

**ITT Technical Institute**

**CJ1320**

**Investigations**

**Onsite Course**

# **SYLLABUS**

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**Credit hours:** 4.5

**Contact/Instructional hours:** 45 (45 Theory Hours)

**Prerequisite(s) and/or Corequisite(s):**

Prerequisites: CJ1110 Introduction to Criminal Justice or equivalent

**Course Description:**

This course introduces the processes and procedures used in conducting investigations in criminal justice fields. Students will practice detection, investigation and solution of criminal justice problems.

## Where Does This Course Belong?

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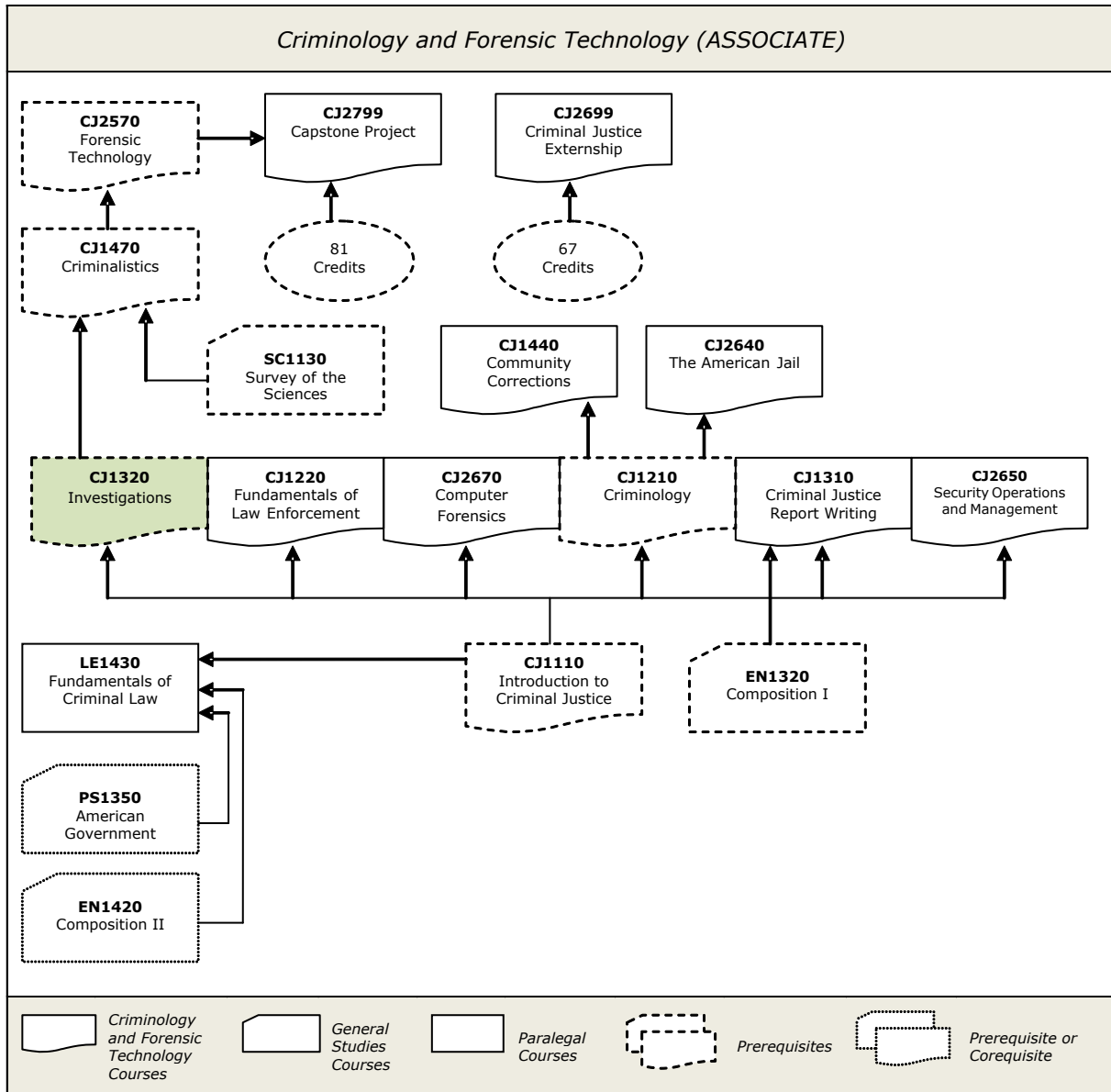
This course is offered in the Criminology and Forensic Technology associate's degree program in the School of Criminal Justice. The Criminology Forensic Technology degree from ITT Technical Institute helps to prepare students for meaningful careers as a private investigator, detention officer, corrections officer, crime scene technician, crime scene investigator, loss prevention specialist, and other areas of the criminal justice system primarily in five main areas: (1) law enforcement, (2) adjudication, (3) corrections, (4) forensics, and (5) security. Depending on each agency and organization's special requirements and selection process, careers in criminal justice may be pursued at four levels: local, state, federal, and private.

