Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of
the Academic Affairs and Standards Council (AASC)

1. Prepared by:______________________________________________________________

2. Date submitted:__________________________________________________________

3. Date approved:__________ Date revised 10/30/23

4. Department/discipline: Community Peace Officer

5. Department(s) endorsement(s):___________________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Minnesota Statutes & Traffic Law
   Abbreviated course title for Transcripts (25 characters or less):________________


9. Number of Credits: Lecture 4 Lab

10. Control Number (on site) 40 Control Number (online)

11. Catalog/Course description:
   An introduction to substantive criminal law. Includes the classification and analysis of
   crimes and criminal acts, and the studying of criminal law as a means of preserving and
   protecting life and property. The course focuses on the provisions of the Minnesota Criminal
   and Traffic Code.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
   Prerequisite(s): Passage of CPO 1001 Introduction to Criminal Justice and CPO 1010 Crime
   and Delinquency with a grade in each of those courses of at least 2.0 and an
   overall college Grade Point Average of at least 2.0 or permission of the instructor and the
   Community Peace Officer Program coordinator.
   Co-requisite:

13. Course Materials (Recommended course materials and resources. List all that apply, e.g.
   textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

   There is a considerable amount of information to be taught during this course. No additional
   assignments are assigned during this course.

14. Course Content (Provide an outline of major topics covered in course)

   Criminal Code
   -General Principles
   -Sentences
- Anticipatory Crimes
- Homicide & Suicide
- Crimes Against Person
- Crimes Against Unborn Children
- Crimes of Compulsion
- Sex Crimes
- Crime Against the Family
- Crime Against the Government
- Crimes Affecting Public Officer or Employee
- Crime Against Administration of Justice
- Theft & Related Crimes
- Damage or Trespass to Property
- Forgery & Related Crimes
- Crimes Against Public Safety & Health
- Public Misconduct of Nuisance
- Gambling
- Crimes Against Reputation
- Crimes Relating to Communication
- Miscellaneous Selected Statutes
- Crimes Against Business
- Crimes Against Commerce

Traffic Code
- Applicability, Exceptions
- Signs & Signals
- Traffic Accidents
- Driving While Intoxicated
- Driving Rules
- Pedestrians
- Bicycles & Motorized Bicycles
- Safety Zones
- Railroad Crossing
- Controlled Access & Thorough Highways
- Other Traffic Rules
- Stopped, Parking Provisions
- School Bus Safety
- Vehicle Equipment
- Police Vehicles
- Vehicle Inspections
- Vehicle Insurance
- Arrest and Appearance Procedures
- Driver’s License
- License Plates

15. Learning Goals, Outcomes, and Assessment
At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Competencies (CAC)</th>
<th>Cultural Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an understanding of the necessary elements for selected crimes pursuant to the Minnesota Criminal and Traffic Code.</td>
<td>A, B, C</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to recite the required elements of selected Criminal and Traffic Code Statutes.</td>
<td>A, B</td>
<td></td>
</tr>
<tr>
<td>Students will develop basic knowledge of the Minnesota Criminal and Traffic Code</td>
<td>A, B</td>
<td></td>
</tr>
<tr>
<td>Students will learn the differences with respect to tribal laws and state laws and cover the interaction of Public Law 280 with state law; that there are limitations with what we can prosecute on the reservation due to the inherent jurisdiction the tribe has within its boundaries over its members; and, that there is a restriction on the State to prosecute crimes that are considered civil/regulatory in nature.</td>
<td>A, B, D</td>
<td></td>
</tr>
</tbody>
</table>

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – Knowing knowledge:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

2. **GWAYAKWAADIZIWIN – Living a balanced way:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. ZOONGIDE'EWIN – Strong hearted: To increase the students’ capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

4. AANGWAAMIZIWIN – Diligence and caution: To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

5. DEBWEPWIN – Honesty and integrity: To increase students’ capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

6. ZAAGI' IDIWIN – Loving and Caring: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

7. ZHAWENINDIWIN – Compassion: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. Minnesota Transfer Curriculum (MnTC): List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): ____________
Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

_______Yes  X  ____No

Provide the required documentation to show course meets required licensing/certification standards.

03/19/19