

# Criminal Justice Programs at Minnesota State University, Mankato:

A review and recommendations from the  
Community Workgroup



MINNESOTA STATE  
UNIVERSITY  
MANKATO

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## Convening a Review

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In May 2020, President Richard Davenport, Provost Matt Cecil, and Dr. Henry Morris convened a review of the Law Enforcement program at Minnesota State University, Mankato in response to the police violence and community reactions that occurred in Minneapolis, MN and across the nation. As the request was reviewed, it was determined that all three related Criminal Justice Programs at Minnesota State University, Mankato, should be reviewed and that the review would include members of the community and the ability for community feedback.

### Purpose

As a leader in corrections, criminal justice, and law enforcement education in the state of Minnesota, the College of Social and Behavioral Sciences and the Department of Government, in partnership with Academic Affairs, the Office of Diversity and Inclusion, and the Department of Sociology and Corrections, convened a Criminal Justice Program Review Workgroup to evaluate and provide recommendations on how to better prepare MSU Mankato Criminal Justice students to serve in multicultural, diverse communities. Once the evaluation was completed, the workgroup identified any potential educational gaps and provided recommendations for new practices and ideas to address those gaps.

### Corrections Program

The Corrections Program at Minnesota State University, Mankato is designed for students seeking specialized careers within court systems or correctional agencies that promote public safety and crime prevention. The professionals in the field of Corrections promote public safety through research-based practices that motivate behavioral changes and community healing after criminal behavior occurs. We emphasize approaches to working with and enhancing the lives of a diverse population of justice-involved people. A complete copy of the current curriculum for the Criminal Justice Program can be found in [Appendix B](#).

### Criminal Justice Program

Minnesota State University, Mankato was an anomaly within 4-year institutions across the United States by having a BS in Law Enforcement and a BS in Corrections, but no criminal justice degree. In the past, the Law Enforcement Program had two options; Option 1 was for students who were seeking licensing in Minnesota as a Peace Officer. Option 2 was a general catch all degree for students who wanted to study law enforcement, but did not want to be a Minnesota Licensed Peace Officer. In many ways, this Option 2 served as a pseudo-criminal justice degree.

However, faculty members from the Law Enforcement Program and Corrections Program discussed creating a criminal justice degree over several years, and faculty from both programs have shared interests in research and presentations. In spring 2017, the Law Enforcement Program submitted a major curriculum change to the

Option 1 and Option 2 degrees to align with accreditation standards through POST and Transfer Pathways. The licensing degree was approved, however, in a meeting with Provost Marilyn Wells, the law enforcement program was informed that Option 2 needed more work and needed to be interdisciplinary; i.e. a more formal criminal justice degree.

In FY2018, faculty members from the law enforcement program and the corrections program met several times during the school year to brainstorm and discuss the viability of a criminal justice degree. In the spring semester, a BS in Criminal Justice degree was drafted, along with policies that could be put forward through the curriculum system in FY2019 once the Sociology/Corrections department and the Government department supported the proposal. The intent of the faculty is to maintain our recognized programs in Corrections and Law Enforcement, along with the accreditation and degrees conferred through those programs, alongside the criminal justice program. The program started in Fall 2019.

The purpose was to create a criminal justice degree that has been designed by faculty members who teach criminal justice courses to best serve our students who are seeking a degree in the field, but who do not want to pursue specifically a corrections or law enforcement licensing degree. In designing the degree, faculty members evaluated existing classes to identify common themes, requirements and created a program that would allow flexibility to address areas of specialization that students would pursue. This degree is robust, but still allows for specialization with the choice of electives to allow students to pursue programming, research or further graduate work. A complete copy of the current curriculum for the Criminal Justice Program can be found in [Appendix C](#).

### Law Enforcement Program

The Law Enforcement Program at Minnesota State University, Mankato is the largest four-year program in the state of Minnesota. The law enforcement program is designed for individuals seeking a professional career in criminal justice and law enforcement. The program is open to in-served students who wish to improve their basic education, and pre-service students who may be interested in pursuing a career in law enforcement. The Law Enforcement program is accredited as a Professional Peace Officer Education Program through the Minnesota Peace Officers Standards and Training Board. Students who have successfully completed this program, along with an approved Skills program, are eligible to take the Minnesota Peace Officers exam, which is required to be eligible to be licensed as a peace officer in Minnesota. A complete copy of the current curriculum for the Law Enforcement Program can be found in [Appendix D](#).

The philosophy of the Law Enforcement Program is that throughout the curriculum, our required and elective courses emphasize evidence based practices and the role of critical thinking as a law enforcement officer in a free society where there are Constitutional, statutory, and ethical limitations upon our government's exercise of police power. We teach our students to respect and uphold federal and state

constitutions, the law, procedural justice, and the rights of the citizenry at an individual and community level. Our curriculum demands our students be of high integrity, compassion, dedication and attentiveness, as well as to be aware of implicit bias in our diverse and changing community, nation, and world.

### Leadership

Four leaders within Minnesota State University, Mankato were identified to lead the listening sessions, workgroup, and implementation of the recommendations for the workgroup.

#### Dr. Matt Loayza, Dean of the College of Social and Behavioral Sciences

Matt Loayza has served as the Dean of the College of Social and Behavioral Sciences since July 2018. The College of Social and Behavioral Sciences includes 21 undergraduate programs, 17 graduate programs, five graduate certificate programs, a Doctor of Psychology in School Psychology program, the Center for Aging, Center for Economic Education, Kessel Lecture Series, Kessel Peace Institute, and Organizational Effectiveness Research Group. He has been a faculty member in Minnesota State University Mankato's Department of History since 2003, and served as the Department Chairperson for History in two separate terms. Dr. Loayza's research interests center upon the History of U.S. Foreign Relations, with a focus on cultural diplomacy during the Cold War.

#### Dr. Henry Morris, Vice President of Diversity & Inclusion

Henry Morris is the Dean of Institutional Diversity and the Chief Diversity Officer at Minnesota State University, Mankato. As the Chief Diversity Officer, he provides leadership for the development and implementation of university-wide diversity policies, practices and initiatives including programs for at-risk students. Dr. Morris also provides leadership to the staff and programs of the Women's Center, LGBT Center, Multi-Cultural Center, and the Opportunity, Access, Success- Intercultural Services Center. Finally, he provides overall leadership to major diversity/cultural programs and diversity enrollment management initiatives and represents the University in system-wide and community decision-making/strategic planning endeavors related to institutional diversity issues; and works collaboratively with academic departments, student affairs departments, and financial departments.

#### Dr. Pat Nelson, Chairperson of Department of Government, Program Director for Criminal Justice Program and Law Enforcement Program

Pat Nelson has served as the Chairperson of the Department of Government, which includes the Criminal Justice Program, International Relations Program, Law Enforcement Program, Political Science Program, Urban and Regional Studies Institute, and the Masters in Public Administration and Community Management Program, since 2018. She has served as the Program Director for the Law Enforcement Program since 2017 and for the Criminal Justice Program since its inception in fall 2019. Dr. Nelson has been a faculty member in the Law Enforcement Program since joining Minnesota State University, Mankato in 2012

and has focused on improving the communication and decision making skills of law enforcement students. Before joining the program, she worked as an officer and sergeant for the Minneapolis Police Department from 1997-2013.