The Criminology and Forensic Technology program exposes students to the knowledge and skills used in a variety of entry-level criminal justice positions, including but not necessarily limited to private investigator, detention officer, corrections officer, loss prevention specialist, crime scene investigator, and crime scene technician. The program introduces the fundamentals of criminal law and law enforcement, community corrections, criminal justice report writing, criminalistics, forensic technology, investigations, and many other key components of the criminal justice system. Students are exposed to teamwork concepts, technology, and multiple approaches to problem solving.

This course is required for the Criminology and Forensic Technology program. This program covers the following core areas:

- Law enforcement
- Adjudication
- Corrections
- Forensics
- Security

The following diagram demonstrates how this course fits in the program:



**Note:** Refer to the catalog for the state-specific course information, if applicable.

# Course Summary

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## Course Description

This course introduces the processes and procedures used in conducting investigations in criminal justice fields. Students will practice detection, investigation and solution of criminal justice problems.

## Major Instructional Areas

1. History, structure, and content of criminal investigations
2. The role of evidence in criminal investigations, documentation, and presentation
3. The law and criminal investigations
4. Tools used by criminal investigators
5. Issues involved in specific crime investigations, such as, murder, sexual assault, and arson
6. The future of criminal investigation

## Course Objectives

1. Describe the process of criminal investigation.
2. Compare and contrast different types of evidence and its role in criminal investigative processes.
3. Analyze the major investigative techniques used in criminal investigation.
4. Investigate the role of deception by police investigators during interrogations and various tools used to uncover deception.
5. Describe the process of arresting a suspect.
6. Identify the steps of investigating a violent crime, such as homicide, rape, robbery, hate crimes, and kidnapping.
7. Identify the steps of investigating crimes related to property.
8. Describe the special process of investigating illegal drugs, vice, terrorism, and computer crimes.
9. Describe the special process for investigating crimes against children.
10. Explain the importance of an investigator's testimony in court proceedings, following the completion of an investigation.
11. Analyze ethical standards and challenges faced by investigators.
12. Apply investigative tools and resources to the criminal investigation process.
13. Use the ITT Tech Virtual Library to assess various criminal investigative procedures and skills.
14. Complete the Student Professional Experience (SPE) Project.

## Learning Materials and References

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### Required Resources

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Lushbaugh, C. A., & Weston, P.B. (2012). <i>Criminal investigation: Basic perspectives</i> , (12 <sup>th</sup> ed.), Upper Saddle River, NJ: Prentice Hall.	■		■
ITT Student Kit, Crime Scene and Lab Supplies, Spex Forensics	■		■

### Technology Requirements

Internet access

### Recommended Resources

[ITT Tech Virtual Library \(accessed via Student Portal\)](#)

#### Books

The following books are related to this course and are available through the ITT Tech Virtual Library

Books:

