

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

03/19/19

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

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 3/18/24

4. Department/discipline: Criminal Justice/Peace Officer

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

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

7. Course Designator: CJPO 8. Course Level: 1020

9. Number of Credits: Lecture 3 Lab _____

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

11. Catalog/Course description:

Fundamentals of criminal investigations, including overviews of crimes against persons and crimes against property; crime scene responsibilities, including crime scene securing, searching, and the collection and preservation of evidence; identifying and arresting suspects; report writing; obtaining information; interview and interrogation; and testifying in court.

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

Prerequisite(s): None

Co-requisite:

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

Textbook: Criminal Investigation. Authors: Wayne W. Bennett & Karen M. Hess. Publisher: Thomson-Wadsworth.

Optional Text: Practical Aspects of Interview and Interrogation David Zulawski & Douglas Wicklander

Other Resources: Students are to locate, read, and submit two (2) written reviews on topics related to any aspect of criminal investigation, peace officer practices or procedures, new innovations, concepts, or technology. The reviews can be from any legitimate sources, including library materials, literary publications, books, magazines, newspapers, or television.

Electronic Media related to various chapter topics.

The Criminal Investigations course is designed to provide a basic understanding of how to conduct a complete criminal investigation from the initial preliminary investigation through presentation of the case in court. The course also covers all crimes against persons and property and focuses on the elements of each crime.

Most students enrolled in Criminal Investigations are seeking a career as a Peace Officer Enforcement officer.

To be eligible to become a licensed peace officer in Minnesota, candidates must fulfill the mandated curriculum of the Professional Peace Officer Education Program (P.P.O.E.), attend a skills component and pass a comprehensive test administered by the Minnesota Peace Officers Standards and Training Board (P.O.S.T.) The course contents are a result of the P.O.S.T. mandates and learning objectives needed to meet the minimum requirements.

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

Preliminary Investigation

Criminal Investigation: An Overview

Documenting the Crime Scene: Note Taking, Photographing, and Sketching

Writing Effective Reports

Searches

Forensics/Physical Evidence

Obtaining Information

Identifying and Arresting Suspects

Investigating Violent Crimes

Death Investigations

Assault, Domestic Violence, Stalking, and Elder Abuse

Sex Offenses

Crimes against Children and Youth

Robbery

Investigating Crimes Against Property

Burglary

Larceny/Theft, Fraud, and White-Collar Crime

Motor Vehicle Theft

Arson, Bombs, and Explosives

Other Challenges to the Criminal Investigator

Computer Crime and its Evolution into Cybercrime

A Dual Threat: Drug-Related Crime and Organized Crime

Criminal Activities of Gangs and Other Dangerous Groups

Terrorism and Homeland Security

Preparing for and Presenting Cases in Court

Interview and Interrogation

Field Interviewing

Interview and Interrogation

Profiles of a Successful Interviewer/Interrogator

The Reid Interview Technique

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

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

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
Describe and contrast the terms "reasonable suspicion" and "probable cause" as they relate to proper investigative procedures.	A, B, C	
Describe and discuss the need for consistent documentation of all police activity, and the value of the final police report.	A, B	
Demonstrate the ability to discuss and understand the specialized components that make up the field of criminal investigations.	B, C, D	
Understand and discuss the various causes of death, and how body indicators can distinguish between natural death, suspicious death, and criminal homicide.	A, C	
Demonstrate an ability to recognize and distinguish legal terminology used in the various areas of criminal investigation, specifically Minnesota State Statutes.	A, B, C	
Demonstrate an ability to define and describe the various United States Supreme Court rulings that currently apply to criminal investigation.	A, B	

Explain the legal and procedural aspects of the investigative process.		
Explain roles and responsibilities associated with peace officer investigations.		
Compare legal, procedural, and ethical considerations in interrogations and interviews.		
Demonstrate organization and clarity in all associated investigation documents.		
Define key elements for effective interaction with the judicial system.		

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
 2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
 3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
 4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
 5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
 6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
 7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

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

 Yes X No

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

03/19/19