### Dr. Sherrise Truesdale-Moore, Associate Professor in Corrections Program

Dr. Sherrise Truesdale Moore is Associate Professor of Sociology and Corrections at Minnesota State University, Mankato. She has over 27 years of combined experience in the criminal justice profession, including supervision over federally funded Maryland correctional program; program development; criminological, legal, and legislative research; and higher education. Dr. Truesdale-Moore is a member of the Academy of Criminal Justice Sciences, the American Society of Criminology, the Minnesota Correctional Association, the Midwest Sociological Society, and Board Member of Blue Earth County Community Corrections. Her personal charge is to research and promote effective approaches in working with at-risk communities to assist with producing positive outcomes for youth, adults, and families. Dr. Truesdale-Moore's research interests include re-entry issues surrounding formerly incarcerated individuals involved in higher education, cultural specific programming, mental health, and family, and criminal justice majors in higher education programs.

### Community Listening Sessions

Four community listening sessions were hosted using a Zoom Webinar platform on the following dates, with the number of community members in attendance noted:

- Tuesday, July 14, 2020: 11:30am – 1pm, 31 attendees
- Thursday, July 16, 2020: 5:30 – 7pm, 18 attendees
- Monday, July 20, 2020: 5:30 – 7pm, 16 attendees
- Wednesday, July 22, 2020: 11:30am – 1pm, 20 attendees

Leadership team members provided a brief overview of the curriculum and then answered specific questions while collecting comments. Notes were taken from each of the community listening sessions and themes were identified.

### Themes from Community Listening Sessions

Along with providing education about the current curriculum in all three programs, the following were the ideas and themes that were identified in the community listening sessions:

#### Importance of history

- Social and Economic Inequality
- Role of Law Enforcement from different perspectives
- Hear and understand critiques of policing as a system without getting defensive or adhering to loyalty to police above all else

#### Diverse Students in Criminal Justice

- Recruitment
- Partnering with agencies in recruitment

### Internships/Service Work as a requirement

- Our students need to spend time in diverse communities
- Exposure to cultural values and beliefs
- Need to experience being part of a community, not just serving the community

### Cultural Competency

- What is it?
- How can we help build it in higher education
- Intercultural Development Inventory (IDI)

### Responding to societal issues that may not be crimes

- Communication and De-escalation
- Mental Illness
- Being a part of the community
- Learning how to advocate for change within and outside the system.

### Personal Growth, Reflection, Stress

- Vicarious Trauma
- Psychological First Aid
- Holistic health of the individual
- Holistic health of the professions

### Partnerships

- How to connect pre-service education (our BS programs) to continuing education for CJ professionals.
- Partnerships with Criminal Justice agencies and organizations.

## Workgroup Members

A call was put out for workgroup members that were subject matter experts and had additional perspectives in the areas of community relations, communications, diversity and inclusion, race relations, social justice, and public service from the university, professions, and community members. The following were the final workgroup members:

- **John Ault**
  - Retired warden from the Iowa Department of Corrections
- **Chris Brown**
  - Acting Dean of the College of Arts and Humanities focusing on race and communications as a research interest.
- **Jill Cooley**
  - Professor in the History Department of MSU Mankato focusing on civil rights and constitutional history as a research interest.
- **Jeffery Dennis**
  - Professor in the Corrections Program focusing on LGBT people and criminal justice as a research interest.
- **Lee Edwards**
  - Retired Lieutenant from the Minneapolis Police Department

- **Dr. Vincent Hayden**
  - President of Our Turning Point: An African American Organization
- **Bukata Hayes**
  - Executive Director of the Greater Mankato Diversity Council
- **Tony Hunter**
  - Senior Program Manager at 180 Degrees Clifton Place
- **Leah Krenz**
  - Retired from Brown County Sheriff's Office as Investigator and Comfrey Police Department
- **Carl Lafata**
  - Professor in the Law Enforcement Program at MSU Mankato focusing on human behavior and policing in a diverse society as a teaching interest.
- **Jose Lopez**
  - Professor in the Geography Program at MSU Mankato who focuses on criminal justice related issues as a research interest.
- **Arnavee Maltare**
  - MSU Mankato Student, appointed by Student Senate
- **Patrick McDermott**
  - Blue Earth County Attorney
  - Adjunct Professor – MSU Mankato Law Enforcement Program
- **Catherine Nelson**
  - MSU Mankato Student, appointed by Student Senate
- **Will Purvis**
  - Blue Earth County Commissioner
- **Les Schultz**
  - Brown County Probation Director
  - Adjunct Professor-MSU Mankato Corrections Program
- **Andrew Trenne**
  - MSU Mankato Student, appointed by Student Senate
- **Bethany Truman**
  - Community Outreach and Engagement Coordinator for the Greater Mankato Diversity Council.
- **Almilicar Valdez**
  - MSU Mankato student and member of the 2<sup>nd</sup> Opportunity Team
- **TJ Vaughn**
  - Program Director and Faculty Member of MSU Mankato Corrections Program
- **Amy Vokal**
  - Director of Mankato Department of Public Safety

## Workgroup Recommendations

Before identifying the final recommendations, the workgroup met several times over six weeks. The initial meeting was held on August 12, 2020 to provide basic information, the community listening session themes, and to plan the work. Over the next five weeks, several small group meetings were held each week, with the first three weeks focused on the community listening session themes and brainstorming, and the final two weeks focused on recommendations. Meetings were held over zoom and feedback was provided over email. This report, and final recommendations found below, were forwarded to President Richard Davenport on September 30, 2020.

### Recommendation Area 1: General Education

The general education requirements for the programs need to be streamlined and address the following concepts and concerns.

Recommendation 1.1: Identify specific general education courses that align with cultural competency, diversity, inclusion, and critical thinking. These courses should include the following concepts:

- Recommendation 1.1.1: Identifying personal preconceptions and stereotypes
- Recommendation 1.1.2: Historical and lived experiences of diverse groups
- Recommendation 1.1.3: Historical and lived experiences of immigrants
- Recommendation 1.1.4: Critical thinking from multiple perspectives
- Recommendation 1.1.5: Social interaction with people from different cultures

*Lead Responsible Person*: Program Directors

Recommendation 1.2: Related to Goal Area 5: Social and Behavioral Sciences, explore if there is an appropriate psychology or counseling course that would fit into the programs and be beneficial for students without requiring a psychology pre-requisite.

- Recommendation 1.2.1: Cognitive science or other psychology class; or
- Recommendation 1.2.2: CSP that addresses mental health and addictions

*Lead Responsible Person*: Pat Nelson and Matt Loayza

Recommendation 1.3: Related to Goal Area 7: Human Diversity and Goal Area 8: Global Perspectives explore courses that may address history, sociology, ethnic studies, intercultural communications, cultural geography, and American Indigenous Studies.

- Recommendation 1.3.1: Coordinate with history to determine appropriate choices that would inform students in the programs.
- Recommendation 1.3.2: Coordinate with ethnic studies to determine broad and inclusive choices.
- Recommendation 1.3.3: Coordinate with sociology to determine broad and inclusive choices.
- Recommendation 1.3.4: Require students to take Intercultural Communications
- Recommendation 1.3.5: Require students to take Cultural Geography
- Recommendation 1.3.6: Coordinate with the American Indigenous Studies program to determine broad and inclusive choices.

*Lead Responsible Person:* Pat Nelson and Matt Loayza

Recommendation 1.4: Require students to take at least one Gold Course to meet the Diversity Requirement for Graduation.

*Lead Responsible Person:* Program Directors

## Recommendation Area 2: Program Specific Curriculum

The program specific curriculum needs to be evaluated and each idea should be addressed in each program.

