Miami Dade College

## CJK 0078 Crime Scene to Courtroom

Course Description: The student will learn to take a sequence of steps to protect all parties: gather information; identify, separate, and interview subjects; and complete the initial investigation successfully. For School of Justice students only (35 contact hrs.)

| Course Competency | Learning Outcomes |
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| **Competency 1:** The student will be able to secure and protect a crime scene by: | • Critical thinking<br>• Information Literacy |
| 1. Differentiating between testimonial evidence and physical evidence found at the crime scene.<br>2. Determining specific information regarding the crime scene that you need from dispatch prior to arrival.<br>3. Assessing the crime scene to determine if it is life threatening and presents officer safety issues.<br>4. Assessing the crime scene to determine the probable extent, size, and scope of the scene when securing the crime scene.<br>5. Determining a single point of entry and exit for authorized personnel when protecting a crime scene.<br>6. Determining how to use uniformed personnel, crime scene tape, and natural barriers to protect a crime scene.<br>7. Determining the legal authority to secure and protect a crime scene based upon the Fourth Amendment.<br>8. Creating an immediate crime scene log when protecting a crime scene.<br>9. Determining when to relinquish the crime scene to authorized personnel according to agency policies and procedures. | |
| **Competency 2:** The student will be able to secure victims, witnesses, and suspects at a crime scene by: | • Critical thinking<br>• Information Literacy |
| 1. Determining whom to question about the crime scene in order to gather initial information about the incident. | |

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| 2. Directing victims, witnesses, and suspects to a safe, separate location when securing a crime scene.<br>3. Gathering information related to injuries incurred at the crime scene.<br>4. Reporting actions taken to secure the crime scene by briefing the chain of command. | |
| **Competency 3:** The student will be able to document a crime scene by: | • Numbers / Data<br>• Information Literacy |
| 1. Using the appropriate photographic equipment to document the crime scene according to agency policies and procedures.<br>2. Determining when to photograph the crime scene to document the evidence.<br>3. Assessing the crime scene to determine what items to photograph within the scene to include perishable, transitory, or fragile evidence.<br>4. Determining where to place evidence markers and reference indicators when photographing a crime scene.<br>5. Determining how to photograph a crime scene effectively, to include sequencing views, proper lighting, and framing and focusing.<br>6. Documenting the crime scene photographs as evidence according to agency policies and procedures.<br>7. Using the appropriate diagraming tools to document the crime scene according to agency policies and procedures.<br>8. Determining when to diagram the crime scene in order to document evidence.<br>9. Determining how to diagram a crime scene effectively using bird's-eye view or triangulation.<br>10. Recognizing all of the required elements to include in a complete crime scene diagram.<br>11. Determining where to place evidence markers and reference indicators when diagramming the crime scene.<br>12. Documenting the crime scene diagram as evidence according to agency policies and procedures. | |

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| 13. Determining the need for evidence prior to photographing a person.<br>14. Determining a suitable location to photograph evidence on a person, taking into consideration personal privacy and the location of evidence on the body.<br>15. Documenting the photographs of evidence on a person according to agency policies and procedures. | |
| **Competency 4:** The student will be able recognize evidence at a crime scene. The student should know how to collect, preserve, and document different types of evidence. The student will demonstrate how to process latent fingerprints by: | • Information Literacy |
| 1. Recognizing the type of evidence you may find at a crime scene.<br>2. Determining the type of PPE to apply prior to collecting evidence to avoid contaminating the evidence and to maintain officer safety.<br>3. Choosing the appropriate type of packaging materials specific to the types of evidence found at a crime scene.<br>4. Describing the different types of trace evidence that an officer can find at a crime scene.<br>5. Describing the different types of biological evidence that an officer can find at a crime scene.<br>6. Describing the different types of impression evidence that an officer can find at a crime scene.<br>7. Determining possible locations for latent fingerprints based on the specific crime you are investigating.<br>8. Protecting the location of the latent fingerprints from damage or deterioration to ensure successful collection.<br>9. Identifying the appropriate equipment for collecting latent fingerprints based upon the location of the evidence and agency policies and procedures.<br>10. Determining the type of personal protective equipment (PPE) to apply prior to collecting latent | |

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| fingerprints to avoid contaminating the crime scene.<br>11. Applying your agency's policies and procedures when submitting latent fingerprints as evidence from a crime scene.<br>12. Describing the role of elimination prints when processing a crime scene.<br>13. Describing the different types of electronic evidence that an officer can find at a crime scene.<br>14. Describing the different types of chemical or toxicological evidence that can require analysis or create an officer safety issue when processing a crime scene.<br>15. Describing the different types of questioned document evidence that an officer can find at a crime scene.<br>16. Applying evidence security measures by initiating the chain of custody when processing evidence.<br>17. Determining how to take possession of a firearm safely in order to record any identifying marks.<br>18. Completing field notes, documenting the manufacturer, serial number, model number, and caliber of the firearm by examining the weapon safely.<br>19. Using identified marks, conduct an NCIC/FCIC check on the firearm to determine the weapon's status.<br>20. Applying your agency policies and procedures when determining the disposition of a firearm using NCIC/FCIC results.<br>21. Conducting a building or grounds search for evidence, based upon the location and type of evidence sought, using the appropriate search pattern.<br>22. Demonstrating how to dust, lift, and document the collection of latent fingerprints as evidence from a crime scene. | |
| **Course Competency 5:** The student will know how to develop leads by conducting surveillance on a suspect and canvassing neighborhoods near the crime scene by: | • Information Literacy |

