



# Curriculum Committee Agenda

Wednesday, September 18, 2019, 3:00 p.m.  
Loft Conference Room – Drescher Hall 300-E

**Members:**

Dana Nasser, <i>Chair</i>	Sheila Cordova	Nick Mata	Brandon Reilly
Jason Beardsley, <i>Vice Chair</i>	Guido Davis Del Piccolo	Emin Menachekanian	Lydia Strong
Brenda Antrim	Gary Huff	Jennifer Merlic	Toni Trives
Garen Baghdasarian	Sasha King	Jacqueline Monge	Audra Wells
Fariba Bolandhemat	Jae Lee	Estela Narrie	A.S. Representative
Dione Carter	Jamar London	Lee Pritchard	A.S. Representative

**Interested Parties:**

Clare Battista	Rachel Demski	Stacy Neal	Esau Tovar
Maria Bonin	Vicki Drake	Patricia Ramos	Tammara Whitaker
Patricia Burson	Kiersten Elliott	Estela Ruezga	A.S. President
Susan Caggiano	Maral Hyeler	Scott Silverman	

**Ex-Officio Members:**

Nathaniel Donahue

*(Information items are listed numerically; action items are listed alphabetically)*

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes ..... 3
- V. Chair’s Report
  
- VI. Information Items
  - 1. Redesign of the Student Experience
  - 2. The Role of Curriculum Committee in the Student Redesign Experience Presentation (Nate Donahue)
  - 3. CE Online Pathways (Steven Sedky)
  - 4. Areas of Interest/Program Placement
  
  - (Courses: Non-Substantial Changes)*
  - 5. HEALTH 21 Aging and Older Adulthood
  
- VII. Action Items
  - (Courses: Distance Education)*
    - a. AD JUS 3 Legal Aspects of Evidence ..... 8
    - b. AD JUS 5 Criminal Investigation ..... 15
  
  - (Programs: Revisions)*
    - c. Computer Science AS/Certificate of Achievement ..... 22
      - Update of catalog description and program outcomes

- Reduce “Required” units from 28 to 23; total program units from 32 to 29
  - Required Core Courses: remove CS 40, CS 60, MATH 8; add MATH 2
- d. Web Developer AS/Certificate of Achievement ..... 23
- Required Courses: remove CS 3, CS 84, CS 86; add CS 73A, CS 79A
  - Electives: remove CS 15, CS 19, CS 32, CS 55, CS 56, CS 61, CS 65; add CS 73B, CS 73C, CS 77A, CS 77B, CIS 67, CS 32, CS 87A to the list
  - No change in units
- e. Changes to degrees and certificates as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

X. Adjournment

*Please notify Dana Nasser (x4841) or Jason Beardsley (x8054) if you are unable to attend this meeting.*



# Curriculum Committee Minutes

Wednesday, September 4, 2019, 3:00 p.m.  
Loft Conference Room – Drescher Hall 300-E

## Members Present:

Dana Nasser, <i>Chair</i>	Dione Carter	Jamar London	Estela Narrie
Jason Beardsley, <i>Vice Chair</i>	Sheila Cordova	Nick Mata	Lee Pritchard
Brenda Antrim	Guido Davis Del Piccolo	Emin Menachekanian	Brandon Reilly
Garen Baghdasarian	Gary Huff	Jennifer Merlic	Toni Trives
Fariba Bolandhemat	Jae Lee	Jacqueline Monge	Audra Wells

## Members Absent:

Sasha King Lydia Strong

## Others Present:

Susan Caggiano	Chiquita Emel	Nathan Khalil
Rachel Demski	Chris Fria	Sal Veas

*(Information items are listed numerically; action items are listed alphabetically)*

## I. Call to Order and Approval of Agenda

The meeting was called to order at 3:04 pm. Motion to approve the agenda, with action items to be discussed first, and informational items to be discussed after.

**Motion made by:** Estela Narrie; **Seconded by:** Jason Beardsley

The motion passed unanimously.

*(Brenda Antrim, Guido Davis Del Piccolo, Emin Menachekanian, and Toni Trives not present for vote.)*

## II. Public Comments

None

## III. Announcements

- Estela Narrie distributed a handout (see pages 4-5) on the conference “Bridging Humanities Across Disciplines: A Little Conference for Big Ideas” at the University of San Francisco, October 24-25. For more information, visit: <https://myusf.usfca.edu/arts-sciences/mellon/2019>
- Dione Carter announced that noncredit approval should be streamlined at the Chancellor’s Office soon. This will lead to faster and easier approval processes for noncredit courses and programs.

## IV. Approval of Minutes

Motion to approve the minutes of the May 29, 2019 meeting with no revisions.

