



AJ-108: CRIMINAL INVESTIGATION

Effective Term

Fall 2025

BOT Approval Date

01/16/2025

Discipline

AJ - Administration of Justice

Course Number

108

Course Title

Criminal Investigation

Short Title

Criminal Investigation

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

3.00

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID AJ 140

Catalog Description

This course addresses the techniques, procedures, and ethical issues in the investigation of crime and evidence. Focus is on organization of the investigative process, crime scene searches, interview and interrogation techniques, surveillance, sources of information, suspect identification, scientific analysis, and the role of the investigator in the trial process.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Codes

TOP Code (CB 03)

2105.00* - *Administration of Justice

CIP Code

43.0111 - Criminalistics and Criminal Science.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Assess the need and importance of the preliminary crime scene investigation to include crime scene security, evidence identification and preservation, and follow-up investigation.
2. Classify the different types of crimes such as property versus person crimes and determine the specific investigative needs based on the crime type.

3. Examine and formulate an understanding of the ethical and legal issues involving crime scene investigation such as Fourth Amendment concerns in crime scene analysis.
4. Categorize and organize the critical duties of the first responding officer and investigator regarding preservation of evidence and locating witnesses at a crime scene.
5. Diagram how a crime scene should be drawn or sketched to include vital information such as locations of evidence found at the scene.
6. Analyze and document the importance of a thorough criminal investigation and the importance of accurate police reports.
7. Compare and contrast the various scientific tools available to an investigator and how they are used for specific evidence found at the crime scenes.
8. Appraise and arrange an investigator's duties in preparing a case for court including preparation for testimony, evidence presentation and accurate police reports.
9. Analyze and validate the importance of the interview of a victim or witness and the subsequent interrogation of a suspect in order to bring about a just and objective conclusion to an investigation.
10. Examine and document ethical dilemmas facing investigators to include entrapment, unlawful search and seizure, profiling, and racial bias.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will be able to explain the basic functions of an investigator (detective).
2. Students will be able to understand the importance of the Fourth, Fifth, and Sixth Amendments as they relate to criminal investigations and searches, seizure of property and interview/interrogations.
3. Students will be able to describe the steps that need to be taken to successfully process a crime scene.
4. Students will be able to demonstrate the ability to take accurate notes and write accurate reports.
5. Students will be able to explain the elements of an investigation to include crime scene searches, evidence collection, investigative leads, locating witnesses, interview and interrogation techniques, and informant development.
6. Students will be able to examine the Constitutional Amendments known as the Bill of Rights and assess the impact each might have on criminal investigations.
7. Students will be able to demonstrate an understanding of landmark case decisions and the impact these decisions have on criminal investigation and related processes.

Program Learning Outcomes

Learning Outcome
Demonstrate the essential qualifications for employment in the criminal justice field to include the mastery of core criminal justice principles and the ability to think critically and to speak and write effectively.
Demonstrate an understanding of personal and civic responsibility as they apply to the criminal justice system.
Demonstrate a critical awareness of race, cultural diversity, and inequality as manifested in the criminal justice system both locally and nationally and apply these understandings to both study and practice. This includes identifying transformative forces generating social change on a micro and macro level.
Demonstrate the knowledge of ethical analysis, research, and practice in applying the law, as well as the ability to reason and think critically in the application of these principles and/or laws within the criminal justice field.
Demonstrate the competency to apply criminological theory, research methods, and appropriate technology to assess, evaluate, and address both current and future issues in the practice of criminal justice.
Demonstrate a meaningful understanding of how discretion permeates every phase of the criminal justice system and create ethical dilemmas for criminal justice professionals.

