



## COURSE OUTLINE

Outline Status: Outline Update (ECD 9817); 2009-2010

### Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: ADMINISTRATION OF JU**
3. **COURSE NUMBER: 005**
4. **COURSE TITLE: CRIMINAL INVESTIGATION**
5. **UNITS: 3**
6. **CATALOG COURSE DESCRIPTION:**

This course covers the fundamentals of investigation, crime scene search and recording, collection and preservation of physical evidence, scientific aids, modus operandi, sources of information, interviews and interrogations, follow-up and case preparation.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

This course covers the fundamentals of investigation, crime scene search and recording, collection and preservation of physical evidence, scientific aids, modus operandi, sources of information, interviews and interrogations, follow-up and case preparation.

8. **INITIAL COLLEGE APPROVAL DATE: 6/2/78**
9. **LAST UPDATE DATE: 12/15/2009**
10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	<b>3</b>	<b>54</b>	<b>3</b>
Lab/Activity (w / homework):	<b>0</b>	<b>0</b>	<b>0</b>
Lab/Activity (w /o homework):	<b>0</b>	<b>0</b>	<b>0</b>
Totals:	Lecture: <b>3</b>	Lecture: <b>54</b>	Lecture: <b>3</b>
	Lab: <b>0</b>	Lab: <b>0</b>	Lab: <b>0</b>
	Total: <b>3</b>	Total: <b>54</b>	Total: <b>3</b>
<i>Totals In Protocol:</i>	Lecture: <b>3</b>	Lecture: <b>54</b>	
	Lab: <b>0</b>	Lab: <b>0</b>	
	Total: <b>3</b>	Total: <b>54</b>	Total: <b>3</b>

**11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:**

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

**PREREQUISITES: Yes**

	Subject	Number	Course Title	Units	Validation Approval Date
	ADMINISTRATION OF JUSTICE	003	Legal Aspects of Evidence	3	12/15/09

**COREQUISITES: No**

	Subject	Number	Course Title	Units	Validation Approval Date
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**ADVISORIES: No**

	Subject	Number	Course Title	Units	Validation Approval Date
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**12. OTHER LIMITATIONS ON ENROLLMENT:** (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None
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## Section II: COURSE CONTENT AND OBJECTIVES

### 1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - <b>Lecture:</b> Outline the topics included in the lecture portion of the course ( <i>Outline reflects course description, all topics covered in class</i> ).	Hours per topic	COURSE OBJECTIVES - <b>Lecture:</b> Upon successful completion of this course, the student will be able to..( <i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i> )
1. Fundamentals of Investigation	3	1. Evaluate, compare and differentiate among various basic investigative techniques according to the nature of the evidence and the crime scene. Include: crime scene search, evidence collection, preservation of physical evidence and recording. 2. Analyze the innovations in investigative technology and its impact on investigations and court outcomes. 3. Appraise and evaluate factors involved in a criminal investigation and its crime scene and apply the corresponding principles of the investigative process. Include the crime scene, interviews, interrogations, police records, surveillance and confessions. 4. Prepare and present proper and effective note taking and report writing 5. Identify and judge the impact of various controlled substances and on criminal investigations 6. Evaluate how case and court preparation, court demeanors and testimonies affect juries and court outcomes. 7. Analyze and debate how the modus operandi impacts selected crimes and crime scenes
2. Characteristics of Investigators	3	
3. Notes and Reports	3	
4. Interviewing	3	
5. The Crime Scene	3	
6. The Criminalistics Laboratory	3	
7. Use of Police Records	3	
8. Sources of Information	8	
a. Written Statements and Confessions		
b. Interrogation Principles		
c. Surveillance and Undercover investigation		
9. Criminal Investigations, Special Considerations	8	
a. Narcotics and Dangerous Drugs		
b. Terrorism Bombings		
c. Hostage Incidents		
10. Preservation and Recording	6	
a. Innovations in Investigative Technology		
b. Scientific Aids		
11. Case and Court Preparation	8	
a. Court Demeanor		
b. Court Testimony		
c. Jury Impact		
d. Trial Outcome		
12. Modus Operandi for Selected Crimes and Crime Scenes	3	
Total:	54	
Total Hrs In Protocol:	54	

### 1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - <b>Lab:</b> Outline the topics included in the laboratory portion of the course ( <i>Outline reflects course description, all topics covered in class</i> ).	Hours per topic	COURSE OBJECTIVES - <b>Lab:</b> Upon successful completion of this course, the student will be able to..( <i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i> )
Total:	0	
Total Hrs In Protocol:	0	