**Motion made by:** Jason Beardsley; **Seconded by:** Audra Wells

The motion passed unanimously. *(Brenda Antrim and Emin Menachekanian not present for vote.)*

## V. Chair’s Report

- Special thanks to Brenda, Jennifer, and Guido for their past leadership of the committee
- Introductions of all Curriculum Committee members

## VI. Information Items

### 1. Representative Training

Overview of reference materials (PCAH, TOP Code manual, Quick Start Guide), and presentation on curriculum responsibilities and expectations.

2. Redesign of the Student Experience  
No update for today's meeting.

*(Courses: Non-Substantial Changes)*

3. DANCE 33A Intermediate Ballet 3A
4. DANCE 33B Intermediate Ballet 3B
5. DANCE 34A Advanced Ballet 4A
6. DANCE 34B Advanced Ballet 4B
7. DANCE 43A Intermediate Contemporary Modern Dance 3A
8. DANCE 43B Intermediate Contemporary Modern Dance 3B
9. DANCE 44A Advanced Contemporary Modern Dance 4A
10. DANCE 44B Advanced Contemporary Modern Dance 4B
11. BUS 35 Customer Relationship Management

## VII. Action Items

*(Courses: New)*

- a. HEALTH 20 Introduction to Gerontology  
Motion to approve HEALTH 20 with change of proposed start to Fall 2020; removal of proposed IGETC area; change of proposed CSUGE area to "Area E"; change of SAM Code to "D"  
**Motion made by:** Toni Trives; **Seconded by:** Gary Huff  
The motion passed unanimously. *(Brenda Antrim not present for vote)*
- b. HEALTH 21 Aging and Older Adulthood  
Motion to approve HEALTH 21 with change of proposed start to Fall 2020; addition of CSUGE area "D" and "E" and SMCGE Area "II-B"; change of SAM Code to "D"  
**Motion made by:** Jamar London; **Seconded by:** Jennifer Merlic  
The motion passed unanimously. *(Brenda Antrim not present for vote)*
- c. HEALTH 22 Aging and the Life Course  
Motion to table HEALTH 22 due to concerns regarding emphasis on sociological aspects; encouraged to discuss between department chairs and return to pass it  
**Motion made by:** Guido Davis Del Piccolo; **Seconded by:** Lee Pritchard  
Yes: 14; No: 2 (Gary Huff, Audra Wells); Abstain: 3 (Estela Narrie, Brandon Reilly, Toni Trives)  
*(Brenda Antrim not present for vote)*

*(Courses: Substantial Changes)*

- d. ANIM 3A Introduction to 3D Animation (formerly ET 24A; remove advisory ET 11)  
Motion to approve ANIM 3A changes with additional revision to course description.  
**Motion made by:** Sheila Cordova; **Seconded by:** Jason Beardsley  
The motion passed unanimously.

*(Courses: Distance Education)*

- e. AD JUS 2 Concepts of Criminal Law  
Motion to approve distance education component for AD JUS 2 with no revisions.  
**Motion made by:** Estela Narrie; **Seconded by:** Audra Wells  
The motion passed unanimously.
- f. ~~ANIM 3A~~ ET 24A Introduction to 3D Animation  
Motion to approve distance education component for ET 24A so it may be available effective Winter 2020 (to become ANIM 3A effective Spring 2020); addition of screen reader note for accessibility considerations.  
**Motion made by:** Sheila Cordova; **Seconded by:** Toni Trives  
The motion passed unanimously.

- g. LIBR 1 Library Research Methods  
No motion needed; it was discovered LIBR 1 passed for distance education years ago, but wasn't offered. Due to Curriculum software migration it didn't show as being approved already. However, acknowledgement made that it is great the application is updated and modernized.
- h. NUTR 4 Healthy Lifestyle: Food and Fitness  
Motion to approve distance education component for NUTR 4 with no revisions.  
**Motion made by:** Jennifer Merlic; **Seconded by:** Jason Beardsley  
The motion passed unanimously.

*(Programs: Revisions)*

- i. Changes to degrees and certificates as a result of courses considered on this agenda  
Motion to approve any changes to programs as a result of courses on this agenda  
**Motion made by:** Estela Narrie; **Seconded by:** Sheila Cordova  
The motion passed unanimously.

**VIII. New Business**

None

**IX. Old Business**

None

**X. Adjournment**

Motion to adjourn the meeting at 5:02 pm.

**Motion made by:** Estela Narrie; **Seconded by:** Audra Wells

The motion passed unanimously. *(Brenda Antrim and Toni Trives were not present for vote.)*

Hi Colleagues,

I hope that you'll consider attending or proposing a session for the below \*free\* conference at the University of San Francisco!

