Mansfield University
Academic Affairs Committee
Application for Online Course Approval

Course Prefix/Number: CJA_3355 Course Title: Constitutional Criminal Procedure

Date: 4/24/13 Submitted by: Josh Battin

Sponsoring Department: ASBS

To request approval to offer a course online, complete and sign this form. Include:

1. The course syllabus, with student learning outcomes; the current or proposed catalog description;
2. A narrative that describes: details of how you plan to deliver content in a manner appropriate to the online environment, course activities, learning assessments, and opportunities for student engagement. The narrative must address the following: Please see attached
   a. Design features that support student learning in a format appropriate to the online environment
   b. Strategies for engaging students with meaningful, interactive activities
   c. Strategies for communicating with and among students
   d. Strategies for assessing student learning outcomes, including methods to ensure procedural integrity

This form and attached materials should be sent to the Chair of AAC in electronic form (a single file is preferred). Two copies of the form and attached materials (with Applicant and Department Chairperson signatures) should be submitted via campus mail to the Chair of AAC.

Signatures:

Department Chairperson: ___________________________ Date: ______________

Chairperson, AAC: ________________________________ Date: ______________

Dean of Record: ________________________________ Date: ______________

The process for online approvals is via Department Chair, AAC, and Dean (this Expedited Approval process is consistent with the CBA). Online approvals should be submitted prior to the listing of a course in WebAdvisor. Once a course is approved for online, any qualified faculty may teach the course. Courses under special topics (or 2255/4455) should be submitted on a topic-by-topic basis.

Use this form to request online status for an existing course (one already approved through the regular curricular process). If you are proposing to create a new course for online delivery, the new course forms should accompany this form.

(Approved by Senate 12/08/2011)
Design Features that support student learning in a format appropriate to the online environment.

Course objectives will be met by engaging students through discussion board activities, required readings, powerpoint slide presentations to reinforce course material and provide related/vital content, requiring an academic research paper, and weekly quiz/homework assignments. The combination of these assignments provides a comprehensive approach to student learning, requiring instructor/peer communication, academic research, and exposure to constitutional criminal procedure.

Strategies for engaging students with meaningful, interactive activities

The course will be offered over a 15 week semester, requiring the student to engage in weekly homework assignments, quizzes, and discussion board posts with both the instructor and peers. The assessment methods and frequent due dates will keep the student engaged in the material. In addition to the weekly assignments, the students will be required to write a research paper concerning a general constitutional topic. This assignment requires the student to integrate course concepts into a comprehensive concluding assignment.

Strategies for communicating with and among students

As discussed in the course syllabus, strategies to communicate with the student and the instructor are clearly defined. All course announcements will be provided through university email and D2L; it is also suggested that all communication with the instructor be made through either university email or D2L. PowerPoint presentations, course information, assignments, and documents will be posted on D2L.

Strategies to produce communication about the course content will be achieved by required discussion board posts with the instructor and peers. Also, course content will be supplemented by PowerPoint presentations for each topic.

Strategies for assessing student learning outcomes, including methods to ensure procedural integrity

Grade attainment will be clearly stated in the course syllabus. Due dates for all assignments will be provided in the syllabus at the beginning of the semester, as well as a discussion board topic during the first week of class. Periodic reminders also will be posted on the discussion board. The strategies for assessing student learning outcomes were previously discussed.
Instructor: Staff
Office: Pinecrest
Telephone number: (570) 662-
Email address: @Mansfield.edu
Class Times: Online instructional format
Office hours: By email and by appointment

Required Textbook:


Additional readings will be distributed via electronic format for weekly class discussion and assignments.

Recommended purchase:


A student should also be familiar with the Online Writing Lab of Purdue University, which is an excellent source for writing help and APA formatting. This website can be found at: http://owl.english.purdue.edu/

Each student should also own a good dictionary and thesaurus.

Course description:

This course is centered on balancing the values which are central to our constitutional democracy, namely public and individual liberty. The Constitutional basis for the law of criminal procedure will be explored by reading and discussing Supreme Court decisions regarding due process, equal protection, arrest, search and seizure.
**Student Learning Outcomes:**

At the conclusion of the course the student will be able to:

1. Explain the legal and constitutional conflict between the interests of public safety and individual freedoms and rights.

2. Explain the basis for the laws of criminal procedure as found in the Constitution of the United States.

3. Apply and analyze the United States Supreme Court cases regarding due process and the equal protection clause.

4. Apply and analyze the United States Supreme Court cases regarding arrest, search and seizure, and interview/interrogation.