Institutional Learning Outcomes

- Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.
- Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.
- Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic

classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Criminal Investigation: Overview
 - a. History of Investigations
 - b. Primary Goals of Criminal Investigations
 - c. Basic Investigative Functions
 - d. Characteristics of Effective Investigators
 1. Intellectual
 2. Psychological
 3. Physical
 - e. Investigative Process: Overview
 - f. Initial Investigation and Police Contact
 1. Initial Response
 2. Point of Arrival
 3. Setting Priorities
 4. Emergency Situations
 5. Protecting the Crime Scene
 6. Preliminary Investigation
 7. Evidence Considerations
 - g. Solvability Factors
 - h. Follow Up Investigation
 - i. Technology
 1. Crime Analysis
 2. GIS Mapping
 3. Hot Spots
 4. Data Mining
 - j. Law Enforcement Resources
 1. FBI
 2. DEA
 3. ATF
 4. INTERPOL
 - k. Clearing the Case
2. Documenting the Crime Scene: Note Taking
 - a. Field Notes
 1. When to Take Notes
 2. What to Record
 3. Where to Record
 4. How to Take Notes
 - b. Characteristics of Effective Notes
 - c. Retaining Notes
 - d. Admissibility of Notes in Court
 - e. Investigative Photography

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1. Advantages and Disadvantages of Photographs
 2. Advantages and Disadvantages of Video
 - f. Basic Photographic Equipment
 - g. Types of Investigative Photography
 1. Surveillance
 2. Aerial
 3. Night
 4. Laboratory
 5. Mug Shots
 6. Lineups
 - h. Body Worn Cameras
 1. Legality
 2. Cambridge Study
 - i. Security of Evidence
 - j. Admissibility of Photographs in Court
 - k. Crime Scene Sketches
 - l. Computer Assisted Drawing (CAD)
 3. Writing Effective Reports
 - a. The Importance of Reports
 - b. Uses of Reports
 - c. The Audience
 - d. Common Report Problems
 - e. Well-Written Reports
 1. Organizing Information
 2. Structuring the Narrative
 3. Characteristics of Effective Reports
 4. Content and Form
 - f. Recording and Dictating Reports
 - g. Computerized Report Writing
 - h. Evaluating Reports
 - i. The Final Report
 4. Searches
 - a. The Fourth Amendment
 1. Race and Bias
 2. Profiling
 - b. The Fourteenth Amendment
 - c. Case Laws
 1. Mapp v. Ohio (1961)
 2. Terry v. Ohio (1968)
 3. Carpenter v. United States (2018)
 4. Maryland v. King (2013)
 - d. Overview of Search and Seizure
 1. Reasonableness
 2. Reasonable Suspicion
 3. Probable Cause
 - e. Legal Searches
 1. Search with a Warrant
 2. Search with Consent
 3. Stop and Frisk

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- a. Race
 - b. Bias
 - c. Confirmation Bias
 - d. Racial/Ethnic Disparity
 - 4. Incident to Arrest
 - 5. Exigent Circumstances
 - 6. Warrantless Searches
 - 7. Plain-Sense Evidence
 - 8. Open Fields and Abandoned Property
 - 9. Public Places
 - f. The Exclusionary Rule
 - 1. Fruit of the Poisonous Tree Doctrine
 - g. Investigative Searches
 - h. Use of Dogs to Search
 - i. Use of Technology to Search
 - j. Search Warrant Checklist
 - 5. Forensics/Physical Evidence
 - a. Crime Scene Investigators
 - b. Investigative Equipment
 - 1. Selecting Equipment
 - 2. Equipment Containers
 - 3. Transporting Equipment
 - c. Crime Scene Integrity
 - d. Chain of Custody
 - e. Processing Evidence
 - f. Frequently Examined Evidence
 - 1. Fingerprints
 - 2. Voiceprints
 - 3. DNA
 - 4. Blood and Body Fluids
 - 5. Scent
 - 6. Hairs and Fibers
 - 7. Tire Impressions
 - 8. Bite Marks
 - 9. Tool Marks
 - 10. Firearms
 - 11. Drugs
 - 12. Digital
 - g. Evidence Handling
 - h. Infectious Disease
 - 6. Obtaining Information and Intelligence
 - a. Sources of Information
 - b. Interviewing and Interrogating
 - 1. Characteristics of an Effective Investigator
 - 2. Barriers to Communication
 - 3. Effective Questioning Techniques
 - c. The Interview
 - 1. Advanced Planning
 - 2. Selecting Time and Place