The conference "Bridging Humanities Across Disciplines: A Little Conference for Big Ideas" and is convened by Foothill-De Anza Community College District and the University of San Francisco. It is a **conference intended for faculty, staff, and administrators in higher-ed interested in teaching humanities across disciplines and supporting student transfer from Community Colleges to 4-year Universities.**

**When**

**October 24 and 25, 2019**

Thursday 10/24: noon - 6:30pm with lunch and reception

Friday 10/25: 8am - 5:15pm with breakfast and lunch provided

**Location**

University of San Francisco

2130 Fulton St.

San Francisco, CA 94117

**Registration Cost: FREE!**

**About the Conference**

One little conference for three big ideas:

- Support the study of Humanities across disciplines in higher ed
- Support the transfer of community college students to 4 year universities for degree completion
- Provide a space for Mellon grantees to discuss how to best fulfill the mission of Community College grants

Thus, this conference is designed with those needs in mind and aims to start, continue, and grow conversations about strategies, pitfalls, best practices and more! The conference will provide an opportunity to explore how the humanities are taught across disciplines in higher ed. We are inviting proposals that include innovative practices and programs for incorporating the Humanities across disciplines and for supporting the transfer of community college students to 4 year colleges.

The conference will include keynote addresses and interactive workshops in which participants will learn and share their experiences with, approaches to, and ideas about the following topics:

- Innovative Pedagogies: Interdisciplinary Pedagogy and Curricula in the Humanities
- Transfer and Continuity: Pathways between Community and Four-year Colleges

- Diversity and Inclusion: Learning and Life Circumstances of the “New Majority”  
College Student

For full details and to submit a proposal please visit our **conference website!** **Proposals are being accepted now and registration is open!**

**For general questions** please email [mellonscholars@usfca.edu](mailto:mellonscholars@usfca.edu) or call 415.442.6243. More information on hotel accommodations, local events, and conference details will be updated on the conference website soon!

Thank you for your consideration,  
FHDA and USF Mellon Program Team

**Jonathan Rice**  
*Associate Director for Transfer Initiatives*

**University of San Francisco**  
Office of Undergraduate Admission  
2130 Fulton Street, San Francisco, CA 94117  
Tel: 415.422.4326 | Web: [usfca.edu](http://usfca.edu)  
[Instagram](#) | [Tumblr](#) | [Visit USF](#) | [Apply](#)  
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Pronouns: he / him / his

**Santa Monica College**  
**Distance Education for ADMINISTRATION OF JUSTICE 3, Legal Aspects of Evidence**

Units	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	July 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable

**Rationale**

This is a resurrection of our Administration of Justice course offerings as part of our CTE training. These classes were very popular with both prospective and current police officers. In addition, these courses serve as skill building continuing education for professionals in the field.

We expect there to be a large demand for these classes due to the growth of job opportunities in the Administration of Justice field. Additionally, these courses tie in well with the logistics and insurance courses that we offer in our department. For example, knowledge of criminal procedure is vital for individuals pursuing job positions in the transportation security industry and in the insurance fraud investigation area. Finally, 11 out of the 18 CSU campuses which offer Criminal Justice Programs are impacted. We anticipate that our Administration of Justice courses will follow this trend in generating a high level of interest.

We are requesting that this course be offered online as there has been a great demand for our classes on-ground and also online.

**I. Catalog Description**

This course explores types of evidence and legal rules governing its admission and exclusion in a criminal court proceeding. A special emphasis is placed on examining the key rules pertaining to witness competency, privileged communications, confessions, hearsay statements and identification procedures. Case studies and judicial decisions interpreting the evidence rules are also included.

**II. Examples of Appropriate Text or Other Required Reading:** (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Criminal Evidence, 7th, Garland, Norman, McGraw-Hill © 2015, ISBN: 9780078026614;

**III. Course Objectives**

Upon completion of this course, the student will be able to:

1. Identify and differentiate various types of evidence.
2. Define and explain the key rules of evidence.
3. Explain the sequence of events in the trial process.
4. Critically evaluate and apply the evidence rules to specific case facts.
5. Identify the factors that qualify a witness as competent.
6. Explain methods for impeaching a witness on the stand.
7. List the type of relationships which may be subject to a communication privilege.
8. Analyze when the privilege against self-incrimination applies.
9. Identify the components of the hearsay rule.
10. Explain how the exclusionary rule applies to identification procedures.
11. State the order of the typical chain of custody.
12. Identify the requirements for a valid search warrant.

