



Western Technical College

30504506 Overview of Investigations

Course Outcome Summary

Course Information

Description Through classroom lecture, on-campus lab, and WI Department of Justice 720 Academy integration exercises students will learn and apply skills addressed in the following Department of Justice 720 Academy curriculum framework Phase I topics: Constitutional Law I, Crimes I, Interviews, and Report Writing. The DOJ Phase I Written Examination will be administered in this course.

Total Credits 2

Textbooks

No textbook required.

Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Expand a Growth-Mindset
3. Cultivate Passion: Increase Self-Awareness
4. Live Responsibly: Develop Resilience
5. Live Responsibly: Embrace Sustainability
6. Live Responsibly: Foster Accountability
7. Refine Professionalism: Act Ethically
8. Refine Professionalism: Improve Critical Thinking
9. Refine Professionalism: Participate Collaboratively
10. Refine Professionalism: Practice Effective Communication

Program Outcomes

1. Think critically
2. Manage emergencies
3. Communicate effectively
4. Demonstrate professionalism
5. Conduct investigations
6. Interact with others

Course Competencies

1. I.Q.1. Review the structure of the criminal justice system.

Assessment Strategies

- 1.1. showing the structure of the criminal justice system

Criteria

- 1.1. student will discuss the three branches of government (executive, legislative and judicial) and the separation of powers between all the branches.
- 1.2. student will discuss the units within the criminal justice system.
- 1.3. student will list examples of agencies within each unit of the criminal justice system.
- 1.4. student will explain how various criminal justice units are related.
- 1.5. student will explain how the units flow within the criminal justice system.

Learning Objectives

- 1.a. I.Q.1.1. Describe the various sources of law and their interrelationships.
- 1.b. I.Q.1.2. Describe the separation of powers and the role of the branches of government.
- 1.c. I.Q.1.3. Review the various levels of courts and the burden of proof required for conviction at each level.
- 1.d. I.Q.1.4. Review the roles of judges, juries, prosecutor and defense attorneys, probation and parole officers, and correctional officers.

2. I.Q.2. Identify situations where constitutional rules are applicable.

Assessment Strategies

- 2.1. list examples of violations for each amendment

Criteria

- 2.1. student lists at least two violations for each amendment.
- 2.2. student lists the elements that must be met for each violation.

Learning Objectives

- 2.a. I.Q.2.1. Describe the Bill of Rights.
- 2.b. I.Q.2.2. Describe the purposes of the 1st amendment and possible sanctions for violating it.
- 2.c. I.Q.2.3. Describe the purposes of the 2nd amendment and possible sanctions for violating it.
- 2.d. I.Q.2.4. Describe the purposes of the 4th amendment and possible sanctions for violating it.
- 2.e. I.Q.2.5. Describe the purposes of the 5th amendment and possible sanctions for violating it.
- 2.f. I.Q.2.6. Describe the purposes of the 6th amendment and possible sanctions for violating it.
- 2.g. I.Q.2.7. Describe the purposes of the 8th amendment and possible sanctions for violating it.
- 2.h. I.Q.2.8. Describe the purposes of the 14th amendment and possible sanctions for violating it.

3. I.Q.3. Identify situations where an officer may use reasonable suspicion to contact a subject.

Assessment Strategies

- 3.1. case study

Criteria

- 3.1. student describes the elements of the case that meet the standard of reasonable suspicion to make a "stop."
- 3.2. student lists the steps they would take as the officer to make the contact, what conversation they would have, how they would obtain identification, how long the contact should last and any limits on officer control of the subject's movements.
- 3.3. student describes the scope of the frisk relevant to a Terry stop.

Learning Objectives

- 3.a. I.Q.3.1. Review the facts of the landmark case, Terry v. Ohio.
- 3.b. I.Q.3.2. Define reasonable suspicion as it relates to the “stop” of a person.
- 3.c. I.Q.3.3. Define reasonable suspicion as it relates to the “stop” of a vehicle.
- 3.d. I.Q.3.4. Identify the limits on subject identification, stop duration, and limits on officer control of any subject movement.
- 3.e. I.Q.3.5. Describe the justification and scope of a frisk conducted subsequent to a Terry stop.

