

I. CATALOG INFORMATION

A. Discipline: CRIMINAL JUSTICE

B. Subject Code and Number: CJ M04

C. Course Title: Legal Aspects of Evidence

D. Credit Course units:

Units: 3

Lecture Hours per week: 3

Lab Hours per week : 0

Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 52.5 - 52.5

Laboratory/Activity Hours:

Laboratory/Activity Hours 0 - 0

Total Combined Hours in a 17.5 week term: 52.5 - 52.5

F. Non-Credit Course hours per week _____

G. May be taken a total of: ☒ 1 ☐ 2 ☐ 3 ☐ 4 time(s) for credit

H. Is the course co-designated (same as) another course: No ☒ Yes ☐
If YES, designate course Subject Code & Number: _____

I. Course Description:

Introduces the origin, development, philosophy and constitutional basis of evidence. Includes examination of constitutional and procedural considerations affecting arrest, search and seizure; kinds and degrees of evidence and rules governing admissibility; and judicial decisions interpreting individual rights.

J. Entrance Skills

*Prerequisite: No ☒ Yes ☐ Course(s)

*Corequisite: No ☒ Yes ☐ Course(s)

Limitation on Enrollment: No ☒ Yes ☐

Recommended Preparation: No ☐ Yes ☒ Course(s)
CJ M01 or CJ M01H and CJ M02

Other: No ☒ Yes ☐

K. Other Catalog Information:

C-ID: AJ 124

II. COURSE OBJECTIVES

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

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	demonstrate a working knowledge of the rules of evidence as defined by the California Evidence Code and the applicable case law.	Oral presentations Student-as-instructor presentations Empirical research Essay exams
2	evaluate the admissibility of testimonial, documentary, real and physical evidence in a criminal trial applying the appropriate Evidence Code statutes.	Research project Reflection papers Oral presentations Essay exams
3	review constitutional provision and judicial decisions governing search and seizure, admissions and confessions, methods of identification, and the collection and preservation of evidence.	Essay and objective Exams Debates Oral presentations reflecting student research
4	articulate the processes for the adversarial examination of evidence and differentiate roles of the district attorney and defense counsel in the presentation of evidence.	Essay and objective exams Oral presentations Case review and evaluation
5	compare and contrast the 4th, 5th, 6th and 14th Amendments and case law that interprets these amendments in their application to the rules of evidence.	Essay and objective exams Oral presentations reflecting student research Debates
6	demonstrate the appropriate decisions regarding searches, confessions, lineups and the use of witnesses when they are provided with a variety of situations and using the rules of evidence and appellate court decisions interpreting these rules.	Oral presentations Student-as-instructor presentations Empirical research Essay and objective exams

III. COURSE CONTENT

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Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
30.00%	<p>I. Introduction to Evidence</p> <ul style="list-style-type: none">A. Definition of evidence<ul style="list-style-type: none">1. Statutory definitionB. Proof<ul style="list-style-type: none">1. Burden of proof2. Legal obligation to present evidence3. Adversarial nature of burden of proofC. Reasons for the rules of evidence<ul style="list-style-type: none">1. Prohibit the introduction of illegally obtained evidence2. Prohibit the introduction of prejudicial, unreliable or time-consuming evidence3. Magistrate as trier of fact in legal rulingsD. Purposes for offering evidence in courtE. Tests for admissibility of evidenceF. Sources of evidence law<ul style="list-style-type: none">1. Evidence Code2. U.S. and California Constitutions3. Case law4. U.S. Supreme Court and Bill of Rights as applied to the rules of evidence<ul style="list-style-type: none">a. Case law interpretations of the 4th, 5th, 6th, and 14th Amendmentsb. Victims Bill of Rights	1, 3, 4, 5, 6
30.00%	<p>II. Types of Evidence</p> <ul style="list-style-type: none">A. Testimonial<ul style="list-style-type: none">1. Testimonial privileges2. Confidential communication privileges3. Confessions and admissions4. Self-incrimination and non-testimonial compulsion5. Opinion rule6. Impeachment7. Corroborating and refreshing memory8. Privileged communication9. Types of witnesses10. Witness competency and credibilityB. DocumentaryC. Real and physicalD. Demonstrative evidenceE. Relevant evidenceF. Hearsay<ul style="list-style-type: none">1. Exceptions to the hearsay ruleG. Photographic	2, 4, 6
20.00%	<p>III. Introducing Evidence at Trial</p> <ul style="list-style-type: none">A. Direct evidenceB. Circumstantial evidenceC. PresumptionD. InferenceE. Judicial noticeF. StipulationG. Chain of evidenceH. Adversarial process	2, 4, 6
	<p>IV. Search and Seizure</p> <ul style="list-style-type: none">A. DefinitionB. Probable cause and scope of search	

