

## CJ 400 Constitutional Law in Criminal Justice

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**Mission Statement:** The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence, which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.

**Vision Statement:** Park University will be a renowned international leader in providing innovative educational opportunities for learners within the global society.

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<b>Course</b>	CJ 400 Constitutional Law in Criminal Justice
<b>Semester</b>	Portfolio
<b>Faculty</b>	
<b>Degrees/Certificates</b>	
<b>Daytime Phone</b>	
<b>Other Phone</b>	
<b>E-Mail</b>	
<b>Class Days</b>	TBA
<b>Class Time</b>	TBA
<b>Credit Hours</b>	3

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### **Textbook:**

### **Course Description:**

This advanced course is an in-depth study of the US Constitution as it applies to law enforcement, the courts, and corrections, including an examination of recent decisions by the U.S. Supreme Court. Prerequisites: Junior standing. 3:0:3

### **Learning Outcomes:**

#### **Core Learning Outcomes**

1. Evaluate the American criminal justice system, law enforcement, and criminal law, using the U.S. Constitution.
2. Analyze recent constitutional issues, based on the right to privacy and the Exclusionary Rule, including electronic surveillance.
3. Demonstrate high quality written and oral communication skills, gathering, evaluating, and communicating information effectively.

### **Core Assessment:**

For CJ400, you must conduct research on a constitutional issue approved by your instructor and write a paper analyzing what you find, using U.S. Constitutional provisions, statutes, and court cases to support how you would solve the constitutional issue, and discussing social policy implications of your solution to the issue.

The purposes in conducting this research and writing this paper are to improve your ability to synthesize, analyze, and evaluate information carefully and objectively, using the U.S. Constitution, statutes, and U.S. Supreme Court cases; use this

information to propose a solution to a constitutional issue; discuss social policy implications of your solution; and present your ideas in clear written form directed to a specific audience.

To complete this research paper, you should:

1. Select a current constitutional issue and have it approved by your instructor.
2. Research the provision(s) of the United States Constitution that are at the heart of the issue.
3. Research any federal or state statutes that impact this issue.
4. Research previous decisions of the United States Supreme Court that impact this issue.
5. Search for any pending case(s) before the U.S. Supreme Court that may involve this issue.
6. Based on your research, determine what should be the solution of this constitutional issue.
7. Consider social policy implications of your solution.
8. Write a paper explaining the issue, your proposed outcome, the social policy implications of your solution, and the research that supports your outcome.

Your paper must include:

1. A cover page
2. Introduction
3. Clear statement of the constitutional issue
4. Discussion of your research
5. Clear statement of your proposed solution, with supporting argument
6. Discussion of social policy implications of your solution
7. Reference page, using APA style

The text of this paper should be at least 3,750 words or fifteen computer-generated/typewritten double-spaced pages long. You must demonstrate that you understand the terminology and the concepts used in constitutional law, and how constitutional provisions, statutes, and case decisions are interrelated. You must demonstrate that you can synthesize, analyze, and evaluate information. You must use correct APA format in source citations in both the body of the paper and in the reference page.

[Link to Class Rubric](#)

**Academic Honesty:**

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. [Park University 2007-2008 Undergraduate Catalog](#) Page 85-86

**Plagiarism:**

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing. [Park University 2007-2008 Undergraduate Catalog](#) Page 85

**Attendance Policy:**

Instructors are required to maintain attendance records and to report absences via the online attendance reporting system.

1. The instructor may excuse absences for valid reasons, but missed work must be made up within the semester/term of enrollment.
2. Work missed through unexcused absences must also be made up within the semester/term of enrollment.
3. Work missed through unexcused absences must also be made up within the semester/term of enrollment, but unexcused absences may carry further penalties.
4. In the event of two consecutive weeks of unexcused absences in a semester/term of enrollment, the student will be administratively withdrawn, resulting in a grade of "F".
5. A "Contract for Incomplete" will not be issued to a student who has unexcused or excessive absences recorded for a course.
6. Students receiving Military Tuition Assistance or Veterans Administration educational benefits must not exceed three unexcused absences in the semester/term of enrollment. Excessive absences will be reported to the appropriate agency and may result in a monetary penalty to the student.
7. Report of a "F" grade (attendance or academic) resulting from excessive absence for those students who are receiving financial assistance from agencies not mentioned in item 5 above will be reported to the appropriate agency.

[Park University 2007-2008 Undergraduate Catalog](#) Page 87-88

**Disability Guidelines:**

Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. In the case of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. Additional information concerning Park University's policies and procedures related to disability can be found on the Park University web page:

<http://www.park.edu/disability> .

**Rubric**

<b>Competency</b>	<b>Exceeds Expectation (3)</b>	<b>Meets Expectation (2)</b>	<b>Does Not Meet Expectation (1)</b>	<b>No Evidence (0)</b>
<b>Evaluation</b> Outcomes 1	Appraises the sources into congruous and thoughtful conclusions - thoughtful implies some original thinking	Appraises the sources into congruous conclusions	Appraises the sources into conclusions	Evaluation is not present in artifact
<b>Synthesis</b> Outcomes 2	Combines constitutional provisions, statutes, and cases (more than 5) into a consistent whole	Combines constitutional provisions, statutes, and cases (3 to 5) into a consistent whole	Combines two of the three types of sources into a consistent whole	Fails to combine at least two of the three types of sources into a consistent whole
<b>Analysis</b> Outcomes 2	Analyzes key elements using more than 5 sources	Analyzes key elements using 3 to 5 sources	Analyzes key elements using fewer than 3 sources	Analysis is not present in artifact
<b>Application</b> Outcomes 2	The artifact shows multiple instances and exceptional understanding of terminology and concepts throughout the paper	The artifact shows sufficient and satisfactory use of terminology and concepts throughout the paper	The artifact shows little and unsatisfactory use of terminology and concepts throughout the paper	The artifact fails to demonstrate an understanding of terminology and concepts appropriate to the profession
<b>Content of Communication</b> Outcomes 3	Each section contains sufficient information that make the artifact a model for other students or publishable	Each section contains sufficient information that make the artifact easily readable and understandable	The artifact is readable and understandable but it is sometimes difficult to transition from one section to another	The relationship is hard to understand. The artifact is difficult to read.
<b>Technical Skill in Communicating</b> Outcomes 3	The artifact contains fewer than 5 errors in the APA writing convention and in the paper presentation (spelling, grammar, etc.)	The artifact contains 5 to 10 errors in the APA writing convention and in the paper presentation (spelling, grammar, etc.)	The artifact contains more than 10 errors in the APA writing convention and in the paper presentation (spelling, grammar, etc.)	The artifact contains so many errors in the APA writing convention or in the paper presentation that it is difficult to read
<b>Disciplinary Competency</b> Outcomes 1	analyzes previous laws and cases to decide the current constitutional issue in criminal	analyzes previous laws or cases (but not both) to decide the current constitutional issue	analyzes previous laws or cases (but not both) to decide the current constitutional issue	shows no relationship between past issues and today's world

	justice and future implications of the resolution of this issue	in criminal justice and future implications of the resolution of this issue	in criminal justice, but fails to discuss future implications of the resolution of this issue	
<b>Disciplinary Competency</b> Outcomes 2	clearly discusses social policy implications of the proposed solution to the constitutional issue	discusses social policy implications of the proposed solution to the constitutional issue	mentions social policy	no discussion of social policy
<b>Disciplinary Competency</b> Outcomes 3	see effective communication sections above	see effective communication sections above	see effective communication sections above	see effective communication sections above