

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

7. Course Designator: CJPO 8. Course Level: 2053

9. Number of Credits: Lecture 3 Lab 1

10. Control Number (on site) 40 Control Number (online) 0

11. 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.

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

Prerequisite(s): CJPO 2052 Skills I

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).

FDLTCC Criminal Justice/Peace Officer 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 their career so that they can refer back to the material.

Each chapter in this course is provided by a professionally trained and experienced peace officer 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.*****

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

1. 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.
2. 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.
3. Fingerprint evidence identification and collection methods, recovery of evidence, packaging of evidence, marking of evidence, sexual assault kits, blood evidence collection kits, protection of evidence, and preservation of perishable evidence.
4. 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.
5. Impact of stress on human behavior and signs of persons in crisis.
6. 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).
7. Intended audiences of police reports and recognizing the difference between facts, inferences, and opinions.
8. Interviewing victims, witnesses, suspects, and children.
9. 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.

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
Demonstrate methods of documenting a crime scene.	A, B	
Articulate the importance of various types of evidence as they relate to specific types of crimes.	A, B, C	
Demonstrate the collection, marking and packaging of most commonly found evidence.	A, B	
Articulate the preliminary responsibilities of an officer involved in a preliminary investigation in the field.	A, B	
Demonstrate understanding of the mechanisms used in coping with stress or overwhelming, unmanageable situations.	A, B, D	
Demonstrate that communication is an interactive, dynamic process involving verbal, nonverbal and written activities.	A, B, C, D	
Identify similarities and differences between writing a police report and general writing.	A, B	
Demonstrate overall understanding of peace officer interviewing concepts and methods, be familiar with appropriate officer conduct during an interview and demonstrate how to properly conduct an interview.	A, B, D	
Articulate the function and responsibility of each of the key participants involved in a typical courtroom hearing or trial.	A, B	
Document crime scenes, chain of custody, identification and preservation of evidence.	A, B	
Communicate primary responsibility of peace	A, B, C	

officer as a first responder, preliminary investigation, and identify the effects of stress and stressors.		
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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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