4. I.Q.4. Identify the elements of a lawful arrest.

Assessment Strategies

- 4.1. develop probable cause for violations based on the case study/scenario

Criteria

- 4.1. student describes the elements of the case that meet the standards for probable cause to make an arrest.
- 4.2. student explains the type of search they can perform on a person who is arrested.
- 4.3. student identifies the procedure for making an arrest with and without a warrant (depending on the group’s case study/scenario).
- 4.4. student determines the extent of force that may be used when making the arrest with or without a warrant.
- 4.5. student explains the jurisdiction of the arresting officer and where the arrest can occur based on the group’s case study

Learning Objectives

- 4.a. I.Q.4.1. Define probable cause as it relates to the arrest of a person.
- 4.b. I.Q.4.2. Analyze the reliability of different sources of information.
- 4.c. I.Q.4.3. Describe the requirements and procedure for making an arrest with and without a warrant.
- 4.d. I.Q.4.4. Identify the authority and extent to which force may be used when conducting an arrest.
- 4.e. I.Q.4.5. Describe the jurisdiction of a peace officer and where an arrest may occur.
- 4.f. I.Q.4.6. Describe fresh pursuit and its effect on an officer’s jurisdiction.
- 4.g. I.Q.4.7. Differentiate between a frisk of a person stopped under Terry and a search of a person incident to arrest.
- 4.h. I.Q.4.8. Differentiate between a frisk of a vehicle stopped under Terry and a search of a vehicle incident to arrest.

5. I.Q.5. Identify the legal requirements for obtaining confessions and statements.

Assessment Strategies

- 5.1. outline key points of a Miranda vs. Arizona case study

Criteria

- 5.1. student outlines the key elements of the Miranda case.
- 5.2. student outlines the key elements of the Miranda decision.
- 5.3. student specifies the key rules for police interrogations laid out by the Miranda ruling.
- 5.4. student outlines the key Supreme Court decisions that have modified or further interpreted the original Miranda ruling.
- 5.5. student outlines the key Supreme Court decisions that have extended additional protections to juveniles.

Learning Objectives

- 5.a. I.Q.5.1. Review the facts of the Miranda decision.
- 5.b. I.Q.5.2. Differentiate between the Miranda rule and the 6th amendment right to counsel.
- 5.c. I.Q.5.3. Describe the Miranda rule as it relates to juveniles.
- 5.d. I.Q.5.4. Explain the 5th and 6th amendment rights as they relate to confessions and statements.
- 5.e. I.Q.5.5. Describe custody and questioning as it relates to Miranda rights.
- 5.f. I.Q.5.6. Describe situations where Miranda rights do not apply.
- 5.g. I.Q.5.7. Identify the methods in which a defendant can invoke the Miranda privilege.
- 5.h. I.Q.5.8. Describe the rules and the limitations on further questioning after a suspect invokes constitutional rights.
- 5.i. I.Q.5.9. Describe the requirement that all police obtained statements of a defendant must be voluntarily given.
- 5.j. I.Q.5.10. Define voluntary and coercion as they relate to statements and the potential consequences for

- obtaining involuntary statements.
- 5.k. I.Q.5.11. Describe the legal requirements for recording custodial interviews of juveniles and adults.

6. I.Q.6. Analyze the relationship between law enforcement actions and the admissibility of evidence in court.

Assessment Strategies

- 6.1. outline of evidence violations

Criteria

- 6.1. outline includes at least seven types of evidentiary rule violations

Learning Objectives

- 6.a. I.Q.6.1. Review the purpose for the Exclusionary Rule.
- 6.b. I.Q.6.2. Review the requirements of the Exclusionary Rule and the Fruit of the Poisonous Tree Doctrine.
- 6.c. I.Q.6.3. List the exceptions that may allow unlawfully obtained evidence to be admitted in court, including Good Faith, Inevitable Discovery and Independent Source exceptions.
- 6.d. I.Q.6.4. Explain the requirements for show-ups and line-ups.
- 6.e. I.Q.6.5. Describe hearsay and the reasons it is not normally admissible in court.
- 6.f. I.Q.6.6. Review the basic exceptions to the hearsay rule including dying declarations, present sense impressions and excited utterances.

7. I.R.1. Identify basic concepts of criminal law.

Assessment Strategies

- 7.1. determine the elements of crimes

Criteria

- 7.1. student will compare the facts of a given case to the specific elements of the crime.
- 7.2. student identifies the crime committed and list the facts that support each element of that crime.