**IV. Methods of Presentation:**



**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
5.00%	<p><b><u>Introduction to Evidence Law</u></b></p> <ul style="list-style-type: none"> <li>• Evidence defined</li> <li>• Legal principles and rules governing the admissibility of evidence generally</li> <li>• Sources and purposes of evidence rules</li> </ul>
5.00%	<p><b><u>Overview of the Trial Process</u></b></p> <ul style="list-style-type: none"> <li>• Jury and bench trials</li> <li>• Roles of prosecutor and defense attorney</li> <li>• Sequence of events in a jury trial</li> </ul>
15.00%	<p><b><u>Basic Concepts of Evidence</u></b></p> <ul style="list-style-type: none"> <li>• Categories of evidence: witness testimony, real or physical evidence, writings and demonstrative evidence</li> <li>• Relevant evidence</li> <li>• Probative versus prejudicial evidence</li> <li>• Material evidence</li> <li>• Direct versus circumstantial evidence</li> <li>• Contradictory versus corroborative evidence</li> <li>• Judicial notice</li> <li>• Presumptions</li> <li>• Burden of proof</li> <li>• Stipulations</li> </ul>
10.00%	<p><b><u>Witnesses: Competency and Distinguishing between Lay and Expert</u></b></p> <ul style="list-style-type: none"> <li>• Witness competency and capacity</li> <li>• Special issues: children as witnesses, mental stability concerns and judge and jurors as witnesses</li> <li>• Methods of interrogating witnesses</li> <li>• Lay Witness testimony</li> <li>• Expert witnesses: qualifying the expert and types of experts</li> <li>• Refreshing witnesses' recollection</li> </ul>
5.00%	<p><b><u>Credibility and Impeachment</u></b></p> <ul style="list-style-type: none"> <li>• Methods of impeachment</li> <li>• Bad character evidence</li> <li>• Admissibility of other crimes and bad acts</li> <li>• Bias</li> </ul>
15.00%	<p><b><u>Privileged Communications</u></b></p> <ul style="list-style-type: none"> <li>• General principles</li> <li>• Husband and wife relationship</li> <li>• Attorney-client privilege</li> <li>• Physician-patient privilege</li> <li>• Psychotherapist-patient privilege</li> <li>• Accountant-client privilege</li> <li>• Clergy-communicant privilege</li> <li>• Identify of informer privilege</li> <li>• Waiver and applicable exceptions</li> </ul>
10.00%	<p><b><u>Confessions and the Privilege Against Self-Incrimination</u></b></p> <ul style="list-style-type: none"> <li>• Confessions and admissions generally</li> <li>• The privilege against self-incrimination and when it can be claimed</li> </ul>

	<ul style="list-style-type: none"> <li>• Miranda rights</li> <li>• Waiver of privilege</li> <li>• Exclusion of confessions</li> </ul>
10.00%	<p><b><u>Hearsay</u></b></p> <ul style="list-style-type: none"> <li>• Components of the hearsay rule and its application generally</li> <li>• Purpose of the rule</li> <li>• Hearsay exceptions and exemptions including, but not limited to the following: dying declarations, spontaneous declarations, state of mind, business records, former testimony, declaration against interest and admissions.</li> </ul>
10.00%	<p><b><u>Identification Procedures</u></b></p> <ul style="list-style-type: none"> <li>• Types of identification procedures</li> <li>• Right to counsel</li> <li>• Due process</li> <li>• Types of suggestive identification procedures</li> <li>• Test for determining reliability of identification procedures</li> <li>• Application of exclusionary rule to invalid identification procedures</li> </ul>
10.00%	<p><b><u>Physical Evidence and Chain of Custody</u></b></p> <ul style="list-style-type: none"> <li>• Physical evidence generally</li> <li>• Sources of physical evidence</li> <li>• Foundation for introducing evidence</li> <li>• Chain of custody</li> <li>• Connecting objects with trial issues</li> <li>• Marking objects for identification</li> <li>• Preparation of objects for use in court</li> </ul>
5.00%	<p><b><u>Search and Seizure</u></b></p> <ul style="list-style-type: none"> <li>• The scope of a search and seizure</li> <li>• Constitutional protections</li> <li>• Search pursuant to a valid warrant</li> <li>• Exceptions to the warrant requirement</li> <li>• The exclusionary rule</li> </ul>
100.00%	Total

**VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)**

<u>Percentage</u>	<u>Evaluation Method</u>
5 %	Class Participation
60 %	Exams/Tests - 3 unit exams at 20% each.
10 %	Homework - Students will complete exercises where they apply the evidence rules to hypothetical case facts.
10 %	Oral Presentation
15 %	Written assignments
100 %	Total

**VII. Sample Assignments:**

**Assignment #1: Case Brief:** Please review a case decision involving the admissibility of a particular type of evidence. For example, you may research one of the decisions involving the application of the exclusionary rule to omit an identification made in a line-up. You then will review the case, break the case

down into elements such as the issue(s), rule, reasoning and decision. Please provide a critical analysis of the impact that this decision is expected to produce. You may also propose an alternative ruling if the result is not considered beneficial.

**Assignment #2: Presentation:** Please research a case where a particular piece of evidence was excluded. You will then report the findings to the class in an oral presentation. You should explain the arguments for and against excluding the evidence as well the rule applied. The presentation should be 5 minutes in length.

### **VIII. Student Learning Outcomes**

1. Given a set of facts, students will be able to distinguish between statements which would be excluded from a court trial on hearsay grounds and those which would be admitted.
2. Given a hypothetical case study, students will analyze whether the privilege against self-incrimination can be claimed.
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers and their personal lives.

