

Application for a New Course v10.1

Course ID 430	POLC
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Stuart Platt
2	Course Teacher	Stuart Platt
3	Course Title	Evidence and Procedure
4	Course Abbreviation (if title is over 30 characters)	
5	College	Arts & Sciences
6	Department	Political Science
7	Number of Credit Hours	3
8	Instructor Workload	3 hour course
9	Catalog Description (50 words or less)	Evidence and procedure in U.S. legal system, including understanding of the court system and law enforcement functions.
10	List any prerequisites (course/s, test scores, class standing, major, etc.)	Sophomore standing, POLC 205.
11	List any co-requisites	
12	How often will it be offered?	Spring
13	How often will it be offered?	
14	How often will it be offered?	
15	How often will it be offered?	
16	Frequency?	Annual
17	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring, 2017
18	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	The degree requirements are being updated and this course will be required for the BA and BS in criminal justice..
2	Justification State the justification for adding this course to the current curriculum. Represent the need	The Criminal Justice degree is now housed in the Political Science Department but as an emphasis area in POLS. To create a new major, this is one of several courses being added,

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Students majoring in Criminal Justice, Sophomore standing. Prerequisite POLC 205.
2	State the overarching course goal(s) in performance terms.	To provide students with a working knowledge of evidence and procedure as they are applied in the criminal justice system.

2. Competencies and Measurements

	Competency	Measurement
1	To be able to differentiate between evidence and procedure in criminal justice and the integration of the two subjects.	Exam 1; Quizzes 1 & 2
2	To be able to understand and obtain a working knowledge of the Rules of Evidence.	Exam 1; Quizzes 3 & 4
3	To be able to understand applicable legal terminology in the handling of evidentiary and procedural matters in criminal justice.	Exam 1; Quizzes 3 & 4
4	To be able to describe the organization of federal, state, and local courts systems and their uses of evidence and procedure, specifically including courtroom applications and procedures.	Exam 2; Quizzes 5 & 6
5	To be able to comprehend and describe the required elements of evidentiary foundations.	Exam 2; Quizzes 5 & 6
6	To be able to have a working knowledge of trial tactics and strategies and their interrelation to evidence and procedure.	Final Exam; Quizzes 7, 8, 9 & 10
7	To be able to demonstrate effective communication and critical thinking skills demonstrated in written and oral presentations pertaining to the application of evidence and	Research Paper; Oral Presentation in Class

	procedure in the criminal justice system.	
8	To be able to examine and identify ethical issues in the application of the Rules of Evidence and procedure in the criminal justice system, including the application of a biblical worldview to criminal justice.	Exams 1 & 2; Final Exam; Research Paper; Oral Presentation in Class

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings. *Criminal Evidence: Principles and Cases* (8th ed), Gardner and Anderson (2013)
2. For **combined undergraduate/graduate** courses, make two lists: N/A

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

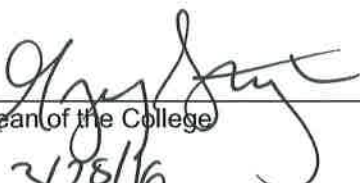
All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name POLC 430 Evidence + Procedure

Primary Department


Department Chair

3-28-16
Date


Dean of the College
3/28/16
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

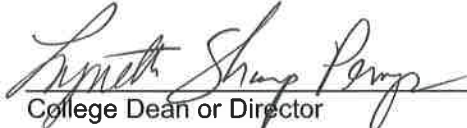
VI. Actions *Place all actions on one page.*

Course ID: POLC 430

Course Title: Evidence + Procedure

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved X Denied _____
 3-28-16
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ____ Denied ____ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ____ Denied ____ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ____ Denied ____ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

POLC 430

Evidence & Procedure

Syllabus

Spring 2016 **Class Meetings:****Tuesday/Thursday 12:00 p.m.-1:20 p.m.**

Mabee Business Building, Rm. 315

Dr. Stuart Platt, Assistant Professor

Office: AD 220

Phone: (O) 325/674-2095

platts@acu.edu

Office hours: Monday 11:30 am-12:00 pm;

1:00 pm-1:45; 3:30-5:00 pm; Tuesday 10:00-11:45;

2:00-4:00 pm; Wednesday; 11:30 am-12:00 pm; 1:00

pm-1:45; 3:30-5:00 pm Thursday 9:30-10:30 am.

