

## ADMJC125 : Principles of Investigation

### General Information

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Course Code (CB01) :	ADMJC125
Course Title (CB02) :	Principles of Investigation
Department:	Public Service
Proposal Start:	Spring 2022
TOP Code (CB03) :	(2105.00) Administration of Justice
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000327759
Curriculum Committee Approval Date:	02/07/2014
Board of Trustees Approval Date:	03/06/2014
External Review Approval Date:	06/19/2014
Course Description:	This course is an introduction into the ethics and legalities of criminal investigations. Topics include fundamentals of investigation; techniques of crime scene searches; effective interactions with the public; and specific knowledge necessary for handling crime scenes, interviews, evidence, surveillance, follow-up, technical resources, and case preparation.
Submission Type:	Change to Content  This course was last assessed in the 2016-2017 academic year, which revealed there were too many SLOs compared to similar C-ID courses across the state. A revision was necessary to split objectives from SLOs. Within this revision, SLOs were reduced, CB codes corrected for transferability and 705 requirements, advisory course was corrected, author added, methods of instruction and evaluation were updated and outline formatting corrected.
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>Administration of Justice (Police science, corrections, law enforcement)</li></ul>
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Formerly Known As

Course Formerly Known As

No Value

## Course Development Options

### Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Rationale For Credit By Exam/Challenge

No value

### Course Support Course Status (CB26)

Course is not a support course

### Course Special Class Status (CB13)

Course is not a special class.

### Allowed Number of Retakes

0

### Retake Policy Description

Type:|Non-Repeatable Credit

### Grade Options

- Pass/No Pass
- Letter Grade Methods

### Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

## Associated Programs

Course is part of a program (CB24)

### Associated Program

### Award Type

### Active

CC Associate in Science Degree in Administration of Justice for Transfer -

A.S. Degree for Transfer

Summer 2018

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

Y

### Transferability

Transferable to CSU only

### Transferability Status

Approved

## Units and Hours

### Summary

**Minimum Credit Units (CB07)** 3

**Maximum Credit Units (CB06)** 3

**Total Course In-Class (Contact) Hours** 54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

**Faculty Load** 0

### Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

**Course Duration (Weeks)** 18

**Hours per unit divisor** 54

**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Activity 0

**Total** 54

**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Activity 0

**Total** 108

### Time Commitment Notes for Students

No value

### Faculty Load

**Extra Duties:** 0

**Faculty Load:** 0

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value

No Value

No Value

No Value

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

#### ENGLC101 - Freshman Composition

Due to the industry-specific importance of report writing and the necessity of interpreting case law precedent to comprehending the current legal Zeitgeist, a proficient completion of English 101 will provide the student with the reading and writing skills required to successfully navigate this course. **Outcomes**

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## Entrance Skills

Entrance Skills

Description

No value

No value

## Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

## Specifications

### Methods of Instruction

Methods of Instruction

Case Study

Rationale

Case study analysis of law through Supreme Court of the United States precedent on issues related to criminal law. Students will read, evaluate, discuss and write a report on the highlighted case to determine the influences at the systems level on law.

Example: Students will select one of the following topics: serial killers, facial reconstruction or burn patterns.

Methods of Instruction

Discussion

Rationale

Discussion on the interpretation of law, constitutional purview, federalism and debatable authority to implement law. Mixed and active learning involves the lived experience and opinion of those who are subject to the justice system and have experience employed within it.

Example: Students will compare and contrast the following three topics: Criminalistics, DNA Profiling, Cryptography

Methods of Instruction

Audiovisual

Rationale

Audio/visual presentations including recent events in the news and criminal justice system (i.e. police shootings, high profile court cases, etc.) that are used to promote discussion within the course on the events application to theory and law.

Example: Instructors will disseminate up-to-date case law information and videos through a variety of multi-media and audio-visual instruction (i.e. power point) demonstrating the critical incident videos that are part of national discussions (i.e. a school resource officer using force on a juvenile.)

Methods of Instruction

Outside reading

Rationale

Students will read and analyze case briefs and academic research that relates to the submission of evidence in a variety of court proceedings.

Example: How specific evidence was debated and excluded from the OJ Simpson Trial when the evidenced had a contaminated chain of custody.

