



ADMJ 122 - Introduction to Criminal Procedures Course Outline

Approval Date: 12/09/2021

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000339276

Discipline(s) Administration of Justice

Division Criminal Justice Training

Subject Area Administration of Justice

Subject Code ADMJ

Course Number 122

Course Title Introduction to Criminal Procedures

TOP Code/SAM Code 2105.00 - Criminal Justice/Police Science* / C - Occupational

Rationale for adding this course to the curriculum Periodic course update, textbook update, revision of course learning outcomes.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 35

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus

Hybrid

Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course examines the roles and responsibilities of each component of the criminal justice system when interacting with violators of the law. The students in this course will become familiar with the procedural rights of an accused from the time of an accusation until the completion of the sentence.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Describe the history, structure, and functions of the main components of the American criminal justice system.
- B. Analyze principles and applications of statutory and Constitutional law, particularly the requirements adhered to by law enforcement, courts, and corrections.
- C. Produce written communications that meet the standards for transfer and a criminal justice system professional.
- D. Examine critically contemporary problems and issues within criminal justice.
- E. Examine bias and cultural competence in the criminal justice system.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Identify and describe the stages in the trial process.
- B. Identify and critically analyze the concepts of due process as found in the 6th, 8th, and 14th amendments, including right to counsel, bail, jury trial, and due process.
- C. Identify and contrast the state's responsibilities related to an accused during pre-trial proceedings as opposed to the trial proceedings.
- D. Identify and analyze the state's responsibilities related to an accused during the trial in terms of the 5th, 6th, and 14th amendment.
- E. Identify the state's responsibilities related to a convicted person during incarceration, and list the possible consequences if those responsibilities are not adhered to.
- F. Identify and comment upon the important activities that occur during a trial from both the perspectives of the state, and of the defendant.
- G. Compare and contrast the strategies of the prosecution and defense in criminal cases.
- H. Analyze the facts related to case law decisions and comment upon the appropriateness of specific legal challenges.
- I. Examine critically contemporary problems and issues within the criminal trial process.
- J. Analyze the contents of word/video scenarios to determine the appropriateness of the criminal justice employee's actions in respect to the procedural rights of persons depicted.
- K. Describe the history and application of the exclusionary rule in shaping criminal procedure.
- L. Describe application of the right to counsel in a criminal case
- M. Describe application of the right to a jury trial
- N. Examine bias and cultural competence within the criminal trial process.
- O.

3. Course Content

- A. Historical Development of the Justice System
- B. Magna Charta
- C. Stages of the criminal process
- D. Bill of Rights
- E. Sixth Amendment jurisprudence
- F. Eighth Amendment jurisprudence
- G. Fourteenth Amendment jurisprudence
- H. Due Process
- I. Landmark case decisions
- J. Bias and cultural competence of prosecutors and judges
- K. The Arrest/Indictment
- L. The Initial Appearance
- M. Bail
- N. Pre-trial Proceedings
- O. Arraignment
- P. Grand Jury
- Q. Preliminary Hearing
- R. Assistance of Counsel
- S. Pre-Trial Motions, Hearings, and Plea Negotiations
- T. Discovery
- U. Motions to Suppress, Dismiss, Continue, Severance
- V. The Trial
- W. Roles of Major Participants
- X. Procedure
- Y. Opening Statements
- Z. Presentations of Evidence
- AA. Closing Arguments
- BB. The Jury
- CC. Jury bias
- DD. Challenges
- EE. Instructions
- FF. Standards of Proof - Beyond a Reasonable Doubt
- GG. Deliberation
- HH. Verdict
- II. Appellate Process
- JJ. Sentencing
- KK. Bias in sentencing
- LL. Extradition, Writs, and Juvenile Justice
- MM.

4. Methods of Instruction:

Discussion: For example: 1. A small group discussion about the legality of an arrest based on a scenario provided by the instructor. 2. An instructor facilitated discussion about the meaning of "Equal Protection" under the law.

Field Trips: For example: 1. A field trip to a local criminal court building to observe a criminal trial process. 2. A field trip to a prosecutor's office or defense attorney's office.

Lecture: For example: 1. An interactive lecture on the history of the 4th Amendment. 2. An interactive lecture on the process of "voir dire."

Online Adaptation: Discussion, Group Work, Lecture

Explain how the online adaptation of the methods of instruction aligns with the course

outcomes: Discussions will be facilitated using the discussion board in Canvas. Lectures will be delivered using audio recordings, video recordings, or supplemental reading. Projects will be facilitated by using the assignment option in Canvas. Oral presentation will be facilitated using the Canvas video recorder, YouTube, or similar technology. Field trips will be offered in the same way as a face-to-face class.

3. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- For example: 1. A final exam with multiple-choice and true-false questions about the Bill of Rights and criminal trial processes. 2. A final exam with short-essay questions based on a scenario involving a criminal trial process.

Quizzes -- For example: 1. A quiz with multiple-choice and true-false questions related to a chapter in the text book. 2. A quiz with short-essay questions requiring students to explain how the 4th, 5th, 6th, 8th, or 14th Amendment applies to a given scenario.

Research Projects -- For example: 1. A term project requiring students to research a landmark U.S. Supreme Court decision related to search and seizure. 2. A term project requiring students to examine bias in criminal court juries.

Oral Presentation -- For example: 1. Using a mock trial scenario, students will act as a prosecutor or defense attorney and question prospective jurors. 2. An oral presentation based on a research paper on a landmark U.S. Supreme Court decision related to search and seizure.

Final Exam -- For example: 1. A final exam with multiple-choice and true-false questions about the Bill of Rights and criminal trial processes. 2. A final exam with short-essay questions based on a scenario involving a criminal trial process.

Letter Grade or P/NP

4. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

For example:

1. Read Chapter 3, Arrest and Custody, pages 78-11, and answer questions 1-10 on pages 111-112.

2. After reading the "Capstone Cases" article on United States v. Salerno, pages 127-134, who do you feel has the most persuasive legal argument, Chief Justice Rehnquist for the majority, or Justice Stevens, dissenting?

B. Writing Assignments

For example:

1. Visit your local bailbonds office and find out what it would cost you for bail if you were arrested for drunk driving.

2. Visit a criminal trial and report on the apparent efforts made by the opposing attorneys. Which attorney would you want to represent you? Why?

C. Other Assignments

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5. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Stuckey, Roberson, and Wallace
Title: Procedures in the Justice System
Publisher: Prentice Hall
Date of Publication: 2020
Edition: 12th

B. Other required materials/supplies.

- California criminal procedures as contained in the California Penal Code, available online.