

Introduction to Criminal Justice- WIDOJ Course Requirements

W

**Certification Track Student Candidate Name:** Click here to enter text.

**Course #** Click here to enter text.

**Semester** Click here to enter a date.

**WIDOJ Areas Covered During this Course:**

Professional Orientation - 4 hours
Policing in a Free Society - 4 hours
Ethics - 10 hours
Critical Thinking and Problem Solving - 10 hours
Agency Policy - 2 hours

Choose an item. **Student Successfully Met Certification Track Requirements for this Course**

 Choose an item. **Documentation of Attendance** (number of hours absent during the program)

 Student was absent for not more than 10% of the course or core material.

 **Examination results (scores)** \*Retake only necessary if applicable

Choose an item.A. Professional Orientation Examination

 Retake of exam (if necessary) Click here to enter text.

Choose an item.B. Policing in a Free Society/Ethics Examination

 Retake of exam (if necessary) Click here to enter text.

Choose an item.C. Critical Thinking and Problem Solving

 Retake of exam (if necessary) Click here to enter text.

 Choose an item. D. Agency Policy

 Retake of exam (if necessary) Click here to enter text.

 Choose an item. Required competencies and learning objectives issued via instructor syllabus per WIDOJ requirements.

 Choose an item. Student acknowledgement of course grading, attendance requirements, and disciplinary procedures.

 Choose an item. **Required PAT #1 (score)**

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|  **IV-E-2 Enhance an officer's critical thinking and police problem-solving skills. \*** |
|   |  *You will demonstrate your competence:* |
|   | * by working through a problem using the critical- thinking process steps in small groups
 |
|   | *Your performance will be successful when:* |
|   | * problem is accurately defined
 |
|   | * group brainstorms possible courses of action to solve the problem
 |
|   | * pros and cons are listed for each course of action
 |
|   | * group lists known facts from the information given (did not list any assumptions)
 |
|   | * group lists questions or information they still need to know about the situation to help make a decision and lists how/where they may find this information
 |
|   | * group develops an action plan for solving the problem based on their answers to the questions in criteria 1 - 5
 |
|   | * action plan is realistic and achievable
 |
|   | * group completes the learning worksheet and is able to identify what they learned and what they are still confused about after working through this problem-solving and critical thinking process
 |
|   | **Learning Objectives** |
|   | IV-E-2.1 Define critical thinking. |
|   | IV-E-2.2 Identify essential aspects of critical thinking. |
|   | IV-E-2.3 Describe processes used in critical thinking and problem solving. |
|   | IV-E-2.4 Identify reasons for errors in reasoning. |
|   | IV-E-2.5 Participate in problem solving. |
|   | IV-E-2.6 Complete a learning activity worksheet. |
| \_\_\_\_\_\_ **Required PAT #2 (score)** **IV-E-3 Apply principles of critical thinking, decision-making, and problem solving. \*** |
|   | *You will demonstrate your competence:* |
|   | * by using your critical thinking, decision-making and problem solving skills to work through an ill-structured problem
 |
|   | *Your performance will be successful when:* |
|   | * you identify the ethical dilemmas in these two scenarios
 |
|   | * problem was accurately defined in each scenario
 |
|   | * you propose a few initial courses of action as possible solutions to each problem
 |
|   | * pros and cons are listed for each course of action
 |
|   | * you list known facts from the information given (did not list any assumptions) for each problem
 |
|   | * you list questions or information you still need to know about the situation to help make a decision and list how/where you may find this information
 |
|   | * you develop an action plan for solving each problem based on your answers to the questions in criteria 1 - 6
 |
|   | * action plans are realistic and achievable
 |
|   | * you complete the learning worksheet and identify what you learned and what you are still confused about after working through this problem-solving and critical thinking process
 |
|   | **Learning Objectives** |
|   | IV-E-3.1 Define the problem. |
|   | IV-E-3.2 Gather information about the problem. |
|   | IV-E-3.3 Design strategies to resolve the problem. |
|   | IV-E-3.4 Select a strategy to resolve the problem. |
|   | IV-E-3.5 Implement and monitor the strategy to resolve the problem. |
|   | IV-E-3.6 Evaluate and debrief the problem solving process. |