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3. Beginning the Interview
 4. Establishing Rapport
 5. Networking and Interview
 6. Reluctant Witnesses
 7. Cognitive Interview
 8. Testimonial Hearsay
 - d. The Interrogation
 1. Miranda
 2. Beach heading
 3. The Fifth Amendment
 4. Right to Counsel
 5. The Sixth Amendment
 6. Selecting Time and Place
 7. Starting Interrogation
 8. Establishing Rapport
 9. Ethics and the Use of Deception
 - e. Questioning Juveniles
 - f. Polygraphs and Voice Analysis
 - g. Psychics and Profilers
 7. Identifying and Arresting Suspects
 - a. Identifying Suspects at the Scene
 - b. Developing Suspects
 - c. Locating Suspects
 - d. Identifying Suspects
 1. Photographic Identification
 2. Lineup Identification
 3. In-Field Identification
 - e. Surveillance
 - f. Undercover Assignments
 - g. Raids
 - h. Legal Arrests
 - i. Avoiding Liability
 - j. Use of Force
 8. Death Investigations
 - a. Classification of Deaths
 1. Natural
 2. Accidental
 3. Suicide
 4. Homicide
 5. Undetermined
 - b. Elements of the Crimes
 1. Premeditation
 - c. Challenges to the Investigation
 - d. Staged Crime Scene
 1. Staging
 2. Posing
 - e. Suicide
 - f. Preliminary Investigation Homicide
 - g. Homicide Victim

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- h. Time of Death
 - i. Medical Exam and Autopsy
 - j. Unnatural Causes of Death and Methods
 - 1. Gunshot Wounds
 - 2. Stabbing or Cutting
 - 3. Blunt Objects
 - 4. Asphyxia
 - 5. Poisoning
 - 6. Burning
 - 7. Electrocution
 - 8. Drugs
 - 9. Vehicles
 - k. Witnesses
 - l. Cold Cases
 - 9. Assaults, Domestic Violence and Stalking
 - a. Definition of Assault
 - b. Elements of the Crime
 - c. Simple Assault
 - d. Aggravated Assault
 - e. Attempted Assault
 - f. The Preliminary Investigation
 - g. Investigating Domestic Violence
 - 1. Cycle of Violence
 - 2. Victimology
 - 3. Police Response
 - 4. Evidence
 - h. Investigating Stalking
 - 1. Types of Stalking
 - 2. Cyberstalking
 - 3. Cyberbullying
 - i. Legislation and Department Policy
 - j. Investigating Elder abuse
 - 10. Sex Offenses
 - a. Classification of Sex Crimes
 - b. Rape and Sexual Assault
 - c. Police Response
 - d. Medical Examination
 - e. Victim Interviews
 - f. Witness Interviews
 - g. Suspect Interrogations
 - h. Sex Offender Registry
 - i. Prostitution
 - 11. Crimes Against Children
 - a. Maltreatment of Children
 - 1. Neglect
 - 2. Physical Abuse
 - 3. Emotional Abuse
 - 4. Sexual Abuse
 - b. Extent of the Problem

- c. Effects of Child Abuse and Neglect
- d. Risk Factors
- e. Child Abuse and Neglect Laws
- f. Challenges in Investigations
- g. Initial Report
- h. Evidence
- i. Suspects
- j. Pedophile
- k. Exploitation
- l. Victimology
- j. Missing or Runaway

12. Robbery

- a. Classifications
- b. Types of Robbery
 - 1. Residential
 - 2. Commercial
 - 3. Street
 - 4. Vehicle - Driver
 - 5. Carjacking
 - 6. Bank
 - 7. ATM
- c. Robbery versus Burglary
- d. Elements of Robbery
- e. Responding to In-Progress Calls
- f. Preliminary Investigation
- g. Hostage Situations
- h. False Reports