Methods of Instruction

Project-based learning

Rationale

Project-based learning methods are used when current events in the justice system necessitate a longer pedagogical review, for instance assigning a high profile case presentation, reviewing new crime data, case briefs, assigning groups to develop a project around community relations, and more.

Assignments

- **Textbook reading to prepare the student for class discussion on the applicable chapter. Case law reading example: read the landmark case of Leon v. U.S., prepare a case brief, and be prepared to discuss how the Leon decision impacted law enforcement agents in reference to the Fourth Amendment and the Exclusionary Rule.**

Methods of Evaluation

Rationale

Final Exam

Final comprehensive exam including true/false, short answer, and multiple choice that directly correspond to the subjects covered in the course, constitutional amendments, case law, current trends, data and police practices.

Participation

Participation in class discussions including debates, tabletop exercises and active learning lessons with real crime data. Evaluations are made based on the ability to actively participate in the conversations surrounding course topics. Example: Students analyze a crime scene and conduct an interview of mock witnesses.

Tests

Formative quizzes are conducted with frequency to help students evaluate and develop their understanding of the SLOs. Typical formative quizzes are conducted via true/false, multiple choice, or reflection writings about current events, constitutional law application and laws. Summative quizzes are conducted to review and assess SLO achievement at the conclusion of learning modules (i.e. chapters 4-6).

Distance Education Description: how outcomes are evaluated

Outcomes are assessed via the LMS assignment tools that are similar to on-ground and hybrid programs. Video recorded project presentation that covers a minimum of one SLO and the final research paper are major assignments that demonstrate a critical analysis of the justice system, these are graded via a rubric and feedback is provided to students. Additional formative (i.e. knowledge assessments) and summative (i.e. quizzes and final exam) assessments are evaluated through active instructor feedback and grading.

Research Paper

Completion of a 3-5 page research paper describing the pendulum effect in reference to crime control and due process within the criminal justice system. The student will provide examples in the form of historical landmark court cases that altered the Zeitgeist of the criminal justice system thereby shifting the focus to either crime control or due process. The student should identify the political, social, and ideological pressures that may have influenced the shift. The student will then provide their opinion on the necessity of the aforementioned dichotomy. Paper should be 3-5 pages in length not including the title, abstract, or reference page. Paper should follow APA format and be free of grammatical and spelling errors. Superior papers will be sufficiently developed and correctly cited with few or no spelling and grammatical errors.

## Equipment

No Value

## Textbooks

Author

Title

Publisher

Date

ISBN

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**Other Instructional Materials**

No Value

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**Materials Fee**

No

## Learning Outcomes and Objectives

### Course Objectives

Identify the various types of fingerprints found at crime scenes and demonstrate methods used to recover these items of evidence.

List the types of information that is included in the preliminary investigation report and demonstrate the writing of a report using the information collected.

Compare and contrast the use of confidential informants against their motivation for supplying information to the investigator.

Explain the competency and credibility issues involved with interviewing of victims and witnesses.

Identify the legal procedural safeguards established by the Miranda v. Arizona decision and how and when these safeguards apply during an interrogation.

Explain the various public sources of information that are available to investigators in their search for wanted persons.

Discuss and identify the basic patterns of a criminal homicide.

Describe and discuss the major obstacle in prosecuting child molestation cases and how investigators deal with this challenge.

Compare and contrast the different crimes associated with "crime against persons" offenses and what elements elevate the crime classification.

Compare and contrast the different crimes associated with "crimes against property" offenses and what elements elevate the crime classification.

Describe and discuss how unethical conduct by law enforcement officers has impacted criminal investigations.

Identify and explain the role of documentation in the criminal investigative process

Recognize, identify and explain the implications of a given piece of evidence in a criminal process

Identify procedures for first responders to crime scenes



Identify role of forensic examination in a criminal investigative process

Compare and contrast the legalities and strategies of interview and interrogation

Identify key information sources and data systems available to investigators

## CSLOs

Explain the role of the investigator in the judicial process to include a discussion of critical ethical issues relating to criminal investigations.

Expected SLO Performance: 70.0

Discuss the potential impact of the Exclusionary Rule on the judicial process, to include an examination and analysis of the applicable case law, and how the investigator can use crime scene management to reduce the risk of suppression of evidence.

Expected SLO Performance: 70.0

Explain the process for obtaining a search warrant and the information required in the warrant application.