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| **Other Core Competencies** \_\_\_\_\_ **Completed the below listed core competencies during the semester (one initial denotes each competency):** |
| **I-B-1 Distinguish between the roles and functions of courts with jurisdiction in Wisconsin.** |
|   | *You will demonstrate your competence:* |
|   | * by participating as a member of a group discussion on court functions
 |
|   | *Your performance will be successful when:* |
|   | * you stay on task
 |
|   | * you perform the duties assigned by the group
 |
|   | * you share ideas and information based on your understanding of court function
 |
|   | * you listen to other group members
 |
|   | * you show respect for other's ideas and opinions
 |
|   | * you help the group reach consensus
 |
|   | * you participate in discussion
 |
|   | * you listen attentively to fellow students
 |
|   | **Learning Objectives** |
|   | I-B-1.1 Explain the structure, function and jurisdiction of municipal court. |
|   | I-B-1.2 Explain the structure, function and jurisdiction of the state court system. |
|   | I-B-1.3 Explain the structure, function and jurisdiction of the federal court system.  |
|   | I-B-1.4 Explain the process of appeal of a criminal conviction through state and federal apellate courts. |
| **I-B-2 Differentiate between the roles and functions of federal, state, and local law enforcement agencies.** |
|   | *You will demonstrate your competence:* |
|   | * by creating a diagram that shows law enforcement agency functions and jurisdictions
 |
|   | *Your performance will be successful when:* |
|   | * diagram depicts all of the functions and jurisdictions
 |
|   | * diagram shows the relationship of one agency to another or one jurisdiction to another
 |
|   | * diagram is neat and well organized
 |
|   | * if diagram uses shapes, color codes, or symbols, there is a corresponding key
 |
|   | **Learning Objectives** |
|   | I-B-2.1 Describe the major federal law enforcement agencies and their respective areas of enforcement. |
|   | I-B-2.2 Describe the role of the county Sheriff and Sheriff's deputies in Wisconsin. |
|   | I-B-2.3 Describe the role, jurisdiction, and enforcement powers of Wisconsin's state enforcement and investigative agencies. |
|   | I-B-2.4 Describe the role, jurisdiction, and enforcement powers of municipal police agencies. |
| **I-B-3 Apply professional principles as a law enforcement officer.** |
|   | *You will demonstrate your competence:* |
|   | * by adhering to all Academy Rules and Regulations
 |
|   | * by adhering to the Law Enforcement Code of Ethics
 |
|   | * by participating in a class discussion related to police professionalism
 |
|   | *Your performance will be successful when:* |
|   | * you have no rule infractions
 |
|   | * you present information in an organized manner
 |
|   | * you can cite material to backup your position
 |
|   | * you are prepared to present your position
 |
|   | * you speak loudly and clearly enough to be heard
 |
|   | * you listen respectfully when others are speaking
 |
|   | **Learning Objectives** |
|   | I-B-3.1 Define professionalism. |
|   | I-B-3.2 Compare professionalism in law enforcement to other professions. |
|   | I-B-3.3 Demonstrate professionalism in law enforcement. |
| **I-C-1 Determine modern police functions and policies from an historical perspective.** |
|   | *You will demonstrate your competence:* |
|   | * by creating an outline or diagram that illustrates the evolution of police agencies
 |
|   | *Your performance will be successful when:* |
|   | * outline/diagram includes a title page
 |
|   | * outline/diagram begins with the Roman military structure
 |
|   | * outline/diagram includes concepts introduced by Sir Robert Peel
 |
|   | * outline/diagram details some of the divisions found in today's policing structure
 |
|   | * outline/diagram outline is neat and well-organized
 |
|   | * outline/diagram includes correct spelling
 |
|   | **Learning Objectives** |
|   | I-C-1.1 Describe the origins of the contemporary police system. |
|   | I-C-1.2 Summarize law enforcement in early America. |
|   | I-C-1.3 Analyze the divisions of modern law enforcement and its implications for police training. |
| **I-C-2 Identify the role of law enforcement officers in American society.** |
|   | *You will demonstrate your competence:* |
|   | * by writing a summary of civilian expectations of law enforcement officers
 |
|   | * by detailing which of these expectations you feel will be the most difficult to fulfill
 |
|   | *Your performance will be successful when:* |
|   | * paper includes a title page
 |
|   | * paper includes at least five expectations
 |
|   | * paper indicates whether task is a government or community expectation
 |
|   | * paper defines which expectation will be most difficult for writer
 |
