

# Minnesota

## Articulated College Credit Agreement

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### Articulated College Credit (ACC) Agreement

Through Articulated College Credit (ACC), specific college curriculum content goals, learning outcomes, and assessments are embedded in participating high school career and technical education (CTE) programs as specified in this agreement. Relevant knowledge, skills, and standards are taught by qualified CTE high school instructor(s) in one or more high school course. ACC is awarded if the student meets the college equivalency standards and later enrolls in the college(s) listed below requiring the course in a specific program.

**Agreement Name:** Law Enforcement and Human Behavior  
**Agreement Reviewed/Revised:** 2023 – 2024

These credits are valid for students in grades 10-12 for 5 years from the completion of this course.

College	College Course	College Program	ACC
Alexandria Technical & Community College	PTE 1540 – Law Enforcement and Human Behavior	*Police Education & Training (A.S. – 68 cr.) *Police Education & Training (A.A.S. – 72 cr.)	4 of 4 credits
Rochester Community & Technical College	POFC 2121 – Human Behavior and Ethics for Peace Officers	*Peace Officer (Certificate – 28 cr.) *Peace Officer (A.A.S. – 60 cr.) *Peace Officer/Public Safety Transfer Pathway (A.S. – 68 cr.)	3 of 3 credits

### Course Description

This course examines influences and requirements relating to police interaction involving victimization, hate/bias-motivated crimes, domestic abuse, people with disabilities, and racial and ethnic diverse populations. 1. Understand various crime information systems. 2. Define, explain, and list police roles as they relate to hate and bias crimes, victimization and victim rights and referrals, domestic abuse, and people with disabilities. 3. Explain various court orders as they relate to police interaction. 4. Understand how personal perceptions influence an officer’s interaction with others. 5. Define and explain persons in crisis and appropriate methods for providing protections.

### Content Goals

100% of the curriculum content goals will be covered in the high school course(s) by qualified CTE high school instructor(s).

The following list of course objectives, directly related to the Course Learning Outcomes, will be addressed:

- 2.5.7 Explain special Minnesota peace officer duties associated with specific statutes including: informing crime victims of their rights and assisting victims of violent crime including domestic assault, restraining orders and orders for protection, data collection on battered women cases, interviewing child abuse victims, officer responsibilities regarding missing children, and mandated reporter for child abuse and vulnerable adults.

2. 2.11.1 Describe current and emerging drug trends in prescription drug abuse and abuse of controlled substances and narcotics.
3. 2.11.2 Describe the relationship between drug abuse and crime.
4. 2.11.3 Explain the impact of evolving drug laws on law enforcement including the legalization of medicinal marijuana and the legalization of recreational marijuana in some states.
5. 2.13.1 Define the term predatory offender and describe Minnesota's predatory offender registration system including risk levels that may be assigned to offenders.
6. 2.13.2 Describe when law enforcement agencies are required to provide community notifications regarding predatory offenders and who to contact for assistance with community notifications.
7. 2.13.3 Explain roles peace officers may take in helping predatory offenders understand and complete the Bureau of Criminal Apprehension's predatory offender registration form and in conducting compliance checks on registered predatory offenders.
8. 2.14.1 Define the terms crime and crimes of violence as found in Minnesota Statute.
9. 2.14.2 Discuss the extent, causes and impact of crimes of violence including physical and sexual abuse, physical violence, harassment and stalking, and neglect. (Minn. Stat. 626.8451., Subd. 1a.)
10. 2.14.3 Discuss how anger, intimidation, isolation, restriction of freedom, economic abuse, emotional abuse, threats and psychological abuse, physical abuse and sexual abuse are methods of exerting power and control.
11. 2.14.4 Describe stalking and how it has changed with technological advances.
12. 2.15.3 Research the personal and situational characteristics of parents who abuse their children in order to gain insight into the individual and family dynamics that produce abusive behavior.
13. 2.15.4 Describe community resources and supportive services for individuals and families involved in abusive situations.
14. 2.15.8 Describe who is mandated to report suspected child and vulnerable adult abuse and the ramifications of not reporting.
15. 2.16.1 Explain what legally constitutes domestic abuse and assault.
16. 2.16.2 Discuss the dynamics of domestic violence including the phases of abusive behavior, the progression of violence, the use of power to attain control of a relationship, the effects of abuse, and the societal forces that may perpetuate an atmosphere conducive to abuse.
17. 2.16.3 Discuss types of abuse including physical, emotional, psychological, sexual, and economic.
18. 2.16.4 Discuss characteristics of batterers and victims and the effects of domestic violence including: how fear and social stigma related to domestic violence affect victim behavior, and issues related to children as victims and witnesses at domestic violence scenes.
19. 2.16.5 Define the following terms outlined in Minnesota Statute: domestic abuse, family or household member, qualified domestic violence-related offense (QDRO), order for protection, ex parte order, domestic abuse no contact order, harassment restraining order, harassment, and stalking.
20. 2.16.6 Identify significant aspects of Minn. Stat. related to domestic abuse (Minn. Stat. 629.341 and 518.B01, 609.749, 609.2242) including what legally constitutes domestic assault, elements of various levels of domestic assault, and enhancement for prior domestic violence related offense convictions.
21. 2.16.7 Discuss family violence prevention techniques and common resources and referral agencies for victims of family violence.
22. 2.16.8 Explain investigative procedures in domestic violence situations related to: interpreting the law when making arrest decisions in domestic violence cases, including when arrest is mandatory and identifying the primary aggressor, the role of protective orders, when to complete the short form for the order for protection, communication techniques that may be effective in volatile situations, and why victims may be reluctant to press charges or testify.
23. 2.16.9 Explain the peace officer's role in providing victim's rights information to victims of domestic assault.
24. 2.16.10 Explain the requirements for making an arrest and reporting in domestic assault situations.
25. 2.16.11 Discuss when warrantless arrests may be made and when enhancements for previous assaults may be considered.

