Course: Professional Communication  

Credits: 3

Subject Abbreviation: POLICE  
Course Number: 903  
Section Number: 002

Class Meets: Thursday, 1:00 pm – 3:55 pm – Oak Creek Campus, A100D

Instructor: Doug Braun

Office: Room B115- Oak Creek Campus  
Room T245 Main Campus

Office Hours: By Appointment or as posted;  
Mon. 5 – 6 pm – Main T245  
Tue. 12:00-1:00pm - Oak Creek B115  
Wed. 4 – 5 pm – Main T245  
5 – 6 pm – Oak Creek B115  
Thur. 12 – 1:00pm – Oak Creek B115  
Fri. 8:00 - 9:00am – Oak Creek B115

Phone number: (414) 297-7020  
E-mail: braund@matc.edu

Course Description: In this course students will learn the role of law enforcement communication and how to apply specific communication skills and strategies in a variety of simulated situations. Professional communication will be integrated and reinforced throughout the course; students will be expected to apply professional communication skills appropriately in controlled simulations.

Prerequisites: All Police 900 Courses. All of the following 900 level courses must be taken prior to taking this course: 900 Intro to Criminal Justice; 901 Con. Law; 902 Criminal Law; 904 Juvenile Law; 905 Report Writing; 906 Criminal Investigation Theory; 907 Community Policing Strategies; 908 Traffic Theory.

ADA Statement: If you have a disability that impacts your classroom performance and wish to request an accommodation, contact the Center for Special Needs at (414) 297-6838. They may require documentation regarding your disability to enable them to comply with your request. Admission of a disability is voluntary and will be handled in a confidential manner. MATC does not discriminate against individuals with disabilities and fully complies with the Americans with Disabilities Act. To ensure your academic success in this program, you are strongly encouraged to provide your instructor with a copy of the Instructor Notification Form from the Center for Special Needs.


The LESB STUDENT TEXT Professional Communication Skills will be available to students through Blackboard.

“Supplements to Text”: Handouts prepared by the instructor or posted on Blackboard.

Supplies: Textbook; Supplements to Text; paper and notebook; pen and #2 pencil.

Course Competencies: See competencies and learning objectives later in syllabus.
**Grading Information**

**Grading Rationale**

Students must obtain a grade of at least 70% (LESB standard) on the written examination and must demonstrate competence in performing the required Performance Assessment Tasks to pass this course. Limited opportunity is provided for re-testing in the event of an unsuccessful assessment; please see supplemental information for details.

**Performance Assessment Tasks (PATs) (5 points each)**

<table>
<thead>
<tr>
<th>PAT</th>
<th>Task Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAT 1</td>
<td>Listening Skills (Group)</td>
<td>WEEK 2</td>
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<tr>
<td>PAT 2</td>
<td>Basic/Initial Contact (Individual) (Mandatory LEB)</td>
<td>WEEK 6</td>
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<tr>
<td>PAT 3</td>
<td>Mediation/Arbitration (Individual) (Mandatory LEB)</td>
<td>WEEK 10</td>
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<tr>
<td>PAT 4</td>
<td>Death Notifications (Group)</td>
<td>WEEK 9</td>
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<tr>
<td>PAT 5</td>
<td>Suitable Responses (Group)</td>
<td>WEEK 4</td>
</tr>
<tr>
<td>PAT 6</td>
<td>Basic Traffic Contact (Individual)</td>
<td>WEEK 3</td>
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<tr>
<td>PAT 7</td>
<td>Officer Contact/Override (Group)</td>
<td>WEEK 4</td>
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<tr>
<td>PAT 8</td>
<td>R.E.A.C.T. Scenarios (Group)</td>
<td>WEEK 6</td>
</tr>
<tr>
<td>PAT 9</td>
<td>Written Research Project/Verbal Presentation (Individual)</td>
<td>WEEK 15,16</td>
</tr>
<tr>
<td>PAT 10</td>
<td>Multiple Citizen Contact Scenarios-Shoothouse (Group)</td>
<td>WEEK 14</td>
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</tbody>
</table>
Course Requirements and Grading:
Each student will be graded on participation, a written research project, verbal class presentation, ten performance assessment tasks, and a final exam based on the LESB student manual, weekly reading assignments, videos shown in class, and lecture material.

- Reading all assignments followed by taking good class notes is essential to passing this course.