|   | * paper includes several statements to support the beliefs of the writer
 |
|   | * paper is neat and well-organized
 |
|   | * paper contains correct spelling, punctuation and grammar
 |
|   | **Learning Objectives** |
|   | I-C-2.1 Recognize the role of law enforcement officers in protecting individual rights, preventing crime and providing public safety services. |
|   | I-C-2.2 List the government's expectations of law enforcement officers. |
|   | I-C-2.3 List community expectations of law enforcement officers. |
| **I-D-1 Utilize a decision-making model.** |
|   | *You will demonstrate your competence:* |
|   | * by making a decision using a decision-making model
 |
|   | *Your performance will be successful when:* |
|   | * you define the problem
 |
|   | * you gather information/data about the problem
 |
|   | * you list possible solutions/alternatives
 |
|   | * you select and implement the best solution/alternative
 |
|   | * you articulate why you chose the solution you did
 |
|   | * you evaluate after implementation of a solution
 |
|   | **Learning Objectives** |
|   | I-D-1.1 Formulate a problem statement. |
|   | I-D-1.2 Gather and analyze data. |
|   | I-D-1.3 Identify the steps involved in the decision-making process. |
|   | I-D-1.4 Describe expectations regarding law enforcement decisions. |
|   | I-D-1.5 Evaluate the impact of a decision. |
| **I-D-2 Identify the characteristics of a good decision maker.** |
|   | *You will demonstrate your competence:* |
|   | * by participating in a group discussion critiquing law enforcement decisions
 |
|   | *Your performance will be successful when:* |
|   | * you contribute to the discussion
 |
|   | * you support your points using a decision making model
 |
|   | **Learning Objectives** |
|   | I-D-2.1 Recognize the factors that influence decision making. |
|   | I-D-2.2 Describe the risks involved in decision making. |
|   | I-D-2.3 Apply good decision-making techniques. |
|   | I-D-2.4 Explain the expectations regarding law enforcement decisions. |
| **I-D-3 Describe how professionalism, ethics, and moral standards relate to a law enforcement career.** |
|   | *You will demonstrate your competence:* |
|   | * by developing a personal career plan or a beat plan
 |
|   | *Your performance will be successful when:* |
|   | * your career or beat plan indicates how you incorporate ethics day to day
 |
|   | * you state your moral priorities and your belief system in your career or beat plan
 |
|   | * your career or beat plan includes examples of ways that you will keep the concept of ethics in front of yourself on a daily basis
 |
|   | * your career or beat plan relates your belief system to your career and education goals
 |
|   | * your career plan states your long-term career goal; your beat plan states community policing goals
 |
|   | * your career plan states your short-term career goal; your beat plan states weekly or monthly goals
 |
|   | * your career plan includes your educational aspirations; your beat plan includes any personal professional development plans
 |
|   | * your career or beat plan connects your moral priorities to your desired career goals or beat plan activities in a clear and concise way
 |
|   | **Learning Objectives** |
|   | I-D-3.1 Describe moral development and belief systems in relation to law enforcement. |
|   | I-D-3.2 Define and analyze the role of ethics in law enforcement. |
|   | I-D-3.3 Integrate the professional and legal standards of law enforcement into your career plan. |
| **I-D-4 Practice a code of behavior that embodies the principles and obligations of the law enforcement**  **code of ethics.** |
|   | *You will demonstrate your competence:* |
|   | * by participating in structured discussions of ethical situations
 |
|   | *Your performance will be successful when:* |
|   | * you are prepared
 |
|   | * you state your position clearly
 |
|   | * you present complete, relevant evidence needed to support your position
 |
|   | * you present accurate information in the discussion (you do not make up facts or statistics on the spot)
 |
|   | * your rebuttals are specific to arguments made by others
 |
|   | * you use relevant evidence in your rebuttals
 |
|   | * you speak loudly and clearly enough to be heard
 |
|   | * you show respect for individuals with different view points
 |
|   | **Learning Objectives** |
|   | I-D-4.1 Identify key components of the Law Enforcement Code of Ethics. |
|   | I-D-4.2 Describe the importance of recognizing unethical behavior (slippery slope, complacency, "retired on duty," minimizing). |
|   | I-D-4.3 Explain the consequences of unethical behavior (stakeholders, career survival, public, etc.). |
| **I-D-5 Incorporate ethical decision-making strategies.** |
|   | *You will demonstrate your competence:* |
|   | * by participating in decision-making simulations
 |
|   | *Your performance will be successful when:* |