Recommendation 2.1: Create a one-credit course that could be included in each semester at the university that includes public service interactions, experiences with a variety of cultures, and/or interactive panels. This is not an internship in a public organization; this is interaction with diverse groups of people.

*Lead Responsible Person:* Pat Nelson

Recommendation 2.2: Include at least one course, or multiple courses, that address addiction in the required curriculum. Explore opportunities to allow students to participate in Mental Health First Aid training.

*Lead Responsible Person:* Program Directors

Recommendation 2.3: Ensure that Trauma Informed Training is incorporated throughout the curriculum in all courses. Each program should have written expectations on how this training is incorporated in the courses with the program.

*Lead Responsible Person:* Program Directors

Recommendation 2.4: Ensure that Cultural Pedagogy is incorporated through the curriculum in all courses, and ensuring that the following specific topics are addressed throughout the curriculum. Each program should have written expectations on how these topics are incorporated in the courses within the program:

- Recommendation 2.4.1: Antiracism in the Criminal Justice System
- Recommendation 2.4.2: White Supremacy
- Recommendation 2.4.3: Systemic Racism

*Lead Responsible Person:* Program Directors

## Recommendation Area 3: Faculty

Empower faculty to include broader cultural competency and trauma informed training throughout the entire curriculum in each program. These recommendations are faculty focused and needs to be addressed with current faculty and a focus of future faculty hires.

Recommendation 3.1: Uncomfortable conversations need to be encouraged in the classroom using real life examples, especially focusing on perception, humanity, and dignity. These are the specific topic areas that were defined by the workgroup:

- Race
- Ethnicity
- Culture
- Class
- Immigration
- Gender and Sexuality
- Physical and Mental Disability

*Lead Responsible Person:* Program Directors

Recommendation 3.2: The university will provide curriculum design assistance and professional development for faculty member to use cultural pedagogy and trauma informed training in the programs.

*Lead Responsible Person:* Henry Morris and Matt Loayza

### Recommendation Area 4: Clarity of the Programs

Create clarity around the three programs, including making it clearer for students and those outside of the faculty to understand the requirements for each program.

Recommendation 4.1: Classes that are shared across the programs should share one designator (CJ):

- Recommendation 4.1.1: Introduction to Criminal Justice
- Recommendation 4.1.2: Criminal Law and Procedure
- Recommendation 4.1.3: Juvenile Justice and Delinquency
- Recommendation 4.1.4: Criminal Justice Ethics and Leadership
- Recommendation 4.1.5: Criminology
- Recommendation 4.1.6: Criminal Justice Research Methods

*Lead Responsible Person:* Program Directors

Recommendation 4.2: Create materials that can be provided to students that clearly explain the expectations and requirements of all three programs, while also providing a comparison.

*Lead Responsible Person:* Pat Nelson

Recommendation 4.3: Create a shared general education pathway for all three programs to allow flexibility and movement between the programs.

*Lead Responsible Person:* Program Directors

Recommendation 4.4: Look at creating and/or revamping a Criminal Justice Learning Community, not just depending on the Helping Careers Learning community. This learning community could include a community mentor.

- Recommendation 4.4.1: Learning community for first year students
- Recommendation 4.4.2: Upper class learning community

*Lead Responsible Person: Pat Nelson*

### Recommendation Area 5: Program Structures

Recommendation 5.1: The college of Social and Behavioral Sciences should identify potential changes to enhance the experiences of the students in the three related criminal justice programs, coordinate objectives, and increase collaboration between faculty, staff, and students under one criminal justice structure.

- Recommendation 5.1.1: Organizational Structures
- Recommendation 5.1.2: Curriculum Changes
- Recommendation 5.1.3: Outreach and Collaboration

*Lead Responsible Person: Matt Loayza*

## Next Steps

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The work of the community workgroup has completed with forwarding these recommendations to President Richard Davenport on 09/30/2020, but the work will continue in the Criminal Justice Programs. Here is a basic timeline of the work that will continue:

### Fall Community Listening Sessions

Four community listening sessions will be held in October 2020 to allow for the dissemination of the recommendations and to receive community feedback on the recommendations.

### Faculty Curriculum Work

The faculty of the three programs will complete the appropriate proposals for the University Curriculum Design System for any new courses and program modifications that need to take place for implementation of the updated programs for Fall 2021. The curriculum system deadline is in November 2020.

### Faculty and Staff Professional Development

In the spring of 2021, faculty and staff will take part in the start of professional development around cultural pedagogy and trauma informed training. This will need to be a long-term professional development strategy.

### Curriculum Documentation

The documentation that is identified in the recommendations will be completed by the end of the spring 2021 semester to allow for Fall 2021 implementation.

### Reporting Back Actions Steps

This report will be updated in April 2021 and disseminated back out to the CJ Program Review Workgroup to allow for further conversations on action steps that are needed and discussion on what actions have taken place.

### Spring Community Listening Sessions

Four community listening sessions will be held in April or May 2020 to allow for the community feedback on the actions that have been taken on the recommendations.

## Appendix A: Definitions

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It was important for the workgroup to have a common understanding of terms associated with the program reviews. Carl Lafata, Pat Nelson, and Sherrise Truesdale-Moore collaborated to provide this final collection of definitions.

**Black Lives Matter:** As a movement, BLM affirms that Black lives matter as much as any other lives even though this has not historically been the case, especially as far as the criminal justice system and other social institutions have been concerned. In addition, the term fights against the dehumanization and othering that has caused Black lives to be devalued in the minds of many, not by claiming that Black lives matter more but that they matter as well.<sup>1</sup>

**Community Policing:** This style of policing views the community as valued stakeholders and not merely a group that must be controlled. It recognizes that the police are empowered by the public to preserve their safety and wellbeing and are therefore expected to collaborate with the community to develop solutions to problems that involve more than just enforcement strategies. This style of policing is rooted in Sir Robert Peel's 1829 principle that the police are the public and that the public are the police.<sup>23</sup>

**Corrections:** The branch of the criminal justice system that provides supervision of persons arrested for, convicted of, or sentenced for criminal offenses.<sup>4</sup>

**Criminal Justice Systems:** A set of legal and social institutions for enforcing the criminal law in accordance with a defined set of procedural rules and limitations. In the United States, there are separate federal, state, and military criminal justice systems, and each state has separate systems for adults and juveniles. The systems include several major subsystems, composed of one or more public institutions and their staffs, including the following examples: police and other law enforcement agencies; trial and appellate courts; prosecution and public defender offices; probation and parole agencies; custodial institutions; and department of corrections. This is not an inclusive list. This term is rooted in the idea that criminals are to be dealt with in a fair and righteous manner by the justice system. It is focused on ensuring that criminals' due process rights are upheld and is not as concerned with the rights of victims.<sup>5</sup>

**Cultural Competence:** Having the awareness, knowledge, and skills of understanding of different cultures in existence with one's own to communicate effectively with various

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<sup>1</sup> Blacklivesmatter.com. (2020). *About #BlackLivesMatter*. Retrieved from <https://blacklivesmatter.com/about/>

<sup>3</sup> U.S. Department of Justice. (2014). *Community Policing Defined*. Office of Community Oriented Policing Services. Retrieved from <https://cops.usdoj.gov/RIC/Publications/cops-p157-pub.pdf>

<sup>4</sup> Bureau of Justice Statistics. (n.d.). *Corrections*. Retrieved from <https://www.bjs.gov/index.cfm?ty=tp&tid=1>

<sup>5</sup> Temple University. (2020, May 28). *What is a criminal justice system?* Temple University Library. Retrieved from <https://guides.temple.edu/criminaljustice>

cultures that generates positive interactions and outcomes. Members of an organization with cultural competence as a goal examine their own cultures to understand how they, as cultural entities, influences the perception and interaction of those who are different.