- Ebrary
  - Eisen, M. L., Quas, J. A., & Goodman, G. S. (2002). *Memory and suggestibility in the forensic interview*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

#### Periodicals

The following periodical databases are related to this course and are available through the ITT Tech Virtual Library> Periodicals>

- EbscoHost
- ProQuest Criminal Justice
  - Alshathry, F. (2010). A framework to integrate the data of interview investigation and digital evidence. *Proceedings of the Conference on Digital Forensics, Security and Law*, 25-25-32.
  - Coopman, R. (2009). Local law enforcement and its digital forensics future. *Journal of California Law Enforcement*, 43(2), 18-18-24.
  - Davis, B., & Clayton, J. (2003). Equipping your CSI unit. *Law & Order*, 51(5), 58-58,60-61.

- Heck, W. P. (1999). Basic investigative protocol for child sexual abuse. *FBI Law Enforcement Bulletin*, 68(10), 19-19-25.
- Pangborn, K. R. (2009). Identifying and correcting problems with forensic interviews of alleged child sexual abuse victims: A holistic environmental approach. *Issues in Child Abuse Accusations*, 18(10438823), N\_A-N\_A.
- Ralston, L. (2009). Futures thinking today: Regionalized criminal investigations units. *Journal of California Law Enforcement*, 43(3), 13-13-18.
- Smith, J. (2003). INSTANT PHOTOGRAPHY for crime scene investigators. *Law & Order*, 51(11), 56-56-59.
- Vandervort, F. E. (2006). Videotaping investigative interviews of children in cases of child sexual abuse: One community's approach. *Journal of Criminal Law & Criminology*, 96(4), 1353-1353-1416.

### Other Resources

The following resources can be found **outside** of the ITT Tech Virtual Library, online or in hard copy.

### **Web sites**

- U.S. Constitution Search  
<http://www.findlaw.com/casecode/constitution> (accessed June 16, 2011)
- U.S. Supreme Court case opinion search page <http://www.findlaw.com/casecode/index.html>  
(accessed June 16, 2011)
- International Association of Chiefs of Police Homepage  
<http://www.theiacp.org/> (accessed June 16, 2011)
- Federal Bureau of Investigation  
<http://www.fbi.gov> (accessed June 16, 2011)
- Crime Magazine  
<http://www.crimemagazine.com> (accessed June 16, 2011)
- Law Research  
<http://www.lawresearch.com> (accessed June 16, 2011)
- SPEX Forensics  
<http://www.spexforensics.com> (accessed June 16, 2011)
- PoliceOne  
<http://www.policeone.com/> (accessed June 16, 2011)
- The Official Site of J. D. Buck Savage  
<http://www.jdbucksavage.com/dave/videos.html> (accessed June 16, 2011)

All links to Web references are subject to change without prior notice.

## Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

- Criminal and investigation
- Investigations
- Investigative interview
- Interrogation
- Police investigative techniques
- Unsolved crimes

## Course Plan

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### Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none"><li>▪ Do take a proactive learning approach.</li><li>▪ Do share your thoughts on critical issues and potential problem solutions.</li><li>▪ Do plan your course work in advance.</li><li>▪ Do explore a variety of learning resources in addition to the textbook.</li><li>▪ Do offer relevant examples from your experience.</li><li>▪ Do make an effort to understand different points of view.</li><li>▪ Do connect concepts explored in this course to real-life professional situations and your own experiences.</li></ul>	<ul style="list-style-type: none"><li>▪ Don't assume there is only one correct answer to a question.</li><li>▪ Don't be afraid to share your perspective on the issues analyzed in the course.</li><li>▪ Don't be negative about the points of view that are different from yours.</li><li>▪ Don't underestimate the impact of collaboration on your learning.</li><li>▪ Don't limit your course experience to reading the textbook.</li><li>▪ Don't postpone your work on the course deliverables – work on small assignment components every day.</li></ul>



