

Course Outline

COURSE: JLE 204 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2020 **CURRICULUM APPROVAL DATE:** 03/10/2020

SHORT TITLE: INVESTIGATION CORE

LONG TITLE: Investigation Core

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
2	18	Lecture:	1.12	20.16
		Lab:	3.34	60.12
		Other:	0	0
		Total:	4.46	80.28
		Total Learning Hrs	120.6	

COURSE DESCRIPTION:

The core course is designed to enhance the effectiveness of the individual criminal investigators skills in performing the multi-disciplined, multi- leveled tasks necessary to successfully conduct comprehensive criminal investigations. Instruction in this course is provided through a coordinated, experience-based adult learning approach which addresses crime scene management, interviewing and interrogation skills, search and seizure issues, search warrant preparation, surveillance techniques, case reporting, informant management, media relations, case reporting and courtroom testimony. **PREREQUISITE:** POST Basic Certificate or Equivalent. 80 hrs

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Identify evidence at a crime scene and demonstrate the proper techniques for handling, packaging and preserving physical evidence.
2. Demonstrate the ability to work with victims and witnesses through the effective application of interviewing and interrogation techniques.
3. Demonstrate the proper procedure to legally obtain a search warrant and identify the advantages of using search warrants in an investigation, such as the ability to make an arrest without an arrest warrant when serving a search warrant.
4. Identify various resources available for obtaining information including internet, non-internet, government and non-government resources.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 03/10/2020

LECTURE CONTENT:

Content:

- I. Introduction
- A. ICI (Institute of Criminal Investigations) History
 1. ICI Program development
 2. 1987
- Job Analysis and Core Course Development
3. 1988-Present: Foundation Specialty Course Development
- B. POST (Peace Officer Standards and Training)
 1. POST funded and managed
 2. Robert Presley
 3. Who is in charge of ICI at POST
4. ICI Website
- C. ICI Certificate
 1. Types
 2. Requirements
 3. Specialty courses
 4. Elective course criteria
 5. Apply

D. ICI Core Course Overview

1. POST Video
2. Experimental and experience based learning
3. Participant Introductions
4. Learning Goals
5. Four key investigative skills
6. Course Learning Objectives
7. Ground rules
8. Course content and design
9. Daily Schedule

E. Class Assignments

1. Scenario Teams
2. Case Scenarios
3. Written Assignments
4. Assignment due dates
5. Evaluation of written assignments

F.

Marsy's Law

1. Proposition 9
2. Reasons for Prop 9
3. Victim Defined
4. Victim's rights
5. Marsy's Card
6. Officer Responsibility
7. Reporting Procedures

Student Performance Objectives (SPO): Define Marsy's Law and identify the rights of the victim and the officer's responsibility in protecting those rights.

Out-of-Class

Assignments: Review Instructor Handouts

LAB CONTENT:

II. Managing the Crime Scene

A. Physical Evidence in a Criminal Investigation

1. Concept of Physical Evidence

B.

Crime Scene Management

1. General Sequence of events at a Crime Scene
2. Detection of latent evidence
3. Recording at the crime scene
4. Processing Forensic

Evidence

5. Preserving Evidence
6. Special Circumstances

Student Performance Objectives (SPO): List the sequence of events at a crime scene including recognizing and preserving

evidence, documentation, and special circumstances.

Out-of-Class Assignments: Review Instructor Handouts

III. Handling Evidence

A. Handling evidence/ Packaging and preserving Physical Evidence

1. Packaging Materials
2. Preserving Evidence
3. Collecting evidence and swabbing items at the crime scene
4. Submitting to the crime lab

B. Biological Evidence from the Crime Scene to the Crime Laboratory

1. DNA/Biological Evidence
2. DNA made easy for law enforcement
3. CODIS: Combined DNA

Index System

Student Performance Objectives (SPO): Identify the proper techniques for handling and preserving physical evidence.

Out-of-Class Assignments: Review Instructor Handouts

IV. Crime Scene Reconstruction/ Practical Exercise

A. Processing of Crime Scenes

1. Photography
2. Evidence collecting and packaging

B. Reconstruction of

Crime Scenes

1. Bloodstain Patterns
2. Trajectory
3. Victim/ suspect injuries

C. Evidence Presentation and Critique of Collection/ Packaging

Student Performance

Objectives (SPO): Evaluate blood stain patterns, victim/suspect injuries, and other evidence found at a crime scene during class scenarios.

