

**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 3/18/24

4. Department/discipline: Criminal Justice/Peace Officer

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

6. Course Title: Minnesota Statutes
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: CJPO 8. Course Level: 2020

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 40 Control Number (online) 25

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 CJPO 1001 Introduction to Criminal Justice and CJPO 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 Criminal Justice/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).

Textbook: Minnesota Criminal Code & Selected Statutes for Law Enforcement Officers. Minnesota Traffic Code. Published by Minnesota Printing Office

There is a considerable amount of information to be taught during this course. No additional readings 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:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Develop an understanding of the necessary elements for selected crimes pursuant to the Minnesota Criminal and Traffic Code.	A, B, C	
Demonstrate the ability to recite the required elements of selected Criminal and Traffic Code Statutes.	A, B	
Students will develop basic knowledge of the Minnesota Criminal and Traffic Code.	A, B	
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.	A, B, D	
Identify the basic organization, purpose, definitions, and principles of the Minnesota State Statutes.		
Identify the elements of crimes as stated in the Minnesota State Statutes.		
Identify Minnesota State Statutes relating to weapons, chemical agents,		

electronic control weapons, and interference with public property.		
Identify the elements of the Minnesota Traffic Enforcement Code and Driving While Impaired crimes.		
Identify special Minnesota peace officer duties associated with specific statutes.		
Evaluate situations to determine proper application of Minnesota State Statutes.		

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. **DEBWEWIN – *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.

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