Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

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

1. Prepared by: ________________________________

2. Date submitted: ________________________________

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

4. Department/discipline: Community Peace Officer

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

6. Course Title: Introduction to Cyber Crime
   Abbreviated course title for Transcripts (25 characters or less): ______________

7. Course Designator: CPO/CSCI

8. Course Level: 1072

9. Number of Credits: Lecture 3 Lab __________

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

11. Catalog/Course description:

   Introduction to Cyber Crime is a basic introduction to concepts and investigative techniques used in cybercrimes investigations, as well as traditional investigations when digital evidence is present. Emphasis will be made on social networking, chat rooms, instant messaging, email, and peer to peer investigations. (Prerequisite: CPO 2010 or Advisor Consent).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

   Prerequisite(s): CPO 2010 Criminal Procedure & Evidence or Advisor Consent
   Co-requisite:

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

   There is no textbook but students will be required to have frequent access to a computer and the internet. Various freeware software titles will be required and students will need to download those as instructed. In addition, students will be required to review Minnesota Criminal Code, either online or in print. Additional course materials to include PowerPoint presentations, reading material, technical briefs, and videos will be provided by the instructor. Subject matter experts may participate as guest lecturers as the schedule permits.

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

   1. Overview of internet crime
   2. Overview of identification of digital evidence
   3. Seizure of digital evidence
   4. Overview of various cybercrimes and laws
   5. TCP/IP and the IP numbering system
6. Internet investigative tools
7. Chat investigations
8. Instant messaging investigations
9. Email investigations
10. Newsgroup investigations
11. Internet video and social networking investigations
12. Peer-to-Peer investigations

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

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

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Competencies (CAC)</th>
<th>Cultural Standards</th>
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<tbody>
<tr>
<td>Students will demonstrate the ability to use various online sites, and how they are used in connection with criminal activity.</td>
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<td></td>
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<tr>
<td>Students will develop a list of resources and cybercrime related tools (software and web based) to aid in these types of investigations.</td>
<td>A, C</td>
<td></td>
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<tr>
<td>Students will apply basic investigative techniques to cybercrime and digital evidence based investigations and be able to report findings to class.</td>
<td>A, B, C</td>
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<td>Students will demonstrate the ability to relay their investigative and research findings in clear and concise written reports.</td>
<td>A, B</td>
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<tr>
<td>Students will be able to identify/discuss in class the common internet sites and computer applications and</td>
<td>B, C</td>
<td></td>
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Students will demonstrate the ability to advance a basic internet based crime investigation past the general information taken at the time of an initial report.

Students will explain the different ways that various cultures, age groups, and other demographics use the internet.

Students will identify specific web sites that cater to persons of particular cultures or backgrounds.

Students will describe cybercrime jurisdictional issues as it pertains to state lines, tribal/reservation boundaries, and federal law.

WINHEC Cultural Standards:

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

2. **GWAYAKWAADIZIWIN – Living a balanced way**: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

3. **ZOONGIDE’EWIN – Strong hearted**: To increase the students’ capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

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

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

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

7. **ZHAWENINDIWIN – Compassion**: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

   See [www.mntransfer.org](http://www.mntransfer.org)

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

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

   ________ Yes   X   No

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

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