Out-of-Class Assignments: Review Instructor Handouts

V. Interview and Interrogation

A. Instructor Introduction and Class Format

1. Informal
2. Questions
3. Requests
4. Schedule

B.

History of Course

C. Course Objectives

1. Basics

2. Advanced concept, tactics and techniques

D. Cognitive Interview

1. What it is and isn't

2. Who to

use it on

3. Specific Purposes

4. Requirements

5. Four Step Process

6. Interview Techniques

7. Practical Exercises/ Debrief

E. Confrontational

Interrogations

1. Why we fail

2. Predictable human behavior

3. Verbal/ nonverbal behavior principles

4. Proxemics

5. Interrogation room physical

layout

6. Detecting deception

7. Bait Questions

8. Transitional Stories

9. Elimination questions

10. Ruses

11. Deception Tactics

12.

Ten Step interrogation process

13. Themes

14. Letters of apology

F. Interrogation Law

1. Four Admissibility "Hurdles"

2. For Miranda to apply

3.

Interrogation defined

4. Breakout Session w/ Scenarios

5. Review Scenarios

G. Practical Exercises/ Debrief

Student Performance Objectives (SPO): Identify the differences

between an interview and an interrogation and the techniques associate with each to elicit successful outcomes.

Out-of-Class Assignments: Review Instructor Handouts

VI. Search

and Seizure Law review; Search Warrant Preparation

A. Constitutional Provisions

1. 4th Amendment
2. California Constitution, Article 1, 13

B. Proposition 8

C. Search

Warrants vs. SDTs

1. Search Warrants useful in Investigation Stage
2. Secrecy
3. Immediate release of information
4. Documents obtained are free

D. Search

Warrant Advantages

1. Deference by courts
2. Can make an arrest without an arrest warrant if serving a search warrant
3. No concern over consent withdrawal
- 4.

Useful to keep Informant ID confidential

5. Qualified immunity for peace officers

E. Search warrant drafting formula

1. The opening
2. The item list
3. The

affiant's expertise

4. The justification
5. The probable cause section
6. The concluding section

F. Special Requests

1. Photographing and videotaping
2. Assistance of federal officers
3. Use of civilian experts
4. Offsite forensic analysis of computers
5. Non-disclosure orders

G. Statutory & Case Law search

warrant issues

1. Newsman Privilege & PC 1524(g)
2. Special Masters
3. Privacy protection act
4. Electronic Communication Privacy Act
5. Types of

Affidavits

6. Anticipatory search warrants

- 7. Magistrates
- 8. Search warrant service
- 9. Miscellaneous search warrant points
- 10. Reissuing of expired search warrants
- 11. Specific search warrant problems
- H. Good Faith Exceptions
 - 1. Invalid search warrants
 - 2. Invalid warrantless searches
- I. Basic Search and Seizure Law
 - 1. 3 types of police-citizen contacts
 - 2. Exceptions to the search warrant requirement
 - 3. Car searches
 - 4. Questions

Student Performance

Objectives (SPO): Demonstrate the ability to properly draft a search warrant.

Out-of-Class Assignments: Review Instructor Handouts

VII. Media Relations

A. Specific module

goals and expectations

- 1. Not a PIO (Public Information Officer) class
- 2. Inevitable encounters with the press
- 3. Take over for department's PIO in case of emergency
- 4. Agency's community image

B. Necessity of good media relations

- 1. Maintain public trust
- 2. LE influences the media
- 3. LE's action are too important to ignore
- 4. Media is not going away
- 5. Will run the story whether we like it or not
- 6. LE can shape the story from the outset or be an observer
- 7. Bad news does not improve when in spotlight

C. Disasters & the Penal Code

D. Case

1. 409.5 (a)

2. 409.5(b)

3. 409.5 (c)

4. 409.5 (d)

E. Case

Law- Disaster Sights and Crime Scenes

- 1. Leiserson (I) v. City of San Diego (1986)
- 2. Leiserson (II) v. City of San Diego (1988)
- 3. Crime Scenes within disaster sites
- 4. Media at the crime scenes
- 5. Justification for limiting access

