





**WASHTENAW COMMUNITY COLLEGE  
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

**CJT 224**

7. The Crime Laboratory
8. Investigative Resources
9. Injury and Death Investigations
10. Sex-Related Offenses
11. Crimes Against Children
12. Robbery
13. Burglary
14. Larceny and Fraud
15. Vehicle Thefts and Related Offenses
16. Computer Crime
17. Agriculture, Wildlife, and Environmental Crimes
18. Arson and Explosive Investigations
19. Recognition, Control, and Investigation of Drug Abuse
20. Terrorism
21. The Investigator and the Legal System

### C. INSTRUCTIONAL OBJECTIVES

DIRECTIONS: Use student outcomes-based language. (Example: Upon visiting a gravel pit students will observe, analyze and describe in one page the weathering processes.) Units should match those listed in Section B.

(This section is unprotected. You may cut and paste from other documents as needed.)

#### **Unit #1 The Evolution of Criminal Investigation and Criminalistics**

1. Student will be able to explain the importance of the Bow Street Runners.
2. Students will be able to discuss the contribution of Sir Robert Peel's reform to early policing in the United States.
3. Student will be able to explain the Supreme Court's "due process revolution" and its impact on policing.
4. Student will be able to explain the concept and practice of DNA typing.

#### **Unit #2 Investigators, the Investigative Process, and the Crime Scene.**

1. Student will understand the role of the investigator and the skills and qualities he or she must possess.
2. Student will be able to discuss the major events in the investigation of a crime.
3. Student will be able to define a crime scene.
4. Student will be able to outline the purpose and functions of a crime scene investigation.
5. Student will be able to describe the activities conducted in a follow-up investigation.
6. Student will be able to identify potential threats to investigator's health and safety.
7. Student will be familiar with major considerations that dominate the crime scene search.

#### **Unit #3 Physical Evidence**

1. Student will be able to distinguish between class and individual characteristics.
2. Student will be able to outline procedures for locating and handling soil.
3. Student will be able to summarize techniques for collecting glass.
4. Student will be able to discuss the identification and analysis of bloodstains.
5. Student will be able to identify the determinations that can be made from firearm evidence.

#### **Unit #4 Interviewing and Interrogation**

1. Student will understand the differences and similarities between interviews and interrogations.
2. Student will be able to assess the challenges in relying on eyewitness identification.
3. Student will be able to identify interviewing process and techniques.
4. Student will be able to explain the impact of Miranda v. Arizona and other landmark Supreme Court cases on police interrogation.
5. Student will understand the methods and importance of documenting an interview and interrogation.

#### **Unit #5 Field Notes and Investigative Reporting.**

1. Student will understand the importance of field notes.
2. Student will be able to list the six primary investigative questions.
3. Student will understand formats for basic incident reports.
4. Student will be able to list elements common to incident reports.
5. Student will be able to explain techniques involved in writing effective reports

#### **Unit #6 The follow-up investigation**

1. Student will be able to summarize the factors used to determine whether a follow-up investigation is needed.
2. Student will be able to explain the techniques used in neighborhood and vehicle canvasses.
3. Student will be able to discuss the role and use of informants.
4. Student will understand the purpose and objectives of surveillance.
5. Student will be familiar with the practice of polygraph and psychological-stress evaluators.
6. Student will be able to describe the methods for conducting photo and live line-ups.

#### **Unit #7 The Crime Laboratory**

1. Student will be able to define and distinguish forensic science and criminalistics.
2. Student will understand the importance of an investigator's understanding of crime laboratories.
3. Student will be able to describe the measures of effectiveness of crime laboratory capabilities.

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4. Student will be able to explain the role and importance of DNA analysis in criminal investigations.
5. Student will be able to describe AFIS and IAFIS.
6. Student will be able to briefly explain the techniques and methods used by both the ATF and FBI crime laboratories to examine evidence.

**Unit #8 Investigative Resources**

1. Student will understand various components of crime analysis.
2. Student will be able to assess criminal profiling and its criticisms.
3. Student will be able to describe behavioral evidence analysis.
4. Student will be able to describe the functions of NCIC and CODIS.

**Unit #9 Injury and Death Investigations**

1. Student will be able to identify the investigators responsibilities when responding to the crime scene of a suspected homicide or an assault.
2. Student will be able to comprehend the importance of personal identification of a victim in a homicide investigation.
3. Student will understand the individual observations used collectively to determine the time of death.
4. Student will be able to discuss the five most common types of wounds encountered in injury and death investigations.
5. Student will be able to outline facts that need to be determined in the investigation of fire deaths
6. Student will be able to define stalking and identify common categories of stalking.
7. Student will be able to describe what items are needed for a psychological profile.

**Unit #10 Sex- Related Offenses**

1. Student will be able to list and explain the classifications of sex offenses.
2. Student will be able to list and explain the four types of sexual murder.
3. Student will be able to discuss interview procedures and investigative questions for sexual assault cases.
4. Student will be able to explain why women don't report rape to the police and the motivations for false rape allegations.
5. Student will be able to identify the use and effects of Rohypnol and GHB.
6. Student will be able to outline the types of physical evidence collected in rape and sexual assault cases.
7. Student will be able to recognize common characteristics of sexual asphyxia or autoerotic death.