26. 2.18.1 Identify and describe the dynamics associated with the victim experience and myths surrounding trauma and victimization.
27. 2.18.2 Describe the current state of victim's rights in the criminal justice system. (Minn. Stat. 611A)
28. 2.18.3 Explain the peace officer's role in advising victims regarding shelter and assistance and the importance of demonstrating compassion and concern for victims.
29. 2.18.4 Discuss the importance of confidentiality of a victim's address/location, and connecting victims with victim crisis services.
30. 2.18.5 Discuss culturally responsive approaches to dealing with victims of violent crimes.
31. 2.18.6 Explain the use of the crime victim notification form.
32. 2.18.7 Explain peace officer duties relative to obtaining assistance with non-English speaking victims or victims with communications disabilities
33. 2.19.1 Explain the intent of the Americans with Disabilities Act.
34. 2.19.2 Discuss the rights of people who have disabilities to the same service law enforcement provides to anyone else and stereotypes and biases some people may Reviewed/ Revised – Fall, 2019 4 have toward people with disabilities.
35. 2.19.3 Describe major areas of physical and mental disabilities requiring public section accommodations.
36. 2.19.4 Identify special communications issues peace officers may encounter and discuss reasonable and appropriate actions officers may take to improve communication with individuals: coping with communication disorders including hearing impairment, whose mobility impairment restricts communication, and coping with autism spectrum disorders, dementia, Alzheimer's disease or intellectual disabilities.
37. 2.19.5 Discuss methods for communicating with, assisting, or intervening in circumstances involving individuals who demonstrate indications of a variety of physical disabilities or mental impairments. (Minn. Stat. 626.8455)
38. 2.19.6 Discuss emergency and non-emergency law enforcement situations involving people who have mobility disabilities, mental illnesses, intellectual disabilities, epilepsy or seizure disorders, speech disabilities, deafness or hard of hearing, and blindness or low vision and appropriate law enforcement response to those situations including making modifications or providing accommodations when appropriate.
39. 2.19.7 Given scenarios that involve people with a variety of physical or mental conditions that limits their movement, senses, or activities, in roles of crime suspects, victims or witnesses, discuss what appropriate and reasonable actions peace officers may need to take depending on the circumstances and abilities of the individuals involved.
40. 2.19.8 Discuss how peace officers may provide respectful, appropriate and reasonable assistance when it is needed to people with physical or mental conditions that limit their movement, senses or activities.
41. 2.20.1 Describe the major and severe forms of mental illness.
42. 2.20.2 Describe the symptoms of major mental illnesses and how they manifest in adults and children, i.e., those associated with antisocial personality disorders, autism spectrum disorders, bipolar disorder and manic behavior disorders, depression, dis-associative disorders, post-traumatic stress disorder (PTSD), schizoaffective disorder, schizophrenia, and Tourette's syndrome.
43. 2.20.3 Identify signs and characteristics that may be indicative of suicidal individuals.
44. 2.20.4 Discuss signs and symptoms of excited delirium and its relationship to mental illness, drugs and sudden death.
45. 2.20.5 Discuss bias that comes from the stigma of mental illness and the rights of individuals dealing with mental illness to the same fair treatment and police protection as anyone else.
46. 2.20.6 Discuss the Minnesota Crisis Intervention Team (MNCIT) model.
47. 2.20.7 Discuss how substance abuse can mimic or contribute to mental illness.
48. 2.20.8 Explain how medications may influence behaviors of individuals dealing with mental illness and why people don't always take their medications.