- There are no make-up exams with the exception of a valid/documentated emergency. If you miss an exam you will be awarded a grade of “0”. If you receive permission to make-up an exam, it must be administered prior to the next scheduled class.

- Late assignment grades will be reduced by one grade plus another grade for each additional week that it is late.

- You are responsible for notifying me in advance of any valid/documentated emergencies. You must notify me prior to the scheduled class meeting!

- Assignments are due at the start of the scheduled class.

- All students are required to use a #2 pencil for exams.

- Worthwhile class participation including any “pop quizzes” however is encouraged and will be a consideration when formulating your final grade.

- Tests will begin at the start of the class period and end at the stated designated time. Late arrivals to class will NOT be given additional time.

- Any part of an hour missed by a student will be rounded to 1 full hour. ie:10 minutes late = 1 hour late

Grades will be determined by the total grade points accumulated for this course as follows:

<table>
<thead>
<tr>
<th>Written Research Project</th>
<th>20%</th>
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</thead>
<tbody>
<tr>
<td>Verbal Class Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Performance Assessment Tasks (10)</td>
<td>50%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total: 100%

Grade Scale (average score):

A  100-97        C+ 80-77
A-  96-93        C  76-73
B+  92-89        C-  72-69
B   88-85        D+  68-65
B-  84-81        D  64-61

U  60 or below

Attendance Policy: Punctuality and regularity in class attendance is required. MATC policies apply as listed in the student handbook. Three (3) or more absences requires a drop from the course, reinstatement requires permission from the Associate Dean of the Criminal Justice Program. A report documenting student attendance will be submitted to the Protective Services Office at the conclusion of the semester.

Special note about attendance and student accountability: Students are responsible for material missed during absences.
College Certification Track “Friday” Students: You may not miss more than 10% of the classes (1 and ½ class periods). Any student who does not comply with this LESB standard will not be eligible for certification as a police officer in the State of Wisconsin.

You have three calendar years to complete all of the technical classes, complete all Unified Tactics (Police 170, 171, 172, 173, 174, 175, & 176) with a grade of “C” or better and successfully pass Scenario Based Assessment.

The clock starts for college certification track students on the first day a college certification track student enters into a core criminal justice course.

Student Complaint Procedure: See Student Handbook; contact MATC Counselor for specific details.

The MATC Criminal Justice/Law Enforcement web site can be found at:
http://ecampus.matc.edu/policetraining

MATC DISTRICT EMERGENCY PROCEDURE GUIDE may be found at…
http://ecampus.matc.edu/policetraining

Please review for important information regarding preparing for and dealing with Safety, Crime, Fire, Medical, and other Emergency/Crisis situations on campus at MATC.

PEOPLE ARE MOST EFFECTIVE IN AN EMERGENCY WHEN THEY ARE PREPARED.

TOGETHER, WE CAN ALL MAKE MATC A SAFE AND SECURE PLACE TO LEARN!

School Closing Information: WMVS, Channel 10, is the official medium for announcing cancellation of classes and closing of operations at any MATC campus or evening center in the event of severe weather or other emergency as determined by the administration. You may also call the emergency school closing number at 414-297-6561 to check the status of canceled classes.

COMMUNICATION

STUDENTS ARE EXPECTED TO MONITOR MATC E-MAIL ACCOUNTS AND BLACKBOARD. ALL IMPORTANT CLASS INFORMATION, ASSIGNMENTS, AND SCHEDULE UPDATES TO CLASS WILL BE MADE USING THESE COMMUNICATION METHODS.
**Classroom Conduct:** All policies as stated in the Student Handbook apply. As a professional courtesy to others and to avoid disturbing class the following guidelines will be followed:

Taping, electronic recording, etc. during class is prohibited.

**Do not use cell phones and other communication devices during class. They must be turned off and not be visible in the classroom. Do not charge cell phones in the classroom.**

Laptop or other personal computers are prohibited in the classroom unless approved by the instructor. Use of the classroom computer is also prohibited without instructor approval.

Chewing gum if audible or creating a distraction is prohibited.

Eating and the use of tobacco products are prohibited in the classroom.

Appropriate beverages are allowed.

Do not have private conversations in class, when speaking address the entire class.

Sleeping in class is prohibited.

Courtesy and respect toward the instructors and your fellow classmates is required.

College Certification Track students participating in the tactical classes will be required to document absences, tardiness, or class rules violations on an “In the Matter Of” report to be placed in their permanent file.

