

Northland Community and Technical College

CRJU 1113: Community and Diversity

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course provides a practical overview of key issues, questions, and concepts related to peace officer interactions with communities. Topic areas include ethics, leadership, discretion, diversity, community policing, problem-solving, and communication. Minnesota Peace Officer Standards and Training (POST) objectives are included in each learner outcome (P.O). Prerequisites: None.

B. COURSE EFFECTIVE DATES: 03/28/2024 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Describe how perception, sympathy, empathy, compassion and respect affect peace officer communication. P.O. (1.1.1)
2. Discuss barriers to clear communication, e.g. language, stress, bias, lack of common cultural understanding. P.O. (1.1.2)
3. Use and interpret verbal and non-verbal cues to enhance interpersonal communications. P.O. (1.1.3)
4. Describe and demonstrate active listening skills including paraphrasing, reflecting meaning, and summarizing understanding to obtain and clarify information. P.O. (1.1.4)
5. Demonstrate reading comprehension skills necessary in law enforcement including: the ability to differentiate between facts, opinions and propaganda, understanding sequencing of events, and recognizing cause and effect. P.O. (1.1.5)
6. Compose documents that demonstrate competent writing skills, including: writing from the first person viewpoint, differentiating between facts, inferences and opinions, correctly structuring sentences and paragraphs, and using correct grammar, spelling, punctuation and capitalization. P.O. (1.1.6)
7. Discuss the inter-relationship between core beliefs, integrity and ethical reasoning. P.O. (1.2.1)
8. Identify ethical issues in a variety of law enforcement related situations and apply ethical reasoning to decision making processes. P.O. (1.2.2)
9. Discuss discretion and how it differs from selective enforcement. P.O. (1.2.5)
10. Identify some of the causes and ramifications of public distrust of law enforcement and strategies to enhance the public trust. P.O. (1.2.6)
11. Discuss ethical and responsible use of computers and databases by law enforcement. Define and describe models of the conscious processes of critical thinking, logical reasoning and problem solving. P.O. (1.2.7)
12. Define and describe models of the conscious processes of critical thinking, logical reasoning and problem solving. P.O. (1.3.1)

13. Use structured problem-solving methods to develop creative and innovative solutions to a variety of problems. P.O. (1.3.2)
14. Apply reason and evidence to formulate logical inferences and draw logical conclusions. P.O. (1.3.3)
15. Analyze and evaluate ideas, proposals, and solutions to problems using basic forms of logic and techniques designed to encourage sound reasoning. P.O. (1.3.4)
16. Use critical thinking, logical reasoning and problem solving strategies to formulate ideas, make proposals and suggest solutions a variety of law enforcement related problems or concerns (Minn. Stat. 626.8455). P.O. (1.3.5)
17. Apply critical thinking strategies during team discussions. P.O. (1.3.6)
18. Describe decision-making processes and models. P.O. (1.4.1)
19. Define the term discretion and discuss when and why peace officers use their best judgment in the administration of justice and when discretion is not allowed. P.O. (1.4.2)
20. Discuss factors that influence police officer use of discretion. P.O. (1.4.3)
21. Based on written scenarios involving law enforcement describe decisions officers must make, suggest appropriate actions, and defend those decisions and actions. P.O. (1.4.4)
22. Based on scenarios of peace officer situations, practice making decisions in real time. P.O. (1.4.5)
23. Discuss how and why the police function is much broader than law enforcement and why reliance on criminal law enforcement to solve problems is not always the best course of action. P.O. (1.5.1)
24. Explain philosophies and concepts of community policing. P.O. (1.5.2)
25. Discuss how community partnerships with law enforcement foster unity and cooperation and how community alienation may lead to higher risk to officers. P.O. (1.5.3)
26. Identify community policing strategies that build rapport, reduce fear and foster community trust in law enforcement. P.O. (1.5.4)
27. Identify techniques for: organizing community members so that they are involved and trained in community policing activities, relating to diverse communities, and relating to individuals with physical or mental limitations (Minn. Stat. 626.8455, Subd. 1, 2-4). P.O. (1.5.5)
28. Identify methods and strategies used by law enforcement to promote crime reduction and loss prevention in a community. P.O. (1.5.6)
29. Explain how collaboration with each of the following groups may reduce crime: local citizens, community businesses, and service agencies, i.e. crisis intervention teams, social services, school personnel, and community youth groups. P.O. (1.5.7)
30. Explain how law enforcement management of status offenses and local ordinance violations can positively impact a community. P.O. (1.5.8)
31. Describe and give examples of proactive policing versus responsive policing. P.O. (1.5.9)
32. Describe problem oriented or problem targeting policing strategies. P.O. (1.5.10)
33. Explain how various patrol strategies impact crime, community security and community perceptions of law enforcement. P.O. (1.5.11)
34. Explain how intolerance, prejudice, and stereotyping impact human behavior. P.O (1. 6.1)
35. Discuss the risks and problems associated with intolerance, insensitivity, partiality, marginalizing and unjust application of the law for both law enforcement and community members. P.O (1.6.2)
36. Discuss how recognizing and valuing diversity, cultural differences and varied perspectives, promotes community unity, facilitates information gathering, and contributes to officer safety. P.O (1.6.3)

