific portions of the Code of Ethics or Oath of Honor.

11.4.   you define community trust.

11.5.   you explain the importance of personal moral maturity and individual character as a law enforcement officer.
11.6.   you analyze the consequences of ethical and unethical actions by law enforcement officers.

Learning Objectives
11.a.   I.Z.2.1. Review the Law Enforcement Code of Ethics and Oath of Honor.
11.b.   I.Z.2.2. Define community trust.
11.c.   I.Z.2.3. Explain the importance of personal moral maturity and individual character as a law enforcement officer.
11.d.   I.Z.2.4. Analyze the consequences of ethical and unethical actions by law enforcement officers.

12.   I.Z.3. Develop skills for making the best decisions and choices.

Assessment Strategies
12.1.   make a decision using an ethical decision-making model.

Criteria
12.1.   student identifies the conflict of interest in a case.
12.2.   student makes a decision using an ethical decision-making model.
12.3.   student details how steps of the model were used to reach a decision.

Learning Objectives
12.a.   I.Z.3.1. Critically analyze conflict of interest situations.
12.b.   I.Z.3.2. Review multiple ethical decision-making models.
12.c.   I.Z.3.3. Defend a choice made using an ethical decision-making model.

13.   I.V.1. Demonstrate cultural self-awareness.

Assessment Strategies
13.1.   completing a diversity self-assessment
13.2.   analyzing personal biases and relationship to duties as a professional law enforcement officer

Criteria
13.1.   student discusses how everyone comes from different backgrounds and cultures and that each of us is influenced by that background or culture.
13.2.   student identifies personal biases.
13.3.   you describe common law enforcement situations where your biases might come into play.

Learning Objectives
13.a.   I.V.1.1. Define culture.
13.b.   I.V.1.2. Explain how culture influences your thought processes.
13.c.   I.V.1.3. List the cultural groups that you identify with.
13.d.   I.V.1.4. Describe the stereotypes associated with different cultures.
13.e.   I.V.1.5. List other cultures that you may come in contact with.
13.f.   I.V.1.6. Compare and contrast the cultural groups that you identify with to other cultures.

14.   I.V.2. 2. Examine the concept of implicit bias and how it can impact the perception and behaviors of law enforcement officers.

Assessment Strategies
14.1.   complete the Harvard Implicit Bias Test.

Criteria
14.1.   student recognizes their personal biases, even hidden ones, and discusses how those could affect them as they do their job as a law enforcement officer.
14.2.   student compares what biases they thought they had with the results of the implicit bias test.
14.3.   student researches a culture they do not identify with to learn more about that culture.

Learning Objectives
14.a.   I.V.2.1 Recognize that biases are normal and that all people, even well-intentioned people, have biases.
14.b.   I.V.2.2 Analyze how unconscious or implicit bias works in the human mind.
14.c.   I.V.2.3 Describe the impact of bias on a law enforcement officer's perceptions and behavior.

15.   I.D.1. Describe the role of policies in agency operations.

Assessment Strategies

15.1.   classifying policies into type categories
15.2.   explaining the reasoning behind your classification

Criteria
15.1.   student correctly determines if the policy is mandatory, ministerial, discretionary, need to know or need to reference (or a combination of categories)
15.2.   student articulates why a policy was placed in a particular category.
15.3.   student identifies the terms or phrases found in the policy that determined the classification category.

Learning Objectives
15.a.   I.D.1.1. Identify the issues and subjects that require policies under Wisconsin state statutes.
15.b.   I.D.1.2. Distinguish between ministerial and discretionary policies.
15.c.   I.D.1.3. Describe the connection between a policy and a procedure.

16.   I.D.2. Apply agency policies effectively in order to produce desired outcomes.

Assessment Strategies
16.1.   developing a system for learning agency policies

Criteria
16.1.   student's plan includes consultation with an agency staff person.
16.2.   student's plan includes a reference to identifying the mandatory polices.

Learning Objectives
16.a.   I.D.2.1. Explain how agency policies affect the individual decision-making process.
16.b.   I.D.2.2. Analyze the role of agency policies and the application to officer and agency liability.
16.c.   I.D.2.3. Develop a system to stay abreast of agency policies.

17.   I.S.1. Apply professional communication skills.

Assessment Strategies
17.1.   evaluating your communication skills to become more aware of your communication habits
17.2.   demonstrating "good listener" skills during a simulated conversation/contact with another person

Criteria
17.1.   student evaluates communication skills using the self-evaluation form in the student text
17.2.   student explains the role for the sender in the basic communication model
17.3.   student explains the importance of sending a clear and concise message
17.4.   student explains the role of the receiver in the basic communication model
17.5.   student applies active listening skills during contacts and interviews
17.6.   student applies guidelines for asking and responding to questions
17.7.   student applies guidelines for making requests and giving orders
17.8.   student displays a professional tone and demeanor during the contact or interview
17.9.   student introduces self and explains the reason for your contact in a way that sets the tone for a positive interaction.
17.10.   student asks questions that will help you gather information that will allow you to resolve the call/contact.
17.11.   student decides what action to take and how you will end the interaction.

Learning Objectives
17.a.   I.S.1.1. Describe the basic communication process.
17.b.   I.S.1.2. Incorporate active listening skills.
17.c.   I.S.1.3. Explain the relationship between officer roles and communications.
17.d.   I.S.1.4. Explain the "contact officer override" concept.
17.e.   I.S.1.5. Explain barriers to effective communication.
17.f.   I.S.1.6. Explain the steps in the Initial/Basic contact model as specified in the acronym OIR.

18.   I.S.2. Incorporate communication skills in specific situations.

Assessment Strategies
18.1.   evaluating typical responses given by officers and re-writing the responses to be more helpful and professional

Criteria
18.1.   student identifies the benefits and barriers to communication in the workplace.

18.2.   student indicates a better manner of responding to a question or statement from another individual

18.3.   student identifies positive ways to communicate with friends and family while off duty

18.4.   you make a death notification following the suggested guidelines (go with certainty, go without delay, go in person, go in pairs, make the approach, deliver the notification, demonstrate compassion, provide closure and follow-up, and exercises self-care after the notification).

Learning Objectives

18.a.   I.S.2.1. Discuss the benefits of good workplace communication.

18.b.   I.S.2.2. Compare communication styles for on and off duty environments.