**Off-Site Class:** Class may be held at Oak Creek Campus for scenario training

**Optional References/Bibliography:** N.A.

**Student Complaint Procedure:**
See Student Handbook; contact MATC Counselor for specific details.

**Student Signature:**
See Memo of Understanding/Syllabus Receipt

**Tutoring Services:**
Tutoring Services exists to help MATC students succeed academically through specialized help. Tutoring locations are…
Downtown Campus: C201, 414-297-6791
Oak Creek Campus: A208
West Allis Campus: 249
Mequon Campus: B210

**Online Writing Lab (OWL):**
This online service helps students with their writing. Google “MATC OWL”
Professional Communications
Competencies & Learning Objectives

IV-B-1. Apply professional communication skills.

Learning objectives
What you will learn as you master the competency:
IV-B-1.1 Describe the basic communication process.
IV-B-1.2 Incorporate active listening skills.
IV-B-1.3 Explain the relationship between officer roles and communications.
IV-B-1.4 Explain the "contact officer override" concept.
IV-B-1.5 Explain barriers to effective communication.
IV-B-1.6 Explain the steps in the Initial/Basic Contact Model as specified in the acronym OIR.

IV-B-2. Integrate verbal and physical intervention skills. *

Learning objectives
What you will learn as you master the competency:
IV-B-2.1 Evaluate how the Disturbance Resolution process or First Responder Philosophy applies to professional communication.
IV-B-2.2 Distinguish among the various types of contacts.
IV-B-2.3 Implement the steps in the mediation process.
IV-B-2.4 Implement the steps in the arbitration process as set forth in the acronym REACT.
IV-B-2.5 Examine communication strategies used during crisis intervention.
IV-B-2.6 Interpret the conditions in the acronym DONE prior to physical intervention.
IV-B-2.7 Examine debriefings that occur following an incident.
IV-B-2.8 Articulate action taken, both in verbal and written communication.

IV-B-3. Incorporate communication skills in specific situations.

Learning objectives
What you will learn as you master the competency:
IV-B-3.1 Discuss the benefits of good workplace communication.
IV-B-3.2 Compare communication styles for on and off duty environments.
IV-B-3.3 Identify steps to take in conducting a death notification.
**LESB Grades and Testing**

The evaluation of students with a written test is required in all Board-approved preparatory training subjects. On written tests, each learning objective being tested must include at least a minimum of one (1) question from the Bureau test bank.

In the absence of a higher national standard, students shall obtain passing grades of at least 70% in written examinations in all subjects.

The following re-testing guidelines apply to cognitive/written testing:

a. Students who pass an original test are not allowed a re-test to improve their grade average.

b. Students who fail any original test may be granted a second test by the training school. Prior to taking the second test, a student must successfully complete remediation deemed appropriate by the training school.

c. A re-test of any student must be accomplished before the final scenario-based evaluation conducted at the end of the recruit academy. Any exception must be approved by the school director and documented in writing. Approved exceptions must also be kept on file.

d. A student who passes a re-test shall be assigned a score of 70%, or the minimum passing grade established by the training school. Failure to pass a re-test will result in the student receiving the original test grade.

e. Failure of a re-test results in the failure of the Professional Communication Basic Course and the student must repeat this topic before they are allowed to pass the recruit academy.

f. If the student repeats the Professional Communication Basic Course and fails, they fail preparatory training.

The following re-testing guidelines apply to the summative assessment (final practical skills testing):

a. Students who pass an original skills test are not allowed a re-test to improve their performance score.

b. Students who fail any original skills test may be granted a second test by the training school. Prior to taking the second test, a student must successfully complete remediation deemed appropriate by the training school.

c. A re-test of any student must be accomplished before the final scenario-based evaluation conducted at the end of the recruit academy. Any exception must be approved by the school director and documented in writing. Approved exceptions must also be kept on file.

d. The minimum standard is that the student only re-tests on the skills they did not pass during the summative assessment. For example, if the student does not successfully complete two skills on the final Professional Skills Basic Course summative assessment, the minimum standard is that they receive remedial training and re-testing on those two skills. Academies may impose higher standards, such as re-testing a student on all of the skills again.

e. A student who passes a skills re-test will successfully pass the summative assessment. However, documentation of both the original test scores and the re-test scores will be kept on file for the
f. Failure to pass a re-test will result in the failure of the Professional Communication Basic Course and the student must repeat this topic before they are allowed to pass the recruit academy.

g. If the student repeats the Professional Communication Basic Course and fails, they fail preparatory training.