## Course Outline

<b>Unit 1: Evolution of the Criminal Investigation Process</b> Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>Describe the early development of law enforcement investigations.</li> <li>Describe the different movements/eras in law enforcement and how they have affected criminal investigations.</li> <li>Discuss the history of forensic science.</li> </ul>			<b>Unit Duration:</b> <i>Onsite: 1 week</i>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>Lushbaugh and Weston Chapter 1</li> </ul>	Assignments	Unit 1 Assignment 1: Different Policing Eras	1.5%
		Unit 1 Assignment 2: Criminal Investigation: An Internet Search and Review	1.5%
	Projects	Project 1 Introduction: Brown Goldman Case (PORTFOLIO)	Due-Unit 6
Student Professional Experience	SPE Project	Student Professional Experience (SPE) Project Assigned (ePortfolio)	Due – Unit 10

<b>Unit 2: Basics of Criminal Investigation</b> Upon completion of this unit, students are expected to: <ul style="list-style-type: none"> <li>Describe the action taken when dealing with search warrants, warrantless searches, and the exclusionary rule.</li> <li>Compare physical, real, circumstantial, class, and individual evidence.</li> <li>Discuss the concepts of testimonial evidence, hearsay, exceptions to hearsay, and probable cause.</li> <li>Discuss the importance of controlling a crime scene.</li> </ul>			<b>Unit Duration:</b> <i>Onsite: 1 week</i>
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>Lushbaugh and Weston, Chapter 2 Chapter 3 Chapter 4</li> <li>Refer to the following Web sites or search using the key words: Kansas City Preventative Patrol Study               <ul style="list-style-type: none"> <li>The Kansas City Preventative Patrol</li> </ul> </li> </ul>	Assignments	Unit 2 Assignment 1: Probable Cause	1.5%
		Unit 2 Assignment 2: Evidence Comparison	1.5%
	Quizzes	Unit 2 Quiz 1	1%
	Discussions	Unit 2 Discussion 1: Kansas City Studies	2%

<p>Experiment - Police Foundation  <a href="http://www.policefoundation.org/pdf/kcppe.pdf">http://www.policefoundation.org/pdf/kcppe.pdf</a></p> <ul style="list-style-type: none"> <li>○ The <i>Kansas City Preventive Patrol</i> Experiment  <a href="http://courses.missouristate.edu/KarlKunkel/SOC540/kelling.pdf">http://courses.missouristate.edu/KarlKunkel/SOC540/kelling.pdf</a></li> </ul>			
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### Unit 3: Criminal Investigation Tools and Techniques

**Unit Duration:**  
Onsite: 1 week

Upon completion of this unit, students are expected to:

- Discuss the role of investigative leads and informants.
- Differentiate between an interview and an interrogation.
- Describe the Kinesics principle.
- Examine different signs of deception and the role of deception.
- Examine *Miranda v. Arizona* and its application to interview and interrogation.
- Discuss various methods of getting a confession.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>• Lushbaugh and Weston, Chapter 6 Chapter 7</li> </ul>	Assignments	Unit 3 Assignment 1: Kinesics Interviews	1.5%
		Unit 3 Assignment 2: Criminal Confessions	1.5%
	Quizzes	Unit 3 Quiz 2	1%
	Discussions	Unit 3 Discussion 1: Lie to Me	2%

### Unit 4: Interactions with Suspects

**Unit Duration:**  
Onsite: 1 week

Upon completion of this unit, students are expected to:

- Explain the methods police use to approach a suspect.
- Identify the steps used to arrest a suspect.
- Identify the techniques and strategies of proactive investigations for crimes involving drugs, vice, and crimes against persons and property crimes.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Search the Internet and read articles using the following key words: property crimes, probable	Assignment	Unit 4 Assignment 1: Arrest and Probable Cause	1.5%

