.VĒRITAS
UNIVERSIDAD

CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES

Course Title: Introduction to Law Enforcement in Costa Rica

Course code: SOCY-2100

Total contact hours & credits: 48 hours 3 credits

Pre-requisites: None

Description

This course will be providing to the student a general knowledge about law enforcement in Costa Rica, according to national and international legislation in constitutional and human rights. Critical analysis will be developed, and students will be able to generate conversations and discussions about different criminal policies between Costa Rica and their countries to contribute from their different areas in crime prevention.

This course corresponds to the criminology area, it is a theoretical-practical course and it seeks to clarify the following question:

How to use the law enforcement criminal policies of Costa Rica to contribute to crime prevention?

In order to answer this question, this course will study the following:

- Costa Rican Legal System
- Law enforcement in Costa Rica
- Crime prevention policies of Costa Rica

Along the course, the following skills will be fostered:

- Ability to identify the main elements in Costa Rican legal system
- Ability to analyze criminal policies used by law enforcement police units in Costa Rica
- Ability to contribute in crime prevention from different environments on his/her country

Some of the values and attitudes fostered among students are the following:

- Discipline
- Problem solving
- Systemic thinking
- Learning how to learn
- Teamwork and leadership
- Empathic and reliable negotiation
- Respect for minorities and diversity
- Logical and communicative intelligence

Competencies, criteria and evidence

At Veritas University competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

Competencies, criteria and evidences

Competencies	Key competences	Evidence of learning
Discipline Analyze the different criminal policies and law enforcement in Costa Rica, to contribute in crime prevention, based on national and international legislation.	Identify the main elements that characterize the Costa Rican legal system, considering its constitutional and human rights principles.	Class discussions Individual research
	Analyze the different criminal policies executed in Costa Rica, considering the different police units of law enforcement in the country.	Case studies Written and oral presentations
	Apply crime prevention policies to a specific environment, considering the criminal policies and law	Group problem solving project

	enforcement principles in Costa Rica.	
Core/Generic		
Integrates knowledge, skills and attitudes to learn continuously and through one´s life pursuing an efficient development in the knowledge-based society.	Discipline Problem solving Learning to learn Systemic thinking	Group problem solving project Individual research
Integrates the necessary knowledge, skills, and attitudes to learn teamwork and leadership techniques.	Execute teamwork and leadership	Group problem solving project
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.	Listen attentively Relate well to others Manage and solve conflicts Negotiate reliably and empathetically Logical and communicative intelligence	Reading discussions Group problem solving project
Integrates the necessary skills and attitudes to respect vulnerable populations or minorities as victims, prisoners, drug addicts or sex workers.	Respect for minorities and diversity	Group problem solving project

Contents

UNIT 1: Costa Rican Legal System

1. Structure of the Three Powers of Costa Rica

2. Humans Rights, Constitutional and Criminal legislation in Costa Rica
3. Institutions relate with the criminal justice or law enforcement in Costa Rica

UNIT 2: Law enforcement in Costa Rica

4. Crime situation
5. Crime Investigation in Costa Rica
6. Different policies units in Costa Rica
7. Prison population
8. Resocialization policy in penitentiary system

UNIT 3: Crime prevention policies of Costa Rica

9. Firearms policy
10. Private security
11. Local/community security
12. Business security

Methodology

This is an introductory course that seeks to generate in students' general knowledge about law enforcement system in Costa Rica to help in crime prevention on different environments. Activities are planned at a basic level and promote problem-based learning through cases analysis, group activities, reading discussions, researches and presentations.

Problem-based learning methodology focuses on the student, so the student can acquire the competencies through real life situations by solving problems related to crime and law enforcement to help in crime prevention. The purpose of this methodology is to educate students for can be able to analyze and face problems in the same way they will, not only in professional stage, but in other environments of their lives too, which will lead them the acquisition of professional competencies.

Learning strategies

The following learning strategies will be executed:

● **Class discussion:** Students will read different articles given by the teacher at first day of class, concerning constitutional and human rights principles in Costa Rica. The idea is to generate in the student the capacity to identify the main elements that characterize the Costa Rican legal system and how to communicate in an assertive way to their classmates and teacher. Through the classes, a group discussion will take place, in which each student is expected to provide key questions and a comparison analysis with their own countries context.