**Unit #11 Crimes Against Children**

1. Student will be able to recognize types and patterns of burn injuries found in child abuse.
2. Student will be able to define and discuss shaken-baby syndrome.
3. Student will be able to explain Munchausen Syndrome By Proxy.
4. Student will be able to identify types of child molesters, and explain investigative and interview techniques for cases of child molestation.
5. Student will be able to define incest and outline profiles of incestuous fathers.
6. Student will be able to outline types of child pornography.

**Unit #12 Robbery**

1. Student will be able to identify and explain the elements of robbery.
2. Student will be able to describe the three styles of robberies based on the amount of planning involved.
3. Student will be familiar with the various types of robberies.
4. Student will be able to discuss three explanations for the increase in carjackings.
5. Student will be able to explain police response to the robbery scene and tactical situations at the scene.
6. Student will be able to describe action, physical, and situational stereotyping.
7. Student will be able to define and give examples of robbery prevention measures, anticipatory strategies, and reactive measures.
8. Student will be able to define a robbery.

**Unit #13 Burglary**

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1. Student will be able to define a burglary.
2. Student will be familiar with different types of burglaries.
3. Student will be able to describe appropriate responses to burglaries in progress.
4. Student will be able to recognize burglary tools.
5. Student will be able to explain several methods of attacking safes.
6. Student will understand the investigator's burglary prevention role.
7. Student will be able to outline strategies for investigating criminal fences and other stolen-property outlets.
8. Student will be able to describe techniques for reducing the risk of commercial burglary.

**Unit #14 Larceny and Fraud**

1. Student will be able to define larceny and fraud.
2. Student will be able to explain the four categories of credit card fraud.
3. Student will be able to describe the classifications of shoplifters and the patterns of professional shoplifting groups.
4. Student will be able to explain the most common types of confidence games.
5. Student will be able to outline various techniques for laundering money.
6. Student will be able to describe identity theft.

**Unit #15 Vehicle Thefts and Related Offenses**

1. Student will be able to identify types of motor vehicle thefts.
2. Student will be familiar with techniques for disposing of stolen motor vehicles.
3. Student will be able to describe the challenges associated with the theft investigation of heavy equipment and farm equipment.
4. Student will be able to identify major investigative resources.
5. Student will be able to discuss methods for assisting in the identification of a recovered vehicle.
6. Student will be able to list and explain several vehicle theft fraud indicators.
7. Student will be able to discuss aircraft and avionics theft and relevant identification and investigative techniques.

**Unit #16 Computer Crimes**

1. Student will be able to outline the types of crimes in which the computer is the target.
2. Student will be able to explain crimes associated with the prevalence of computers.
3. Student will be able to outline profiles of computer crime suspects.
4. Student will be able to explain techniques for investigating computer crime.
5. Student will be able to assess methods of preventing computer crime.

**Unit #17 Agriculture, Wildlife, and Environmental Crimes**

1. Student will be able to summarize measures to prevent rural and agricultural crimes.
2. Student will be able to distinguish between situational and professional poachers.
3. Student will understand investigative techniques used in wildlife crimes.
4. Student will be able to list and describe the characteristics of hazardous waste.
6. Student will be able to discuss methods of investigating environmental crimes.

**Unit #18 Arson and Explosive Investigations**

1. Student will be able to discuss the steps in the preliminary investigation of arson.
2. Student will be able to define arson.
3. Student will be familiar with various types of burn indicators.
4. Student will be able to describe ignition devices that may be used in arson.
5. Student will be able to assess several common motivations of arsonist for setting fires.
6. Student will be able to explain scientific methods used in arson investigation.
7. Student will be able to list several groups of people whom an arson investigator should interview.
8. Student will know the questions that investigators should ask in interviews and interrogations.
9. Student will be able to explain the two types of explosions.
10. Student will be able to outline the procedures for handling and investigating bomb threats.

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**Unit #19 Recognition, Control, and Investigation of Drug Abuse**

1. Student will be able to identify and describe several opium-derived drugs.
2. Student will be able to list and describe synthetic narcotics.
3. Student will be able to identify and distinguish among stimulants, depressants, and hallucinogens.
4. Student will be able to outline techniques used in investigating dangerous drugs and narcotics.
5. Student will be able to assess the motives, methods, and management of drug informants.
6. Student will be able describe the process of identifying and conducting raids on clandestine labs.
7. Student will be able to explain the type of information necessary to establish probable cause and obtain search warrants.
8. Student will be able familiar with drug evidence handling and potential security problems.

**Unit #20 Terrorism**

1. Student will be able to explain mission-specific and sleeper cells.
2. Student will be familiar with different terrorist groups that threaten the United States and it's allies.
3. Student will be able to distinguish between right-wing and left-wing terrorists.
4. Student will be able to describe four prominent national structures involved in terrorist intelligence, and outline their responsibilities.
5. Student will be able to define joint terrorism task forces.
6. Student will be able to identify the purpose of a suspicious-activity log.
7. Student will be able to understand the process of critical thinking.

