

**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 Procedures
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: CJPO 8. Course Level: 2010

9. Number of Credits: Lecture 3 Lab _____

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

11. Catalog/Course description:

The study of executive, legislative, and judicial regulation of the criminal justice system under the federal and Minnesota constitutions with particular emphasis upon the police role in arrests, searches and seizures, interviews and interrogations, and identification procedures. The course also examines the rules of evidence which control criminal litigation.

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

Prerequisite(s): Passage of CJPO 1001 Introduction to Criminal Justice & CJPO 1010 Juvenile Justice with a grade in each of those courses of at least 2.0 and an overall college grade point average of at least 2.0 or permission of the instructor and the Criminal Justice/Peace Officer Program Coordinator.

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 Procedure for the Criminal Justice Professional plus workbook. John N. Ferdico, West Publishing Company

Internet for case law research and presentations.

Electronic media are used to gain insight into specific areas of evidence and procedures.

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

CRIMINAL PROCEDURE

1. A framework for the Study of Criminal Procedure:
 Individual Rights under the United States Constitution

An Overview of the Criminal Court System
Basic Underlying Concepts

2. Arrest, Search Warrants, and Probable Cause:
 - Arrest
 - Search Warrants
 - Probable Cause
3. Exceptions to the Search Warrant Require:
 - Stop and Frisk
 - Search Incident to Arrest
 - Consent Searches
 - The Plain View Doctrine
 - Search and Seizure of Vehicles and Containers
 - Open Fields and Abandoned Property
4. Admissions and Confessions and Pretrial Identification:
 - Admissions and Confessions
 - Pretrial Identification Procedures
5. Rules of Evidence:
 - History and Development of Rules of Evidence
 - Approach to the Study of Criminal Evidence
 - Burden of Proof
 - Proof Via Evidence
 - Judicial Notice
 - Presumptions, Inferences and Stipulations
 - Relevancy and Materiality
 - Competency of Evidence and Witnesses
 - Examination of Witnesses
 - Privileges
 - Opinions and Expert Testimony
 - Hearsay Rule and Exceptions
 - Documentary Evidence
 - Real Evidence
 - Results of Examinations and Tests
 - Evidence unconstitutionally obtained

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
Through exams, demonstrate literacy in executive, legislative and judicial regulation of the criminal justice system with particular emphasis on the role of peace officers in arrests, searches and seizures, interviews and interrogations, and identification procedures.	A	
Roll play various criminal court proceedings. Students will improve and demonstrate their ability to communicate by presenting verbal briefs of significant and landmark court cases.	B	
Various exam questions will assess students' ability to problem solve through scenarios which apply concepts to hypothetical situations. In class exercises and short assignments will also allow students the opportunity to demonstrate their ability to analyze and apply learned concepts.	C	
Show an appreciation of culture and ethics by completing review sheets which includes questions involving deadly force issues, ethnic profiling, police ethics, and current issues and trends. Students will also listen to class presentations on diversity issues in policing and criminal procedure.	D	
Explain provisions of the Constitution and Bill of Rights that impact peace officers.		
Explain criminal procedure and rules of evidence.		

Explain legal foundation for peace officer use of force.		
Explain the relationship between source of law, application of law and interpretation of law to peace officer decision making.		

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 No

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

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