- **Individual research:** Each student conducts a bibliographic research about the different institutions related to criminal justice or law enforcement in Costa Rica. The purpose is the student to identify the main elements that characterize the Costa Rican legal system and communicate them in a written report. Student is expected to provide a written research with the principal functions and characterizes of these institutions and indicated to what Power belongs. The institutions are: **Ministerio de Seguridad Pública, Ministerio de Justicia y Paz and Organismo de Investigación Judicial.**
- **Case studies:** Student will study in small group, different cases related to the current situation of crime in Costa Rica and the judicial investigation of that cases. The purpose is for student to analyze the different policies that the law enforcement forces apply to prevent or control crime. Student is expected to develop a class discussion group relating the information received about the cases and indicating the pros and cons that these policies could have in their own countries contexts. These cases are: **Liberia Multiple Homicide (2017). Los Tumbadores (2015). Rino (2009-2017). Serial killer Adrián Arroyo Gutiérrez (2014-2015).**
- **Oral presentations:** Students develop two (2) oral presentations in small groups about the **different police units** and the **penitentiary policies in Costa Rica** applied by law enforcement forces, the professor will communicate the specific topic in advanced. The purpose is for the students to analyze the criminal policies and communicate it in oral form, a written report will accompany the oral presentation.
- **Group solving/problem:** In small groups, students will develop an oral presentation proposing alternatives or viable solutions to crime problem in their countries, applying the information learned during the course and adapting it to different environments. Through the classes the teacher will provide guidance to the students, so they can develop the project during the unit 3.

Educational resources

In order to guarantee good development of the course, therefore to guarantee learning, the following resources are available: An updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge own ship. Most of the lessons will take place in the classroom.

During independent work periods students will be able to attend the institution. A campus library, study rooms, and computer labs are available for the students´ independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus.

Learning evaluation

In order to make the course or program better competencies-based evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students´ performance. The rubrics include the core and discipline key competences.

RUBRICS	PERCENTAGE VALUE
Class discussion	10%
Individual research	15%
Cases studies	10%
Oral presentations	25%
Group solving/problem	40%
Total	100%

Rubrics

Class discussion

Criteria	4: Excellent	3: Very Good	2: Acceptable	1: Insufficient
Uses and connect previous knowledge with the subject spoken in class establishing connections between their country and Costa Rica.				
Responds to the questions made by the teacher during the classes				
Pays attention and respect the contributions made by their classmates				
Discusses ideas with respect to the opinions of their classmates				

Observations:				
Total				

Individual research

Criteria	4: Excellent	3: Very Good	2: Acceptable	1: Insufficient
The report is delivered in digital format, by Canvas through Word or PDF document, on the dates assigned by the teacher				
The report includes a cover with the date, name of the student, course and name of the teacher				
The report includes a brief introduction about the research made by the student				
The report includes the main functions and characteristics of the institutions assigned				
The report includes a brief conclusion with personal observations made by the student				
The report includes properly and current bibliographic sources as possible				
Respects copyrights and cite correctly the texts in APA style, 6th edition.				
The structure or order of the ideas in the sentences are logical. Use punctuation correctly				
All the ideas presented are related to the subject. The ideas are presented with clarity and objectivity				
Observations:				
Total				

Cases studies

Criteria	4: Excellent	3: Very Good	2: Acceptable	1: Insufficient
Uses and connect their previous knowledge with the subject spoken in class				
Contributes with ideas and establish connections between their country and Costa Rica				
Responds to the questions made by the teacher during the classes				
Pays attention and respect to the contributions made by their classmates				
Discusses ideas with respect to the opinions of their classmates				
Observations:				
Total				

Oral presentations

Criteria	4: Excellent	3: Very Good	2: Acceptable	1: Insufficient
Presents the exposition with audiovisual materials such as Power Point, Prezi, videos, audios or images				
All the members participate in the oral presentation and demonstrate knowledge of the subject				
All the ideas presented are related to the subject. The ideas are presented with clarity and objectivity				

The report includes a cover with the date, name of the students, course and name of the teacher				
The report includes a brief analysis of the research made by the group				
Respects copyrights and cite correctly the texts in APA format				
The structure or order of the ideas in the sentences are logical. Use punctuation correctly				
Observations:				
Total				

Group solving/problem

Criteria	4: Excellent	3: Very Good	2: Acceptable	1: Insufficient
The group identifies a problematic in Police, Work, Community or Prison environment of their own respective countries, that includes the following requirements: - A preliminary analysis of the problem that puts the reality in context to the rest of the class - A brainstorm with the probable causes that could influence in the problem detected				