Expected SLO Performance: 70.0

Discuss the successive evolutionary stages of the criminal investigative process.

Expected SLO Performance: 70.0

## Outline

### Course Outline

#### 1.The Initial Investigation

- a. Development of forensic science
  - i. Forensics definition
- b. Legal significance of evidence
  - i. Only means of satisfying the tries-of-fact of the truth or,
  - ii. Untruth of allegations and accusations
- c. Coordination of the crime scene
  - i. Focus of the preliminary investigation
  - ii. En route to the scene
  - iii. Arrival iv.Medical attention v.Long, hard look
  - vi. Protection of the crime scene
- d. Systematic search procedures
  - i. Point-to-point
  - ii. Ever-widening circle
  - iii. Ever-narrowing circle iv.Sector search v.Strip or grid
  - vi. Where to search for physical evidence
- e. Collecting evidence
  - i. Prior to collecting evidence
    - a. Must first be recorded in the investigator's notes
    - b. Photograph must be taken

- c. Accurate measurement must be determined
- ii. Maintain the integrity of evidence
  - a. Keeping it in its original state
  - b. No alterations are made
- iii. Locard's Exchange Principle
  - a. Bring items of evidence into the crime scene
  - b. Take items of evidence with them
- iv. Marking evidence
  - a. Serves to identify it
  - b. Must not impair the value of the evidence
- v. Establishing the chain of possession
  - a. Evidence must be accounted for
- vi. Packaging physical evidence
  - a. Evidence box or board
  - b. Pill bottles or film containers
  - c. Vials with stoppers
  - d. Air tight containers
  - e. Plastic bags
- vii. Matching physical evidence with known standards of evidence
  - a. Matched with a known standard of evidence
  - b. The Fifth Amendment
- viii. Transporting evidence
  - a. Must be accompanied by an informative report
  - b. Don't return to claimant without order from prosecutor
- ix. Handling infected evidence
  - a. Blood and other body fluids
  - b. Might be a source of disease infection
  - c. Wearing of disposable gloves and protective clothing
- x. Identifying physical changes at the scene
  - a. Note any observable damage to objects
  - b. Any disarrangement, damage, or theft may be useful
- xi. Conducting a final survey of the scene
  - a. All of the evidence has been identified and collected
  - b. Properly processed prior to release
  - c. Equipment and materials generated by the investigation are not inadvertently left
- xii. Media relations
  - a. Symbiotic relationship between the media and law enforcement
  - b. Develop a long-term professional relationship
  - c. Getting them information they need in a timely manner
  - d. Kinds of information that can be released
- xiii. Information that should not be released
  - a. Prior criminal charges,
  - b. Identification of juvenile suspects,
  - c. Identity of possible witnesses,

- d. Amount of money or goods taken,
- e. Any comments on the confession, or even that an admission was not made

## 2. Direct and Circumstantial Evidence

- a. Direct evidence
  - i. Responding officers to a crime scene is to locate witnesses
  - ii. Locating witnesses who are no longer at the crime scene
- b. Circumstantial evidence
  - i. Weapons
  - ii. Blood
  - iii. Imprints and impressions
  - iv. Tool marks
  - v. Dust, dirt, and other traces
  - vi. Questioned documents
  - vii. Miscellaneous trace or transfer evidence

## 3. Rules of Evidence

- a. Search warrants
  - i. Forth Amendment to the United State Constitution
    - a. Protections against unreasonable searches and seizures
- b. Warrantless searches
  - i. U.S. Supreme Court has defined as reasonable a number of searches conducted without a warrant
    - a. Consent searches
    - b. Stop and frisk
    - c. Plain view exception
    - d. Search incident to lawful arrest
    - e. Motor vehicle stop
    - f. Open fields
    - g. Emergency circumstances

- c. Exclusionary rule
  - i. Prevents illegally obtained evidence from being admitted into evidence during the trial

## 4. Records of the Crime Scene

- a. Field notes
  - i. Memoranda made by the investigator during an investigation
- b. preliminary investigation report begins at the crime scene and includes:
  - i. Victim's information
  - ii. Where and when the crime occurred
  - iii. Who reported the crime and when
  - iv. Witness information
  - v. Arrestee information
  - vi. Suspect information
  - vii. Modus operandi information which is based upon
- c. Segments of the preliminary report
  - i. Suspect information – descriptive information, aliases and employment or school data
  - ii. Property taken – descriptive data including value
  - iii. Physical evidence – description and when and where found
  - iv. Victim's statement – recording of the essential facts involved