E. Briefing Considerations

1. Support with visual aids
 2. Press release
 3. Post-Processing crime scene walk through
 - F. Videos
 1. Bad media examples
 2. Good media examples
 - G. Cultivating Good Media Relations
 1. Ride-alongs
 2. Reach out
 3. Meet and greets
 4. Citizens academy
 5. Involve the media
 - H. Laws Governing the Release of Information
 1. Government Code 6254 (f) (1)
 2. Circumstances surrounding arrest
 3. Government Code 6254 (f) (2)
 4. Government Code 6254 (f) (3)
- Student Performance Objectives (SPO): List ways to maintain good media relations.
- Out-of-Class Assignments: Review Instructor Handouts
- XIII. Sources of Information
- A. Specific module goals and expectations
 1. Open sources of information
 2. Methods of obtaining information on people
 3. Non-internet resources
 - B. Parole LEADS (Law Enforcement Automated Data System)
 1. Students who are LEADS users
 2. Information available
 3. Photo line-up
 - C. Internet Resources
 1. What do we do that allows people to find us on the internet
 2. Internet resources
- LE and non-LE
- D. Documenting information obtained from the Web
 1. Documented and backed up in
 2. Reasons
 - E. Highlight of specific sites of interest to LE

1. Desert Snow/ Black Asphalt
2. Terrorism Answers
- F. Resources for removing information
 1. Opt Out form for California Elected or Appointed Officials
 2. Websites
 3. Spokeo
- G. Social Media
- H. Mapping Sites
- I. Pay Sites
- J. Suspect Monitoring
 1. GPS
 2. Cell Phone Tracking
- K. Internet Addresses
- L. Email Fingering
- M. Officer Safety and Information Sites

Student Performance Objectives (SPO): List various methods of obtaining information on people through various sources during class exercise.

Out-of-Class Assignments: Review Instructor Handouts

- IX. Surveillance Techniques
 - A. Surveillance as an Investigative Tool
 - B. Tema Complement
 1. Personnel
 2. Vehicles
 - C. Briefing Locations
 1. Travel Time
 2. Proximity to location
 3. 24-hour surveillance
 - D. Briefing
 1. Operational formats
 2. Photographs
 3. Background/ Associates
 4. Criminal History
 5. Types of Surveillance
 6. Delegation of Responsibilities
 - E. Jurisdictional Notifications
 1. Requirement
 2. Courtesy
 3. Problems
 - F. Radio Communications
 - G. Stationary Surveillance
 1. Vehicles used
 2. Placement
 3. Activities Monitored

- 4. Fixed Locations
- H. Mobile Surveillance
 - 1. Paralleling
 - 2. Rotation
 - 3. Transfers
- I. Traffic Laws: Unmarked Vehicles

J.

Freeway Surveillance

- 1. On-ramps
- 2. Off-ramps

K. Night Surveillance

L. Foot Surveillance

M. Helicopter Surveillances

- 1. Radio Communication
- 2.

Noise

3. Fuel Consumption

N. Erratic Driving

O. Equipment

- 1. Binoculars
- 2. Bird-dog
- 3. Photographic Equipment
- 4. Raid Jacket/ Vest
- 5. Weapons

P. Attire

Q. Practical Surveillance Exercise

- 1. Vehicle
- 2. Foot

Student Performance Objectives (SPO): Demonstrate the techniques for staging an effective vehicle and foot surveillance.

Out-of-Class Assignments: Review Instructor Handouts

X. Case Management and Investigative Problem Solving

A. Definition of Case Management

- 1. Process
- 2. Prioritizing
- 3. Managing
- 4. Documenting
- 5. Base on available resources

B. Prioritization

- 1. Process for prioritizing patrol calls
- 2. New information

C. Time in a Workday

- 1. Limited amount of time per workday
- 2. Ways to spend available time

D. Time Control

- 1. Things an investigator can control
- 2. Things an investigator cannot control

E. People involved in a case

1. Suspects
2. Witnesses
3. Victims
4. Other Stakeholders
5. Law Enforcement Resources
6. Media
7. Prosecutors

F. Places connected with a case

1. Crime Scenes
2. Vehicles
3. Suspect locations
4. Victim Locations
5. Witness Locations
6. Court

G. Things Involved in a Case

1. Evidence
2. Case Files

Student Performance Objectives (SPO): Identify

techniques for efficient time management and prioritization while working on cases.