## AD JUS 3 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills "effective contact between faculty member and student" required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2

### Guidelines and Questions for Curriculum Approval of a Distance Education Course

#### **1a. Interactions:** Describe the nature and expected frequency of instructor-student interactions:

The course will begin with a detailed "welcome letter" with information about the course and how the instructor will be in frequent communication with the students. The instructor will post regular and frequent announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of evidence rules and concepts and how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground classroom. Constructive feedback will also be provided on the homework essays along with the numerical scores. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.

#### **1b. Interactions:** Describe the nature and expected frequency of student-student interactions:

Students will engage in weekly discussion boards where they will be required to reply to at least two student's posts in the class. For example, in the first module, students are asked to introduce themselves and reply to at least two students in the class. From the beginning, a sense of community is established in the virtual classroom. Throughout the class, they will engage in discussions regarding different issues pertaining to legal evidence issues. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground class.

#### **1c. Interactions:** Describe the nature and expected frequency of student-content interactions:

This course is organized through weekly course modules. A substantial amount of material is provided so that students can learn the legal evidence material and concepts. The content includes the following: learning objectives, lecture notes, supplemental videos, PowerPoints, links to relevant articles and case studies and discussion boards to help students check their understanding of the concepts. Finally, students will take three exams, complete homework assignments and write essays.

**1d. Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly discussion boards will be posted to promote student-teacher interaction and student-to student interaction on a variety of legal evidence issues..	30.00%
Study and/or Review Sessions	Prior to an exam, the instructor will ask students to post any questions they have about the material on the ensuing exam. The study session will then be based upon reviewing these questions.	10.00%
Online Lecture	Students will be asked to read lecture notes and/or watch videos concerning various legal evidence issues. After reviewing the lecture content, students will often be asked to engage in a discussion board to check their understanding of the topics. Additionally, students are encouraged to post any questions they have about the material on the "General Questions" discussion board so that the instructor can address them. Other students can chime in on the discussion.	35.00%
Written assignments	Students will be expected to write at least two papers on the topic. This could take the form of an analysis of a technical legal evidence issue and/or a specific case study. Prior to their due dates, we will have discussions via the "General Questions" discussion board regarding the assignments. Individualized feedback will also be provided via email.	15.00%
Peer Feedback	To prepare for the writing assignments, students can share topic ideas. They can also discuss where to look for finding valuable sources for their topics such as the "U.S. Supreme Court" website which houses U.S. Supreme Court decisions involving evidence issues.	10.00%

**2. Instruction:** Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

This course is organized through modules that focus on the different topics covered in the Legal Aspects of Evidence course. To provide consistency and insure that quality of instruction is provided, the following format is provided for each module: learning objectives, lecture notes or video, PowerPoint summary slides, discussion board assignments and links to relevant articles or cases, where appropriate.

**3. Assignments / Assessments:** Describe how assignments and assessments are used so that instructor- student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
10.00%	Discussion Board Assignments	After reading the textbook or watching a video, students will answer questions regarding the material. They are graded based upon the responsiveness of their answers and the support provided.
20.00%	Writing Assignments	Students will prepare essays which analyze an evidence issue and/or prepare a case study.
10.00%	Homework	Students will complete exercises where they apply the evidence rules to hypothetical case facts.
60.00%	Exams (Three Exams at 20% each)	Students will take tests which consist of multiple-choice and/or essay questions.

**4. Technology:** Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

Instructors should have completed training on the learning management system in place and received the appropriate certification. They should be knowledgeable about the technical support available as well as how to make the material accessible.

**5. Student Support:** Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Links to the following services should be provided: online tutoring, the bookstore and tutorials for online classes.

**6. Accessibility:** Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

The course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multimedia will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

**7. Online Strategies:** Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

"Identify the factors that qualify a witness as competent." After students are asked to review the learning objective, they are asked to review the Federal Rules of Evidence and list the factors for competency. Students are then requested to participate in a discussion board where they will share and discuss the results of their research.

**Santa Monica College**  
**Distance Education for ADMINISTRATION OF JUSTICE 5, Criminal Investigation**

Units	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	July 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable

**Rationale**

This is a resurrection of our Administration of Justice course offerings as part of our CTE training. These classes were very popular with both prospective and current police officers. In addition, these courses serve as skill building continuing education for professionals in the field. We expect there to be a large demand for these classes due to the growth of job opportunities in the Administration of Justice field. Additionally, these courses tie in well with the logistics and insurance courses that we offer in our department. For example, knowledge of criminal procedure is vital for individuals pursuing job positions in the transportation security industry and in the insurance fraud investigation area. Finally, 11 out of the 18 CSU campuses which offer Criminal Justice Programs are impacted. We anticipate that our Administration of Justice courses will follow this trend in generating a high level of interest.

We are proposing that this course be offered online as the Administration of Justice courses are in high demand both on-ground and online.