- v. Statement of witness – recording of the essential facts involved
- vi. Observations by reporting officer
- d. Photographing the crime scene
  - i. Pictorial representation of the appearance and the position of objects at the scene
  - ii. Serves as evidence to support the testimony of the investigator as to what was found at the scene
  - iii. Crime-scene photography should move from the general to the specific
  - iv. Long-range views
  - v. Mid-range views
  - vi. Close-up photos
  - vii. Series of photographs are dated and numbered consecutively
  - viii. Pertinent date recorded for each photograph
- e. Sketching the crime scene
  - i. Provide an in-depth understanding of the circumstances of the crime
  - ii. Unnecessary details can be eliminated
  - iii. Measurements for a sketch should be made from fixed and identifiable points
  - iv. Sketches are drawn to scale
  - v. Key or legend is used to identify items
- f. Videotaping the crime scene
  - i. Immediate results without the need for developing film
  - ii. Tapes can be re-used
  - iii. Allows the viewer to perceive the scene as it is shown
  - iv. Sound may be used
- g. Progress reports
  - i. Record a new development in an investigation
- 5. Laboratory and Technical Services
  - a. Criminalistics: forensic science
  - b. Deoxyribonucleic acid (DNA) fingerprinting
  - c. Laboratory determinations
    - i. Weapons
    - ii. Drugs
    - iii. Imprints and impressions
    - iv. Tool marks
    - v. blood
    - vi. Hair and fibers
    - vii. Dust, dirt, and debris
    - viii. Flammable fluids
    - ix. Glass
    - x. Paint
    - xi. Semen stains
    - xii. Documents
  - d. Laboratory equipment
    - i. Comparison microscope
    - ii. Spectrographic analysis
    - iii. Chromatography
    - iv. X-ray crystallography
    - v. Neutron activation analysis
    - vi. Trace metal detection technique (TMDT)

vii. Ultrasonic cavitation

viii. Lasers

e. Voiceprint identification

i. Physical characteristics of each individual's vocal cavities

ii. Technique of personal identification

iii. Applicable to the identification of voices involved in crimes

iv. Cryptography

v. Deciphering of codes and ciphers

6. Basic Investigative Leads and Informants

a. Basic leads

i. Known identity

ii. Unknown identity

iii. Victim's background

iv. Benefit

v. Opportunity

vi. Knowledge

vii. Field contact reports

viii. Vehicles

ix. Weapons

x. Fingerprints

xi. Stolen property

xii. Modus Operandi

xiii. Offender registration

xiv. Photographs of known criminals

xv. Composite sketches for identification

xvi. Injured suspects

xvii. Linkage between suspect and crime partner(s)

b. Informants

i. Basic lead informants

ii. Participant informants

iii. Covert informants

7. Major Investigative Techniques

a. Surveillance

i. Visual surveillance

ii. Audio Surveillance

iii. Contact Surveillance

b. Search warrants

i. guided by the Fourth Amendment

c. Police intelligence

i. Collection and analysis of information discovered by undercover police agents or informants

ii. Channeled to a special unit within a police department

iii. Six stages of the process

d. Lineups

i. Placing of a suspect along with other persons for the purpose of viewing

ii. For potential identification by eyewitness and victims

## 8. Interviewing and the Detection of Deception

### a. Interview essentials

- i. Privacy
- ii. Rapport building
- iii. Competency and credibility issues
- iv. Interview structure—four-step process
- v. Listening—not an easy process

### b. The detection of deception

- i. Physical signs of deception
- ii. Polygraph testing

### c. Recollection refreshment

- i. Investigative hypnosis
- ii. Cognitive interviewing

### d. Written Statement of a witness

- i. Provide a written record that will allow a prosecutor to evaluate
- ii. Enable the prosecutor to monitor the testimony of the witness in court
- iii. Discourages surprise testimony and provides a base for impeaching the witness if necessary