**Unit #21 The Investigator and the Legal System**

1. Student will be able to distinguish among detention, arrest, and charging.
2. Student will be able to explain the benefit of a police officer's making an arrest under the authority of a warrant.
3. Student will be able to define and describe probable cause.
4. Student will be able to assess the importance of a criminal investigator's knowing the rules of evidence.
5. Student will be able to describe the hearsay rule and the philosophy under which the exceptions to this rule have evolved.
6. Student will be able to discuss the role of an investigator as a witness in a criminal trial.

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**D. INSTRUCTIONAL METHODS, EVALUATION CRITERIA, AND ASSESSMENT**

**1. Instructional Methods:** (Check the appropriate boxes and describe as needed.)

<input checked="" type="checkbox"/> Lecture/Discussion _____ <input type="checkbox"/> Clinical Instruction _____ <input type="checkbox"/> Laboratory Assignments _____ <input type="checkbox"/> Internet Assignments _____ <input type="checkbox"/> Computer Simulations _____ <input type="checkbox"/> On-Site Work Experience _____ <input type="checkbox"/> Team Assignments _____ <input checked="" type="checkbox"/> Demonstrations _____	<input type="checkbox"/> Performances _____ <input type="checkbox"/> Group Critiques _____ <input type="checkbox"/> Field Trips _____ <input type="checkbox"/> Telecourse _____ <input type="checkbox"/> ITV Course _____ <input type="checkbox"/> Self-Paced Instruction _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
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**2. Evaluation Criteria:**

<input checked="" type="checkbox"/> Attendance _____ <input checked="" type="checkbox"/> Class Discussion _____ <input type="checkbox"/> Papers _____ <input type="checkbox"/> Portfolios _____ <input type="checkbox"/> Projects _____ <input type="checkbox"/> Reports _____ <input type="checkbox"/> Clinical Assignments _____ <input type="checkbox"/> Home Work _____	<input type="checkbox"/> Quizzes _____ <input checked="" type="checkbox"/> Tests 4 exams _____ <input type="checkbox"/> Midterm _____ <input type="checkbox"/> Final Exam _____ <input type="checkbox"/> Presentations _____ <input type="checkbox"/> Individual Performance _____ <input type="checkbox"/> Group/Team Performance _____ <input type="checkbox"/> Other _____
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**3. Assessment of Student Achievement:** (Indicate methods that will be used for NCA mandated assessment of student academic achievement at the course and (if applicable) general education levels)

<input type="checkbox"/> Departmental Exam _____ <input type="checkbox"/> Follow-on Tracking _____ <input type="checkbox"/> Standardized Test _____ <input type="checkbox"/> Portfolio Assessment _____	<input checked="" type="checkbox"/> Pre-test/Post-test _____ <input type="checkbox"/> Simulations _____ <input type="checkbox"/> Comprehensive Project _____ <input type="checkbox"/> Other _____
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**F. EQUIPMENT, FACILITIES, TEXTS, MATERIALS, AND SUPPLIES**

**1. Special Equipment/Facilities :** (Check the appropriate boxes and describe as needed.)

<input type="checkbox"/> Lab equipment _____ <input type="checkbox"/> Computer Lab _____ <input type="checkbox"/> CD ROM's _____ <input type="checkbox"/> Data Projector/Screen _____ <input checked="" type="checkbox"/> VCR _____ <input checked="" type="checkbox"/> TV Monitor _____	<input type="checkbox"/> ITV Classroom _____ <input type="checkbox"/> Off-Campus Sites _____ <input type="checkbox"/> Testing Center _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
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**2. Texts:** (Please indicate if no text is required.)

Title: Criminal Investigation  
Author: Swanson, Chamelin, Territo Copyright Yr: 2003  
Publisher: McGraw-Hill Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_  
Author: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
Publisher: \_\_\_\_\_ Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_  
Author: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
Publisher: \_\_\_\_\_ Est. Cost: \_\_\_\_\_

Title: \_\_\_\_\_  
Author: \_\_\_\_\_ Copyright Yr: \_\_\_\_\_  
Publisher: \_\_\_\_\_ Est. Cost: \_\_\_\_\_

Additional Texts:

**3. Supplies and/or Uniforms students will have to Acquire:** (e.g. calculators, uniforms, tools, etc.)

Descriptions	Cost Estimates
_____	_____
_____	_____
_____	_____

**4. Reference Materials that will be used:** (e.g. journals, books, manuals, maps, LRC reserves, etc.)

Title/Name	Location
_____	_____
_____	_____

**5. Computer Software that will be used:**

Title/Name	Location
_____	_____
_____	_____
_____	_____

**6. Audio/Visual Materials that will be used:** (e.g. films, video tapes, slides, audio tapes, CDs, etc.)

Title/Name	Location
_____	_____
_____	_____
_____	_____