**I. Catalog Description**

This course examines the basic principles, procedures and ethical challenges involved in criminal investigation. The topics covered include the organization of the investigative process, scientific analysis of physical evidence, crime scene management, documentation of evidence, interviews and interrogation, sources of information, surveillance, and the role of the investigator in the trial process.

**II. Examples of Appropriate Text or Other Required Reading:** (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Criminal Investigation, 12th, Swanson, C.; Chamelin, N.; Territo, L.; Taylor, R., McGraw-Hill © 2018, ISBN: 9780078111525;
2. Criminal Investigation, 11th, Hess, K., Orthmann, C., Cho, H., Cengage Learning © 2016, ISBN: 9781285862613;

**III. Course Objectives**

Upon completion of this course, the student will be able to:

1. Describe successive evolutionary stages of the criminal investigative process.
2. Describe the potential consequences of an invalid search and seizure.
3. List the procedures that first responders must follow when investigating crime scenes.
4. Demonstrate an understanding of the duties related to crime scene investigation which include management control, evidence preservation and general area investigation.
5. Identify and analyze the conclusions that may be drawn from a specific piece of evidence in a criminal process.
6. Outline the different strategies for interviews and interrogations. Compare and contrast each of the techniques and any legal implications that may follow by utilizing one over another.
7. Demonstrate an understanding of the function and significance of documentation in the criminal investigative process.

8. Identify the different databases and sources of information that an investigator can research.
9. Explain the role of forensic examinations in the crime scene investigative process.
10. Identify the proper investigative techniques employed in specific cases such as those involving death and injury, theft, sex-related offenses, cybercrime, arson, and drugs.
11. Describe the investigator's role in the judicial process.
12. Explain the ethical challenges pertaining to the investigative process.

#### IV. Methods of Presentation:

Lecture and Discussion, Other: Case Studies

#### V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.00%	<p><b><u>Overview of Criminal Investigation</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to criminal investigation and the role of the investigator</li> <li>• Purposes and objectives of criminal investigation and forensic science</li> <li>• Evolution of criminal investigation and forensic science</li> </ul>
5.00%	<p><b><u>Legal Aspects of Investigation</u></b></p> <ul style="list-style-type: none"> <li>• Procedural and substantive law</li> <li>• General principles of constitutional procedure</li> <li>• Laws pertaining to arrest, search and seizure</li> <li>• "Stop and frisk" measures</li> <li>• Consequences for criminal procedure violations</li> </ul>
20.00%	<p><b><u>The Investigative Process and Crime Scene Management</u></b></p> <ul style="list-style-type: none"> <li>• The organization of the investigative process</li> <li>• The preliminary investigation</li> <li>• Types of crime scenes</li> <li>• Management and control of crime scenes</li> <li>• Procedures for first responders</li> <li>• Crime scene security</li> <li>• Documenting the crime scene</li> <li>• Sources of information</li> <li>• Crime scene patterns</li> <li>• Visual documentation of the crime scene (digital recording, still photography, crime scene sketching and marking)</li> </ul>
10.00%	<p><b><u>Physical Evidence</u></b></p> <ul style="list-style-type: none"> <li>• Distinction between class and individual characteristics</li> <li>• Comparison samples</li> <li>• Types of evidence sources: hair, soil, fingerprints, forensic odontology, firearms, glass, fiber fragments, DNA, among others</li> <li>• Utility of evidence</li> </ul>
10.00%	<p><b><u>Interviews and Interrogations</u></b></p> <ul style="list-style-type: none"> <li>• Objectives of interviews and interrogations</li> <li>• Compare and contrast the two procedures</li> <li>• Preparation for interviews and interrogations</li> <li>• Pre-interrogation legal requirements</li> <li>• Identification of witnesses and reliability concerns</li> <li>• Documenting interviews and interrogations</li> <li>• Waivers and admissibility of confessions</li> <li>• Technical instruments for detecting deception</li> </ul>
10.00%	<p><b><u>Documentation of Evidence</u></b></p>



	<ul style="list-style-type: none"> <li>• Field notes</li> <li>• Basic investigative questions</li> <li>• Types of reports</li> <li>• Guidelines for writing effective reports</li> </ul>
15.00%	<p><b><u>Follow-up Investigation, Information Resources, and Surveillance</u></b></p> <ul style="list-style-type: none"> <li>• Overview of the investigative follow-up process and purposes</li> <li>• Types of reports utilized</li> <li>• Examination of physical evidence</li> <li>• Re-interview of victims and suspects</li> <li>• Information resources and databases</li> <li>• Purposes of surveillance</li> <li>• Planning for surveillance operations</li> <li>• Types of Surveillance</li> <li>• Rules for conducting photo line-ups and live line-ups</li> <li>• Cold case investigation</li> </ul>
5.00%	<p><b><u>Crime Laboratories</u></b></p> <ul style="list-style-type: none"> <li>• Functions and types of laboratories</li> <li>• Array of evidence examined</li> <li>• Tools and technologies used for examination</li> <li>• Measures of effectiveness</li> <li>• Ethics codes for forensic examiners</li> </ul>
5.00%	<p><b><u>Criminal Investigation Techniques Related to Particular Crimes</u></b></p> <ul style="list-style-type: none"> <li>• Identify specific techniques for investigation in death and injury cases, theft, sex-related offenses, cybercrime, arson, and drugs.</li> </ul>
10.00%	<p><b><u>Trial Process</u></b></p> <ul style="list-style-type: none"> <li>• Criminal trial process overall</li> <li>• Presentation of evidence</li> <li>• Witnesses: credibility, direct and cross-exam of witnesses, and the investigator as witness</li> <li>• Role of the investigator in the process</li> </ul>
5.00%	<p><b><u>Ethical Challenges in Investigation</u></b></p> <ul style="list-style-type: none"> <li>• Observing proper procedures and protocols</li> <li>• Consequences of an ethical breach</li> </ul>
100.00%	Total

**VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)**

<u>Percentage</u>	<u>Evaluation Method</u>
5 %	Class Participation
60 %	Exams/Tests - 3 exams at 20 percent each.
10 %	Homework
10 %	Oral Presentation
15 %	Written assignments
100 %	Total

**VII. Sample Assignments:**

**Assignment #1: Essay:** Please write an essay where you will compare and contrast the different interview and interrogation techniques utilized in criminal investigation. Include an evaluation of the effectiveness of each strategy as well as any legal ramifications that may follow from using a particular technique. The essay should be between 2-3 pages in length.

**Assignment #2: Presentation:** Please research the proper way to collect a particular type of evidence as well as any challenges associated with gathering and preserving it. After preparing this research, you will present the findings to the class in an oral presentation which should be 5 minutes in length.

### **VIII. Student Learning Outcomes**

1. Describe the different types of reports that investigators may utilize during the criminal investigative process.
2. Analyze the technologies used by crime laboratories in examining evidence and evaluate their relative effectiveness.
3. Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers and their personal lives.

## AD JUS 5 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills "effective contact between faculty member and student" required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2

### Guidelines and Questions for Curriculum Approval of a Distance Education Course

**1a. Interactions:** Describe the nature and expected frequency of instructor-student interactions:

This course will begin with a detailed "welcome letter" with information about the course and how the instructor will be in frequent communication with the students. The instructor will post regular and frequent announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of key criminal investigation concepts and how to approach the content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground classroom. Constructive feedback will be provided on the homework essays along with the numerical scores. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.

**1b. Interactions:** Describe the nature and expected frequency of student-student interactions:

Students will engage in weekly discussion boards where they will be required to reply to at least two student's posts in the class. For example, in the first module, students are asked to introduce themselves and reply to at least two students in the class. From the beginning, a sense of community is established in the virtual classroom. Throughout the class, they will engage in discussions regarding different issues pertaining to criminal investigation. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground class.

**1c. Interactions:** Describe the nature and expected frequency of student-content interactions:

The course is organized through weekly course modules. A substantial amount of material is provided so that students can learn the criminal investigation material and concepts. The content includes the following: learning objectives, lecture notes, supplemental videos, PowerPoints, links to relevant articles and case studies and discussion boards to help students check their understanding of the concepts. Finally, students will take three exams, complete homework assignments and write essays.

**1d. Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly discussion boards will be posted to promote student-teacher interaction and student-to-student interaction on a variety of criminal investigation topics.	30.00%
Study and/or Review Sessions	Prior to an exam, the instructor will ask students to post any questions they have about the material on the ensuing exam. The study session will then be based upon reviewing these questions.	10.00%
Online Lecture	Students will be asked to read lecture notes or watch a video on a pertinent criminal investigation topic or issue. They will be asked to take notes on the content item and then be prepared to participate in a discussion board activity. Additionally, students are encouraged to post questions about the topic on the "General Questions" discussion board so that the instructor can address them. Students can also chime in on the discussion.	35.00%
Written assignments	Students will write at least two papers which focus on some aspect of the criminal investigation process. The essay could be an examination of the interrogation process, for example, or a case study which focuses on the implications of evidence which was not gathered properly. Prior to the assignment due dates, we will have discussions via the "General Questions" discussion board regarding the assignments. Individualized feedback will also be provided via email.	15.00%
Peer Feedback	In preparation for their writing assignments, students can share their topic ideas. They can also discuss where to find sources for their topics. Discussion boards may also be provided where students can summarize major findings from their papers and students can pose questions about this research.	10.00%

**2. Instruction:** Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

The course is organized through modules that focus on the different topics covered in the Criminal Investigation course. To provide consistency and insure that quality of instruction is provided, the following format is provided for each module: learning objectives, lecture notes of video, PowerPoint summary slides, discussion board assignments and links to relevant articles or cases, where appropriate.