## 9. Interrogation of Suspects

### a. Interrogation law

- i. Brown v. Mississippi
- ii. Ward v. Texas
- iii. Fikes v. Alabama iv. Ashcraft v. Tennessee v. Haley v. Ohio
- vi. Davis v. North Carolina
- vii. Mincey v. Arizona
- viii. Townsend v. Sain ix. Escobedo v. Illinois x. Miranda v. Arizona

### b. The right's warning

- i. Must be given when custody and interrogation are present
- ii. Two prong test iii. Suspects may waive these rights after the warning

### c. Interrogation essentials

- i. Privacy
- ii. Prior investigation
- iii. Investigative efforts should lead the investigator to make an assessment as to the type of person to be interrogated

### d. Why people confess

- i. Most people when given the opportunity will confess
- ii. Must feel comfortable and have confidence in the interrogator
- iii. Confidence can be gained by listening intently
- iv. Allowing the person to verbalize his or her account of the crime.

### e. Suspect's dilemma: the crime partner

- i. Assume that their crime partner has or will talk
- ii. "Better him than me"

### f. Documenting the confession

- i. Audiotaping of a suspect or witness
- ii. Videotaping of suspects
- iii. Confession documented by video or audio recording must be memorialized in writing

## 10. Arresting the Accused Person

- a. Broadcast alarm or pickup order
- b. Records as sources of information
  - i. City/county
  - ii. State
  - iii. Federal
  - iv. Private
- c. Wanted notices
  - i. Distributed locally and to any area the subject is likely to be found
  - ii. Contain a photograph or sketch of the fugitive
- d. The arrest
  - i. Search incident to arrest
  - ii. Complete body search is made at the time of booking
  - iii. Suspect's clothes may be seized and processed for trace evidence of blood and other stains
  - iv. Consent to search
  - v. Extradition proceedings
  - vi. Pedigree
- e. Case preparation
  - i. Synopsis
  - ii. Chronological
  - iii. Negative evidence
- f. Prosecutor may waive prosecution
  - i. In exchange for information or testimony against a more hardened criminal
  - ii. To conserve resources
  - iii. Application of the criminal justice process may not be justified
- g. Closing an investigation
  - i. Successful when closed by the arrest of the perpetrator
  - ii. May also be cleared
    - a. When unfounded, no crime occurred
    - b. When the offended dies
    - c. Successful prosecution or identification of the perpetrator is blocked
    - d. Perpetrator is located in another jurisdiction
    - e. Perpetrator is in custody
    - f. All investigative leads have been exhausted

## 11. Physical Assaults

- a. Homicide
  - i. Corpus delicti of all criminal homicide
  - ii. "Suspicious Death" investigation
    - a. Evidence of foul play
  - iii. Autopsy
  - iv. Medico-legal Laboratory Services
    - a. Autopsy technique uses an external examination
    - b. Autopsy surgeon has the responsibility of determining the cause of death
  - v. Suicide, accident or criminal homicide
    - a. Persons who kill themselves adopt methods similar to the techniques used in criminal homicides

- b. Many suicides do not leave note explaining the reasons for their act
  - c. Investigation into the background of the victim may indicate if suicide was contemplated
- vi. Identification of victim
  - a. Fingerprints
  - b. Dental work
  - c. Bones
  - d. Surgical procedures
- vii. Time of death
  - a. Algor mortis
  - b. Rigor mortis
  - c. Post mortem lividity
  - d. Decomposition or putrefaction
- viii. Forensic entomologist
- ix. Exhumation
- x. Checklist for the Investigation of Criminal Homicide
  - a. Crime scene
  - b. Post-scene
  - c. Lead development
  - d. Identification and arrest
  - e. Case preparation
- xi. Patterns of criminal homicide
  - a. Anger killing
  - b. Triangle killing
  - c. Revenge or Jealousy killing
  - d. Murder for profit
  - e. Random killing
  - f. Murder-suicide
  - g. Sex and sadism murder
  - h. Felony murder
- xii. Motive for murder
  - a. Relationships
- xiii. Multicide
  - a. Mass murder
  - b. Spree murder
  - c. Serial murder
  - d. Organized/disorganized killer
- b. Stalking
  - i. Typology of stalkers
- c. Assaults
  - i. Victim is usually alive and willing to cooperate
  - ii. Aggravated assaults are often murder attempts
  - iii. Impending death, the officer may secure a dying declaration
- d. Child abuse
  - i. Intentional and deliberate assault upon a child
  - ii. Serious bodily injury is inflicted