20.00%	C. Exclusionary rule D. Detentions and contacts E. Frisk or pat-down search F. Arrest search G. Vehicle search H. Discovery	1, 3, 6
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IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	prepare research and essay papers on the issues involving collection of evidence.
2	write a research paper reflecting use of case law pertaining to evidence gathering.
3	complete writing projects examining Constitutional Amendments reflecting knowledge of library research techniques.
4	write film critiques.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	group and individual preparation for classroom discussion.
2	oral presentations reflecting student research into the problems of evidence gathering and search and seizure.
3	library and Internet research to complete projects examining search and seizure issues.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	apply current case law decisions to collection and court presentation of evidence.
2	participate in group analysis of current criminal justice events relative to the collection and presentation of evidence.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- ☒ Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- ☒ Lecture/Discussion
- ☐ Laboratory/Activity
- ☒ Other (Specify) Student projects
Collaborative learning activities
Seminar discussion
Student-as-instructor presentations
- ☒ Optional Field Trips
- ☐

☐ Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Essay Exam | <input checked="" type="checkbox"/> Classroom Discussion | <input type="checkbox"/> Skill Demonstration |
| <input checked="" type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation |
| <input checked="" type="checkbox"/> Objective Exams | <input checked="" type="checkbox"/> Projects | <input checked="" type="checkbox"/> Other (specify) |

Research papers will use APA, ASA, or generally accepted social science writing format.

Students will present oral presentation or evaluation discussion to support their research paper, reports and projects.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Hails, Judy. Criminal Evidence. 8th ed. Cengage Learning, 2013.

Ingram, Jefferson. Criminal Evidence. 13th ed. Routledge, 2017.

VIII. STUDENT MATERIALS FEES

☒ No ☐ Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
Ventura College	CJ V04	Legal Aspects of Evidence	3
Allan Hancock College	AJ 104	Criminal Evidence	3
CSU East Bay	CRJ 220	Basic Criminal Investigation	3

X. MINIMUM QUALIFICATIONS

Courses in Disciplines in which Masters Degrees are not expected:

Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- ☐ Pass/No Pass only (no letter grade possible); or
☒ Letter grade (P/NP possible at student option)

2. Degree status:

Either ☒ Associate Degree Applicable; or ☐ Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

☐ ☐

Yes: ☐ No: ☒ If YES, what section(s)?

- ☐ A1 - Natural Sciences - Biological Science
- ☐ A2 - Natural Sciences - Physical Science
- ☐ B1 - Social and Behavioral Sciences - American History/Institutions
- ☐ B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- ☐ C1 - Humanities - Fine or Performing Arts
- ☐ C2 - Humanities - Other Humanities
- ☐ D1 - Language and Rationality - English Composition
- ☐ D2 - Language and Rationality - Communication and Analytical Thinking
- ☐ E1 - Health/Physical Education
- ☐ E2 - PE or Dance
- ☐ F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: ☒ No: ☐

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: ☐ No: ☒ If YES, which area(s)?

- A1 ☐ A2 ☐ A3 ☐ B1 ☐ B2 ☐ B3 ☐ B4 ☐
- C1 ☐ C2 ☐ D1 ☐ D2 ☐ D3 ☐ D4 ☐ D5 ☐
- D6 ☐ D7 ☐ D8 ☐ D9 ☐ D10 ☐ E ☐

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: ☐ No: ☒

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: ☐ No: ☒

IGETC Area 1: English Communication

- ☐ English Composition
- ☐ Critical Thinking-English Composition
- ☐ Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- ☐ Mathematical Concepts