13. Burglary

- a. Classifications
 - 1. Residential
 - 2. Commercial
 - 3. Vehicle
- b. Elements of Burglary
- c. Severity of Burglary
 - 1. First Degree
 - 2. Second Degree
- d. Burglary Tools
- e. The Burglar
- f. Responding to Burglary Calls.
- g. Preliminary Investigation
- h. Physical Evidence
- i. Modus Operandi
- j. Receiving Stolen Property

14. Larceny and Theft

- a. Classifications
 - 1. Felony
 - 2. Misdemeanor
- b. Elements of the Crime Larceny/Theft
- c. The Preliminary Investigation

d. Types of Larceny/Theft

1. Pickpocket
2. Purse Snatchers
3. Cell Phone
4. Bicycle
5. Mail
6. Retail
7. Jewelry
8. Art
9. Metals
10. Cargo

e. Fraud

1. Confidence Games
2. Real Estate
3. Insurance
4. Health Care
5. Mail
6. Counterfeiting
7. Check Fraud
8. Identity Theft

f. White Collar Crimes

15. Motor Vehicle Theft

a. Classifications

1. Joyriding
2. Transportation
3. Commission of Another Crime
4. Gang Initiation
5. Stripping for Parts
6. Resale

b. Elements of the Crime

c. Embezzlement

d. The Preliminary Investigation

e. Insurance Fraud f. Recognizing a Stolen Vehicle

g. Combating Theft

h. Other Stolen Items

16. Arson, Bombs, and Explosives

a. Classifications of Fires

b. Classifications of Arson

c. Elements of the Crime

d. The Arsonist

1. Juvenile Fire-setting
2. Motivation

e. Challenges to the Investigation

f. Responding to the Scene

g. The Preliminary Investigation

1. The Fire Triangle
2. Physical Evidence
3. Use of K9's

h. Search Warrants

- i. Bombings and Explosions
- j. Responding to a Bomb threats

17. Computer Crime

- a. Scope of the Problem
- b. Cost of the Problem
- c. Terminology and Definitions
- d. Classifications and Types of Computer Crimes
 - 1. The Computer as Target
 - 2. The Computer as Tool
- e. Challenges to the Investigations
- f. The Preliminary Investigation
- g. Forensic Examination of Evidence
 - 1. Data Analysis and recovery
- h. Legal Considerations
- i. Legislation
- j. Preventing Crime

18. Drugs and Organized Crime

- a. The Threat of Drugs
- b. Extent of the Problem
- c. Legal Definitions
- d. Classifications of Controlled Drugs: Schedules
- e. Types
 - 1. Cocaine and Crack
 - 2. Heroin
 - 3. Methamphetamine
 - 4. Marijuana
 - 5. Club Drugs
 - 6. Prescription Drugs
 - 7. Inhalants
 - 8. KHAT
 - 9. OTC
- f. Drug Identification
- g. Narcotics Investigations
 - 1. Possession
 - 2. Use
- h. Narcotics investigations
 - 1. Sale
 - 2. Transportation
- i. Clandestine Drug Labs
- j. Asset Forfeiture
- k. National Drug Control Strategy
- l. Organized Crime and Drugs
- m. Corruption

19. Gangs

- a. Threat of Gangs
- b. Gangs Defined
- c. Extent of Gangs
- d. Why People Join Gangs
- e. Types of Gangs