If a recruit's failure in the original evaluation results in termination of employment, the student will be responsible for the cost of a re-test. If the individual is a pre-service student, the individual will be responsible for the cost of the re-test.

An exception to the "70%" involves any subject that has an LESB-approved performance assessment task checklist. For these subjects, and the scenario-based evaluation during the final week of preparatory law enforcement officer training, students must demonstrate their achievement of learning objectives to the satisfaction of LESB-certified instructors. (Separate guidelines apply to the scenario-based evaluation at the end of basic preparatory training.)

**Conduct and Discipline**

School directors are responsible for an appropriate level of discipline during preparatory training.

Training Schools shall establish written rules for student conduct during preparatory training, including possible penalties for rules violations and procedures for grievance resolution regarding disciplinary matters.

School directors are required to maintain records on student disciplinary problems involving violations of school rules or regulations, and disposition. School directors must immediately inform the Training and Standards Bureau Director of any serious student violations of school rules or regulations that lead to student expulsion from training.

School directors must advise the student's law enforcement employer (if applicable) of any disciplinary problems and measures imposed.

**Academic Honesty**

All students enrolled in a basic preparatory training program have an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. The following behaviors are examples of conduct that could be subject to disciplinary action:

- **Plagiarism** - presenting someone else's words, ideas, or data as your own work.
- **Fabrication** - using invented information or falsifying research or other findings.
- **Cheating** - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered.
- **Academic Misconduct** - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

**Summary**

Students are preparing for a career in criminal justice. Successful students will be expected to perform complex tasks and deliver sound decisions in a wide variety of situations - some of them potentially dangerous. You are encouraged to deport yourself accordingly both in and outside your basic preparatory training experience. Good luck and best wishes for a satisfying and safe career.
Week #1: 08/28
Overview of course expectations
Discuss Written Research Project & Verbal Class Presentation
Role-Playing Explanation & Purpose, Effective Communication Self-Evaluation
Officer Stance, Distance, Hands, Eyes, Interview Position
Class Interviews & Introductions
ASSIGNMENT FOR WEEK 2 - READ LESB STUDENT TEXT P. 1-20, NOTEBOOK

Week #2: 09/04
What is Professional Communication? Why is Professional Communication important? Benefits of Professional Communication. Active Listening
PowerPoint – Professional Communication Skills (Slides 1-31)
PAT ONE – Listening Skills (Group)
ASSIGNMENT FOR WEEK 3 - READ LESB STUDENT TEXT P. 49-56

Week #3: 09/11
Basic/Initial Contact Model, (OIR) Opening, Information Gathering, Resolution
PowerPoint – Professional Communication Skills (Slides 58-62)
PAT SIX – Basic Traffic Contact (Individual)
ASSIGNMENT FOR WEEK 4 - READ LESB STUDENT TEXT P. 21-36

Week #4: 09/18
Asking & Answering Questions, Making Requests & Giving Orders, Non Verbal Communication, Principles & Key Concepts of Professional Communication
PowerPoint – Professional Communication Skills (Slides 32-49)
PAT FIVE – Suitable Responses (Group)
PAT SEVEN - Officer Contact Override (Group)
ASSIGNMENT FOR WEEK 5 - READ LESB STUDENT TEXT P. 37-48

Week #5: 09/25
Overcoming Barriers to Effective Communication: Officer Generated, Physical, Interpersonal Barriers
PowerPoint – Professional Communication Skills (Slides 32-49)
REVIEW FOR MANDATORY PAT TWO
Group Activity – Scenario & Role Playing
SIGN UP FOR PAT TWO (WEEK 6) AND PAT THREE (WEEK 10)
ASSIGNMENT FOR WEEK 7 - READ LESB STUDENT TEXT P. 56-70

Week #6: 10/02
PAT TWO – Basic/Initial Contact (Individual) (Mandatory LESB)

Week #7: 10/09
Communication Training as part of Unified Tactics Training, Dispute Resolution Contacts, Mediation & Arbitration
Power Point Intervention Skills (Slides 1-23)
PAT 8 – R.E.A.C.T. (Group)
ASSIGNMENT FOR WEEK 8 - READ LESB STUDENT TEXT P. 71-79

Week #8: 10/16
Crisis Intervention, Pre-Intervention Format, Crisis Intervention format
Power Point Intervention Skills (Slides 24-31)
Group Activity – Scenario & Role Playing