**1. (cont'd) SLO:**

The student will.. <b>(outcome)</b>	As measured by the following method.. <b>(assessment strategy)</b>	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. <b>(results &amp; evaluation)</b>	Recommendations to improve teaching and learning. <b>(modifications)</b>
<p>Student Learning Objectives (SLOs): As a result of this learning experience a student can:</p> <p>1. Accurately identify and distinguish the crime scene evidence pertinent to an investigation when given descriptions of: the scene, physical evidence, interviews, surveillance, and lab results.</p> <p>2. Analyze and evaluate a comprehensive review of an investigators action at a particular crime scene (including the search, collection, and preservation of physical evidence, interviews and the report).</p> <p>3. Identify, evaluate and report disparities and inconsistencies in crime scene evidence collection, including misinformation, incorrectly handled evidence and data collected out of sequence .</p> <p>SLO REVIEW, 10/17/09</p>	<p>1. Means: Mock crime scene.  Criteria: 70% of students will be able to establish a crime scene and recognize evidence and importance of securing the crime scene.</p> <p>2. Means: Essay exam. Review current events related to crime scene investigations.  Criteria: 70% of students will score 70% or better on five common embedded questions on exam.</p> <p>3. Means: Essay exam.  Criteria: 70% of students will score 70% or better on five common embedded questions on final exam.</p>	<p>1. N/A</p> <p>2. N/A</p> <p>3. N/A</p>	<p>1. Spring 2010</p> <p>2. Fall 2010</p> <p>3. Spring 2011</p>	

**2. REQUIRED TEXTS:**

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Criminal Investigation. Karen M. Hess and Christine Hess Orthmann. 2009

### **3. READING ASSIGNMENTS:**

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

1. Imbau, Fred E. and John E. Reid., Criminal Interrogations and Confessions, Williams and Wilkins: Baltimore, 2000. 2. Pena, Manuel S., Practical Criminal Investigation, Custom Publishing Company: Sacramento, California, 2000. 3. Swanson, Charles R., Neil C Chamelin and Leonard Territo, Criminal Investigation, Random House, Inc.: Westminister, MD, 1998. 4. Current newspaper articles, nightly news reports, and professional criminology journals. These readings will provide students with a requisite background and serve as supplemental resources for criminal investigative procedures.

### **4. WRITING ASSIGNMENTS:**

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

1. A representative essay assignment: Analyze chain of custody with reference to evidence. 2. Report writing: given a particular crime scene, the student will accurately and proficiently record the scene; including physical evidence, interviews, etc.

### **5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):**

Out of class assignments (Homework) may include, but are not limited to the following:

Students will write an essay report describing their visit to the Coroner's Office while doing volunteer work for a Law Enforcement agency.

### **6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:**

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

1. Assess and analyze various sources of information used in investigative reporting, including confessions, crime scene evidence, police records, and other sources of legal evidence. 2. Apply proper critical and inferential thinking skills to the legal relevancy of evidence used in an investigation through discussion and role playing. 3. Apply general principles of legal and ethical procedures in evaluating criminal investigations 4. Evaluate the impact of criminal evidence on case and court preparation and the implications of evidence gathering on investigative results. 5. Students will do research on current homicide and rape cases highlighted in the media.

### **7. METHODS OF EVALUATION:**

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

1. Quizzes: on assigned reading from text and other sources 2. Exams: specific course content 3. Notebooks: content designated by the professor 4. Essay assignments

### 8. METHODS OF INSTRUCTION:

Please Check All That Apply

- Lecture**
- Discussion**
- Laboratory**
- Activity**
- Field Experience**
- Independent Study**
- Other (Please Explain)**

Activity: Volunteer time with law enforcement agency; visit to coroner's office.

### 9. SUPPLIES:

List the supplies the student must provide.

Writing materials: pen, pencil, and paper.

### 10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Students will use the computer as the processing instrument and the Internet as a research resource for essay assignments and reports.

### 11. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

The library and Learning Resource Center are important data sources for all areas of Administration of Justice. Journals in the field should be accessible in the library.

### 12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

This discipline includes materials and techniques used in other states and other countries with particular emphasis on cross-cultures/ demographics and judicial authorities.

### 13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

**SCANS** (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with

business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

### *RESOURCES*

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

### *INTERPERSONAL*

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

### *INFORMATION*

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

### *SYSTEMS*

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

## *TECHNOLOGY*

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

### **Section III: RELATIONSHIP TO COLLEGE PROGRAMS**

**1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes**

a. If yes, the course will be a requirement portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

Administration of Justice AA - Program: 210500 State ID: 02886 Administration of Justice Certificate - Program: 210500 State ID: 02886
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**2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

**a. Area Requested: None**

**Approval Date:**

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements.  
[http://marlin.laccd.edu/district/BoardRules\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

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**b. Area Requested: None**

**Approval Date:**

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements.  
[http://marlin.laccd.edu/district/BoardRules\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

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## Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

**1. TRANSFER STATUS:**

a. <b>Transferable to the University of California: No</b>  b. <b>UC Approval Date:</b>	c. <b>Transferable to the California State University: Yes</b>  d. <b>College Approval Date:</b>
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**2. GENERAL EDUCATION FOR TRANSFER:**