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1. Street Gangs
 2. Prison Gangs
 3. Outlaw Motorcycle Gangs
 4. Female Gang Involvement
 - f. Gang Culture and Membership
 1. Symbols
 2. Turf
 3. Graffiti
 4. Tattoos
 - g. Gang Activity
 1. Gangs and Crime
 2. Gangs and Drugs
 3. Gangs and Violence
 - h. Identifying Gang Members
 1. Racial Profiling
 2. Bias
 3. Stereotyping
 - i. Records
 - j. Investigating Gang Crimes
 - k. Gang Task Forces
 - l. Hate Groups
 - m. Ritualistic Crimes
 20. Terrorism and Homeland Security
 - a. Terrorism Overview
 - b. Terrorism Defined
 - c. Classifications of Terrorist Acts
 1. Domestic
 2. International
 - d. Domestic Terrorist Groups
 - e. Terrorists as Criminals
 - f. Methods Used by Terrorists
 1. Explosives and Bombs
 2. Suicide Bombers
 3. Weapons of Mass Destruction
 4. Technological Terrorism
 - g. Funding Terrorism
 - h. Federal Response to Terrorism
 1. Department of Homeland Security
 2. The USA Patriot Act
 3. The USA Freedom Act
 4. Sneak and Peak Warrants
 5. FISA Court
 - i. Fusion Centers
 - j. Investigating Possible Terrorist Activities
 1. Issues With Race
 2. Stereotyping
 - k. Other Forms
 1. Cyberterrorism
 2. Agroterrorism

- 3. Narcoterrorism
- 4. Ecoterrorism
- 5. Bioterrorism
- l. The Role of the Media
- m. Initiatives to Fight the War on Terrorism
- 21. Preparing Cases for Court
 - a. The Final Report
 - b. The Role of the Prosecutor
 - c. Preparing Case for Prosecution
 - 1. Review of Evidence
 - 2. Review Reports
 - 3. Prepare Witnesses
 - 4. Pre-Trial Conference
 - 5. Final Preparations
 - d. The Trial.
 - e. Testifying Under Direct Examination
 - f. Testifying Under Cross Examination

Methods of Instruction

Method

Discussion

Integration

Discussions will be guided by faculty to examine and evaluate selected topics in the study of criminal investigation. These selected topics will assist students in differentiating the unique investigative processes for specific crime types. For example, students may be asked to explain the difference between an interview and interrogation. Discussions may be accomplished in small or large groups, synchronous or asynchronous, using closed-captioned videos, accessible audio/visual media, journals, articles, or discussion board forums.

DE Adaptations for MOI

Discussions will be guided by faculty to examine and evaluate selected topics in criminal investigations. Class participation in discussions will encourage additional comprehension of the course material. Additionally, discussions provide opportunities to exchange ideas and validate understanding of the content to include professional responsibility, ethical standards, and racial/cultural diversity as it relates to criminal investigations. Discussions will be administered through the regular use of the discussions area in the course management system (CMS), or through chat, conversations, or other group features. All online discussions will meet accessibility requirements and instructors will provide feedback weekly through the CMS.

Method

Lecture

Integration

Lectures in which criminal investigation course content will be presented to students to illustrate, explain, and reinforce investigative concepts, processes, procedures, definitions, key terms, and the application of laws. Course material may be presented in many formats; audio/visual aids, printed materials, PPT, closed captioned video, digital pictures, and/or digital slides. For example, lectures can include an overview of the importance of digital photography, video, and sketches at major crime scenes.

DE Adaptations for MOI

Online courses will include lectures on criminal investigation course content. Lectures can be delivered synchronously through video conferencing tools or asynchronously through the course management system (CMS). Presentation materials such as accessible digital slide presentations, closed captioned videos, external links to articles, or other accessible content may be incorporated and made available through the CMS.

Method

Papers and Reports

Integration

Papers/reports will be assigned to gauge the comprehension of course materials or a specific topic. Reports serve as exercises in which students apply learned writing concepts related to the application of crime scene report writing. These reports will address the student's ability to fully investigate and document a crime (scenario). For example, students will complete a crime report on a homicide. This report will include documenting the crime scene, interviewing witnesses/victims, identifying, collecting, and documenting evidence, and interrogating suspect's (if applicable), and completing a crime scene sketch. Reports will be evaluated based on the following criteria: demonstration of organization and clarity, formatting, accuracy, investigative steps, understanding and application of legal concepts, and completeness.