The group chooses a proposal, change or improvement for crime prevention to apply in the detected problem, that includes the following requirements: - At least two (2) criminal policies applied in Costa Rica by the Law Enforcement forces or other organizations, and are objectively justified by the group - The proposal is consistent with the legal system of the country in which it is expected to apply				
The different institutions, police units, community leaders or heads that can contribute to the problem detected are correctly identified by the group				
The proposal includes a sensitization campaign for a vulnerable population relate with the problem chooses (as prisoners, drug addicts, sex workers or victims) to attend their situation				
The group presents the project through an oral presentation and must have at least the following: - By Power Point, Video, video-images or PREZI format. - Participation and teamwork of all members, whether as participants or editors in the images, videos or by an oral presentation in class.				
Observations:				
Total				

Auto evaluation

Criteria	4: Excellent	3: Very Good	2: Acceptable	1: Insufficient
I participated in the classes expressing my ideas or evacuating my doubts				
I paid attention and always showed interest about what others say				
I was able to express my ideas with respect to others				
I dedicated enough time to read and research about the topics seen in class				
I was responsible with the delivery dates of the assigned works				
I participated in the activities and I collaborated with my classmates in this process				
I followed the instructions given in all the assignments				
Observations:				
Total				

Co evaluation

Criteria	4: Excellent	3: Very Good	2: Acceptable	1: Insufficient
He/She participated in classes expressing ideas or evacuating their doubts				
He/She paid attention and always showed interest about what others say				
He/She express ideas with respect to others				
He/She participated in the activities and collaborated with the group in this process				
Observations:				
Total				

Audience

This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners, so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

Attendance

Students are only allowed a total of 2 non-consecutive (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points.

Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade.

Code of conduct

Professors have the right to expel a student from the classroom should he / she:

1) Behave in a disrespectful way
2) Be disruptive in the classroom
3) Be under the influence of any illegal drug
4) Hygiene problems that may disturb other students
5) Be under the influence of alcohol or even smell like alcohol

Electronic devices

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. **Please turn all devices OFF and put them away when class begins**. Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

Bibliography

Asamblea Legislativa (1970). Código Penal de Costa Rica. Sistema Costarricense de Información Jurídica – SCIJ. Recovered from http://www.pgrweb.go.cr/scij/.

Asamblea Legislativa (1995). Ley de Armas y Explosivos, ley 7530. Sistema Costarricense de Información Jurídica – SCIJ. Recovered from http://www.pgrweb.go.cr/scij/.

Asamblea Legislativa (2003). Ley de Regulación de los Servicios de Seguridad Privados, ley 8395. Sistema Costarricense de Información Jurídica – SCIJ. Recovered from http://www.pgrweb.go.cr/scij/.

Asamblea Nacional Constituyente. (2000). Constitución Política de Costa Rica. I ed. México, McGraw Hill.

Asamblea Nacional de las Naciones Unidas. (1948) Declaración Universal de Derechos Humanos, Organización de las Naciones Unidas. Recovered from http://www.un.org/es/index.html

Chronogram

W 1-3	Key competence	Content	Teaching strategies
UNIT 1: COSTA RICAN LEGAL SYSTEM	Identify the main elements that characterize the Costa Rican legal system, considering its constitutional, criminal and human rights principles	Structure of the Three Powers of Costa Rica	Meeting Presentation Class discussions (teacher provides various articles about Costa Rican legislation) Individual research
		Humans Rights, Constitutional and Criminal legislation in Costa Rica	Class discussions (teacher provides various articles about Costa Rican legislation) Teacher provides the instructions for the individual research
		Institutions relate with the criminal justice or law enforcement in Costa Rica	Class discussions (teacher provides various articles about Costa Rican legislation) Students provides the individual research to the teacher

W 4-8	Key competence	Content	Teaching strategies
UNIT 2: LAW ENFORCEMENT IN COSTA RICA	Analyze the different criminal policies executed in Costa Rica, considering the different police units of law enforcement in the country	Crime situation in Costa Rica	Case studies
		Crime Investigation in Costa Rica	Case studies
		Different polices units in Costa Rica	Written and oral presentations
		Prison population	Written and oral presentations
		Resocialization policy in penitentiary system	Written and oral presentations

W 9-12	Key competence	Content	Teaching strategies
UNIT 2: CRIME PREVENTION POLICIES OF COSTA RICA	Apply crime prevention policies to a specific environment, considering the criminal policies and law enforcement principles in Costa Rica	Firearms policy	Group problem solving project
		Private security	Group problem solving project
		Local/community security	Group problem solving project
		Business security	Group problem solving project