49. 2.20.9 Discuss problems military veterans may have reintegrating into society, how these problems may involve law enforcement and special considerations for dealing with veteran in crisis.
50. 2.21.1 Discuss the role of peace officers in managing and de-escalating hostile situations including how the attitude and expectations of an officer influences responses in crisis situations.
51. 2.21.2 Describe anger/conflict management strategies useful to officers in resolving problems that arise in law enforcement settings.
52. 2.21.3 Identify strategies and de-escalation techniques officers may use to manage conflict, reduce anger, and improve communication and cooperation and de-escalate volatile or hostile situations.
53. 2.21.4 Distinguish between characteristics of passive, aggressive, and assertive behavior.
54. 2.21.5 Discuss body language behaviors that signal potential conflict escalation.
55. 2.21.6 Explain the principles of crisis intervention/negotiations.
56. 2.21.7 Demonstrate basic knowledge of abnormal psychology.
57. 2.21.8 Explain various communications techniques that may be effective in a crisis situation and how techniques may vary depending on whether the situation involves mental illness, substance induced behavior, or other causes.
58. 2.21.9 Explain when to yield crisis management to other authorities.
59. 2.21.10 Explain strategies that may be employed when hostages are involved in a crisis situation.
60. 2.23.1 Identify and discuss crimes commonly described as cybercrime or internet crime.
61. 2.25.1 Define terms terrorism (domestic and foreign), critical infrastructure, homeland security and militia movement.
62. 2.25.2 Discuss the challenges in balancing national security concerns and civil rights including the impact of the USA Patriot Act.
63. 2.25.3 Identify risks that may be associated with violent, anti-government extremist groups.
64. 2.25.4 Discuss types of terrorism, weapons of terrorism, counterterrorism, basic interdiction strategies, terrorism target awareness and the role of law enforcement related to terrorism.
65. 2.26.1 Explain what a criminal gang is as it is defined in Minnesota Statute 609.229 and the penalties for crimes committed for the benefit of a gang.
66. 2.26.2 Discuss the appeal of gang membership, how gangs recruit members, and prevention and intervention methods.
67. 2.26.3 Explain the terms organized crime and racketeering and discuss how organized crime affects Minnesota law enforcement.
68. 2.26.4 Recognize the term RICO Act as meaning the Racketeer Influenced and Corrupt Organizations Act and be able to describe the overall intent of the Act.
69. 2.26.5 Define the term vice crime and describe the attributes of various vice crimes including illegal gambling, prostitution, solicitation and pornography.
70. 2.26.6 Discuss officer safety concerns and ethical decision-making matters related to vice crime investigations including risks associated with working undercover and ethics related to working with confidential informants.

## Course Assessments

High school students must earn a grade of 85% or better to receive college credit. This grade will be based on class assignments, quizzes, exams, and/or project-based assessments.

### Recommended Comprehensive Assessment – High School & College

Comprehensive Assessment	Vendor	Additional Information
Introduction to Criminal Justice – Minnesota	NOCTI	<a href="http://www.nocti.org">www.nocti.org</a>

### Recommended Industry-Recognized Certificate – College

Certificate	Vendor	Additional Information
Minnesota Peace Officer Exam	Minnesota Peace Officer Standards & Training (POST) Board	<a href="https://dps.mn.gov/entity/post/exams">https://dps.mn.gov/entity/post/exams</a>

