Experiential Learning Portfolio for 10504167 Policing Strategies

Student Contact Information:

Name: _____Student ID#_____

Email: _____Phone:_____

*It is **required** that you speak with the Academic Dean or instructor who teaches this course prior to completing a portfolio.*

Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
   - What did you learn?
   - How did you learn through your experience?
   - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
   - Label artifacts as noted in the competency
   - Scan paper artifacts
   - Provide links to video artifacts
   - Attach all artifacts to the end of the portfolio
5. Write a Conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

To receive credit for this course, you must receive "Met" on 8 of the 10 competencies.

10504167 Policing Strategies, 3 Associate Degree Credits

Course Description: Students will learn various policing strategies. Emphasis will be placed on community policing philosophies and problem solving using community resources. Understand how to identify and develop partnerships in the community to promote positive community relationships.

Introduction: Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.

Competency 1: Examine community policing strategies

Criteria: Performance will be satisfactory when:

- you define community policing concepts
- you compare and contrast traditional versus community policing
- you identify benefits and challenges to community-oriented policing
- you provide examples of community-oriented policing law enforcement/citizen partnerships, creative ways to solve community problems related to crime, reduce fear of crime, reduce social and physical disorder and improve general neighborhood conditions
- you provide examples of community-oriented policing programs at a Wisconsin law enforcement agency and/or examples of programs through an Internet search and explain why they are considered community policing and if they would work in your community

Learning Objectives:

a. Define community-oriented policing
b. Provide examples of community-oriented policing in your community or in a neighboring community
c. Provide examples of the community and law enforcement working together to address crime
d. List the benefits and challenges to community-oriented policing
e. Create a mission statement focused on community policing

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Incorporate community policing strategies in your community
Criteria: Performance will be satisfactory when:
- you describe the community project (who, what, where, when)
- you describe the your activity in the project
- you identify the benefits and challenges of the community-oriented policing project

Learning Objectives:
a. Identify community-oriented policing opportunities in your community
b. Describe the expectations of officers in community-oriented policing

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Illustrate problem-oriented policing strategies

Criteria: Performance will be satisfactory when:

- you define problem-oriented policing
- you describe the SARA model and the problem-solving triangle
- you provide examples of problem-oriented policing
- you describe the importance of SARA model to address problems in your community

Learning Objectives:

a. Define problem-oriented policing
b. Explain the four steps of the SARA (scanning, analysis, response, and assessment) model of problem solving
c. Provide examples of problem-oriented policing programs
d. List the benefits and challenges to problem-oriented policing
e. Explain the differences between community-oriented policing and problem-oriented policing
f. Apply problem-solving strategies in simulated law enforcement situations

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Identify community resources available in your area

Criteria: Performance will be satisfactory when:

- you describe at least one mental health agency and explains how it assists law enforcement officers
- you describe at least one agency that specializes in AODA treatment and explains how it assists law enforcement officers
- you describe at least one agency that specializes in Alzheimer's patients and explains how it assists law enforcement officers

Learning Objectives:

a. Identify major mental health and community resources available in the student's own community available to assist law enforcement officers
b. Identify local Alcohol and Other Drug Abuse (AODA) detoxification and treatment facilities
c. Identify Alzheimer's resources and other local support groups

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Describe the role of an advocacy group in the criminal justice community

Criteria: Performance will be satisfactory when:
- you summarize the services provided by the agency
- you describe when it would be appropriate to contact the agency
- you describe how law enforcement and community organization might interact

Learning Objectives:
a. Identify community advocacy groups
b. Describe how services available through advocacy groups can assist law enforcement

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Demonstrate community diversity awareness
Criteria: Performance will be satisfactory when:
- you identify diversity groups in your community
- you explain how to conduct criminal justice work in an unbiased manner
- you describe common criminal justice situations where your biases might come into play and how you will handle them

Learning Objectives:
a. Define diversity
b. Explain influences on your thought processes
c. List the diverse groups in your community
d. Describe the stereotypes associated with different diversities

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Interpret municipal, state, and federal laws related to discrimination and diversity

Criteria: Performance will be satisfactory when:
- you differentiate between municipal, state, and federal laws
- you identify an officer's concern in a given case
- you summarize the court's expectations of professional police officers

Learning Objectives:
a. List the groups that are protected by Wisconsin statutes and federal law
b. Explain how the Constitution of the United States protects members of diverse groups
c. Define civil rights violation
d. Explain the difference between racial profiling and professional profiling
e. Define hate crime
f. Describe the potential effects of civil rights violations, racial profiling and hate crime on a community

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Interact professionally with persons from diverse groups
Criteria: Performance will be satisfactory when:
- you identify the different cultural beliefs
- you explain why these beliefs lead to clashes
- you identify the positive steps taken to reduce the cultural clash
- you identify additional/different strategies that could diminish cultural tension

Learning Objectives:
a. Identify local resources that can assist criminal justice professionals in dealing with various cultures
b. Describe the historical relationships that may impact criminal justice interactions with diverse populations
c. List strategies that can be used to overcome barriers with diverse groups
d. Identify successful strategies used to prevent bias-based policing

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Evaluate other policing strategies

Criteria: Performance will be satisfactory when:

- you describe the "broken windows" strategy
- you describe the "intelligence-led" strategy
- you explain Chicago's Alternative Policing Strategy (CAPS)
- you explain the COMPSTAT system

Learning Objectives:

a. Explain the "Broken Windows" policing strategy
b. Identify the advantages and disadvantages of using the "Broken Windows" strategy
c. Explain the "Intelligence-led" policing strategy
d. Identify the advantages and disadvantages of using the "Intelligence-led" strategy
e. Explain Chicago's Alternative Policing Strategy (CAPS)
f. Identify the advantages and disadvantages of using the CAPS strategy
g. Explain COMPSTAT (COMPuter STATistics or COMParitive STATistics)
h. Identify the advantages and disadvantages of using the COMPSTAT strategy
i. Discuss how the strategies can work together and when one strategy may be more effective in certain situations

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 10: Apply principles of crime analysis and prevention

Criteria: Performance will be satisfactory when:

- you explain the theory of crime prevention
- you discuss the three approaches of crime prevention: primary, secondary, and tertiary crime prevention
- you describe the components of the primary prevention approach: Environmental Design, Neighborhood Watch, General Deterrence, Public Education, Social Crime Prevention, and Private Security
- you describe the components of the secondary prevention approach: Identification and Prediction, Situational Crime Prevention, Community Policing, Crime Area Analysis, Substance Abuse, and Schools and Crime Prevention
- you describe the components of the tertiary crime prevention approach: Specific Deterrence, Incapacitation, and Rehabilitation and Treatment

Learning Objectives:

a. Identify the role of crime analysis and prevention in the delivery of police services
b. Explain the concept of community-based crime prevention
c. Differentiate amongst the various levels of crime analysis and prevention and when each is effective

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Conclusion: Summarize how you have met the competencies of the course.

Learning Source Table

Learning Source (name of employer, training, military, volunteer organization, etc.)	Supervisor	Start-End Date	Total Hours	Related Competencies
Ex: XYZ Corporation	Bucky Badger	8/2012-9/2014	2000	#1, 2, 3, and 7