Learning Objectives

- 7.a. I.R.1.1. Differentiate civil law from criminal law.
- 7.b. I.R.1.2. Define crime (Wis. Stats. §939.12).
- 7.c. I.R.1.3. Define a person concerned in the commission of a crime (Wis. Stats. §939.05).
- 7.d. I.R.1.4. Describe how to identify the elements of a crime.
- 7.e. I.R.1.5. Distinguish between the criminal mental states (Wis. Stats. §939.23 thru Wis. Stats. § 939.25).
- 7.f. I.R.1.6. Differentiate between felonies, misdemeanors, and ordinances and their respective penalties.
- 7.g. I.R.1.7. Define the inchoate offenses (Wis. Stats. §939.30 thru Wis. Stats. §939.32).
- 7.h. I.R.1.8. Identify the defenses to criminal liability (Wis. Stats. §939.42 thru Wis. Stats. §939.49).
- 7.i. I.R.1.9. Identify the behaviors that may result in enhanced penalties (Wis. Stats. §939.62 thru Wis. Stats. § 939.645).
- 7.j. I.R.1.10. Identify the time limitations on prosecution of criminal activity (Wis. Stats. §939.74).

8. I.H.1. Examine the fundamentals of interviews.*

Assessment Strategies

- 8.1. conduct a basic interview

Criteria

- 8.1. student describes that a good interviewer is inquisitive, observant, energetic, good communicator, good problem solver, and patient.
- 8.2. student explains that the goal of an interview is to find out as much relevant information as possible about an event while also putting the victim or witness at ease.
- 8.3. student explains that interviews tend to be friendly, loosely structured, and non-confrontational.
- 8.4. student takes good field notes during the interview.
- 8.5. student gets as much information on the person as possible during the interview (where did the interview take place, what is the person's basic contact information, what clothing were they wearing, describe the person's demeanor and tone, etc.).

Learning Objectives

- 8.a. I.H.1.1. Describe the characteristics of a good interviewer.
- 8.b. I.H.1.2. Analyze the basic steps for conducting an interview.

9. I.H.2. Conduct interviews. *

Assessment Strategies

- 9.1. conduct an interview with a victim and witness

Criteria

- 9.1. Preparation and Planning
- 9.2. student explains that they need to understand and know their agency policy on interviewing victims/witnesses.
- 9.3. student provides any support or address any victim/witness needs prior to the interview.
- 9.4. student determines what format to use during the interview (recorded, structured, unstructured, more than one interview needed, etc.).
- 9.5. student minimizes distractions at the location of the interview.
- 9.6. Engage and Explain
- 9.7. student introduces self and provides instructions and explains the procedure for the interview.
- 9.8. student encourages the victim/witness to take an active role in the interview rather than only answering questions.
- 9.9. Account Clarification and Challenge
- 9.10. student asks the victim/witness to explain what happened, in their own words, with minimal interruptions.
- 9.11. After the victim/witness provides a narrative, student follows up with relevant, probing questions.
- 9.12. Closure
- 9.13. student reviews their notes and other materials for completeness and accuracy.
- 9.14. student asks the victim/witness if there is anything he/she wants to add.
- 9.15. student encourages the victim/witness to contact them if he/she has more information in the future.
- 9.16. student thanks the victim/witness for his/her cooperating and closes the interview.
- 9.17. Evaluation
- 9.18. student examines whether the goals and objectives for the interview were achieved.
- 9.19. student reviews the investigation in light of the information obtained during the interview.
- 9.20. student reflects upon how well they conducted the interview and consider what improvements could be made in the future.
- 9.21. student explains that they must follow their agency policy and procedures for documenting victim/witness interviews (follow instructors guidance for this PAT).
- 9.22. student describes additional techniques for interviewing various types of victims/witnesses (friendly, neutral, interested, hostile, child victim/witnesses, vulnerable victim/witnesses, traumatized victims).
- 9.23. student describes eyewitness identification best practices.

Learning Objectives

- 9.a. I.H.2.1. Document victim and witness interviews.
- 9.b. I.H.2.2. Discuss additional techniques for interviewing various types of victims/witnesses (hostile, children, vulnerable, traumatized, etc.).
- 9.c. I.H.2.3. Assess the credibility of information gained during an interview.
- 9.d. I.H.2.4. Explore principles and procedures for eyewitness identification.

10. I.P.1. Explain the context of law enforcement report writing.

Assessment Strategies

- 10.1. explain characteristics of a good law enforcement report

Criteria

- 10.1. student lists the internal and external audiences who read law enforcement reports.
- 10.2. student discusses arrest reports, offense reports, information reports, protective custody reports, and emergency detention reports.
- 10.3. student identifies that they must include the 5 W's (+2Hs), elements of the crime, identifying information, observations at the scene, and directions for follow up in law enforcement reports.
- 10.4. student explains that reports should exclude opinions, editorials, assumptions and identifying information on confidential informants in law enforcement reports.

Learning Objectives

- 10.a. I.P.1.1. List the major purposes and audiences for various law enforcement reports.
- 10.b. I.P.1.2. Examine the writing process.
- 10.c. I.P.1.3. Recognize the difference between fact, inference and opinions.

