

## VALLEY ROP COURSE OUTLINE

**COURSE TITLE:** Crime Scene Investigation (CSI)

**VALLEY ROP #:** PS-5840-CSI  
**CDE #:** 550

**CBEDS TITLE:** Forensic Science  
**CBEDS #:** 5840

**CTE SECTOR:** Public Services  
**CTE PATHWAY:** Protective Services

**JOB TITLES:**

Police Patrol Officer	33-3051.01
Sheriff & Deputy Sheriff	33-3051.03
Criminal Investigators & Special Agent	33-3021.03
Probation Officers & Correctional Treatment Specialist	21-1092.00
Correctional Officers & Jailers	33-3012.00
Lawyer	23-1011.00

### COURSE DESCRIPTION:

The Crime Science Investigation (CSI) course is designed to develop an awareness of the various components of criminal investigation. The emphasis is placed on the development of attitudes, skills and competencies related to criminal investigation. This course introduces the student to the study of criminal investigative techniques and analysis. The focus throughout the course will be collection, protection, and preservation of evidence as it relates to the investigative process. Writing and computer skills are emphasized throughout this course.

**DATE APPROVED:** November 2004  
**REVISED DATE:** May 2009 / Nov 2009

**HOURS:** 180 per year  
**CREDITS:** 10 per year

**PREREQUISITES:** Careers in Criminal Justice

**GRADE LEVEL:** 12

**TEXTBOOKS:** Swanson, Charles R. Jr., Neil C. Chamelin, and Leonard Territo, *Criminal Investigation*, 7<sup>th</sup> edition, McGraw-Hill, Boston, MA 2000.  
Underwood, Thomas and Christine Edmunds (Eds.), *Victim Assistance: Exploring Individual Practice, Organizational Policy, and Societal Responses*, Springer 2003.

**RESOURCES:** Wallace, Harvey, *Victimology*, Allyn and Bacon, 1998.  
Office for Victims of Crime: [www.ojp.usdoj.gov/ovc](http://www.ojp.usdoj.gov/ovc).  
OVC Resource Center: [www.ncjrs.org](http://www.ncjrs.org).  
Science Kit & Boreal Laboratories: <http://sciencekit.com>.

## **COURSE COMPETENCIES:**

Upon successful completion of the course, students will:

1. Possess knowledge of law enforcement code of ethics and standard of integrity.
2. Be able to write examples of field note taking and police report writing.
3. Know and understand constitutional law and due process.
4. Understand the role of the victim in the criminal justice system.
5. Be able to visually process a crime scene.
6. Be able to protect a crime scene, identify and collect evidence, and properly preserve evidence for court presentation.
7. Identify various interview and interrogation techniques.
8. Develop follow-up investigations utilizing various resources.
9. Be familiar with various principles of modus operandi reports.
10. Understand criminal investigative techniques applicable to specific offenses.
11. Understand the criminality in the correctional institutions and the investigation process.
12. Conduct basic forensic experiments on collected evidence.
13. Understand the importance of courtroom demeanor and protocol.

## **INSTRUCTIONAL METHODS:**

1. Direct Instruction (lecture, reading, guest speakers)
2. Laboratory investigations and projects using educational courseware and computer technology.
3. Team teaching including assisted instruction from universities, businesses, and community partners.
4. Community-based research projects with professional mentors.
5. Instructional materials and resources including electronic media, professional journals and references, textbooks and other print information.
6. Self-directed, cooperative, and collaborative instruction to increase student-driven learning.
7. Embedded assessments.
8. Specially Designed Academic Instruction in English (SDAIE)
9. Differentiated instruction for exceptional students.

## **EVALUATION METHODS:**

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

1. Performance-based assessments such as experiments, demonstrations, discussions, debates, simulations, and projects.
2. Student oral presentations, exhibits, and competitions—both team and individual.
3. On-going and cumulative portfolio record of project and component investigative accomplishments.
4. Written tests with a variety of short answer and essay questions.
5. Written assignments such as justifications, investigations, and research, evaluative, or technical papers.
6. Individual and group assessments (including assessments of working relationships).
7. Opportunities for self-assessment and peer assessment.