<p>cause, Miranda rights, and human source for investigations</p> <p>Refer to the following Web sites to begin your search:</p> <ul style="list-style-type: none"> <li>• Probable Cause <a href="http://probablecause.org/">http://probablecause.org/</a></li> <li>• The "Public Safety" Exception to Miranda <a href="http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/Feb_2011/legal_digest">http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/Feb_2011/legal_digest</a></li> <li>• Proactive Human Source Development <a href="http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/Nov%202010/confroting-science-and-market-positioning">http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/Nov%202010/confroting-science-and-market-positioning</a></li> <li>• Miranda Update <a href="http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/May-2010/fifth-amendment-protection-and-break-in-custody">http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/May-2010/fifth-amendment-protection-and-break-in-custody</a></li> </ul>			
		Unit 4 Assignment 2: Suspects and Miranda	1.5%
	Quizzes	Unit 4 Quiz 3	1%

<p><b>Unit 5: Crimes with Victims</b></p> <p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> <li>• Explain the basic elements of crimes of violence.</li> <li>• Examine different types of crimes of violence and crimes against persons.</li> <li>• Explain the various aspects of investigation of crimes against persons.</li> <li>• Examine the various problems an investigator might face while investigating a crime of violence.</li> <li>• Examine various techniques used to investigate crimes of violence.</li> </ul>		<p><b>Unit Duration:</b> Onsite: 1 week</p>	
<p><b>READING ASSIGNMENT</b></p>	<p><b>GRADED ACTIVITIES / DELIVERABLES</b></p>		
	<p><b>Grading Category</b></p>	<p><b>Activity/Deliverable Title</b></p>	<p><b>Grade Allocation</b> (% of all graded work)</p>
<ul style="list-style-type: none"> <li>• Lushbaugh and Weston, Chapter 8 Chapter 9</li> </ul>	Assignments	Unit 5 Assignment 1: Evidence	1.5%
		Unit 5 Assignment 2: Crime Victims	1.5%
	Quizzes	Unit 5 Quiz 4	2%

	Projects	Project 2 Introduction: Review Of An Investigation (PORTFOLIO)	Due- Unit 11
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<b>Unit 6: Property Crimes</b>		<b>Unit Duration:</b> Onsite: 1 week	
Upon completion of this unit, students are expected to:			
<ul style="list-style-type: none"> <li>• Examine different types of property crimes: <ul style="list-style-type: none"> <li>○ Burglary</li> <li>○ Theft</li> <li>○ Frauds, white collar crime, embezzlement</li> <li>○ Computer based crimes</li> <li>○ Arson</li> <li>○ Bombings</li> </ul> </li> <li>• Describe various techniques used for investigating property crime.</li> <li>• Describe the methods used for dealing with victims.</li> </ul>			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>• Lushbaugh and Weston, Chapter 11 Chapter 12</li> <li>• FBI — Crime Rates Fall Again <a href="http://www.fbi.gov/news/stories/2011/may/crimes_052311/crime_052311">http://www.fbi.gov/news/stories/2011/may/crimes_052311/crime_052311</a></li> </ul>	Assignments	Unit 6 Assignment 1: Unabomber Investigation	1%
		Unit 6 Assignment 2: SmartDraw	1%
		Unit 6 Assignment 3: Common Crime	1%
	Quizzes	Unit 6 Quiz 5	2%
	Project s	Project 1: Brown Goldman Case (PORTFOLIO)- Due	10%

<b>Unit 7: Proactive Crimes</b>		<b>Unit Duration:</b> Onsite: 1 week	
Upon completion of this unit, students are expected to:			
<ul style="list-style-type: none"> <li>• Examine the special proactive investigations process for crimes such as illegal drugs, vice/gambling, and narcotics.</li> <li>• List the special investigative requirements for dealing with terrorism.</li> <li>• Examine the specific process for investigating computer crimes.</li> <li>• Identify requirements for search warrants.</li> <li>• Investigate various jobs available in various fields of investigations.</li> </ul>			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> <li>• Lushbaugh and Weston, Chapter 13</li> </ul>	Assignments	Unit 7 Assignment 1: Search Warrants	1.5%