<p><b><i>IGETC Certification</i></b></p> <p>a. <b>Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>IGETC Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<p><b><i>CSU Certification</i></b></p> <p>a. <b>Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>CSU Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
<p>a. <b>2nd Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>IGETC Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<p>a. <b>2nd Area Requested:</b>                  b. <b>Date Requested:</b>                  c. <b>CSU Approval Date:</b></p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>

**3. MAJOR REQUIREMENT FOR TRANSFER:**

**Will this course be articulated to meet lower division major requirements?: No**

**List college/university and the majors:**

**CAN NUMBER:**                      **CAN SEQUENCE #:**

CAN Approval -

Date requested:                      Date approved:

## Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME: Behavioral and Social Sciences**

2. **DEPT/DIVISION CODE: 02**

3. **SUBJECT CODE: 008**

4. **SUBJECT ABBREVIATION: ADM JUS**

5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**

6. **ABBREVIATION FOR TRANSCRIPTS: CRIMINAL INVEST**

7. **DEGREE CREDIT:**

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. **GRADING METHOD: LETTER GRADE**

9. **REPETITIONS: # of times repeated for credit: 0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. **PRIOR TO TRANSFERABLE LEVEL:**

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS:**

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b).': **No**

12. **CROSS REFERENCE:**

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

**14. COOPERATIVE EDUCATION STATUS:**

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college approved cooperative work experience education program?: **No**

**15. COURSE CLASSIFICATION: Occupational**

Note: A courses Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

**16. TOP CODE - (6 digits XXXX.XX): 2105.00**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

**17. SAM CODE (Student Accountability Model): C**

**18. FUNDING AGENCY CODE:**

**19. STATE COURSE ID:**

**Section VI: APPROVAL STATUS****1. APPROVAL STATUS:**

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>	Board: 6/2/78	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> <b>Addition of Existing District Course</b>	<b>College:</b>	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> <b>Course Change*</b>	<b>College:</b>		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> <b>Outline Update</b>	<b>College: 12/15/09</b>			Effective Semester:
e.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>	Board:	Effective Semester:	Effective Semester:

\* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

## Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. **ORIGINATOR:** Reed, Alfred Jr.

2. **DEPARTMENT:** 02

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR:    SECOND YEAR:    THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

**IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No** (If yes, briefly explain how)

5. **METHOD OF SUPPORT**

-- Indicate how the college plans to support the proposed course:

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

D. Supplies- List supplies and indicate dollar value:

E. Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library,

book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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## CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

**We certify that the information and answers above properly represent this course.**

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date

## Section VIII: ADDENDA

(Uploaded Documents)

<b>Prerequisite Document</b>	<b>Prerequisite Document</b>	<u><b>AdmJus5,Prerequisite,1209.doc</b></u>
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### CONTENT REVIEW FOR PREREQUISITE VALIDATION

#### Target Course & Number, Title: **ADM JUS 5, Criminal Investigation**

(Course to which pre/corequisite/advisory applies)

Check  Applicable  Box
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- Prerequisite: **Course & Number, Title:** ADM JUS 3, Legal Aspects of Evidence
- Corequisite:
- Advisory:

A. **Target Course Entry Skills: Course & Number, Title** ADM JUS 5, Criminal Investigation  
 (For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Analyze constitutional and procedural detention and arrest processes related to search and seizure considerations
2. Compare and contrast the types of evidence related to rules governing admissibility and individual rights
3. Discuss individual rights and varying interpretations made by the courts.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:**  
Course & Number, Title ADM JUS 3, Legal Aspects of Evidence

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Discuss the origin, development, philosophy, and constitutional basis of evidence.
2. Evaluate and describe the constitutional and procedural considerations that affect arrest, search and seizure.
3. Compare and contrast the kinds and degrees of evidence with the rules governing admissibility and individual rights.
4. Explain how judicial decisions have affected the interpretation of individual rights through examining selected case studies.
5. Compare the evidence from the corpus delicti of a crime under investigation with the evidence that is legally admissible in court.

**CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION\***

**COURSE & NUMBER: ADM JUS 5**  
**Course Title: Criminal Investigations**

**Entering Skills of Target Course**

**COURSE & NUMBER**  
**Course Title:**  
**ADM JUS 3,**  
**Legal Aspects of Evidence**

	1	2	3	4	5	6	7	8	9
1									
2	X	X							
3		X							
4		X	X						
5	X								
6									
7									
8									
9									

**\*Validation requires at least one match of each entry skill with any exit skill(s).**

**Was validation achieved?  X  YES or   NO**

**Comments:**

(Include justification for assessments, health and safety, or non-course prerequisites)

**PARTICIPANTS IN CONTENT REVIEW:**

(Signatories should include instructors for both exit and entering skills courses.)

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

**CERTIFIED BY:**

\_\_\_\_\_  
 Initiator Date

\_\_\_\_\_  
 Department Chairperson Date

\_\_\_\_\_  
 Curriculum Chairperson Date