**3. Assignments / Assessments:** Describe how assignments and assessments are used so that instructor- student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
10.00%	Discussion Board Assignments	After reading the textbook or watching a video, students will answer questions regarding the material. They are graded based upon their responsiveness of their answers and the support provided.
20.00%	Writing Assignments	Students will prepare at least two essays where they write about different aspects of the criminal investigation process.
10.00%	Homework	Students will answer questions concerning different criminal investigation areas to help check their understanding of the concepts. Homework assignments may also involve researching different methods for collecting and preserving forensic evidence.
60.00%	Exams (3 exams at 20% each)	Students will take tests which consist of multiple- choice and/or essay questions.

**4. Technology:** Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

Instructors should have completed training on the learning management system in place and received the appropriate certification. They should be knowledgeable about the technical support available as well as how to make the material accessible.

**5. Student Support:** Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Links to the following services should be provided: online tutoring, the bookstore and tutorials for online classes.

**6. Accessibility:** Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

This course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multimedia will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

**7. Online Strategies:** Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.). "Describe the potential consequences of an invalid search and seizure." After reviewing this learning objective, students will be asked to find a case which involves the application of the exclusionary rule to evidence gathered from an invalid search or seizure. Students will then be asked to participate in a discussion board where they share the details of the case that they researched for this assignment.

# SANTA MONICA COLLEGE

## PROGRAM OF STUDY

### Computer Science

#### Associate in Science (AS) / Certificate of Achievement

Computer Science majors cover a broad spectrum of courses ranging from core computer science to a variety of branch fields of computer science. This major provides the student with the basic skills required of core computer science. Courses include programming in low-level and essential languages, computer hardware and data structures. Students finishing this major are well equipped to work in the field of computer science as well as transfer to a four-year degree program in this area.

#### **Program Learning Outcomes:**

Upon completion of this program, students will manage projects, analyze systems, develop software, and program in a variety of computer languages; author Web pages and develop Web applications; utilize computer hardware; and create and manipulate data structures.

### Area of Emphasis

#### **Required Core Courses: (23 units)**

**Units: 23.0**

CS 3	Introduction To Computer Systems	4.0
CS 17	Assembly Language Programming	3.0
CS 42	Digital Logic	3.0
CS 50	C Programming	3.0
MATH 2	Precalculus	5.0
MATH 7	Calculus 1	5.0

#### **Required Concentration Courses: Select one of the following groups: (6 units)**

**Units: 6.0**

#### *Group 1:*

CS 20A	Data Structures with C++	3.0
CS 52	C++ Programming	3.0

#### *Group 2:*

CS 20B	Data Structures With Java	3.0
CS 55	Java Programming	3.0

**Total: 29.0**

# SANTA MONICA COLLEGE

## PROGRAM OF STUDY

### Web Developer

### Associate in Science (AS) / Certificate of Achievement

This program helps students develop skills to design interactive and responsive websites and apps. Web developers need to be knowledgeable on a variety of technologies such as HTML, CSS, JavaScript, programming languages, Web Frameworks, cloud hosting, networking, database management, and cybersecurity. They are chiefly responsible for code implementation and maintenance of web applications at both the front-end and back-end. Web developers are instrumental in the success of an organization online presence.

#### **Program Learning Outcomes:**

Upon completion of this program, students will design and develop full stack web apps as well as provide the code to make websites interactive or allows users to interact with back-end applications and databases.

### Area of Emphasis

#### **Required Courses (18 units):**

**Units: 18.0**

CS 60	Database Concepts And Applications	3.0
CS 70	Network Fundamentals and Architecture	3.0
CS 73A	Fundamentals of Computer Security	3.0
CS 79A	Introduction to Cloud Computing	3.0
CS 80	Internet Programming	3.0
CS 81	Javascript Programming	3.0

#### **Select one course from the following (3 units):**

**Units: 3.0**

CIS 67	WordPress	3.0
CS 32	Database Programming In Visual BasicNet	3.0
CS 37	Web Programming In VB .Net	3.0
CS 82	AspNet Programming In C#	3.0
CS 83	Server-Side Java Web Programming	3.0
CS 83R	Server-Side Ruby Web Programming	3.0
CS 85	PHP Programming	3.0
CS 87A	Python Programming	3.0

#### **Select one course from the following (3 units):**

**Units: 3.0**

CS 73B	Computer Forensics Fundamentals	3.0
CS 73C	Cybersecurity and Ethical Hacking	3.0

#### **Select one course from the following (3 units):**

**Units: 3.0**

CS 77A	Salesforce Administration Essentials	3.0
CS 77B	Salesforce Developer Essentials	3.0

#### **Select one course from the following (3 units):**

**Units: 3.0**

CS 79B	Database Essentials in Amazon Web Services	3.0
CS 79C	Compute Engines in Amazon Web Services	3.0
CS 79D	Security in Amazon Web Services	3.0
CS 79E	Best Practices in Amazon Web Services	3.0

**Total: 30.0**