DE Adaptations for MOI

Papers/reports administered in an online format will use the course management system (CMS) functions to facilitate student submissions. Evaluation feedback of reports will be provided for students in a timely manner using the gradebook, live stream or video conferencing tools, inbox messaging, or other functions available through the CMS. Reports will be evaluated based on the following criteria: demonstration of organization and clarity, formatting, accuracy, investigative steps, understanding and application of legal concepts, and completeness. All report submissions and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Visiting Lecturers

Integration

Current and former practitioners in the criminal justice field will present lectures on their experiences in criminal investigations in order to expose the student to authentic investigations as conducted by law enforcement professionals. Topics will include but are not limited to the unique demands of specific crime scenes (fragile evidence, environmental concerns, etc.) as well as the dynamics of witness and suspect interviews and interrogations.

DE Adaptations for MOI

Current and former practitioners in law enforcement will present various case studies involving criminal investigations. The lectures will be delivered using (accessible) video, audio, or PowerPoint and posted using the CMS platform of instruction for distance education. Lectures will be available through the assignments area or other conferencing tools.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams and/or tests will formatively cover the major content of the criminal investigation content. A combination of multiple choice, true/false, or short answer questions may be included. Exams/test will be evaluated based on a demonstration of identification, understanding, and application of various components related to crime scene investigation to include the role of investigators and case laws the impact search and seizure, and other related issues to include, but not limited to, race and gender as it relates to eyewitness identification or wrongful convictions. For example, exams/tests may be used to assess a student's ability to identify the basic steps in completing a full investigation.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered, graded, and evaluated through the CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding, and application of major topics as described in the course content. Exams/tests will be multiple choice, true-false, fill in the blank, or short answer questions. Exams/tests will be graded (or evaluated if short answer questions) based on accuracy and completeness. Feedback for multiple choice, true-false, and fill in the blank will be immediate using the online grading system (grade book). Feedback for short answer questions will be within one week via the grade book, chat, or other accessible conferencing tools.

Method

Homework

Integration

Homework in the form of selected essay questions at the end of each textbook chapter to appraise comprehension of the course material (e.g. What are the differences between modus operandi (MO) and motive, and why are these important to your criminal investigation?). Homework will be evaluated on accuracy and completeness.

DE Adaptations for MOE

Students will complete homework assignments in the form of short essay questions found at the end of each chapter in the textbook. Assignments will be posted in the assignment area of the CMS. Students will be evaluated on their ability to research and assess the topic and their successful application of the course material in the responses. Questions will be posted in the assignments or discussions areas in the CMS. Students will upload completed assignments via the CMS for instructor review and grading. Feedback will be provided within one week through the grade book, chat, or other accessible conferencing tools in the CMS.

Method

Research Projects

Integration

The class will be required to complete a research project examining a U.S. Supreme Court case (ruling) regarding search and seizure to evaluate the student's understanding of the course material. The research will include the student's analysis of the ruling and its impact on a criminal investigation, to include their ability to identify ethical issues resulting from the case. Example case: *Miranda v. Arizona* 384 U.S. 436 (1966). The project will be submitted for instructor review and grading and will be evaluated on content, accuracy, thoroughness, and completeness.

DE Adaptations for MOE

Group or individual projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through discussion boards, chat, or other conferencing tools. The student will be evaluated on their writing skills as well as their adherence to the APA/MLA format in their completed research assignments. Students may also be required to present their results through the creation of PPT slide presentation, written report, video, or live video conference and the presentations may be made available to the entire class (with student approval) through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within two weeks of the due date, via comments within the assignments area along with a corresponding rubric.

Method

Role-playing/Simulation

Integration

Students will examine a mock crime scene depicting a criminal incident. Students will then submit a written report documenting what they observed. Evaluation will be based on the ability to accurately document the incident. Example: armed robbery of a victim at an ATM. Simulation not only requires students to practice their notetaking, but also challenges students to identify the crime type, recognize elements of the crime, discover crime scene evidence, and ultimately documenting the incident in a report.