- iii. Signs of physical abuse
  - a. Damage to the skin
  - b. Brain damage
  - c. Bone damage
  - d. Internal injuries
- iv. Munchausen syndrome
- v. Sudden infant death syndrome (SIDS)
- vi. Signs of child injury likely to alert physicians
  - a. Delays in seeking medical care
  - b. Injuries not reported by parent or guardian
  - c. Bruises or broken bones in an infant
  - d. Age-dating of bruises indicating they were sustained over time
  - e. "Wraparound" bruises cause by whipping with a belt, rope or electrical cord
  - f. Discrepancies in the story of how the injuries occurred

## 12. Sexual Assaults

### a. Rape

- i. Act of sexual intercourse of a woman without her consent
- ii. Date rape is a previous relationship between offender and victim who is forced to have sex without her consent
- iii. Initial action
- iv. Medical examination
- v. Crime scene
- vi. Interviews of witnesses
- vii. Serial rapist
  - a. The Anger Rapist
  - b. The Power Rapist
  - c. The Sadistic Rapist
- viii. Arrest of the suspect
- ix. Problems of proof
  - a. Most common defense
  - b. Usual defense is that of consent
- x. Statutory rape

### b. Child sexual abuse

- i. Incest
- ii. Pedophilia

### c. Missing children

- i. Aspects of the child's disappearance indicates abduction

## 13. Robbery

### a. Components of robbery

- i. Essential elements
  - a. Taking of personal property from the person
  - b. Presence of another against their will
  - c. By the means of force or fear
- ii. Robbery has been categorized as having three styles
- iii. Participants in a robbery
- iv. Signature aspects to robberies

- b. The target in robberies
  - i. Home invasion robberies
  - ii. Cruising robberies
  - iii. Single-teller bank robberies
- c. Identification evidence
- d. Checklist for the investigation of robbery
  - i. Arrest suspect if present at the scene
  - ii. Search for suspects
  - iii. Search the scene for evidence
  - iv. Identify modus operandi
  - v. Identify robbery groups
  - vi. Identify style of the robbery
  - vii. Use basic leads for identification
  - viii. Identify offenders and arrest them
- e. Repeat-offender cases
- f. Carjacking
- g. Problems of proof
- 14. Arson, Bombing, and Hate Crimes
  - a. Investigation of arson
    - i. Arson and arson law
      - a. Crime elements
    - ii. Burn Patterns
      - a. Structural Fires
      - b. Nonstructural Fires
    - iii. Fire Ignition and place of origin
    - iv. The fire scene
      - a. Photographs of fire scene
    - v. The continuing arson investigation
  - b. Investigation of bombings
    - i. Many fires result from explosions
    - ii. Taggants
  - c. Problems of proof in arson and bombing cases
    - i. Fire resulted from accident or a natural cause and not the result of criminal agency
    - ii. Defendant was somewhere else at the time and did not have the opportunity to commit the crime
  - d. Hate crimes
    - i. Not usually closely identified with a community threat group
    - ii. Usually a single-offender case
    - iii. Offender acting out his or her own particular hate
    - iv. Arson and bombings are common
    - v. Often fires and bombings occur in a series
- 15. Property Crimes
  - a. Burglary
    - i. Types of Burglars
    - ii. Burglary as a Behavioral Concept
    - iii. Safe Burglars

- iv.The Burglary Scene Investigation
- v.The Post-Scene Investigation
- vi.Known Burglars

b. Theft

- i.The Attack
- ii.Modus Operandi Searches
- iii.The Universe of Suspects
- iv.Criminal Receivers of Stolen Property
- v.Auto Theft
- vi.Theft by Employees

c. Fraud

- i.Elements of Fraud
- ii.Bunco Schemes and Con Games
- iii.The Bank Examiner Fraud
- iv.Fraudulent Checks
- v.Credit Card Fraud
- vi.Consumer and Business Fraud
- vii.Workplace Fraud
- viii.ATM Fraud
- ix.Identity Theft
- x.Computer Fraud
- xi.Investigation of Fraud