Chapter 14 Chapter 15		Unit 7 Assignment 2: Terrorism Investigations	1.5%
	Discussions	Unit 7 Discussion 1: Jobs Out There	2%
	Quizzes	Unit 7 Quiz 6	2%

<b>Unit 8: Crimes Involving Children</b>		<b>Unit Duration:</b> Onsite: 1 week	
Upon completion of this unit, students are expected to:			
<ul style="list-style-type: none"> <li>Examine the special process for interviewing children and teens.</li> <li>Identify different types of crimes against children.</li> <li>Identify various developments in forensic interviewing of children.</li> <li>Identify various developments in the cognitive interview process when dealing with children.</li> <li>Examine the laws to protect children as suspects, victims, and witnesses.</li> </ul>			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<p>Search the Internet and read articles using the following key words: interviewing victims of child abuse, forensic interviewing of children, and laws to protect children.</p> <p>Use following links to begin your search:</p> <ul style="list-style-type: none"> <li>Interviewing Compliant Adolescent Victims <a href="http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/May-2010/interviewing-compliant-adolescent-victims">http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/May-2010/interviewing-compliant-adolescent-victims</a></li> <li>Child Exploitation FBI <a href="http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/2009-pdfs/june09leb.pdf">http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/2009-pdfs/june09leb.pdf</a></li> </ul> <p>Refer to ITT Tech Virtual Library&gt; Periodicals&gt; ProQuest Criminal Justice&gt;</p>	Assignments	Unit 8 Assignment 1: Child Victims	1.5%
		Unit 8 Assignment 2: Child Suspects	1.5%
	Quizzes	Unit 8 Quiz 7	2%
	Discussions	Unit 8 Discussion 1: Child Crimes/Punishment	2%

<ul style="list-style-type: none"> <li>• Vandervort, F. E. (2006). Videotaping investigative interviews of children in cases of child sexual abuse: One community's approach. <i>Journal of Criminal Law &amp; Criminology</i>, 96(4), 1353-1353-1416.</li> <li>• Heck, W. P. (1999). Basic investigative protocol for child sexual abuse. <i>FBI Law Enforcement Bulletin</i>, 68(10), 19-19-25.</li> <li>• Pangborn, K. R. (2009). Identifying and correcting problems with forensic interviews of alleged child sexual abuse victims: A holistic environmental approach. <i>Issues in Child Abuse Accusations</i>, 18(10438823), N_A-N_A.</li> </ul>			
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**Unit 9: Moral and Ethical Investigators** **Unit Duration:**  
Onsite: 1 week

Upon completion of this unit, students are expected to:

- Analyze the complexities of testifying in court or a legal proceeding.
- Identify the typical ethical violations committed by investigators.
- Examine the pitfalls and problems caused by unethical investigations.
- Identify trends created to deal with unethical investigations.
- Examine criminal cases where there is no clear/comfortable resolution.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
• Lushbaugh and Weston, Chapter 16	Assignments	Unit 9 Assignment 1: Code of Ethics	1.5%
		Unit 9 Assignment 2: Testi-lying	1.5%
	Quizzes	Unit 9 Quiz 8	2%
	Discussions	Unit 9 Discussion 1: Investigations Misconduct	2%

