

I. CATALOG INFORMATION

- A. Discipline: CRIMINAL JUSTICE
- B. Subject Code and Number: CJ M08
- C. Course Title: Introduction to Constitutional Law

- 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 critical study of landmark cases as interpreted by the U.S. Supreme Court. Interprets the historical context, processes, and modern application of policy utilized by the U.S. Supreme Court in reaching its decisions. Emphasizes the protection of individual rights and privileges as set forth in the Bill of Rights. Explores the formal and informal processes applied to judicial interpretation and precedent.

- 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 and CJ M05

Other: No ☒ Yes ☐

K. Other Catalog Information:

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	analyze the important role and function of the U.S. Constitution and Judiciary in influencing American society and the United States Government system.	Essay exams Classroom discussion Problem solving exams Reports/Papers/Journals Participation Projects Research papers will use APA, ASA, or generally accepted social science writing format Oral presentation or evaluation discussion to support their research papers, reports, and projects
2	identify and evaluate the effect of judicial constitutional interpretation on basic rights and civil liberties in the United States.	Essay exams Classroom discussion Problem solving exams Reports/Papers/Journals Participation Projects Research papers will use APA, ASA, or generally accepted social science writing format Oral presentation or evaluation discussion to support their research papers, reports, and projects.
3	examine the Bill of Rights and its incorporation by judicial review of the Supreme Court of the United States.	Essay exams Classroom discussion Problem solving exams Reports/Papers/Journals Participation Projects Research papers will use APA, ASA, or generally accepted social science writing format Oral presentation or

		evaluation discussion to support their research papers, reports, and projects
4	understand the basic rights afforded the criminally accused; compare and contrast historic and modern court decisions.	Essay exams Classroom discussion Problem solving exams Reports/Papers/Journals Participation Projects Research papers will use APA, ASA, or generally accepted social science writing format Oral presentation or evaluation discussion to support their research papers, reports, and projects
5	identify and apply constitutional law to society as it impacts basic civil liberties, including religion, freedom of speech, expression, assembly and association, the right to arms, and privacy rights.	Essay exams Classroom discussion Problem solving exams Reports/Papers/Journals Participation Projects Research papers will use APA, ASA, or generally accepted social science writing format Oral presentation or evaluation discussion to support their research papers, reports, and project
6	explore and assess the effects of the American political process upon the decisions issued by the U.S. Supreme Court.	Essay exams Classroom discussion Problem solving exams Reports/Papers/Journals Participation Projects Research papers will use APA, ASA, or generally accepted social science writing format Oral presentation or evaluation discussion to support their research papers, reports, and projects
		Essay exams Classroom discussion

7	review and examine rulings of the U.S. Supreme Court controlling matters related to discrimination based upon race, sex, sexual orientation, religion and other forms of discrimination.	Problems solving exams Reports/Papers/Journals Participation Projects Research papers will use APA, ASA, or generally accepted social science writing format Oral presentation or evaluation discussion to support their research papers, reports, and projects
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III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
15.00%	Interpreting the U.S. Constitution. --How is the U.S. Constitution interpreted? --Who is empowered to interpret the U.S. Constitution?	1, 2, 6, 7
10.00%	Judicial Review --Marbury vs Madison. --Constraints upon Judicial Powers.	1, 2, 4, 5, 6, 7
15.00%	The Bill of Rights and its Incorporation --Effect upon the States (Barron vs Baltimore) --Incorporation through the Fourteenth Amendment --Early decisions (Hurtado vs California) --Modern and Contemporary interpretations (Palko vs Connecticut)	1, 2, 3, 4, 5, 6, 7
30.00%	Civil Rights A. Religion: Establishment and Exercise --Free Exercise --Establishment B. Freedom of Speech, Assembly and Association --Creation and Adoption of Standards --Regulation of Speech: Context and Content C. Establishing Boundaries upon Freedom of Expression --Obscenity (Roth vs US) (Miller vs California) --Libel (Hustler Magazine vs Falwell) D. The Right to Keep and Bear Arms --Second Amendment (US vs Miller) --Effect of the Second Amendment upon the States E. The Right to Privacy --Constitutional Establishment --Reproductive Rights and Freedoms (Roe vs Wade) --Private Sexual Activity (Lawrence vs Texas) (Bowers vs Hardwick)	1, 2, 3, 4, 5, 6, 7
15.00%	Rights Afforded the Criminally Accused --Investigations and Evidence --Searches and Seizures by the Government (Katz vs United States) (Illinois vs Gates) (Terry vs Ohio) --The Exclusionary Rule (Mapp vs Ohio) (United States vs Leon) --Right to Counsel --Right to Trial --Court Trials	1, 2, 3, 4, 5, 6, 7

	--Jury Trials --Cruel and Unusual Punishment	
15.00%	Discrimination infringing upon Civil Rights --Discrimination based upon Race (Brown vs Board of Education) (Loving vs Virginia) --Discrimination based upon Sex --Discrimination based upon Sexual Orientation (Romer vs Evans) --Other forms of discrimination --Remedies to discrimination --Affirmative Action	1, 2, 3, 5, 6, 7

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	research paper (minimum of six pages) on a topic relevant to the course, such as an examination of how constitutional law influences/impacts basic civil liberties.
2	essays on appropriate topics, such as an analysis of the criminal justice system and the role of the U.S. Supreme Court.
3	written homework assignments based on lecture and readings.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	read articles from the Internet, journals, and newspapers.
2	examine case briefs of relevant landmark court cases.
3	research and differentiate between decisions of the Circuit Courts of Appeal and the U.S. Supreme Court.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	in-class analytical, group discussions on the interpretation of the constitution.
2	analysis of news articles of recent and historic U.S. Supreme Court decisions
3	research, preparation, and participation in mock oral arguments based upon actual presentations made by attorneys before the U.S. Supreme Court.