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**Defund the Police:** Although so-called law-and-order politicians to obtain the support of voters by invoking frightening images of a lawless society have used the term, it does not mean the elimination of police departments. There are certainly a small number of extremists who have voiced support for no longer employing officers, but the term more accurately refers to moving responsibilities that do not require a law enforcement response, or that would be better suited to an entity other than a police department, to other public and private organizations. Money would then be taken from that police department's budget to pay the other organizations to do the tasks the department was no longer required to perform.<sup>7</sup>

**Disband the Police (Abolish the Police):** A framework for thinking about and imagining alternatives to the nation's current model of policing.<sup>8</sup>

**Diversity:** Understanding that individuals are unique, and our individual differences need to be recognized. Diversity includes, but is not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, socio-economic status, age, physical/mental ability, religious beliefs, political beliefs, or other ideologies.<sup>9</sup>

**Equity:** The proportional distribution of desirable outcomes across groups. Equity refers to outcomes while equality connotes equal treatment. Equity is when an individual's race, gender, socio-economic status, sexual orientation, etc., do not determine their educational, economic, social, or political opportunities. It could mean treating others equally, without regard to one's positive or negative biases. Critical race theorists refer to the equality of rights and the equality of results. The former refers to the rights all people expect to enjoy in this country, whereas the latter refers to the reality of how the experiences of people of color differ from Whites regardless of those rights. In other words, equity ensures everyone has what he or she need to reach the same result.<sup>10</sup>

**Inclusion:** Inclusion promotes broad engagement, shared participation and advances authentic sense of belonging through safe, positive, and nurturing environments. It is

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<sup>6</sup> Minnesota State. (n.d.) Cultural Competence. Minnesota State. Retrieved from <https://www.minnstate.edu/system/equity/glossary.html>

<sup>7</sup> Lopez, C. (2020, June 7). *Defund the police? Here's what that really means*. Editorial in the Washington Post. Retrieved from <https://www.washingtonpost.com/opinions/2020/06/07/defund-police-heres-what-that-really-means/>

<sup>8</sup> Laniyonu, A. (2020, Jun 12). *The "abolish the police" movement, explained by 7 scholars and activists*. Article written by Sean Illing, Vox.com. Retrieved from <https://www.vox.com/policy-and-politics/2020/6/12/21283813/george-floyd-blm-abolish-the-police-8cantwait-minneapolis>

<sup>9</sup> Minnesota State. (n.d.). *Diversity*. Minnesota State. Retrieved from <https://www.minnstate.edu/system/equity/glossary.html>

<sup>10</sup> Minnesota State. (2020). *Equity*. Minnesota State. Retrieved from <https://www.minnstate.edu/system/equity/glossary.html> and Delgado, R., & Stefancic, J. (2012). *Critical race theory: An introduction*. New York: New York University Press.

about understanding each other and moving beyond simple tolerance to accepting and celebrating the rich dimensions of diversity contained within every individual. Ensuring everyone has a seat at the table and their needs and desires are considered in any decision-making process. <sup>11</sup>

**Law Enforcement:** The individuals and agencies responsible for enforcing laws and maintaining public order and public safety. Law enforcement includes the prevention, detection, and investigation of crime, and the apprehension and detention of individuals suspected of law violations. <sup>12</sup> This term can also simply mean to enforce the laws as written and serve as a representation of society's norms and values. Laws not only exist to preserve the peace by regulating behavior, they are passed by those in power in order to preserve their status, protect their property, and control groups they deem to be problematic or inconvenient

**Law Enforcement Agency:** A unit of state or local government that is authorized by law to grant full powers of arrest and to charge a person with the duties of preventing and detecting crime and enforcing the general criminal laws of the state. This can also include a law enforcement agency of a federally recognized tribe. <sup>13</sup>

**Legitimacy:** The community's belief that their police officers are worthy of the power they have had entrusted in them. The moment that the perception of legitimacy is lost because of an improper use of force or some other official misconduct, those officers will lose the willing cooperation of the community and be unable to effectively perform their duties.

**Local Police:** A local police department is a law enforcement agency, other than a sheriff's office, that is operated by a unit of local government, such as a town, city, township, or county. <sup>14</sup>

**Peace Officer:** An employee of a political subdivision or state law enforcement agency who is licensed and charged with the prevention and detection of crime and the enforcement of the general criminal laws of the state and who has full power of arrest. This shall also include local law enforcement officers, sheriff deputies, Minnesota state troopers, state conservation officers, park police, and University of Minnesota police officers. A person given the power of arrest and to use force, but who understands that their job is to make things better in the community by keeping the peace through creative and often extrajudicial means, and not just by making arrests. <sup>15</sup>

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<sup>11</sup> Minnesota State. (n.d.) *Inclusion*. Minnesota State. Retrieved from <https://www.minnstate.edu/system/equity/glossary.html>

<sup>12</sup> Bureau of Justice Statistics. (2020). *Law Enforcement*. Retrieved from <https://www.bjs.gov/index.cfm?ty=tp&tid=7>

<sup>13</sup> Minnesota Office of the Reviser. (2020). Minnesota State Statute 629.84s1(f)(1)(2): Definitions: Law Enforcement Agency. Retrieved from <https://www.revisor.mn.gov/statutes/cite/626.84>

<sup>14</sup> Bureau of Justice Statistics. (2020). Local Police. Retrieved from <https://www.bjs.gov/index.cfm?ty=tp&tid=71>

<sup>15</sup> Minnesota Office of Reviser. (2020). *Minnesota State Statute 626.88s1(b): Definition: Peace Officer*. Retrieved from <https://www.revisor.mn.gov/statutes/cite/626.88>

**Peace Officer Standards and Training (POST) Board:** This board was created by the legislature in 1968 to standardize police training and regulate the practice of law enforcement in the State of Minnesota. The mission of the POST Board after it created the first law enforcement occupational licensing system in the United States in 1977, is to establish law enforcement licensing and training requirements, set standards for law enforcement officers and agencies, and to set learning objectives and certify the PPOE programs at participating colleges and universities in Minnesota. There are currently 15 members of the Board that are all appointed by the governor, and 11 staff members. <sup>16</sup>

**Police Brutality (Excessive Force):** Any use of excessive, legally unwarranted force by an officer while in the official performance of their duties. Not only does Section 242 of Title 18 make it a federal crime for a person acting under color of any law to willfully deprive a person of a right or privilege protected by the Constitution or laws of the United States, some states have passed laws to punish officers who act in a brutal or punitive manner. For example, Section 149 of the California Penal Code states, “Every public officer who, under color of authority, without lawful necessity, assaults or beats any person, is punishable by a fine not exceeding ten thousand dollars (\$10,000), or by imprisonment in a county jail not exceeding one year, or pursuant to subdivision (h) of Section 1170, or by both that fine and imprisonment.”<sup>17</sup>

**Police Chief:** The title given to an appointed official or an elected one who is the head of a local police department. <sup>18</sup>

**Police Culture:** The culture of a police department reflects what the department believes in as an organization. These beliefs are reflected in the department’s recruiting and selection practices, its operational policies and procedures, its training and development, its reward system, and ultimately the actions of its officers in delivering services. <sup>19</sup>