DE Adaptations for MOE

Online students will view closed captioned video scenarios depicting criminal incidents to include armed robbery, residential burglary, and assault. Students will take notes on the scenario content and complete a written report on the crime with special attention to format, content, accuracy, spelling, and grammar. Students will upload completed assignments via the CMS for instructor review and grading. Feedback will be provided within one week through the grade book, chat, or other accessible conferencing tools in the CMS.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Write a three-page research paper on, "Sneak and Peak Search Warrants." Define a Sneak and Peak Search Warrant. List the Pros and Cons of Sneak and Peak Search Warrants. How does a Sneak and Peak Search Warrant differ from a standard search warrant? The research paper is to be cited and formatted using the APA style guidelines and will be evaluated on content, accuracy, and completeness.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

It is firmly ingrained in our system of law that "searches conducted outside the judicial process, without prior approval by judge or magistrate, are considered unreasonable under the Fourth Amendment, subject only to a few specifically established and well delineated exceptions. This brief statement emphasizes the preference in this country for obtaining warrants prior to conducting searches. Nonetheless, the courts have outlined a few "established and well-delineated" exceptions to the warrant requirement of the Fourth Amendment. However, one exception to the warrant requirement which the Supreme Court has expressly and repeatedly refused to recognize is a general "murder scene" exception.

Write a three-to-five-page research paper on the U.S. Supreme Court Case *Mincey v. Arizona* 437 U.S. 385 (1978) outlining the issue and facts of the case, the holding of the Court, the rationale for the Court's decision, and your opinion of the case. As part of this research consider other equally important questions; (1) what does the Fourth Amendment say about searches; (2) what is a search warrant; (3) what are the exceptions to the warrant requirement; (4) what are considered "emergency" or "exigent" circumstances; (5) what impact does this case have on criminal investigations? The research paper is to be cited and formatted using the APA style guidelines.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Discussion Posts via CMS: Using the CMS, students will post responses to a discussion board prompt regarding a specific topic or prompt. Students are expected to also respond to other students' posts. These discussion posts can be used as a starting point for in-class discussions. Example assignment: Discuss the main theory of Locard's Exchange Principle and the importance of this theory as it relates to crime scene investigation.

How assignment will be adapted in online format

Using the CMS, students will respond to a discussion board prompt (or question) regarding a specific topic relating to criminology. Students will also respond to other students' posts. Students will submit their posts using the discussions area within the CMS and will receive instructor feedback through the grade book, messaging, or other form of communication. Discussions will be evaluated on their content, relevance, and accuracy.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Read and analyze the portion of the chapter covering "Death Investigations" which encompasses: (1) Natural; (2) Accidental; (3) Suicide; (4) Homicide; and (5) Undetermined. Then, individually or in small groups, be prepared to analyze and discuss each type of scenario to include any different procedural and/or investigative steps between each.

How assignment will be adapted in online format

The reading assignment and subsequent discussions will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within one week of the due date. All materials must meet accessibility guidelines.

Course Materials**Textbooks**

Hess, Karen., Orthnam, Christine., Cho, Henry (2023). Criminal Investigation 12th Cengage Publishing . ISBN: 9780357511671.

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision includes additional language and content related to diversity and inclusion within the course materials and in the discussion areas; specifically, as it pertains to race, gender identity, sexual orientation, and cultural differences. Language has been included in the course to be inclusive of these items through awareness of audience and differences when researching case laws, processing of crime scenes, evidence collection, interview and interrogations, and courtroom testimony. Recognizing the importance of representing diverse voices, the curriculum emphasizes the inclusion of all applicable perspectives in discussions and research, as outlined in the course materials. The class involves students of all genders and races and encourages class participation from all