16. Dangerous Drugs

a. Entrapment

b. The Drug Scene

- i.Heroin
- ii.Cocaine
- iii.Marijuana
- iv.Amphetamine and Methamphetamine
- v.Phencyclidine
- vi.Lysergic Acid Diethylamide (LSD)
- vii.Ecstasy
- viii.Rohyponl

c. Drug-Selling Organizations

- i.Pickup Arrests
- ii.Arrests Based on "Buys"
- iii.Search Warrants
- iv.Warrantless Searches
- v."Working Up" Investigations
- vi.Raids
- vii.Problems of Proof

17. Special Investigations

a. Vice and Gambling

- i.Gambling
- ii.Prostitution

b. Organized Crime

- i. Nature of Operations
- ii. Characteristic Activity
- iii. Investigative Alerts
- iv. Gang Activity
- v. Problems of Proof

c. Computer Crime

- i. Hackers
- ii. Computer Fraud
- iii. Child Pornography and Exploitation
- iv. Cybercrime Investigation and Prevention

d. Hit and Run

- i. The Hit-and-Run Operator
- ii. The Alarm
- iii. The Scene Search
- iv. Stakeouts
- v. Transfer Evidence
- vi. Accountability
- vii. Possible Murder

18. Terrorism

a. Defining Terrorism

b. Terrorist Acts

- i. Bombing
- ii. Hijacking
- iii. Kidnapping
- iv. Physical assaults
- v. Arson
- vi. Vandalism
- vii. Assassination
- viii. Robbery
- ix. Narco-terrorism
- x. Cyber-terrorism

c. Terrorist Atrocities

d. Domestic Terrorism

- i. Ku Klux Klan can be traced back to Pulaski, Tennessee in 186
- ii. In 1985 William Pierce, a white supremacist, wrote the Turner Diaries a how-to-manual for terrorism
- iii. In 1983 Robert Jay Mathews founded the Order, a violent white supremacist group
- iv. The Animal Liberation Front (ALF) and the Earth Liberation Front (ELF) have committed numerous acts of violence.

e. International Terrorism

- i. State Department has identified 36 groups as foreign terrorist organizations
- ii. Al Qaeda was founded by Osama bin Laden in the early 1980's
- iii. Israel invaded Lebanon in 1982 Iran responded by sending their Revolutionary Guards to that country which led to the creation of a new terrorist group called Hizbollah, or the "party of God."

iv. One of the most volatile militant organizations in the Middle East is the Islamic Resistance movement, better known as Hamas

f. Weapons of Mass Destruction

i. Chemical agents

ii. Biological agents

iii. Explosives iv. Radiological

v. Nuclear

g. Counterterrorism

i. Counterterrorism efforts prior to 9/11 did not include a coordinated national response

ii. The criminal investigator's role

iii. Problems of proof

19. Investigator as a Witness and Ethical Awareness

a. Investigator as a witness

i. Investigators have a basic obligation when testifying as a witness to tell the truth as they have found it

ii. Have a basic obligation to themselves and their employing agency not to allow any item of their appearance or any act done within the courtroom to adversely affect their testimony

iii. Review the substance of their testimony before the trial and conduct a self-analysis for the following

iv. Confer with the assigned prosecutor prior to the date of the court appearance

v. Exercise strong courtroom professionalism

b. Ethical awareness

i. Law enforcement ethics includes two distinguishable topics

ii. Law enforcement in America has a rich history of unethical conduct

iii. The effects of unethical conduct on the investigator and the agency

iv. The "Continuum of Compromise"

v. Prevention of unethical conduct

## Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- Online course with on ground testing
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

iTV All paper assignments are identical to those in a regular onsite class. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, phone conferences, regular mail, or office hours. The instructor must provide substantive critiques of all essays, as well as some assessment of iTV class participation. Online All paper assignments are identical to those in an onsite class, except that they are submitted by e-mail attachment. Weekly class discussions are conducted by means of online discussion forums through the LMS. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays. In the online classroom, Student to Student contact is facilitated through weekly discussions. Instructor to student interaction occurs in the weekly discussions, assignment feedback, video lectures, live lectures, and/or class-wide messaging and announcements.

**Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other**

- Discussion Forums
- Message
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- iTV - Interactive Video

**Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?**

NA

**Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.**

- iTV—Interactive Video only
- Learning management system
- Publisher course with learning management system interface.

**Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.**

iTV 20 Online 45 Onsite 35

**Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.**

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours
- Correspondence education in high school and prison facilities