I. Catalog Information

A. Title of Course: Practical Applications of Criminal Investigations

B. Course Designator: LAWE 2053

C. Number of Credits: Lecture 4 Lab _________ D. Control Number: 30

E. Catalog/Course description:
   This course involves primary incident response, the protection and subsequent collection of crime scene evidence, and the preliminary investigation procedures. Special attention is given to interview and interrogation of victims and suspects, report writing, and case preparation.

F. Course prerequisites:

G. Date Approved: _________
   Date Revised: 02/2010

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

FDLTCC law enforcement program provides the workbook which is updated yearly with fresh and pertinent material for this coursework. It is in a three-ring binder which can be copied and is useful for the student throughout his/her career so that they can refer back to the material.

Each chapter in this course is provided by a professionally trained and experienced law enforcement professional that is certified to teach this material. FDLTCC uses a cadre of over 20 instructors for this course alone. Most if not all instructors are or have been licensed peace officers.

**This course outline is a living document and subject to constant updates due to the nature of the subject matter.**

III. Learning Goals, Outcomes, and Assessment Minimum of one goal and two learning outcomes in each competency. If your course does not meet one of the Competencies Across the Curriculum, please justify your rationale. Minimum of two assessment measures for each learning outcome. Add other goals and outcomes as needed. If this course is part of the Minnesota Transfer Curriculum (MnTC), attach the MnTC goals, outcomes, and your assessment measures to this form; if possible, use them to complete the information below.

**The goals, outcomes and assessments listed below fall under all four categories of competencies due to the nature of the subject matter.**

Goal: The student will demonstrate methods of documenting a crime scene.
Goal: The student will list and explain the importance of various types of evidence as they relate to specific types of crimes.
Goal: The student will demonstrate the collection, marking and packaging of most commonly found evidence.
Goal: The student will list and explain the preliminary responsibilities of an officer involved in a preliminary investigation in the field.
Goal: The student will understand the mechanisms used in coping with stress or overwhelming, unmanageable situations.
Goal: The student will understand that communication is an interactive, dynamic process involving verbal, nonverbal and written activities.
Goal: The student will identify similarities and differences between writing a police report and general writing.
Goal: The student will understand law enforcement interviewing concepts and methods, be familiar with appropriate officer conduct during an interview and demonstrate how to properly conduct an interview.
Goal: The student will describe the function and responsibility of each of the key participants involved in a typical courtroom hearing or trial.
Goal: The student will effectively document crime scenes.
Goal: The student will correctly document chain of custody, identification and preservation of evidence.
Goal: The student will communicate primary responsibility of peace officer as a first responder, preliminary investigation, and identify the effects of stress and stressors.
Goal: The student must demonstrate written and verbal communication skills necessary to a career in law enforcement.

Outcome: Student will pass with a minimum of 80% on written exams.
Outcome: Classroom participation and group projects.
Outcome: Completion of overnight homework assignments.
Outcome: Completion of course evaluation document.
Outcome: Completion of practical exercises and mock crime scenes.
Outcome: Completion of written reports based on scenario-based training students participate in.

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information as well as core computer tools for the manipulation and presentation of information.)

1. Learning Goals:

2. Learning Outcomes and Assessments:

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

1. Learning Goals:

2. Learning Outcomes and Assessments:

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

1. Learning Goals:

2. Learning Outcomes and Assessments:

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, and/or respect for global diversity.)

1. Learning Goals:

2. Learning Outcomes and Assessments:

Documentation for MnTC - None
IV. Course Content (Outline the major topics covered in this course.)

- Note taking to document activities, statements and observations, measurements, photography (photo log), location, documentation preservation and photography of fingerprints and sketching, other methods of documentation (computerized scene drawings, computerized rendering based on suspect descriptions, video recordings), and scale diagrams.

- Blood and biological, weapons, explosives and arson, hair and fiber, impressions, fingerprints, documents, clothing, other common types, such as soils, liquids and glass, functions and capabilities of forensic laboratories, and basic fingerprint classification.


- Selection of the appropriate type of search based on size, location and complexity, how to plan and conduct a search, how to establish perimeter, collection, identification and preservation of evidence or arrangement for same, field notes and sketches, how to avoid contamination or disturbance of evidence, how to locate and identify witnesses, gathering information from diverse populations, how to conduct field interviews, identification and arrest of possible suspects, how and when to broadcast suspect information, how and when to conduct formal interviews, how and when to conduct formal interrogations of suspects, how and when to identify jurisdiction, response and reporting requirements for missing persons, and awareness of Minnesota Missing and Endangered Child Law.

- Impact of stress on human behavior and signs of persons in crisis.

- Discuss the dynamic roles of verbal, nonverbal and written communication, understand the communication process of interaction, sender and receiver, explain the role of listening in the communication process, and what is necessary for effective listening to occur, and complete a communication self assessment instrument (personal profile).

- Intended audiences of police reports and recognizing the difference between facts, inferences and opinions.

- Interviewing victims, witnesses, suspects, and children.

- Functions and responsibilities of judges, jury members, prosecuting and defense attorneys, and witnesses and the role of the attorney for the state to ensure compliance with 14th Amendment fairness requirement.