ASSIGNMENT FOR WEEK 9 - READ LESB STUDENT TEXT P. 80-90

Week # 9: 10/23
Articulation of Police Action, D.O.N.E. Danger, Overriding Concern, No Progress, Escape, Physical Intervention, Communication Tactics during Physical Intervention, Debriefing
Power Point Intervention Skills (Slides 32-46)
REVIEW FOR MANDATORY PAT THREE
Group Activity – Scenario & Role Playing

ASSIGNMENT FOR WEEK 11 - READ LESB STUDENT TEXT P. 91-119

Week # 10: 10/30
PAT THREE – Mediation/Arbitration (Individual) (Mandatory LESB)

Week # 11: 11/06
Communication in Specific Situations; In the Workplace: Within Agencies, Communication Off Duty, Death Notifications
Power Point – Communication Skills in Specific Situations
PAT FOUR – Death Notifications (Group)
SIGN UP FOR PAT NINE (WEEKS 15 & 16)

ASSIGNMENT FOR WEEK 12 – REVIEW PHONETIC ALPHABET

Week # 12: 11/13
Radio Communications
Group Activity – Scenario & Role Playing

REVIEW FOR LESB EXAM

Week # 13: 11/20

LESB EXAM
PAT NINE - WRITTEN RESEARCH PROJECT DUE

ASSIGNMENT FOR WEEK 15 & 16 – PREPARE VERBAL PRESENTATION

Thanksgiving Break: 11/27 – No Class Session

Week # 14: 12/04
PAT TEN – Multiple Citizen Contact Scenarios, R.E.A.C.T. (Group)

Week # 15: 12/11
PAT NINE - Research Project Verbal Class Presentations

Week # 16: 12/18
PAT NINE - Research Project Verbal Class Presentations

Course Calendar: Please note the above chronology is flexible due to the nature of the class and cannot be strictly adhered to.

STUDENTS ARE REQUIRED TO MONITOR THEIR MATC EMAIL ACCOUNTS AND BLACKBOARD ANNOUNCEMENTS AS THESE WILL BE THE PRIMARY MEANS TO COMMUNICATE ANY CHANGES IN CLASS SCHEDULE, ASSIGNMENT DUE DATES, AND EXAM SCHEDULING.
MATC Core Abilities

Based on a very careful review by the Curriculum, Learning, and Assessment Core Committee, in which all the faculty were asked to submit suggestions, the MATC core abilities and core ability indicators were modified. These new MATC core abilities and core ability indicators were ratified by vote of faculty and administrative staff in every division. Please think about how your courses and programs will make use of this information.

Additionally, please think about how learning objectives fit into your courses. Although not yet required, use of learning objectives is strongly encouraged. Further, based on faculty feedback we have received, it is anticipated that learning objectives will likely become required within the next year.

Communicate effectively.
• Learner speaks effectively for the intended purpose, audience, occasion, and topic.
• Learner writes effectively for the intended purpose, audience, occasion, and topic.
• Learner applies rules of standard English language structure, including grammar and spelling.
• Learner uses correctly the language of his/her discipline.
• Learner chooses presentation format (oral, written, graphic) appropriately.
• Learner communicates in a bias-free manner.
• Learner supports viewpoints with evidence.

Collaborate with others.
• Learner cooperates with others.
• Learner resolves conflicts effectively.
• Learner participates in shared problem-solving.
• Learner demonstrates empathy, respect and concern for others.

Respect diversity.
• Learner acknowledges personal prejudices, and biases.
• Learner appreciates perspectives of people outside his/her own background/culture.
• Learner works collaboratively with people from other backgrounds/cultures.
• Learner demonstrates awareness of global issues.

Demonstrate responsibility.
• Learner prepares for and attends class.
• Learner turns in quality work.
• Learner adheres to safety rules and regulations.
• Learner acts professionally to fulfill job duties within chosen field.
• Learner demonstrates flexibility and self-directedness in learning.
• Learner acknowledges a responsibility to the global community (cultural, economic, environmental, political).
• Learner practices environmental sensitivity in his/her profession.
• Learner utilizes effective time management.