**Police Officer:** An employee of a local law enforcement agency who is an officer sworn to carry out law enforcement duties. <sup>20</sup>

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<sup>16</sup> Department of Public Safety. (2020). About the POST Board. Retrieved from <https://dps.mn.gov/entity/post/about/Pages/default.aspx>

<sup>17</sup> Section 242 of Title 18, retrieved from <https://www.justice.gov/crt/deprivation-rights-under-color-law> and California Penal Code Section 149 retrieved from [https://leginfo.ca.gov/faces/codes\\_displayText.xhtml?lawCode=PEN&division=&title=7.&part=1.&chapter=7.&article=](https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=PEN&division=&title=7.&part=1.&chapter=7.&article=)

<sup>18</sup> Bureau of Justice Statistics. (2020). Local Law Enforcement Officer. Retrieved from [https://www.bjs.gov/index.cfm?ty=tp&tid=71#terms\\_def](https://www.bjs.gov/index.cfm?ty=tp&tid=71#terms_def)

<sup>19</sup> US Department of Justice. (2002). *Police Use of Excessive Force*. US Department of Justice Community Relations Service. Retrieved from <https://www.justice.gov/archive/crs/pubs/pdexcess.htm>

<sup>20</sup> Bureau of Justice Statistics. (2020). Local Law Enforcement Officer. Retrieved from [https://www.bjs.gov/index.cfm?ty=tp&tid=71#terms\\_def](https://www.bjs.gov/index.cfm?ty=tp&tid=71#terms_def)

**Police Use of Force:** The amount of effort required by police to compel compliance by an unwilling subject.<sup>21</sup> The use of any sort of force by an officer, ranging from officer presence to fatal force. Use of force is permitted under specific circumstances, in Minnesota those circumstances are identified in Minnesota State Statute 609.06<sup>22</sup>

**Police Use of Deadly Force:** Force which the actor uses with the purpose of causing, or which the actor should reasonably know creates a substantial risk of causing, death or great bodily harm. The circumstances where the use of deadly force by a peace officer in the line of duty is justified is clearly identified in Minnesota State Statute 609.066.<sup>23</sup>

**Procedural Justice:** The idea of fairness in the processes that resolve disputes and allocate resources. It is a concept that, when embraced, promotes positive organizational change and bolsters better relationships.<sup>24</sup>

**Professional Peace Officer Education Program (PPOE):** A postsecondary degree program, or a non-degree program for persons who already have a college degree, that is offered by a college or university in Minnesota, designed for persons seeking licensure as a peace officer, and approved by the board.<sup>25</sup>

**Racism:** Economic, political, social, and cultural structures, actions, and beliefs that systematic and perpetuate an unequal distribution of privileges, resources, and power between white people and people of color.<sup>26</sup> The rejection of others based on their race, color, or culture, as well as the idea that one race is superior to another. The American Anthropological Association defines racism as, "...the use of race to establish and justify a social hierarchy and system of power that privileges, preferences or advances certain individuals or groups of people usually at the expense of others. Racism is perpetuated through both interpersonal and institutional practices." In addition, historian Robin D.G. Kelley described racism as, "...not about how you look, it is about how people assign meaning to how you look."

**Policing Reform:** Identifying the roles and responsibilities of the policies, practices and culture of police organizations along with the roles and responsibilities of the community at the local and system level. The stronger the police system, the more likely the culture of police organizations will reject officer misconduct and embrace accountability and transparency.<sup>27</sup>

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<sup>21</sup> National Institute of Justice. (n.d.). Overview of Police Use of Force. Retrieved from <https://nij.ojp.gov/topics/articles/overview-police-use-force>

<sup>22</sup> Minnesota State Statute 609.06: <https://www.revisor.mn.gov/statutes/cite/609.06>

<sup>23</sup> Minnesota State Statute 609.066: <https://www.revisor.mn.gov/statutes/cite/609.066>

<sup>24</sup> US Department of Justice. (n.d.). *Procedural Justice*. Community Oriented Policing Services. Retrieved from <https://cops.usdoj.gov/proceduraljustice>

<sup>25</sup> Minnesota Office of the Revisor. (2020). Minnesota State Statute 626.84s1(g). Retrieved from <https://www.revisor.mn.gov/statutes/cite/626.84>

<sup>26</sup> Minnesota State. (n.d.). Racism. Minnesota State. Retrieved from <https://www.minnstate.edu/system/equity/glossary.html>

<sup>27</sup> COPS. (2016, August). Police Reform vs. Policing Reform. *Newsletter of the COPS Office*, 9(8), United States Department of Justice. Retrieved from [https://cops.usdoj.gov/html/dispatch/08-2016/police\\_reform.asp](https://cops.usdoj.gov/html/dispatch/08-2016/police_reform.asp)

**Systemic Racism:** The targeting of African Americans and other Americans of color for racial stereotyping, hostility, and discrimination as part of a material, social, and ideological reality in major U.S. institutions. <sup>28</sup>

**Restructuring:** In the sense of a police department, modifying the organization in order to realize improvements in things like oversight, accountability, transparency, and the flow of information.

**Sheriff:** The elected chief officer of a county law enforcement agency, usually responsible for law enforcement in unincorporated areas and for the operation of the county jail. <sup>29</sup>

**Sheriff Deputy:** A peace officer who is sworn to carry out law enforcement duties for the county. This is not an elected position. <sup>30</sup>

**Sheriff's Office:** A sheriffs' office is a local law enforcement agency organized at the county level and directed by a sheriff. Most sheriff's offices perform a wide variety of law enforcement functions and have countywide responsibilities related to jail operation, prisoner transportation, process service, enforcement of court orders, and court security. The authority of sheriffs' offices varies by state and county. While some sheriffs' offices are full-service countywide law enforcement agencies, others have limited or no law enforcement jurisdiction in county areas served by local or municipal police departments. <sup>31</sup>

**White Supremacy:** This is the belief that the white race is superior to the others. In this country, it has served as the impetus for things like expansion, Manifest Destiny, slavery, Redemption, Indian removal, and the creation of discriminatory laws and the police departments intended to enforce them. Various belief systems central to which are one or more of the following key tenets:

- i. White should have dominance over people of other backgrounds, especially where they may co-exist.
- ii. White should live by themselves in a whites-only society
- iii. White people have their own culture that is superior to other cultures
- iv. White people are genetically superior to other people. <sup>32</sup>

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<sup>28</sup> Feagin, J. (2006). *Systemic Racism: A theory of oppression*. New York: Routledge

<sup>29</sup> Bureau of Justice Statistics. (2020). Sheriff. Retrieved from [https://www.bjs.gov/index.cfm?ty=tp&tid=72#terms\\_def](https://www.bjs.gov/index.cfm?ty=tp&tid=72#terms_def)

<sup>30</sup> Bureau of Justice Statistics. (2020). Local Law Enforcement Officer. Retrieved from [https://www.bjs.gov/index.cfm?ty=tp&tid=71#terms\\_def](https://www.bjs.gov/index.cfm?ty=tp&tid=71#terms_def)

<sup>31</sup> Bureau of Justice Statistics. (2020). Sheriff's Offices. Retrieved from <https://www.bjs.gov/index.cfm?ty=tp&tid=72>

<sup>32</sup> Anti-Defamation League. (2020). *White Supremacy*. Retrieved from <https://www.adl.org/resources/glossary-terms/white-supremacy>

## Appendix B: Corrections Program Curriculum



### CORRECTIONS 2020-2021

Armstrong Hall 113, (507) 389-1561

<https://sbs.mnsu.edu/academics/corrections/>

The Corrections major is designed to prepare students for entry level professional work in corrections. The major is built upon a foundation of general education, sociological and criminological concepts, and a commitment to understanding and transforming correctional practice. The major achieves its objectives through the melding of academic learning with experiential education. This program is further expected to promote, within corrections and to the community at large, a commitment to the principles of social justice, respect, tolerance, dignity and worth of all persons.