## **COURSE OUTLINE:**

<b>Unit of Instruction</b>	<b>Estimated Hours</b>
<b>Orientation</b>	<b>5</b>
<ul style="list-style-type: none"><li>• Introduction of Course</li><li>• Class Organization</li><li>• Classroom and Field Procedures</li></ul>	
<b>Criminal Justice Ethics</b>	<b>5</b>
<ul style="list-style-type: none"><li>• Code of Ethics</li><li>• Standards</li><li>• Police Procedures</li></ul>	
<b>Report Writing</b>	<b>5</b>
<ul style="list-style-type: none"><li>• Field Note Taking</li><li>• Informational Retention Skills and Accuracy</li><li>• Privacy and Confidentiality</li><li>• Court Testimony</li></ul>	
<b>Computer Software Assistance</b>	<b>5</b>
<ul style="list-style-type: none"><li>• Data Analysis<ul style="list-style-type: none"><li>▪ CLETS—California Law Enforcement Telecommunication System</li><li>▪ NCIC—National Crime Information Center</li><li>▪ DOJ – Department of Justice<ul style="list-style-type: none"><li>○ State</li><li>○ Federal</li></ul></li></ul></li><li>• CAD—Computer Assisted Drafting/Crime Scene</li><li>• Other Software</li></ul>	
<b>Criminal Law</b>	<b>5</b>
<ul style="list-style-type: none"><li>• Constitutional Law and Due Process</li><li>• Formal and Informal Criminal Justice</li><li>• The Criminal Justice System and Process<ul style="list-style-type: none"><li>▪ The Criminal Justice System</li><li>▪ The Criminal Justice Process</li><li>▪ The Systems Paradigm</li></ul></li><li>• Victim Bill of Rights</li></ul>	
<b>Victimology</b>	<b>5</b>
<ul style="list-style-type: none"><li>• Statistics about Crime Victims Review</li><li>• National Crime Victims Survey</li><li>• Uniform Crime Reports</li></ul>	
<b>Conceptualization of Investigation</b>	<b>5</b>
<ul style="list-style-type: none"><li>• Visual Processing of Crime Scene</li></ul>	

<b>Systems Approach to Investigation</b>	5
• Investigation of Crimes Against Property	
• Investigation of Crimes Against Persons	
<b>Preliminary Investigation</b>	50
• Protection of Incident Scene and Analysis	
• Area Search Methods	
• Field Note Taking Procedures	
• Protection, Collection, and Preservation	
▪ Of Evidence—Chain of Custody	
• Crime Scene Processing	
▪ Fingerprinting	
▪ Photography	
▪ Casting	
<b>Interviews and Interrogations</b>	5
• Legal Aspects	
• Recording Methods	
<b>Follow-Up Investigation – Witnesses</b>	5
<b>Philosophy and Principles of Modus Operandi</b>	5
<b>Investigative Techniques Applicable to</b>	10
• <b>Specific Offenses</b>	
▪ Burglary	
▪ Robbery	
▪ Assaults	
▪ Homicides	
▪ Larceny	
<b>Investigation of Correctional Institutional</b>	5
<b>Incidents—Roles and Responsibilities of Agencies</b>	
<b>Criminalistic Resources</b>	20
• Evidentiary Laboratory Examinations	
▪ Documentary	
▪ Photography	
▪ Fingerprint Analysis	
▪ DNA	
<b>Pre-Trial Preparation—Courtroom</b>	5
<b>Presentation of Testimony</b>	
<b>Preparation and Field Trips for CSI</b>	15
• Court	
• DOJ	
• Prison	
<b>Special Topics</b>	10
• Coroner	
• Evidence Tech	
• Major Crimes Department	
<b>Career Preparation Standards</b>	10
<b>Total</b>	<b>180 Total Hours</b>

## **CAREER PREPARATION STANDARDS**

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
  2. Discuss importance of the following personal skills in the business environment:
    - a. positive attitude
    - b. self-confidence
    - c. honesty
    - d. perseverance
    - e. self-management/work ethic
    - f. pride in product/work
    - g. dependability
  3. Identify acceptable work attire.
  4. Establish goals for self-improvement and further education/training.
  5. Prioritize tasks and meet deadlines.
  6. Understand the importance of initiative and leadership.
  7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
  2. Explain the central importance of mutual respect in the workplace relations.
  3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
  4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
  5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
  6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
  2. Read, write, and give directions.
  3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
    - a. Work as a team member in solving problems.
    - b. Diagnose the problem, its urgency, and its causes.
    - c. Identify alternatives and their consequences.
    - d. Explore possible solutions.
    - e. Compare/contrast the advantages and disadvantages of alternatives.
    - f. Determine appropriate action(s).
    - g. Implement action(s).
    - h. Evaluate results of action(s) taken.

- D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
    - a. Prepare written material.
    - b. Analyze written material.
  2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
  3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
  4. Demonstrate active listening through oral and written feedback.
  5. Give and receive feedback.
  6. Demonstrate assertive communications (both oral and written).
  7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
  8. Demonstrate writing/editing skills as follows:
    - a. Write, proofread, and edit work.
    - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
    - c. Select and use appropriate forms of technology for communication.
  9. Exhibit a proficiency in the use of reference books.
  10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. **OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
    - a. personal
    - b. lab
    - c. fire
    - d. electrical
    - e. equipment
    - f. tools
    - g. interpretation of Material Safety Data Sheets (MSDSs)
    - h. Environmental Protection Agency (EPA)
    - i. Occupational Safety and health Administration (OSHA)
    - j. American Red Cross Standards (ARC)
    - k. Networking Safety Standards
  2. Apply sound ergonomic principles in organizing one's work space.
- F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
  2. Identify steps for setting goals and writing personal goals and objectives.
  3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
  4. Develop a career portfolio, including the following documents:
    - a. job application

- b. resume(s)
  - c. appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.
- G. TECHNOLOGY LITERACY - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
- 1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
  - 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
  - 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.
- 1. Discuss social and ethical responsibilities in the industry.
  - 2. Demonstrate ethical choices in workplace situations.

**TOTAL HOURS:**

**180**