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| 1. Analyzing the incident reports and/or officer notes to identify possible leads when conducting a follow-up investigation.<br>2. Describing the process for initiating a follow-up investigation.<br>3. Describing the process for developing and managing information in a case file during a follow-up investigation.<br>4. Describing the basic types of surveillance that an officer can use during a follow-up investigation.<br>5. Conducting a follow-up investigation, determining the types of leads based upon the type of offense and existing information.<br>6. During a follow-up investigation, determine the value and validity of all leads based upon corroborating information.<br>7. Conducting a follow-up investigation, collecting additional evidence when identified.<br>8. Describing how to conduct a canvass of the area surrounding a crime scene to obtain additional information. | |
| **Course Competency 6:** The student will know how to establish a suspect's identity by recognizing his or her modus operandi by: | • Information Literacy |
| 1. Comparing as many points of identical crime patterns to a suspect with similar patterns.<br>2. Initiating a follow-up investigation, establish the modus operandi of the suspect by determining specific aspects about the way a crime is committed.<br>3. Describing common methods of developing information on a known or possible suspect when furthering an investigation. | |
| **Course Competency 7:** The student will know how to conduct a show-up and create a photographic array for use in a photographic lineup by: | • Information Literacy |
| 1. Creating a photographic array using photographs of people with physical characteristics similar to those of the suspect, formatting them similarly. | |

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| 2. Using standardized procedures when conducting the photographic line-up to avoid directly or indirectly influencing the victim or witness.<br>3. Using a standardized script and instruct the witness or victim on how to view the photographs by reading the instructions.<br>4. Documenting the results of the photographic line-up accurately.<br>5. Prior to initiating a show-up, identify the suspect based on the witness and/or victim's description.<br>6. Describing how to conduct a show-up that is legally defensible in court. | |
| **Course Competency 8:** The student will know the role of field contacts, confidential informants, and criminal justice database sources for suspect information by: | • Information Literacy |
| 1. Maintaining interaction, outside of enforcing the law, with residents to establish field contacts as sources of information.<br>2. Identifying credible and reliable field contacts that can be sources of information.<br>3. Determining the value and validity of all information from field contacts through corroboration.<br>4. Ensuring the confidentiality, rights, safety, and privacy of a field contact when possible.<br>5. Applying chapter 119, F.S., and agency policies and procedures when documenting information from field contacts.<br>6. Differentiating between the role of a field contact and a confidential informant as sources of information.<br>7. Obtaining information or evidence from medical personnel regarding injuries to victims that can assist in a follow-up investigation. | |
| **Course Competency 9:** The student will know how to search for a wanted person during a follow-up investigation by: | • Information Literacy |

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| 1. Obtaining a description of the wanted person and a possible vehicle by reviewing criminal history information and interviewing known associates.<br>2. Identifying known locations associated with a wanted person by interviewing family members and known associates.<br>3. Searching for a wanted person, determine if additional resources are required.<br>4. Making sure to continually update dispatch on your location and status when searching for a wanted person. | |
| **Course Competency 10:** The student will understand the different types of court proceedings by: | • Information Literacy |
| 1. Identifying appropriate procedures to follow when providing testimony during a deposition.<br>2. Complying with agency policies and procedures regarding the read or waive option after a deposition.<br>3. Describing the officer's role in a first appearance hearing after the arrest of a suspect.<br>4. Describing the role of a bond hearing in judicial proceedings.<br>5. Describing the officer's role in a suppression hearing.<br>6. Discussing the case with appropriate agency personnel and the state attorney in preparation for giving testimony.<br>7. Describing the process and the officer's role when preparing for trial during a pretrial meeting.<br>8. Describing the process of a trial by judge or jury for an adult and a juvenile.<br>9. Describing the officer's role in a sentencing hearing. | |
| **Course Competency 11:** The student will understand how to prepare for and give testimony in the courtroom to include cross-examination tactics by: | • Communication<br>• Information Literacy |
| 1. Reviewing case notes, reports, photographs, and evidence prior to giving testimony. | |

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| 2. Identifying procedures to follow when providing testimony during a court proceeding.<br>3. Checking in with prosecutors upon arrival at court and follow instructions.<br>4. Answering each question clearly, completely, and truthfully without volunteering any statement the defense does not request.<br>5. Describing courtroom terminology and procedures when testifying in a court proceeding. | |