

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE

MASTER SYLLABUS

**SEAT 1100 Investigation Techniques**

**Class Hours: 3.0 Credit Hours: 3.0**  
**Laboratory Hours: 0.0 Revised: FALL 05**

NOTE: This course is not designed for transfer credit.

**Catalog Course Description:**

This course introduces students to the different types of security investigations applicable in a variety of public and private settings. Interviewing techniques, development of investigative documentation and observation skills and use of technical resources for investigative purposes are covered.

**Entry Level Standards:**

The student is expected to be able to read on the college level, to write using correct spelling and grammatical structure and to utilize basic research techniques.

**Prerequisites:**

None

**Textbook(s) and Other Course Materials:**

Textbooks: Ferraro, Eugene F., *Investigations in the Workplace*, Auerbach Publications, ISBN: 0-8493-1648-0

Instructional Handouts and other materials as provided by instructor

Other Required Materials: Selected readings from the library and the Internet

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Overview of security principles; The Process of Investigation (Text: Ch 1)
2	Fundamentals of Fact-Finding: (Text: Ch 2, to pg 89)
3-4	Methods of Investigation (Text: Ch 3)
5	Project Management and Case Development (Text: Ch 4)
6	Legal Challenges and Litigation Avoidance (text: ch 5)
7-8	Applied Strategies (Text: Ch 6)
9	Collecting evidence: civil vs. criminal considerations (Handouts)
10	Using informants (Handouts)
11	Surveillance techniques and technology (Handouts)
12	Motives for deviant/criminal behavior (Handouts)
13	Interview techniques. (Handouts)
14	Formulating and effective policy for security investigations in the workplace (Handouts)
15	Review and Final Examination

**II. Course Objectives\*:**

- A. Review and integrate Security Principles into the investigation process. I, II, III, IV
- B. Demonstrate a basic knowledge of the purpose and role of security investigation. I, II, III, IV,
- C. Demonstrate how to formulate an investigation plan with respect to countering terrorism and/or criminal behavior in the workplace. I, II, III, IV
- D. Present a complete and thorough overview of the human factors involved in combating terrorism. I, II, III, IV
- E. Discuss how political, cultural and economic factors affect U.S. counterterrorism policies. II, III, IV
- F. Explain the basic theories of investigation; relate the differences between interview and

- interrogation. I, II, III
- G. Understand the proper criteria for writing an effective security investigation report. II, III, IV, V.
- H. Discuss the need for proper crime/incident scene security. I, II, III, IV
- I. Describe the concept of offender profiling. I, II, III, IV

\*Roman numerals after course objectives reference goals of the Security Engineering and Administration Technology program.

### III. Instructional Processes\*:

Students will:

1. Analyze and evaluate oral and/or written expression by listening critically for elements that reflect an awareness of the situation, audience, purpose, and diverse points of view. *Communication Outcome, Transitional Strategy, Active Learning Strategy*
2. Manage and coordinate basic information gathered from multiple sources for the purpose of problem solving and decision-making. *Communication Outcome, Transitional Strategy, Active Learning Strategy*
3. Frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world. *Humanities Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*
4. Examine legal and ethical issues related to security investigations. *Communication Outcome, Humanities Outcome, History Outcome, Transitional Strategy, Active Learning Strategy*
5. Participate in extensive discussion exercises. *Communication Outcome, Humanities Outcome, Social/Behavioral Outcome, Transitional Strategy, Active Learning Strategy*
6. View video tapes of various positions regarding USA Patriot Act, US Foreign Policy, Counterterrorism strategies, etc. to acquaint students with the objective analytical tools which are vital in any deliberative process. *Social/Behavioral Outcome, Communication Outcome, History Outcome, Transitional Strategy, Active Learning Strategy*
7. Identify information resources, facilities, and personnel appropriate to their needs. Evaluate retrieved information according to its relevance, and use it for making decisions. *Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*
8. Analyze historical facts and interpretations. *History Outcome, Transitional Strategy, Active Learning Strategy*
9. Analyze and compare political, geographic, social, cultural religious, and intellectual institutions, structures, and processes across a range of historical periods and cultures. *History Outcome, Transitional Strategy, Active Learning Strategy*

\*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

### IV. Expectations for Student Performance\*:

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

1. Recognize acts/behavior that might be indicative of possible criminal/terrorist intent. A, B, C, D, E
2. Critique popularly held notions about the appropriate function of Federal and State government in securing Americans from terrorist/criminal activities. A, B, C, D, E, F, G,
3. Recognize the use of evidence, analysis, and persuasive strategies, including basic distinctions among opinions, facts, and inferences affecting security investigations. A, B, C, D, E, F
4. Identify, collect, and analyze evidence gathered in the course of a security investigation. A, B, C, D, E, F
5. Compare and contrast different approaches to security investigations. A, B, C, D, E, F, G, H
6. Identify and Explain the various motives of both domestic and international terrorists. A, B, D, E

7. Describe and explain what constitutes "suspicious" behavior. A, B, C, D, E, F, G, H
8. Identify the competing and often conflicting interests involved in conducting security investigations. A, B, C, D, E, F, G, H
9. Explain the current applications of technology to control sensitive material and/or data. A, B, D, E, F
10. Participate in teams to analyze various legal, social and ethical concerns that face today's society with respect to security investigations. A, B, C, D, E, F, G, H

\*Letters after performance expectations reference the course objectives listed above.

#### **V. Evaluation:**

##### A. Testing Procedures:

A full explanation of student evaluation will be presented by the Instructor's Supplementary Syllabus the first week of class.

##### B. Classroom Expectations:

Students must attend at least 80% of all scheduled classes. Lecture, demonstration, and classroom participation are the primary methods of disseminating information.

##### C. Computer/Internet:

Quizzes and tests will be given Online via WebCT, or Blackboard. Students must be able to access the

Internet to take these examinations. Students may be required to post comments on the SEAT Web Discussion Board. Specific guidance will be given by instructor.

##### D. Other Evaluation Methods:

Class participation, group work, and homework will also comprise the final grade for the course.

All tests and papers will be graded for spelling and English usage in addition to content and format.

Late papers will not be accepted nor will make-up tests be given without specific approval of the instructor.

Any student encountering academic difficulty during the term is strongly encouraged to meet with the instructor to discuss options and solutions.

##### E. Grading Scale:

A	90-100
B	80- 89
C	70- 79
D	60- 69
F	59 and below

#### **VI. Policies:**

##### A. Academic Dishonesty:

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F or a zero for the exercise or examination or to assign an F in the course. (*Pellissippi State, 2004-2006 Catalog, pages 62-63*)

##### B. Accommodations for disabilities:

If you need accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Privately after class or in the instructor's office.

To request accommodations students must register with Services for Students with Disabilities: Goins 127 or 131, Phone: (865) 539-7153 or (865) 694-6751 Voice/TDD.

C. Other Policies:

Computer Usage Guidelines:

College-owned or -operated computing resources are provided for use by students of Pellissippi State. All students are responsible for the usage of Pellissippi State's computing resources in an effective, efficient, ethical and lawful manner. (Pellissippi State, 2004-2006 Catalog, pages 67-70)