Out-of-Class Assignments: Review Instructor Handouts

XI. Warrant Service Planning

A. DEA

Warrant Service Video

B. Checklist

1. Preparation Checklist
2. Logistics Checklist
3. Tactical Checklist

C. Case Exercise

D. Primary Steps in Warrant Service

1. Planning
2. Briefing
3. Initiation
4. Critique

E. Operation Plan Exercise

F. Legal Requirement

1. 844 PC

2. 1531

PC

3. 1533 PC

G. Categorizing Warrants

1. High Risk- SWAT Service
2. Medium/ Low Risk
3. Case Exercise- Risk Assessment

H. Types of Service

1. Dynamic Entry
2. Rapid Entry

3. Surround and Call-out

4. Service Policy

I. Video

Student Performance Objectives (SPO): Demonstrate the ability to properly categorize a warrant as High Risk or Medium/ Low Risk.

Out-of-Class Assignments: Review Instructor Handouts

XII. Case Preparation and Courtroom Testimony

A. Pre-filing

considerations

1. Burden of proof

2. Types of Evidence

3. Arrest vs. Warrant Request

4. Show Ups, Photo and live line ups

5. Demonstrative Evidence

B. Contact with the DA

1. Vertical vs. Horizontal Prosecution

2. Indictment vs. Complaint

3. Complaint paper flow

4. Problem/ Complex Cases

5. Pre-filing

Checklist

C. Submitting the Case to the District Attorney

1. Additional Investigation Required

2. Why Cases are Rejected

D. Working with Prosecutors

1. Preliminary

Examination

2. Review case with trial prosecutor

3. Coordinate with district attorney investigators

4. Work with prosecutors as requested

5. Maintain contact with

trial prosecutor

6. Friend or Foe?

E. Courtroom Testimony

1. What hearing?

2. Preparation

3. Perception

4. Performance

5. Special

Concerns

Student Performance Objectives (SPO): Identify types of evidence , indictment vs. complaints and courtroom testimony during class exercise.

Out-of-Class Assignments: Review Instructor Handouts

XII. Managing Informants

A. Who are Informants

1. Citizens who identify themselves
2. Anonymous citizens
3. Law Enforcement
4. Criminals

B. Use of Informants

1. Department Policy
2. Supervisors
3. Prosecutors
4. Judges

C. Informant's Motives

1. Good Citizen
2. Wanna-Be's
3. Fear of Jail
4. Money
5. Revenge
6. Spies
7. Eliminate Competition

D. Pitfalls and Problems, Contracts and Packages

1. Debrief the informant
2. Considerations
3. Informant Contracts
4. Informant Package

E. Using the Informant

1. Get started
 2. Avoid creating a defense
 3. Explain what needs to be done
 4. Make informant earn his/her keep
- ### F. Maintain a Professional Relationship with the Informant

1. Meet the informant with another officer
2. Document all payments
3. Avoid off-duty contacts
4. Remember, the informant will "do" you in a heartbeat

G. Case Law

H. Factors of Informants

Testifying

I. Avoid making the Informant a Better Crook

1. Use same officers to meet informant
2. Use the same cars
3. Use the same wire
- 4.

Specialized Equipment

5. Case law
6. Personal Office
7. Discussion of other cases/ informants

J. Civil Liabilities and Use of Informants

1. Labor codes
2. Civil codes
3. Hobbs Search Warrants

Student Performance Objectives (SPO): Identify Informant motives, department policy and possible problems when using informants.

Out-of-Class

Assignments: Review Instructor Handouts

METHODS OF INSTRUCTION:

Skills Demonstration, Lecture, Scenario Training

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 45

Assignment Description: Read instructor Handouts

Required Outside Hours: 45

Assignment Description: List the sequence of events at a mock crime scene including evidence and any special circumstances.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 20 % Term or Other Papers If this is a degree applicable course, but substantial writing assignments are NOT appropriate, indicate reason: Course primarily involves skill demonstration or problem solving

Problem-solving assignments

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 30 % Field Work Other: Skills Exam

Problem-solving assignments

Percent of total grade: 50.00 %

Percent range of total grade: 50 % to 90 % Class Performance/s Field Work Performance Exams

Objective examinations

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 40 % Other: Skills Demonstration

REPRESENTATIVE TEXTBOOKS:

Verified by: Doug Achterman. Instructor Handouts.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 202030

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000568862

Sports/Physical Education Course: N

Taxonomy of Program: 210550