

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs			UUPC Approval <u>3-24-25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>			
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title	
Credits <small>(See Definition of a Credit Hour)</small>	Grading <i>(Select One Option)</i> Regular	Course Description <small>(Syllabus must be attached; see Template and Guidelines)</small>		
Effective Date <i>(TERM & YEAR)</i>	Sat/UnSat			
Prerequisites, with minimum grade*		Corequisites	Registration Controls <small>(Major, College, Level)</small>	
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course				
WAC/Gordon Rule Course Yes No		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines .		
Minimum qualifications to teach course				
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course		
Approved by Department Chair <u><i>Ryan Miller</i></u> College Curriculum Chair <u><i>Sigal Rubin</i></u> College Dean <u><i>Naelly Luna</i></u> UUPC Chair <u><i>Korey Sorge</i></u> Undergraduate Studies Dean <u><i>Dan Meeroff</i></u> UFS President _____ Provost _____			Date <u><i>2-28-2025</i></u> <u><i>3/4/2025</i></u> <u><i>3/4/25</i></u> <u><i>3-24-25</i></u> <u><i>3-24-25</i></u> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Proposed New Course
Introduction to Forensic Investigations

Minimum qualifications to teach the course:

A master's or terminal degree in forensic science, criminology, or criminal justice. Additional qualifications that may be considered alongside or in place of traditional academic qualifications can include professional experience working in the field of forensic science or forensic investigation (e.g. for a police department) as well as relevant licensures and certifications, given the applied nature of forensic investigation.



SCHOOL OF CRIMINOLOGY & CRIMINAL JUSTICE

FLORIDA ATLANTIC UNIVERSITY

CJE 3646 Section XXX CRN XXX

Introduction to Forensic Investigations

Meeting Day(s)/Time: In Person

Credits: 03

Semester: Fall Year 2025

Prof. McLaughlin

Office: SO-221

Office hours: By Appointment

Classroom: TBD

Telephone: N/A

Email: pmclaughlin@fau.edu

TA name: TBD

Email: TBD

Course Description

Introduction to forensic investigations is designed to give students an understanding of the methods, tools, and techniques used by crime scene investigators, forensic scientists, and traditional investigators to forward a criminal investigation. Students will learn how these three groups work together and how accurate and unbiased documentation plays a role in the successful resolution of a crime event. Students will learn the process of crime scene evaluation, documentation, and report writing as well as physical techniques that are vital to the role of the crime scene investigator.

The class will consist of lecture, in class assignments, online assignments, and two focused investigative assignments. Online assignments will consist of latent print development and observational based assessments of mock evidence. Report writing will be emphasized, and students will learn interview techniques commonly needed by crime scene investigators. Students will also be given lecture and hands on opportunities to learn of mindfulness techniques and positive trauma responses very often ignored or underestimated by practitioners.

Lecture materials will be posted to Canvas to supplement textbook readings. In addition, all exercise examples will be posted in video format on Canvas. The instructor reserves the right to add or remove lecture material as time allows in the semester. **It will be vital for students to view or read Announcements.**

Online exercises to be turned in upon viewing the appropriate material.

Instructional Method

In person

Prerequisites/Corequisites

N/A

Course Objectives/Student Learning Outcomes

This course is designed to introduce students to the concepts and principles that forensic investigators utilize when examining crime scenes. Students will be expected to understand and apply these concepts in quizzes and exams based on lecture material. In addition to quizzes, all students will be required to complete assignments within each module. Assignments will require strong observation skills. Students completing this course should be able to:

1. Describe the steps of a forensic investigation.
2. Understand the probative value of physical evidence as it related to a larger investigation.
3. Evaluate and identify the types of physical evidence and how to properly document them.
4. Understand the difference between class characteristics and individualizing characteristics.
5. Apply learned observational techniques into concise reports.
6. Develop note taking skills as applicable to in class exercises and assignments.
7. Apply interview techniques and investigative methods through written term projects.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. **Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member.** Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

AI Language Specific To This Course

AI Limited: The use of AI to assist in any work assigned in this specific course is limited. Students may make use of AI driven software to enhance their term paper ONLY AFTER THE INITIAL DRAFT IS SUBMITTED AND APPROVED.

Course Evaluation Method

You will be evaluated based on four categories of material: Assignments (50%), Investigative Term Paper I (25%), Investigative Term Paper II (25%).

Course Grading Scale

Total Points	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

There is no “extra credit”. Quiz and assignment scores will be entered into Canvas as soon as possible. No late work is accepted without proper documentation of an emergency.

“Major core courses must be completed with a grade of “C” or better. A grade of “C-“ or lower in major core courses does not satisfy any major requirement and does not count toward the 120 credits required for the degree. Elective courses in the major must be completed with a grade of “C-“ or better. A grade of “D+” or lower in general elective courses does not satisfy any graduation requirement and will not count toward the 120 credits required for a degree. Finally, students must maintain a “C” average in all courses applied to the major.”

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with

Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Required Texts/Readings

Ramsland, K. (2016). *Forensic Investigations Methods from Experts* (1st ed.). Kendall Hunt.

Arrowhead Forensics Latent Print Kit

Media Transfer Device

Notebook for class activities

Course Topical Outline

<u>DATE</u>	<u>TOPIC</u>	<u>EXERCISE</u>	<u>NOTE</u>
1	Introduction and Procedures: The Nutshell Diaries		
2	Crime, Scenes, and First Responders		
3	The Psychology of Investigation I		
4	The Psychology of Investigation II Wellness		
5	Case Study: Jack the Ripper		
6	Case Study: Jack the Ripper		
7	Criminal Psychology and Behavioral Evidence I		
8	Criminal Psychology and Behavioral Evidence II	Term Paper Topic Due	
9	Interviews and Interrogations I		
10	Interviews and Interrogations II		
11	Interviews and Interrogations III		
12	Case Study: The Mysterious Death of Rebecca Zahau		
13	Case Study: The Mysterious Death of Rebecca Zahau		
14	Case Study: The Mysterious Death of Rebecca Zahau		

15	Case Study: The Mysterious Death of Rebecca Zahau Wellness		
16	Report Writing I	Case Review	
17	Report Writing II	Scene Review	
18	Report Writing III	Scene Review	
19	Patterns, Impressions, and ID		
20	Patterns, Impressions, and ID		
21	Latent Print Exercise		
22	Case Study: The Long Island Serial Killer		
23	Case Study: The Long Island Serial Killer		
24	Case Study: The Long Island Serial Killer		
25	Case Study: The Long Island Serial Killer		
26	Case Study: The Long Island Serial Killer Wellness		
27	Report Writing IV	Scene Review	
28	Case Study: Jeffrey MacDonald		
29	Case Study: Jeffrey MacDonald		
30	Case Study: Jeffrey MacDonald		
31	Case Study: Jeffrey MacDonald	Term Paper Draft Due	
32	The Courtroom		
33	The Courtroom		
34	Report Writing V	Scene Review	
35	Wellness and Well-being		
36	Investigation Presentations		
37	Term Paper Submission		