37. Discuss ways officers can promote positive relationships with community members of varying races, ethnicities, national origins, immigration statuses, genders, ages, economic classes, disabilities and/or sexual orientations. (Minn. Stat. 626.8455) P.O. (1.6.4)
38. Discuss how family dynamics and communication methods, both verbal and non-verbal, vary between cultures and how recognition of these variances can benefit officers and communities. P.O (1.6.5)
39. Discuss how impartiality and social cooperation affect community perception of law enforcement. P.O (1.6.6)
40. Discuss culturally responsive approaches to dealing with victims and perpetrators of violence. (Minn. Stat. 626.8451., Subp. 1.a. (4) P.O (1.6.7)
41. Research and discuss the relationship between crime and being underprivileged. P.O (1.6.8)
42. Discuss the diverse groups that make-up Minnesota's communities and some of the traits unique to communities that could impact law enforcement response. P.O (1.6.9)
43. Describe characteristics of professional behavior and the Minnesota Standards of Conduct for licensing Minnesota peace officers. P.O (1.7.1)
44. Describe the repercussions for a finding of a violation of the State's peace officer standards of conduct. P.O (1.7.2)
45. Identify the value of cooperation and collaboration in solving problems. P.O (1.7.3)
46. Demonstrate behaviors associated with effectively working as part of a team to solve law enforcement related problems and issues. P.O (1.7.4)
47. Employ teamwork skills to foster positive working relationships, accomplish team goals and effectively utilize team member talents. P.O (1.7.5)
48. Demonstrate skills which promote consensus building, show respect for the opinions of others, and encourage cooperation, adaptability, and conflict resolution. P.O (1.7.6)
49. Describe traits of and skills for effective leadership including compassion, courage, service, listening, coaching, mission focus, and team development. P.O (1.7.7)
50. Demonstrate ethical leadership in the accomplishment of goals and objectives. P.O (1.7.8)
51. Explain the importance of balancing peace officer roles and responsibilities and other life roles, interests and responsibilities. P.O (1.8.8)
52. Identify and discuss peace officer duties to intercede and report when observing another peace officer using illegal or unreasonable force as stated in Minn. Stat. 626.8475, circumstances that might make interceding challenging and ethical reasoning behind doing the right thing. P.O. (1.2.3)
53. Given scenarios where it would be appropriate for an officer to intercede in the use of force by another officer apply ethical reasoning skills to the situation. P.O. (1.2.4)
54. Discuss liabilities associated with the application of force by peace officers. P.O (2.8.10)
55. Discuss peace officer rights, obligations and liabilities under state and federal law including requirements placed on law enforcement agencies to defend and indemnify peace officers for good faith action in the course and scope of employment. P.O (2.9.1)
56. Explain the role of internal affairs. P.O (2.9.2)
57. Explain the concept of racially based profiling (Minn. Stat. 626.8471) and other profiling that is based on false assumptions about groups of people. P.O (2.12.1)
58. Define and explain the impact of hate crimes including: the motivations behind hate crimes, the impact of hate crimes on victims and on communities, the special needs of hate crime victims, and crime characteristics which may indicate a crime was motivated by the victim's race, national origin, sex, age, disability, or sexual orientation (Minn. Stat. 626.8451, Subd. 1). P.O (2.12.2)

59. Explain special reporting requirements related to bias motivated/hate crimes as required by Minn. Stat. 626.5531. (Officers must report to their agencies, agencies to the BCA.) P.O (2.12.3)
60. Explain the Data Practices Act as it pertains to the gathering and release of information by law enforcement. P.O (2.22.1)
61. Discuss balancing the public's right to know with public safety needs and privacy issues with regard to data accessed by peace officers including: what and when information can be shared with the media or the public and by whom, and the repercussions of violating data practices. P.O (2.22.2)
62. Discuss the need for protection of data related to on-going investigations, crime victims, and juveniles. P.O (2.22.3)
63. Discuss ethical and responsible use of computers and databases by peace officers and the ramifications of misuse or unethical release of data. P.O (2.22.4)
64. Describe intelligence-led policing and how it differs from response and investigation-led policing and from community policing. P.O (2.24.1)
65. Explain how data driven, intelligence-led policing can influence the duties of peace officers even at the entry level. P.O (2.24.2)
66. Describe attributes of physical fitness, and explain how physical fitness, good nutrition and healthy eating habits contribute to peace officer health, well-being and competence. P.O (1.8.9)
67. (ILO: 3) Explain the impact of cultural diversity, professional diversity, and profiling in law enforcement.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

Methods:

1. Exam, objective
2. Written homework

G. SPECIAL INFORMATION

None noted