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) Mock oral arguments
Projects

☒ 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) |

Group discussions

Quizzes

Research papers

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Harr, J. Scott, et al. Constitutional Law and the Criminal Justice System. 6th ed. Cengage, 2014.

Chemerinsky, Erwin. Constitutional Law: Principles and Policies. 5th ed. Wolters Kluwer, 2015.

VIII. STUDENT MATERIALS FEES

☒ No ☐ Yes

IX. PARALLEL COURSES

<i>College</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Units</i>
De Anza College	ADMJ/POLI/PARA 11	Federal Courts and Constitutional Law	4
Evergreen Valley College	LA - 50	Constitutional Law	3
Irvine Valley College	AJ 13	Constitutional Law and the Justice System	3
College of the Sequoias	AJ/BUS/POLI 25	Constitutional Law	3
Santa Barbara City College	AJ 245	Constitutional Law	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 <input type="checkbox"/> | A2 <input type="checkbox"/> | A3 <input type="checkbox"/> | B1 <input type="checkbox"/> | B2 <input type="checkbox"/> | B3 <input type="checkbox"/> | B4 <input type="checkbox"/> |
| C1 <input type="checkbox"/> | C2 <input type="checkbox"/> | D1 <input type="checkbox"/> | D2 <input type="checkbox"/> | D3 <input type="checkbox"/> | D4 <input type="checkbox"/> | D5 <input type="checkbox"/> |
| D6 <input type="checkbox"/> | D7 <input type="checkbox"/> | D8 <input checked="" type="checkbox"/> | D9 <input type="checkbox"/> | D10 <input type="checkbox"/> | E <input type="checkbox"/> | |

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:

Research, using the Library's print and online resources, how constitutional law influences/impacts basic civil liberties. Research case briefs using the Library's specialized databases such as LexisNexis Academic.

- 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

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 organize, plan, and allocate appropriate time to engage in the learning process involving classroom activities and individual research.
2. Interpersonal: the students will work with others as a team member exercising leadership as well as engaging in active participation in group activities, and demonstrate ability to work with diversity.
3. Information: the students will acquire, evaluate, organize, and interpret information and communicate this acquisition to fellow students and the instructor; and use information sources such as computer, text, and library periodicals to obtain this information.
4. Systems: the students will access the Moorpark College Library's print and online resources as well as search the Internet.
5. Technology: the students will be encouraged to use multiple website-based information systems to examine the criminal justice system and obtain appropriate investigatory information.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will demonstrate reading, writing and oral presentation skills and will be required to respond to the oral presentations as active listeners.
2. Thinking Skills: the students will engage in critical thinking, decision-making, and problem solving scenarios that support the application of learned techniques.
3. Personal Qualities: the students will demonstrate responsibility, sociability, self-management, and integrity.

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

General Education Division of Learning [check all applicable boxes]:

- ☐ Natural Sciences
 - ☐ Biological Science
 - ☐ Physical Science
- ☒ Social and Behavioral Sciences
 - ☐ American History/Institutions
 - ☒ Other Social Science
- ☐ Humanities
 - ☐ Fine or Performing Arts
 - ☐ Other Humanities
- ☐ Language and Rationality
 - ☐ English Composition
 - ☐ Communication and Analytical Thinking
- ☐ Health/Physical Education
- ☐ Ethnic/Women's Studies

Check either Option 1 or Option 2

- ☒ **OPTION #1:** Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.
- ☐ **OPTION #2:** Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

XVII. STUDENT MATERIALS FEE ADDENDUM

CJ M08: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

CJ M08: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: CRIMINAL JUSTICE

Discipline Code and Number: CJ M08

Course Revision Category: New Course

Course Proposed By:

Originating Faculty Chad Basile 11/04/2016

Faculty Peer: Leeann Mulville 11/04/2016

Curriculum Rep: Nadia Monosov 11/09/2016

Department Chair: Danielle Vieira 11/08/2016

Division Dean: Amanuel Gebru 11/09/2016

Approved By:

Curriculum Chair: Jerry Mansfield 01/30/2017

Executive Vice President: _____

Articulation Officer: Letrisha Mai 11/30/2016

Librarian: Mary LaBarge 11/30/2016

Implementation Term and Year: Fall 2017

Approval Dates:

Approved by Moorpark College Curriculum Committee: 12/06/2016

Approved by Board of Trustees (if applicable): 01/17/2017

Approved by State (if applicable): 02/09/2017