IGETC Area 3: Arts and Humanities

- ☐ Arts
- ☐ Humanities

IGETC Area 4: Social and Behavioral Sciences

- ☐ Anthropology and Archaeology
- ☐ Economics
- ☐ Ethnic Studies
- ☐ Gender Studies
- ☐ Geography
- ☐ History
- ☐ Interdisciplinary, Social & Behavioral Sciences
- ☐ Political Science, Government & Legal Institutions
- ☐ Psychology
- ☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- ☐ Physical Science Lab or Physical Science Lab only (non-sequence)
- ☐ Physical Science Lecture only (non-sequence)
- ☐ Biological Science
- ☐ Physical Science Courses
- ☐ Physical Science Lab or Biological Science Lab Only (non-sequence)
- ☐ Biological Science Courses
- ☐ Biological Science Lab course
- ☐ First Science course in a Special sequence
- ☐ Second Science course in a Special Sequence
- ☐ Laboratory Activity
- ☐ Physical Sciences

IGETC Area 6: Language other than English

- ☐ Languages other than English (UC Requirement Only)
- ☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- ☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Write a research paper, using the Library's print and online resources, on evaluating and applying rules of evidence to a specific case and how crucial proper evidence gathering and presentation is in court actions.

B. Are the currently held library resources sufficient to support the course assignment?

YES: ☒ NO: ☐

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

CJ M04: Not Applicable

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will allocate appropriate time to learning goals and outside projects.
2. Interpersonal: the students will work with others as a team member, exercising leadership as well as engaging in active participation in group activities; demonstrate ability work with a diverse population.
3. Information: the students will gain expertise in acquiring, evaluating, organizing and interpreting statistical and media information on criminal justice through the use of Internet projects and reading activities.
4. Systems: the students will access the resources of the Moorpark College Library, both print and online, as well as Internet resources.
5. Technology: the students will be encouraged to use multiple website-based information systems to examine the criminal justice system and obtain appropriate evidentiary information.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will have reading, writing and oral presentations and will be required to respond to the oral presentations as active listeners.
2. Thinking Skills: the students will examine current events and participate in critical thinking exercises to problem solve, reason and support their decisions.
3. Personal Qualities: the students will exhibit responsibility and self-management in completing the course assignments in a timely manner. Ethics in the classroom and in relationship to the criminal justice field will be emphasized throughout the semester.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

☒ Online (course will be delivered 100% online)

☐ Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)

☒ Online/Hybrid (a percentage of instruction will be held online and the

remaining percentage of instruction will be held onsite)

☐ Lab activities will be conducted onsite

☐ Televideo (Examinations and an orientation will be held onsite)

☐ Teleconference

☐ Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

Online instructors will provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors may also meet with students for study sessions and online office hours using an online communication tool. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. Additionally, instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates; provide students with an online schedule of class events using the "calendar" tool in the online course shell.

4. Describe how instructors teaching this course will involve students in active learning.

Instructors may involve students in active learning with the following activities: students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; students may submit questions to the instructor by email or ask in person in a virtual classroom; instructor may create student groups or group activities using the online course.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

The following represent the methods by which content may be provided for learning: instructional videos; textbook and professional journals; links to online resources that may include videos, quizzes, text explanations and extensions, and primary documents; homework assignments; case analysis.

6. Describe how instructors teaching this course will evaluate student performance.

Students may take objective and essay exams in an online teaching environment. Students may be required to do the following assignments: complete reflective writing assignments focused on application of course content; develop, implement, and evaluate business-related projects; complete regular

online quizzes; complete written assignments related to key course concepts;
participate in online discussion forums.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

CJ M04: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

CJ M04: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

CJ M04: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: CRIMINAL JUSTICE

Discipline Code and Number: CJ M04

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty Chad Basile 03/16/2018

Faculty Peer: Chad Basile 03/16/2018

Curriculum Rep: Lisa Putnam 04/21/2018

Department Chair: Danielle Vieira 08/23/2018

Division Dean: Karen Rothstein 03/21/2018

Approved By:

Curriculum Chair: Jerry Mansfield 09/26/2018

Executive Vice President: _____

Articulation Officer: Letrisha Mai 09/05/2018

Librarian: Mary LaBarge 09/03/2018

Implementation Term and Year: Fall 2019

Approval Dates:

Approved by Moorpark College Curriculum Committee: 09/18/2018

Approved by Board of Trustees (if applicable): _____

Approved by State (if applicable): 10/03/2018