<b>Unit 10: Future of Criminal Investigations</b>		<b>Unit Duration:</b> <i>Onsite: 1 week</i>	
<p>Upon completion of this unit, students are expected to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of materials in the student investigative kit and how these aid in the criminal investigation.</li> <li>• Complete Student Professional Experience (SPE) Project #1, Q3</li> <li>• Demonstrate skills for basic crime scene processing, finger printing, photographing, charting, and diagramming the crime scene.</li> <li>• Use the following aids to complete a criminal investigation:               <ul style="list-style-type: none"> <li>○ Familiarization with criminal databases</li> <li>○ Information sharing</li> <li>○ Violent Criminal Apprehension Program (ViCAP)</li> <li>○ The Internet</li> <li>○ Public records</li> </ul> </li> </ul>			
<b>READING ASSIGNMENT</b>	<b>GRADED ACTIVITIES / DELIVERABLES</b>		
	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
<ul style="list-style-type: none"> <li>• The current status of GSR Examinations- FBI Law Enforcement Bulletin  <a href="http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/may_2011/The%20Current%20Status%20of%20GSR%20Examinations">http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/may_2011/The%20Current%20Status%20of%20GSR%20Examinations</a></li> <li>• Safeguard Spotlight Coping with Line of Duty Exposure to Child Pornography/Exploitation Materials-FBI Law Enforcement Bulletin  <a href="http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/april_2011/safeguard-spotlight">http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/april_2011/safeguard-spotlight</a></li> <li>• Human Sex Trafficking-FBI Law Enforcement Bulletin  <a href="http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/may_2011/Human%20Sex%20Trafficking">http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/may_2011/Human%20Sex%20Trafficking</a></li> </ul>	Assignment	Unit 10 Assignment 1: Processing a Crime Scene	1.5%
		Unit 10 Assignment 2: Financial Crimes	1.5%
	Quizzes	Unit 10 Quiz 9	2%

<p><a href="#">bulletin/march_2011/human_sex_trafficking</a></p> <ul style="list-style-type: none"> <li>• Sexting- FBI Law Enforcement Bulletin <a href="http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/july-2010/sexting">http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/july-2010/sexting</a></li> <li>• Law Enforcement's Newest Weapons: Internet Scanning and the Use of Social Media for In Progress Crime- IACP Chiefs Magazine <a href="http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display_arch&amp;article_id=2356&amp;issue_id=42011">http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display_arch&amp;article_id=2356&amp;issue_id=42011</a></li> <li>• Web-site on white collar crime. FBI-FED Government <a href="http://www.fbi.gov/about-us/investigate/white_collar/whitecollarcrime">http://www.fbi.gov/about-us/investigate/white_collar/whitecollarcrime</a></li> </ul> <p>Refer to ITT Tech Virtual Library&gt; Periodicals&gt; ProQuest Criminal Justice&gt;</p> <ul style="list-style-type: none"> <li>• Ralston, L. (2009). Futures thinking today: Regionalized criminal investigations units. <i>Journal of California Law Enforcement</i>, 43(3), 13-13-18.</li> <li>• Smith, J. (2003). INSTANT PHOTOGRAPHY for crime scene investigators. <i>Law &amp; Order</i>, 51(11), 56-56-59.</li> <li>• Coopman, R. (2009). Local law enforcement and its digital forensics</li> </ul>			
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<p>future. <i>Journal of California Law Enforcement</i>, 43(2), 18-18-24.</p> <ul style="list-style-type: none"> <li>• Davis, B., &amp; Clayton, J. (2003). Equipping your CSI unit. <i>Law &amp; Order</i>, 51(5), 58-58,60-61.</li> <li>• Alshathry, F. (2010). A framework to integrate the data of interview investigation and digital evidence. <i>Proceedings of the Conference on Digital Forensics, Security and Law</i>, 25-25-32.</li> </ul>			
	Student Professional Experience	SPE Project #1 Q3 Due – (ePortfolio)	5%

<b>Unit 11: Review and Final Exam</b>		<b>Unit Duration:</b> Onsite: 1 week	
<b>READING ASSIGNMENT</b>	<b>GRADED ACTIVITIES / DELIVERABLES</b>		
	<b>Grading Category</b>	<b>Activity/Deliverable Title</b>	<b>Grade Allocation</b> (% of all graded work)
None	Exam	Final Exam	20%
	Projects	Project 2: Review of an Investigation (PORTFOLIO) – Due	10%

## Evaluation and Grading

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### Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Assignments	30%
Projects	20%
Discussions	10%
Quizzes	15%
Exam	20%
Student Professional Experience	5%
<b>TOTAL</b>	<b>100%</b>

### Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

## Academic Integrity

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All students must comply with the policies that regulate all forms of academic dishonesty, or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

*(End of Syllabus)*