|   | * your decision is based upon the code of ethics as provided for in the statute
 |
|   | * your decision is legal
 |
|   | * your decision is honest
 |
|   | * your decision incorporates strategies learned in the classroom and through reading assignments
 |
|   | **Learning Objectives** |
|   | I-D-5.1 Describe decision-making processes and tools to use in ethical dilemmas. |
|   | I-D-5.2 Identify factors that lead to unethical behavior (drivers). |
|   | I-D-5.3 Apply techniques and knowledge to overcome barriers in simulated cases (POA, "possible-outcome-alternative"). |
| **I-G-1 Identify the law enforcement policies required by Wisconsin statutes.** |
|   | *You will demonstrate your competence:* |
|   | * by generating a list of all policies required of Wisconsin law enforcement agencies
 |
|   | * by preparing written summary of how policies can protect individual officers
 |
|   | *Your performance will be successful when:* |
|   | * paper includes cover page with identifying data
 |
|   | * paper lists the eight mandatory policies
 |
|   | * paper includes a statutory reference for each mandatory policy
 |
|   | * paper is well organized and easy to read
 |
|   | * paper includes only relevant and necessary details
 |
|   | * paper evidences correct grammar, punctuation, and spelling
 |
|   | **Learning Objectives** |
|   | I-G-1.1 Identify the subjects/issues which require a mandatory policy. |
|   | I-G-1.2 Locate the Wisconsin statutes that refer to mandatory law enforcement policies. |
| **I-G-2 Defend the importance of written agency policies.** |
|   | *You will demonstrate your competence:* |
|   | * by presenting arguments regarding the need for agency policies in a class debate
 |
|   | *Your performance will be successful when:* |
|   | * you are prepared
 |
|   | * you state your position
 |
|   | * you present complete, relevant evidence needed to support your position
 |
|   | * your rebuttal is specific to arguments made by the opposing side
 |
|   | * you use relevant evidence in the rebuttal
 |
|   | * you cite Wisconsin statutes as a reference appropriately
 |
|   | * you speak loudly and clearly enough to be heard
 |
|   | * you show respect for the opposing side throughout the debate
 |
|   | **Learning Objectives** |
|   | I-G-2.1 Explain the effect of written policies and procedures on agency operations. |
|   | I-G-2.2 Analyze the impact of written policies and procedures on agency liability. |
| **I-G-3 Distinguish between "ministerial" and "discretionary" duties.** |
|   | *You will demonstrate your competence:* |
|   | * by creating a Venn Diagram (graphic organizer) to compare and contrast "ministerial" and "discretionary" duties
 |
|   | * by preparing a written summary of your Venn Diagram
 |
|   | *Your performance will be successful when:* |
|   | * Venn diagram shows characteristics common to both "ministerial" and "discretionary" duties
 |
|   | * Venn diagram shows characteristics unique to both "ministerial" and "discretionary" duties
 |
|   | * Venn diagram shows a priority within each "ministerial" and "discretionary" duty
 |
|   | * Venn diagram is neat and presentable
 |
|   | * written summary provides a reasonable interpretation of the diagram
 |
|   | * written summary compares and contrasts the "ministerial" and "discretionary" duties
 |
|   | * written summary is concise
 |
|   | * written summary evidences correct grammar, punctuation and spelling
 |
|   | **Learning Objectives** |
|   | I-G-3.1 Define the term "ministerial duties" in regard to law enforcement agency policies and procedures. |
|   | I-G-3.2 Define the term "discretionary duties" in regard to law enforcement agency policies and procedures. |
|   | I-G-3.3 Distinguish between "ministerial duty" and "discretionary duty" policy statements. |
| **IV-E-1 Describe how decisions are made.**  |
|   | *You will demonstrate your competence:* |
|   | * by using any decision-making process to work through a problem in small groups
 |
|   | * by defining problem-based learning
 |
|   | *Your performance will be successful when:* |
|   | * you work through a problem in small groups
 |
|   | * you describe what steps the group used to work through the problem
 |
|   | * you describe different ways people make decisions (flip a coin, choose whatever benefits them, etc)
 |
|   | * you list pros and cons for each decision-making method
 |
|   | * you describe how to avoid falling into the traps (cons) of each decision-making method
 |
|   | * you define problem-based learning and how it will be used in this class and other classes throughout the basic course
 |
|   | **Learning Objectives** |
|   | IV-E-1.1 Describe different methods used to make decisions. |
|   | IV-E-1.2 Identify pitfalls or traps when making decisions. |
|   | IV-E-1.3 Describe problem-based learning. |

Instructor:

 (Print name here) (Signature)