**Student Learning Policies and Methods of Assessments**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Program-level Student Learning Outcome(s) linked to the relevant course-level SLO. Please use exact language of the program-level SLO or link to a listing of the program SLOs.</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the legal and constitutional conflict between the interests of public safety and individual freedoms and rights.</td>
<td>Demonstrate or exhibit ability to present arguments for and against the issues facing the American criminal justice system. Demonstrate or exhibit an understanding of how criminal justice agencies are influenced by the external environment, including the media, the state legislature, and the executive offices of state government.</td>
<td>Weekly Quiz Discussion Board Posts Homework Assignments Term Paper</td>
</tr>
</tbody>
</table>
| Explain the basis for the laws of criminal procedure as found in the Constitution of the United States. | Demonstrate or exhibit ability to present arguments for and against the issues facing the American criminal justice system.  
Be able to articulate the roles of essential institutions with the CJS.  
Demonstrate or exhibit an adequate level of knowledge about all of the fields of criminal justice (police, courts, corrections, probation and parole). | Weekly Quiz  
Discussion Board Posts  
Homework Assignments  
Term Paper |
|---|---|---|
| Apply and analyze the United States Supreme Court cases regarding due process and the equal protection clause. | Demonstrate or exhibit ability to present arguments for and against the issues facing the American criminal justice system.  
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Discussion Board Posts  
Homework Assignments  
Term Paper |
Course Requirements

Weekly Quiz:

Each student will be required to take an online quiz at the end of each week. The quiz will be available to complete on D2L Friday through Sunday of each week. These quiz questions will cover all of the information provided by the assigned readings, Powerpoint slides, supplemental materials, and discussion board posts. THE QUIZZES ARE NOT CUMULATIVE; meaning each quiz will only cover the material reviewed that week. These quizzes will contain multiple choice, true/false, and/or short essay questions. Each quiz will be worth 10 points.

Term Paper:

Each student will be required to research, write, and submit a 6-8 page term paper focusing on a designated topic in the American criminal justice system. The term paper is worth 150 points. Complete details of this assignment (i.e., list of topics, format, writing style, etc.) will be posted on D2L.

Discussion Board Posts:

Every week the instructor will post multiple topics related to the course material in the “Discussions” section of D2L. Each student is required to post one substantive comment on two of the instructor’s topics per week. In addition, each student is required to post two separate comments on posts written by fellow students. The purpose of this is to create a platform for which to discuss the class material. Each comment is worth 5 points; a 15 week course will have a total of 15 posts on instructor topics, and 15 posts on student comments (i.e., totaling 150 points). Please note, comments that do not relate to the material, have no academic value, or are posted after the designated date will not be accepted.

Homework Assignments:

Five homework assignments will be given periodically throughout the summer session. These assignments will focus on research methodology and theory construction/application. Complete instructions for each homework assignment will be provided on D2L. Each homework assignment will be worth 10 points.
Course Requirements and Grading Distribution:

<table>
<thead>
<tr>
<th>Class Exercises</th>
<th>Total Points</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Quiz</td>
<td>150</td>
<td>30%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>150</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Board Posts</td>
<td>150</td>
<td>30%</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Course Grading:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A = 90 to 100%</td>
<td>450 or more</td>
</tr>
<tr>
<td>B = 80 to 89%</td>
<td>400 to 449</td>
</tr>
<tr>
<td>C = 70 to 79%</td>
<td>350 to 399</td>
</tr>
<tr>
<td>D = 60 to 69%</td>
<td>300 to 349</td>
</tr>
<tr>
<td>F = 59% &amp; below</td>
<td>299 &amp; below</td>
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*Note: +/- grades will be given for the top and bottom 2% of each letter grade

There will be no extra credit opportunities given in this course

University Policies

Disabilities:

If you have or believe you have a disability, you must present proper documentation to the Disabilities Support Services Office on campus and accommodations will be provided. Please do not hesitate to speak with me about any concerns you may have about the course. South Hall, Room 143 (570)662-4798.

Academic Dishonesty:

Students are expected to do their own work. Academic dishonesty or cheating of any kind will not be tolerated. As such, the university’s academic dishonesty policy will be followed if this issue arises. It is the student’s responsibility to know and understand this policy.
Class Communication:

Periodic class announcements will be made by university email and/or D2L. It is the student’s responsibility to maintain their own account and suggested they check their email daily. It will be assumed that any announcement will be read and understood by the entire class.

Classroom Conduct:

Although this course is designed for an online setting, you will have multiple opportunities to communicate with the instructor and your fellow student colleagues. This online environment is intended for the absorption of course materials. Consequently, it is necessary for each student to remain respectful when communicating with their instructor and fellow students.

Weekly Assignments and Assigned Readings

Will follow the order of the book chapters, depending on the length of the semester. Readings and assignments will also incorporate additional readings assigned through the classroom. These readings and assignments will placed online and known to the student at the beginning of the course.