Think critically and creatively.
• Learner differentiates between assertions based on evidence and opinions.
• Learner considers others’ viewpoints and perspectives.
• Learner presents logical and reasonable arguments.
• Learner evaluates sources of information for credibility and reliability.
• Learner analyzes relationships between ideas, people, events, and things.
• Learner breaks complex problems into component parts.
• Learner selects and applies problem solving methods.
• Learner evaluates implications of alternative solutions.
• Learner anticipates future trends.
• Learner considers unconventional solutions.
Utilize technology.
• Learner acknowledges the scope of technology.
• Learner recognizes the cultural, social, economic, and political effects of technology.
• Learner solves problems using technology.
• Learner uses the technologies appropriate for their occupational program.
• Learner recognizes the impact of technology.
• Learner uses appropriate technology to obtain information.
• Learner uses appropriate technology to manage information.

Apply math and science.
• Learner analyzes data appropriately.
• Learner interprets meaning from scientific data.

Demonstrate environmental responsibility.
• Learner models sustainable practices.
• Learner identifies environmental issues.
• Learner practices resource conservation.
• Learner practices environmental sensitivity.

Embrace change.
• Learner thinks positively of improved outcomes.
• Learner realistically assesses workplace environment.
• Learner anticipates challenges and adjustments.
• Learner increases flexibility.
• Learner reflects upon successful outcomes.
• Learner adjusts to changing circumstances.
• Learner celebrates successful change.
MATC POLICE 903-002 Professional Communication, Fall 2014, D. BRAUN

MATC Attendance Policy:
MATC has an official attendance policy which can be found in the student handbook. It is each student’s individual responsibility to follow that policy, to attend all classes, and to meet all course requirements. Punctuality and regularity in class attendance is required.

Dropping Classes
Although MATC policy allows students to drop a class at any time, there are deadlines concerning the amount, if any, of tuition which may be refunded to any student dropping the course.

If you decide to drop this course for any reason YOU are still responsible for all payments up until which time you drop the course at the Registration Office or online at www.matc.edu.
You may be eligible to receive a full or partial refund depending on when you drop the course. Failure to attend class does not constitute a drop and you will be billed for the course in full.

LESB Statement of Understanding:
Depending upon your career goals, and your educational course status, the State of Wisconsin, Department of Justice, Law Enforcement Standards Board, (LESB), Training & Standards Bureau requires an additional attendance requirement which may directly impact a student’s qualifications for LEB Law Enforcement Certification. A student may miss an aggregate total of only 10% of all LEB certified classes. Any student who does not comply with the LEB standard will NOT be eligible for certification as a police officer in Wisconsin. Any student who does not obtain a final grade of a C or better in this class will NOT be eligible to apply for the certification classes.

Further, a student has a cumulative total of Three (3) years to complete the CJ-LE degree from the time they declare their Criminal Justice major or they start the Criminal Justice Classes. This time frame ONLY impacts students who wish to become certifiable as a police officer upon completion of their degree at MATC.

Per Wisconsin Department of Justice, Law enforcement Standards Board (LESB) Policy mentioned above, a total of three (3) excused or unexcused absences will constitute a failure for this class and the student will automatically be dropped from this class. There are no exceptions to this policy.

In the event a student is tardy to a class or misses a class (or any part thereof), that specific student is solely and completely responsible and accountable for any and all assignments, notes, or other information given or otherwise provided during such absence or tardiness. Absence or tardiness, for any reason, is not an excuse for missed information, assignments, tests, or other course information.

Student Signature: indicating syllabus has been read and is understood

Student Signature________________________________________ Date____________________
Student Name: _____________________________ Date: ____________________

As a student in this course, I acknowledge there are specific expectations outlined by the facilitator for attendance, exams, research projects, and grading. I have reviewed the course syllabus with the facilitator and I know what is expected of me to successfully pass this course.

**LESB Certification:**
The following guideline will be followed per the State of Wisconsin, Law Enforcement Standards Board police officer training and education:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Minimum hours</th>
</tr>
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<tbody>
<tr>
<td>Professional Communication</td>
<td>24</td>
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</tbody>
</table>

**Statement of understanding:**
Depending upon your career goals, and your educational course status, the State of Wisconsin, Department of Justice, Law Enforcement Standards Board, (LESB), Training & Standards Bureau requires an additional attendance requirement which may directly impact a student’s qualifications for LESP Law Enforcement Certification. A student may miss an aggregate total of only 10% of all LESP certified classes. Any student who does not comply with the LESP standard will NOT be eligible for certification as a police officer in Wisconsin.

Signature: ____________________________________________________

Instructor Signature: __________________________________________