11. I.P.2. Take effective field notes.

Assessment Strategies

- 11.1. interview an individual in a simulated environment
- 11.2. recording interview information

Criteria

- 11.1. student participates in a discussion about what field notes are and explain what purpose they serve.
- 11.2. student participates in a discussion explaining how to take good/accurate field notes.
- 11.3. student documents conditions during the interview.
- 11.4. student documents observations of the individual during the interview.
- 11.5. student writes down direct quotes.

Learning Objectives

- 11.a. I.P.2.1. Explain the purpose of an officer's field notes.
- 11.b. I.P.2.2. Identify the information that must be included in field notes.
- 11.c. I.P.2.3. Develop a system for taking notes to ensure recording all needed information.
- 11.d. I.P.2.4. Establish a process for turning field notes into a narrative.

12. I.P.3. Describe elements of effective law enforcement reports. *

Assessment Strategies

- 12.1. write a narrative for a report from field notes

Criteria

- 12.1. student reviews their field notes.
- 12.2. student makes a rudimentary outline.
- 12.3. student organizes documents.
- 12.4. student follows a format in their report to make the report easy to read/follow.
- 12.5. student uses the first person writing style, using ordinary words making sure they know the meaning of the words they use.
- 12.6. student ensures their facts are accurate.
- 12.7. student ensures the elements of the crime are fulfilled.
- 12.8. student includes direct quotes if applicable.
- 12.9. student ensures the report is grammatically correct, clear, and complete.
- 12.10. student ensures the report avoids law enforcement jargon.
- 12.11. student ensures the narrative paints a picture of the incident and is specific and detailed.

Learning Objectives

- 12.a. I.P.3.1. Describe the importance of organizing information logically.
- 12.b. I.P.3.2. Explain the need for narratives to be clear, concise, and accurate.
- 12.c. I.P.3.3. Write clear, direct sentences.
- 12.d. I.P.3.4. Examine legal requirements regarding information included in reports.

13. I.P.4. Describe what information should be included in certain types of reports. *

Assessment Strategies

- 13.1. writing a Use-of-Force Report
- 13.2. writing a Crimes Against Property Report
- 13.3. writing a Crimes Against Persons Report
- 13.4. writing a Probable Cause Affidavit

Criteria

- 13.1. Use-of-Force Report:
- 13.2. student explains why good use-of-force reports are important.
- 13.3. student explains how serious the crime was.
- 13.4. student explains that there was an imminent threat (to the officer or the public) and explain what the threat was.
- 13.5. student explains what the level of resistance (if any) there was and/or explain if the suspect tried to flee.
- 13.6. student includes approach considerations, intervention options, and follow-through considerations in the report.
- 13.7. Crimes Against Property Report:
- 13.8. student includes the 5 W's (+2 H's – How and How Much) in the report.
- 13.9. student includes the elements of the crime.
- 13.10. student includes identifying information of the suspect(s) and property in question.

- 13.11. student includes observations at the scene.
- 13.12. student includes directions for follow-up.
- 13.13. student does not include opinions, editorials, assumptions, or identifying information on confidential informants.
- 13.14. Crimes Against Person(s):
- 13.15. student describes the scene.
- 13.16. student describes any injuries.
- 13.17. student documents witness statements and contact information.
- 13.18. student documents every individual's spontaneous statements/excited utterances.
- 13.19. student documents every individual's demeanor (including children)
- 13.20. student documents any attempt made by a suspect to intimidate the victim or manipulate the interview.
- 13.21. student documents any evidence collected.
- 13.22. student documents the victim's rights information given and information regarding community resources/safety planning.
- 13.23. Probable Cause Affidavit:
- 13.24. student outlines the factual justification for why a judge should consent to an arrest or search warrant.
- 13.25. student outlines the factual justification for why an arrest was made during a crime-in-progress.
- 13.26. student states the various facts leading up to the decision to arrest or search the suspect.
- 13.27. student shows that it is more than likely that a crime took place and specific items and people involved in the crime are likely to be found at a certain place at a certain time.
- 13.28. student's written statement, made under oath, establishes probable cause beyond suspicion.

Learning Objectives

- 13.a. I.P.4.1. Describe what information should be included in a Use-of-Force report.
- 13.b. I.P.4.2. Describe what information should be included in a property crime incident report.
- 13.c. I.P.4.3. Describe what information should be included in a crime against person(s) report.
- 13.d. I.P.4.4. Complete a Probable Cause Affidavit.