**Admission to Major.** Students enrolling in 300-400 level courses must be admitted to the program. Admission is granted by the Department. Minimum university admission requirements are: (1) minimum of 32 earned semester credit hours (2) minimum cumulative GPA of 2.00.

#### Required General Education (6 credits)

SOC	101	Introduction to Sociology.....	(3)
CORR	106	Introduction to Criminal Justice Systems.....	(3)

#### CORRECTIONS MAJOR (48 credits)

##### Major Common Core: Major must take (39 credits)

CORR	200	Foundations and Orientation to Corrections.....	(3)
CORR	225	History of Prisons and Punishment.....	(3)
CORR	255	Juvenile Delinquency.....	(3)
CORR	310	Corrections Research Methods.....	(3)
CORR	442	Criminology.....	(3)
CORR	447W	Community Corrections.....	(3)
CORR	448	Correctional Law (Fall Only).....	(3)
CORR	449	Correctional Counseling.....	(3)
CORR	468	Cultural Competency in Corrections.....	(3)
CORR	496	Field Practice: Corrections.....	(10)
CORR	497	Capstone Seminar.....	(2)

##### Major Restricted Electives (9 credits)

CORR	355	Joint Opportunity to Learn and Thrive, Part II.....	(3)
CORR	441	Social Deviance.....	(3)
CORR	444	Women in the Criminal Justice System.....	(3)
CORR	450	Evidence Based Practices in Corrections.....	(1-6)
CORR	452	Victimology.....	(3)
CORR	459	Issues in Corrections.....	(3)
CORR	472	Drugs and Society.....	(3)
**CORR	485	Selected Topics.....	(2-6)
SOC	409	Family Violence.....	(3)
SOC	420	Identity Work in Women's Reentry Experiences.....	(4)

\*\* Will accept this class as an elective. Please see Corrections Program Coordinator to complete a substitution form.

#### Required Minor: Yes (Any)

The information listed comes from the University Catalog, for any discrepancies refer to the Catalog

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## Corrections Course Descriptions

### CORR106: Introduction to Criminal Justice Systems

Examines the making of criminal law, the evolution of policing, the adjudication of persons accused of criminal law violations, and the punishment of adult offenders. *Same as LAWE131 and can be used in CJ and LAWE programs as well.*

### CORR 200: Foundations and Orientation to Corrections

Introduction to academic concepts and issues in corrections, with emphasis on student professional development. The course includes a 50-hour service-learning component to be completed outside of class. Correction majors should take this course as early as possible.

### CORR225: History of Prisons and Punishment

Addresses the justifications and the historical development of punishment, the legal and policy issues concerning capital punishment, and the use of incarceration as a response to crime.

### CORR255: Juvenile Delinquency

A critical consideration of definitions of juvenile delinquency, emphasis on micro and macro level of struggle in which delinquent behavior takes place, critique of current theories on delinquency, and the juvenile justice response to delinquency. *Same as LAWE243 and can be used in CJ and LAWE programs as well.*

### CORR310: Corrections Research Methods

Research methodologies as they apply to correctional evidence-based practices are covered, as are strengths and limitations of various research practices, especially with respect to central correctional concepts such as risk, recidivism, and program evaluation. Students will gain experience with data sources, data collection, and basic interpretation of data analysis. *Also required in the CJ and LAWE programs.*

### CORR350: JOLT: Joint Opportunities to Learn and Thrive

JOLT is a collaborative effort between the University and several probation offices. Students will mentor delinquents in the community and be mentored by local probation officers. This is a yearlong commitment.

### CORR355: JOLT: Joint Opportunity to Learn and Thrive, Part II

JOLT-II is a second semester continuation of CORR350, can only enroll after completing CORR350.

### CORR417: Program Administration

Implications of sociological knowledge for the administration of Human Services programs. Theoretical and practical aspects of administration with the Social Service systems.

**CORR441: Social Deviance**

Sociological perspective on social deviance; overview of theoretical approaches; emphasis on symbolic interactionism; issues of social control; research examples and policy implications.

**CORR442: Criminology**

A critical consideration of myths concerning crime, perspectives on crime and their assumptions, current criminological theory, and construction of alternative explanations related to crime. *Also required for the CJ and LAWE programs.*

**CORR444: Women in the Criminal Justice System**

This course focuses on the experiences of women in the criminal justice system—as victims, offenders, and professionals. Women’s involvement in this system (whether they were a defendant, an attorney, an inmate, a correctional officer or a crime victim) has often been overlooked or devalued. The goal of this course is to bring the special needs and contributions of women in the criminal justice system into sharper focus.

**CORR447W: Community Corrections**

Addresses theoretical roots, historical developments, and current practices of probation, parole, and other community corrections programs. Special attention is given to innovative, future approaches to community corrections. Writing Intensive.

**CORR448: Correctional Law**

Examines the rights of inmates, probationers, and parolees.

**CORR449: Correctional Counseling**

Principles and methods of individual and group counseling with juvenile and adult offenders; development of interpersonal helping skills, negotiation, and mediation skills.

**CORR450: Evidence based practices in Corrections**

This class will be taught in modules where students will learn how to determine if practices in Corrections are evidence based the types of programming in Corrections that are supported by research, and skills and knowledge necessary to implement these practices.

**CORR452: Victimology**

Overview of characteristics of victims, victim offender relationships, societal victimization, victim’s rights and services, and restorative justice. *Same as LAWE311 and can be used in LAWE and CJ programs.*

**CORR468: Cultural Competency in Corrections**

Assist the students in starting a healthy conversation on cultural competencies for correctional professionals, and develop resources, skills, and strategies needed to address racism and inequity. The idea is to take a journey in building a

more inclusive, connected, and effective correctional organization. Students will discover a framework to help discuss issues related to cultural competency: learn about methods, practices, and values that define cultural competency and culturally based work in various fields and organizations; understand the complexities within ethnic communities; and gain insights into the nature of institutionalized racism. *A required course option in CJ.*

**CORR472: Drugs and Society**

A sociological perspective to examine the history of drug use and abuse in the United States. Multicultural issues in drug abuse, international drug distribution networks, prevention efforts, and legal issues will be discussed. *Required in CJ program as well.*

**CORR496: Field Practice: Corrections**

Full time experience in a corrections agency with an emphasis on the development of skills. For Corrections majors only.

**CORR487: Capstone Seminar**

Capstone is an evaluative course that allows students to document their learning and provide an assessment of their personal learning and the effectiveness of the Corrections program. To be taken concurrently with CORR496.

## Appendix C: Criminal Justice Program Curriculum



### Criminal Justice 2020-2021

Department of Government  
Morris Hall 109, (507) 389-2721

<https://sbs.mnsu.edu/academics/criminal-justice/>

This degree is designed for individuals seeking a professional career in criminal justice and allows students to choose a specific focus in criminal justice, corrections, and law enforcement through a minor concentration and tailoring the major courses to meet individual interests. This degree also allows for professionals to complete their bachelor's degree as well as those transferring with their associate's degree to tailor their degree to meet their interests.