students. In this course, students will learn the theoretical approach to criminal investigations as well as real-world applications. One of the objectives is to “examine ethical and legal issues involving crime scene investigation such as Fourth Amendment concerns”, to include how race or cultural bias impacts due process for underrepresented groups, e.g., minorities, low socioeconomic status, gender, etc. Students will also examine sensitive legal issues and form individual conclusions as to the equity of justice.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is structured to ensure equitable access and participation for diverse learners. Students have equal opportunities to all learning resources as well as one on one capabilities via accessible video conferencing platforms with the professor. Discussion boards are designed to facilitate interactions in two formats: student-to-student and student-to-professor, providing all students with equal opportunities for both engagement and support. To accommodate different learning preferences and accessibility needs, various media formats, including accessible video are incorporated into the curriculum. Live accessible video lectures are also supplemented with recorded sessions for students unable to attend live, promoting inclusivity and flexibility. Students will participate in class via discussions in asynchronous discussions using accessible CMS video conferencing platforms. For discussions and other exercises, students can submit in one of two formats: written or via recorded video using Canvas Studio within the CMS. All Power-points will be uploaded on to Canvas for student use. Exams and/ or tests are administered fully online. They will be evaluated through CMS. The format may include multiple choice, short answer, essay, or other formats. Exams/ tests will be evaluated based on the demonstration of identification and understanding of the applications of major topics and described in the course content. This is in alignment with the learning objectives. All exams/ tests must meet accessibility guidelines. Instructor feedback will be provided via CMS, within 2 weeks. The class has been revised with the focus on accessibility. The course has been revised with a focus on accessibility, with the most current texts being used to promote students' academic pursuits. Through instructor-to-student and student-to-student engagement, students are encouraged to reflect on equitable treatment of each other and their communities.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course (AJ-108) will incorporate student-to-student interaction through collaborative learning activities such as discussions, chapter exercises, case studies, and projects. Students will participate in small group discussions to examine investigative methods, modus operandi, and motive, and their application to criminal investigations, fostering peer learning and diverse perspectives. Collaborative projects may involve case studies where students work together to examine evidentiary and procedural issues ultimately impacting criminal investigations, encouraging the sharing of varied insights. Online discussion forums will allow students to respond to each other's ideas, promoting critical thinking and respectful dialogue outside the classroom. Peer review sessions will enable students to give and receive feedback on assignments, enhancing their analytical skills and understanding of course material.

Explain how the course will incorporate instructor-to-student interaction.

This course (AJ-108) will incorporate instructor-to-student interaction through regular lectures, feedback, and open communication channels. The instructor will provide interactive lectures, encouraging questions and discussions to clarify complex issues relating to criminal investigations. Student support hours will offer students opportunities for one-on-one discussions with the instructor, addressing individual learning needs and interests (students can also schedule meetings). Timely and constructive feedback on assignments will guide students in their understanding of criminal investigative procedures, rules of evidence, and proper documentation. The instructor will facilitate classroom and online discussions, posing thought-provoking questions and engaging with student responses to deepen the learning experience. Regular announcements and check-ins will keep students informed and connected to the course.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be fostered through a variety of learning materials and activities that require engagement with the course content. Students will read relevant source documents such as landmark U.S. Supreme Court cases, investigative and procedural information guides, and other applicable writings. Interactive assignments, such as utilizing investigative equipment to process a crime scene, will enable students to apply investigative and evidentiary concepts to real-world situations. Multimedia resources, including videos, podcasts, and online simulations, will provide diverse ways to explore investigative processes and issues. Regular quizzes and reflective essays will prompt students to think critically about the material and assess their understanding.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course (AJ-108) encourages student-to-self interaction by promoting metacognitive activities that help students reflect on their learning processes and personal development. Metacognition involves not only understanding the content but also understanding one's own thinking processes and strategies for learning. Reflective case studies will be assigned, where students critically examine the evolving understanding of investigative concepts and their own belief about the admissibility and accuracy of evidence. Self-assessment exercises will enable students to identify their strengths and areas for improvement, setting personal learning goals. Students may be asked to write reflective papers on how ever-changing technology has impacted criminal investigations and how this might have influenced their rights and responsibilities as citizens, connecting course content to their personal experiences. Class discussions will often include prompts that encourage students to consider how their identities and backgrounds shape their perspectives on investigative issues. Ultimately, the goal of this metacognitive approach is to empower students to become more



aware of their own learning processes and to develop strategies for effective learning and critical thinking that extend outside of the classroom.

Key: 105