Course Description

Constitutional Law for Criminal Justice is an overview of the principles and practical analysis of significant case law applicable to the U.S. Constitution, emphasizing search and seizure, arrest, civil rights, related amendments, due process, and the judicial system.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Analyze the provisions of constitutional law.
2. Describe the process of freedom of individual expression.
3. Relate property rights to rules of search and seizure.
4. Explain protections of arrest and the right to counsel.
5. Analyze the historical context that led to the creation of the U.S. Constitution and the Bill of Rights.
6. Explain the process of legislation and the resulting creation of law.
7. Contrast judicial, legislative, and executive powers.
8. Summarize the protection of civil rights, liberties, and due process.
9. Relate the use of the U.S. Constitution to the criminal justice system in contemporary society.

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook.
5. **Suggested Readings**: Suggested Readings are listed in each unit’s study guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided to aid students in their course of study.

7. **Discussion Boards:** Discussion Boards are part of all Waldorf courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.

8. **Unit Assessments:** This course contains six Unit Assessments, one to be completed at the end of Units I, II, IV, V, VI, and VIII. Assessments are composed of matching questions and written-response questions.

9. **Unit Assignments:**Students are required to submit for grading Unit Assignments in Units III, V, and VII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

10. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

11. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

**LibGuides**

Click [here](#) for the LibGuide for this course.

Library Guides are supplemental online resources containing tutorials, information, and links to various reading assignments and materials in the course. If you have any problems or require additional assistance, please contact the Online Library at library@waldorf.edu.

**Unit Assignments**

**Unit III Case Study**

**Executive and Legislative Shared Powers**

*In order to access the resource below, you must first log into the myWaldorf Student Portal and access the Academic OneFile database within the Waldorf Online Library.*

Read the following article:


Provide a case study paper, which examines the process of the shared powers between the executive and legislative federal branches of government as it relates to this particular article. You will want to relate the case study to what you have learned in this course and the course learning outcomes for this unit.

Case study should be at least two pages not including the title page and reference page. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations in APA format.

**Unit V Case Study**

**Freedom of Speech**

Locate and read the following article.

*In order to access the resource below, you must first log into the myWaldorf Student Portal and access the Academic Search Complete database within the Waldorf Online Library.*


Provide a two page case study which examines freedom of speech and expression as they relate to the following two U.S. Supreme Court case decisions:

- *Elonis v. United States*
You will want to relate the case to what you have learned in this course. Case study should be at least two pages not including the title page and reference page and follow APA guidelines.

**Unit VII Research Report**

**The Influence of Civil and Criminal Laws and the Criminal Justice System**

Description or Explanation: This research report will cover your in-depth knowledge of property rights as they relate to search and seizure, and the protection of arrest and the right to counsel. When thinking about your report, it is important to consider civil and criminal laws which have influenced outcomes in the Criminal Justice System. You will find cases and/or laws that cover both civil law and criminal justice law as it relates to the following:

- Property rights to rules of search and seizure
- Protection of arrest and the right to counsel.

When examining the civil and criminal law, think about the objectives below to help guide you in formulating your research report.

- Historical makeup: Give an overview of the civil case and criminal case which helped to shape the criminal justice system.
- Describe the distinct differences between the civil law and criminal law.
- Discuss the reasoning behind these cases and laws.
- Discuss the influence and outcome of these laws on the American criminal justice system.
- Summarize the impact of these two cases as it relates to shaping our criminal justice system.

Requirements: The research report must be a minimum of five pages in length, not including the title page and reference page. Refer to the Waldorf Online library or outside sources. A minimum of three sources must be used. All sources used including the textbook must be referenced; paraphrased and quoted material must have accompanying citations. All references and citations must be in APA style. (Wikipedia is not a credible resource and should never be used.

**Submitting Course Papers/Projects**

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.

**APA Guidelines**

Waldorf University requires that students use APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Students can find Waldorf’s Citation Guide in the myWaldorf Student Portal by clicking on the “Citation Guide” link under the “Resources” heading. This document includes examples and sample papers.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).
The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting the “Grades” link.

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

**Ask the Professor**

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

**Student Break Room**

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

**Grading**

Discussion Boards (8 @ 2%) = 16%
Assessments (6 @ 6%) = 36%
Unit III Case Study = 12%
Unit V Case Study = 12%
Unit VII Research Report = 24%
Total = 100%

**Course Schedule/Checklist (PLEASE PRINT)**

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
# CRJ 3950, Constitutional Law for Criminal Justice

## Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I

**The Birth of United States Constitutional Law**

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<td>Unit Study Guide</td>
<td>Learning Activities (Non-Graded): See Study Guide</td>
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<td>Chapter 1: Constitutionalism and Rule of Law, pp. 1-48</td>
<td>Chapter 2: Dividing Governmental Power, pp. 52-65</td>
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### Notes/Goals:

### Unit II

**The Roles of American Courts and Congress**

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<tr>
<td>Chapter 3: The Judiciary: Its Role and Jurisdiction, pp. 69-142</td>
<td>Chapter 4: Congress, pp. 148-196</td>
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### Notes/Goals:

### Unit III

**The Presidency of the United States**

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<td>Chapter 5: The Presidency, pp. 200-258</td>
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### Notes/Goals:
## Course Schedule

### Unit IV  
**Federal and State Government Powers**

**Review:**
- [ ] Unit Study Guide  
- [ ] **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- [ ] Chapter 6: Administrative Agencies in the Constitutional Scheme, pp. 261-275  
- [ ] Chapter 7: Contemporary Federalism: The State and Federal Relationship, pp. 278-308  
- [ ] **Suggested Reading:** See Study Guide

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

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### Unit V  
**Basic Liberties & First Ten Amendments to the Constitution**

**Review:**
- [ ] Unit Study Guide  
- [ ] **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- [ ] Chapter 8: The Bill of Rights, pp. 312-333  
- [ ] Chapter 9: First Amendment Freedoms of Expression, Association, and Press, pp. 336-370  
- [ ] **Suggested Reading:** See Study Guide

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)  
- [ ] Case Study by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:

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### Unit VI  
**Religion and the Constitution**

**Review:**
- [ ] Unit Study Guide  
- [ ] **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- [ ] Chapter 10: Religion and the Constitution, pp. 375-401  
- [ ] **Suggested Reading:** See Study Guide

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- [ ] **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals:
## Course Schedule

### Unit VII: Due Process & Equality

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- **Chapter 11:** Substantive Due Process, Privacy, and Other Liberties, pp. 404-436
- **Chapter 12:** Equal Protection, pp. 439-487
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Research Report** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit VIII: Civil Liberties & U.S. Citizens

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- **Chapter 13:** Civil Liberties in the Criminal Justice System, pp. 492-533
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
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**Notes/Goals:**