The Criminal Justice program can be contacted for questions using this e-mail: [criminaljusticeprogram@mnsu.edu](mailto:criminaljusticeprogram@mnsu.edu).

#### Criminal Justice (40 credits)

##### Required General Education Courses (7 credits)

POL	111	United States Government	(4)
SOC	101	Introduction to Sociology	(3)

##### Introduction to Criminal Justice (3 credits): Choose one course

CORR	106	Intro to Criminal Justice	(3)
LAW	131	Intro to Criminal Justice	(3)

##### Major Common Core Courses (16 credits)

CJ	201	Criminal Justice Careers	(3)
LAW	231	Criminal Law & Procedures	(4)
CORR	310	Corrections Research Methods	(3)
LAW	426	Ethics and Leadership	(3)
CORR	472	Drugs and Society	(3)

##### Major Restricted Electives (12 credits)

###### Juvenile Justice: Choose 3 credits

CORR	255	Juvenile Delinquency	(3)
LAW	243	Juvenile Justice Procedures	(3)
SOC	255	Juvenile Delinquency	(3)

###### Victimology: Choose 3 credits

CORR	452	Victimology	(3)
LAW	311	Victims/Survivors	(3)

###### Cultural Competency: Choose 3 credits

CORR	468	Cultural Competency in Corrections	(3)
LAW	310	Policing in a Diverse Society	(3)

###### Criminology: Choose 3 credits

CORR	442	Criminology	(3)
SOC	442	Criminology	(3)

##### Major Unrestricted Electives (12 credits)

Choose 12 credits in area of specialization in consultation with your advisor. All credits must be upper division.

CJ	300-499
CORR	300-499
LAW	300-499
SOC	300-499

Required Minor: Yes, in any discipline.

The information listed comes from the University Catalog, for any discrepancies refer to the Catalog.

Revised on 4/20/20

## Criminal Justice Course Descriptions

### CJ201: Criminal Justice Careers

This course will introduce student to the numerous agencies and organizations that make up the criminal justice system and its components. A primary goal for this course is to help students prepare for, as well as succeed in, a criminal justice system career.

### CORR106: Introduction to Criminal Justice Systems or LAWE131: Introduction to Criminal Justice Systems.

Examines the making of criminal law, the evolution of policing, the adjudication of persons accused of criminal law violations, and the punishment of adult offenders. *Used in Corrections and LAWE programs as well.*

### CORR255: Juvenile Delinquency or LAWE243: Juvenile Justice Procedures

A critical consideration of definitions of juvenile delinquency, emphasis on micro and macro level of struggle in which delinquent behavior takes place, critique of current theories on delinquency, and the juvenile justice response to delinquency. *Used in Corrections and LAWE programs as well.*

### CORR310: Corrections Research Methods

Research methodologies as they apply to correctional evidence-based practices are covered, as are strengths and limitations of various research practices, especially with respect to central correctional concepts such as risk, recidivism, and program evaluation. Students will gain experience with data sources, data collection, and basic interpretation of data analysis. *Also required in the Corrections and LAWE programs.*

### CORR442: Criminology

A critical consideration of myths concerning crime, perspectives on crime and their assumptions, current criminological theory, and construction of alternative explanations related to crime. *Also required for the Corrections and LAWE programs.*

### CORR452: Victimology or LAWE311: Victims and Survivors

Overview of characteristics of victims, victim offender relationships, societal victimization, victim's rights and services, and restorative justice. *Used in Corrections and LAWE programs as well.*

### CORR468: Cultural Competency in Corrections

Assist the students in starting a healthy conversation on cultural competencies for correctional professionals, and develop resources, skills, and strategies needed to address racism and inequity. The idea is to take a journey in building a more inclusive, connected, and effective correctional organization. Students will discover a framework to help discuss issues related to cultural competency: learn about methods, practices, and values that define cultural competency and

culturally based work in various fields and organizations; understand the complexities within ethnic communities; and gain insights into the nature of institutionalized racism. *Can choose this course or LAWE310.*

**CORR472: Drugs and Society**

A sociological perspective to examine the history of drug use and abuse in the United States. Multicultural issues in drug abuse, international drug distribution networks, prevention efforts, and legal issues will be discussed. *An elective in the Corrections program.*

**LAW231: Criminal Law and Procedure**

The history and development of criminal law procedures and their application by law enforcement and the criminal justice system. *Required course in LAWE program.*

**LAW310: Policing in a Diverse Society**

This course is designed to provide law enforcement students with the basic information, tools, and skills needed to improve interpersonal communication with coworkers and citizens from all ethnic and cultural groups. It is also intended to provide some historical information so student can contextualize and better understand why particular groups may distrust and resist law enforcement and the criminal justice system as a whole. *Required course in LAWE program.*

**LAW426: Criminal Justice Ethics and Leadership**

The course will examine ethics and leadership theory, implementation, and application. Concepts such as vision, ownership, integrity, accountability, attitude, teamwork capability, monitoring, evaluation, and decision-making will be interpreted through case studies of ethics and leadership in the criminal justice system. *Required course in LAWE program.*

## Appendix D: Law Enforcement Program Curriculum



### LAW ENFORCEMENT 2020-2021

Department of Government  
Morris Hall 109, (507) 389-2721

<https://sbs.mnsu.edu/academics/law-enforcement/>

The law enforcement program is designed for individuals seeking a professional career in criminal justice and law enforcement. It is open to in-service students who wish to improve their basic education, and to pre-service students who may be interested in pursuing a career in law enforcement. In order to enter the police profession, applicants should be aware that height, visual and other physical and mental standards are set by law enforcement agencies. Students should be aware that some criminal convictions prevent licensure as a peace officer. Law enforcement students should consider these standards.

**Admission to Major:**

**Admission to the degree** is granted by the department. Admission requires satisfaction of departmental GPA and course pre-requisites as well as POST board documentation. Since these requirements are subject to change, students should contact the Government Department Office for current admission requirements. Both academic and physical agility standards are course requirements for which passing grades are necessary to graduation with the licensing degree option.

The Law Enforcement program can be contacted for questions using this e-mail: [lawenforcementprogram@mnsu.edu](mailto:lawenforcementprogram@mnsu.edu).

**Law Enforcement (56 credits)**

**Required General Education Courses (7 credits)**

POL	111	United States Government	(4)
LAWE	131	Intro to Criminal Justice	(3)

**Major Common Core Courses (46 credits)**

LAWE	133	Police and Community	(3)
LAWE	231	Criminal Law & Procedures	(4)
LAWE	233	Criminal Investigations	(3)
LAWE	236	Minnesota Statutes	(3)
LAWE	242	Police and Human Behavior	(3)
LAWE	243	Police Juvenile Justice Procedure	(3)

**\*Admission to program is required for 300-400 level courses.**

LAWE	310	Policing in a Diverse Society	(3)
CORR	310	Corrections Research Methods	(3)
LAWE	311	Victims and Survivors	(3)
LAWE	331	Police Stress	(3)
LAWE	343W	Law Enforcement Mindset	(3)
LAWE	420W	Police Technical Writing	(3)
LAWE	426	Criminal Justice Ethics and Leadership	(3)
LAWE	431	Police Patrol Theory	(3)
LAWE	433	Senior Seminar	(3)
CORR	442	Criminology	(3)

**Required Elective Courses (6 credits)**

Choose 6 LAWE, CORR or CJ credits at the 300-400 level.

**Required Physical Fitness Electives (Choose at least 1 credit)**

HP103; HP146-161; MSL210, HP103, HP117

**Required Minor: No**

The information listed comes from the University Catalog, for any discrepancies refer to the Catalog.

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## Law Enforcement Course Descriptions

### CORR310: Corrections Research Methods

Research methodologies as they apply to correctional evidence-based practices are covered, as are strengths and limitations of various research practices, especially with respect to central correctional concepts such as risk, recidivism, and program evaluation. Students will gain experience with data sources, data collection, and basic interpretation of data analysis. *Required in all three programs.*

### CORR442: Criminology

A critical consideration of myths concerning crime, perspectives on crime and their assumptions, current criminological theory, and construction of alternative explanations related to crime. *Required in all three programs.*

### LAWE131: Introduction to Criminal Justice

The course provides a survey of the institutions and processes of the criminal justice system with an emphasis on the role of law enforcement agencies in a free society. Political theories of justice are explored with theories of crime causation. *Required in all three programs, can choose between this course and CORR106.*

### LAWE133: Law Enforcement and Community Relations

This course explores the history of community policing and explains what community policing is and is not. It also examines what research has discovered about the relationship of the police with the community. The student will be introduced to the value of positive interactions between the police officer and the citizens they serve, as well as ways to incorporate problem-solving strategies on both small and large scales. *Required course for LAWE.*

### LAWE231: Criminal Law and Procedure

The history and development of criminal law procedures and their application by law enforcement and the criminal justice system. *Required course in LAWE program.*

### LAWE233: Criminal Investigation

The history, legal aspects of investigation, the evolution of investigations and forensics, procedures of crime investigations, procurement and preservation of evidence and interviewing. *Required course for LAWE.*

### LAWE236: Minnesota Statutes

An extensive study of Chapter 609, Minnesota Criminal Code, and traffic law. *Required course for LAWE.*

### LAWE242: Law Enforcement and Human Behavior

This course will expose students to theoretical foundations of human behavior and explore specific law enforcement situations in which that information can be used. *Required course for LAWE.*

LAWE243: Juvenile Justice and Delinquency

This course focuses on the law enforcement approach to the juvenile justice system and how it has evolved in the United States. Theories of delinquency are reviewed and Minnesota Juvenile Code is emphasized. *Required in all three programs, can choose between this course and CORR255.*

LAWE310: Policing in a Diverse Society

This course is designed to provide law enforcement students with the basic information, tools, and skills needed to improve interpersonal communication with coworkers and citizens from all ethnic and cultural groups. It is also intended to provide some historical information so student can contextualize and better understand why particular groups may distrust and resist law enforcement and the criminal justice system as a whole. *Required course in LAWE program, optional choice in CJ program.*

LAWE311: Victims/Survivors: Criminal Justice Response

The purpose of this course is to develop in the student an insight into the dynamics of interpersonal violence, particularly sexual violence. The focus will be on developing effective law enforcement responses to the victims/survivors and the perpetrators. *Required course in LAWE program, optional choice in CJ program.*

LAWE331: Police Stress

This course will cover the sources of intrapersonal and interpersonal stress in the law enforcement profession. Students will be required to assess their vulnerability to these stressors and develop their own strategies and tactics for coping. *Required course in LAWE program.*

LAWE336: Advanced Criminal Investigations

A survey of methods and techniques for the investigations of major crimes. *Elective.*

LAWE343W: Law Enforcement Mindset

The course focuses on the psychological aspects of law enforcement from the perspective of communication, interpersonal relations, and officer safety. The course will have required accompanying readings and the materials, which along with the classroom interaction, should provide a student with a solid foundation to build effective communications and to start to prepare the student psychologically for a career as a law enforcement officer. This course is writing intensive. *Required course in LAWE program.*

LAWE345: Narcotics Strategies

The course will examine the most commonly abused and trafficked controlled substances, as well as the Minnesota criminal statutes that provide the basis for law enforcement action. In addition, the major case precedents that guide law enforcement interdiction efforts are discussed. Finally, this course additionally explores narcotics investigation on multiple levels, but emphasizes local law enforcement strategies and tactics. *Elective.*

LAW420W: Police Technical Writing

This course will cover the basic techniques of writing reports, memoranda, forms, and other documents used in the law enforcement profession. This is a writing-intensive course that will not only fulfill MN POST Report Writing requirements, but will also require students to compose numerous documents and respond to writing feedback throughout the semester. *Required course in LAWE program*

LAW426: Criminal Justice Ethics and Leadership

The course will examine ethics and leadership theory, implementation, and application. Concepts such as vision, ownership, integrity, accountability, attitude, teamwork capability, monitoring, evaluation, and decision-making will be interpreted through case studies of ethics and leadership in the criminal justice system. *Required course in LAWE and CJ program.*

LAW431: Police Patrol Theory

Provides students with specific procedures for handling various types of routine calls and situations and provides a base for handling those incidents that are not routine. Emphasizes critical thinking skills through discussion, assignments and evaluations. *Required course in LAWE program.*

LAW433: Senior Seminar

This is the capstone course and will include such topics as POST license review, ethics, interviewing skills, and other current topics in law enforcement. *Required course in LAWE program.*

LAW434: Comparative Criminal Justice Systems

A comparison of criminal justice philosophies, structures, and procedures found in various countries around the world. Same as POL449. *Elective*

LAW436: Civil Liberties

Review of selected United States Supreme Court decision interpreting freedoms contained in the Bill of Rights and the 14<sup>th</sup> Amendment. Focus is on the rationale that underlies decisions and its impact on American political social processes. Provides an opportunity to exercise and develop individual analytical abilities through analysis of Court's reasoning. Same as POL454. *Elective.*

LAW437: Judicial Process

An examination of the structure, jurisdiction, and processes of federal and state course. Emphasis is placed on selection of judges and justices and on the dynamics of judicial decision-making. Same as POL475. *Elective.*

LAWE438: Terrorism and Political Violence

History, philosophy, techniques and countermeasures to terroristic and law intensity threats to public order. Both domestic and international terrorism. The blurring of lines between low intensity conflict/terrorism and multinational high intensity crime. Same as POL425. *Elective*.

LAWE441: Federal Law Enforcement and Homeland Security

This course explores the history, development and current role of federal law enforcement in the United States. This course also explores the history, implementation, and role of Homeland Security, along with the integration of purpose, action, and enforcement between Homeland Security, federal law enforcement, and local law enforcement with a lens of legal, policy, and cooperation strategies at the federal, state, and local levels. *Elective*.

LAWE442: Study Tour: Comparative Studies in Terrorism and Political Violence

This course complements the learning experience of traveling on a faculty led study abroad trip. The focus will be a comparison of terrorism, political violence, and counter-terrorism activities in the United States to the same activities in the visited countries based on readings, research, observation, and participation. *Elective*

LAWE443: Study Tour: Comparative International Justice Systems

This course complements the learning experience of traveling on a faculty led study abroad trip. The focus will be on a comparison of international justice systems in a variety of countries based on readings, research, observation, and participation. *Elective*.

LAWE453: Constitutional Law

Review of selected US Supreme Court decisions relating to the powers of the President, Congress, and the Judiciary, as well as the division of power between the states and the federal government. Focus is on case briefing, underlying rationales, and the development of individual analytical abilities. *Elective*.

LAWE454: Administrative Law

Legal procedures by which state and federal administrative agencies exercise legislative, judicial and executive powers. Emphasis is placed on constitutional position of administrative agencies, the rule making process, the power of agencies to decide rights and obligations concerning individual cases, and judicial control of administrative action. *Elective*.