Required Text: *Criminal Evidence: Principles and Cases* (8th ed), Gardner and Anderson (2013)

Bible - New Revised Standard Version (NRSV), Revised Standard Version (RSV), New King James Version (NKJV), American Standard Version (ASV), New American Standard Bible (NASB), New International Version (NIV), or other literal English translation.

Style Format for Writing Assignments

You will be using the American Psychological Association (APA) style format this spring in most of your written work. ***There will be increased emphasis on proper APA style format during this course.*** You should purchase a copy of the APA Manual (available at ACU Bookstore in the Psychology section or online from Amazon and similar sources) if you have more criminal justice courses on the horizon. If not, then try websites like the Purdue OWL to assist you with style and format: <https://owl.english.purdue.edu/owl/resource/560/02/>

Supplemental Assigned Readings

Specific journal articles or chapters from books will be assigned during some modules as the course progresses. Relevant websites for additional reading may also be provided.

Mission of the University

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Mission of the College of Arts and Sciences

The College of Arts and Sciences engages students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Mission of the Department of Political Science and Criminal Justice: The mission of the Department is to provide a program of study to help students understand domestic and international politics and law enforcement theory and practice, and to prepare students for informed and active participation in the political arena and in criminal justice careers.

Course Description

POLC 430 is a one semester three hour course studying how the United States legal system applies and integrates rules of evidence and procedure in criminal justice. This includes an understanding of the court system and law enforcement functions which rely on evidence and procedure in daily operations. The course will also include an opportunity for students to use critical reasoning and to apply a Christian or biblical worldview in most assignments. POLC 205 is a prerequisite for this course, and the course is designed for sophomores and above.

Class Policies and Procedures

The class will combine lecture, class discussions, and quizzes in printed form or in Canvas, a major writing assignment, exams, and scheduled exercises to facilitate learning. You are encouraged to participate fully in class discussions. It is essential you adequately prepare for each class meeting, which means that all students should diligently keep pace with the reading assignments. Lectures are designed as a springboard for discussion and interaction among class members.

Absence and Attendance Policy

Your presence at class sessions is important. Attendance will be checked each class meeting. Irregular attendance can result in a lower grade. **Students who miss more than six (6) classes for unexcused reasons may be dropped from the course with a grade of WF.** If you have an official University-related activity excused absence, when possible, let the instructor know in advance. Communicate with the instructor about your schedule or an event that interferes with the challenges and journey of this course. The instructor reserves the right to consider exceptions to this drop provision for unique and compelling situations.

Final Grades are based on the following:

895-1,000+ points =A

795-894 points =B

695-794 points =C

595-694 points =D

Below 595 points =F

Grade Composition

See the Syllabus Schedule built into this document or attached hereto for the weight and point value of assignments, tests, participation scores, and other class activities.

Failure to Take a Test, Participate in an Exercise/Presentation, or to Turn in Writing Assignments/Projects

A failure to take a test/quiz, participate or be responsive to an assignment or class exercise results in a **zero point score** for that activity unless the student meets the eligibility requirements to take a make-up test or alternative option for other required activities as described herein. **At the instructor's option/discretion, an open book quiz or test with a "window of participation" established for a specific**

time period can provide a late assessment for that particular assignment in lieu of a zero grade. Such a change in the zero point score policy would be announced by the instructor and typically would be an exception for Canvas-accomplished quizzes. It is the responsibility of the student to coordinate with the instructor to schedule the make-up test or assignment pursuant to the guidelines herein.

Make-up Test or Test-Taking Policy

A test, for make-up provisions, includes quizzes, assessments described as exams, tests, or the Final Exam. The privilege of making-up any form of testing will be reserved for “excused absences” for those encountering such problems as illness or other health and welfare issues, participation in official University activities, or death or serious illness in the family. Absences anticipated to be treated by the professor as “excused absences” must be capable of verification by the instructor or based on prior approval from the professor. Students have a duty to provide verification as requested by the instructor.

It is imperative the student provide the professor the justification for an excused absence either prior to the absence or within three (3) days of the absence (unless completely impractical to provide the justification within that period and in that event, as soon as a reasonable person would deem it practical). There may be “unique circumstances” in which advance coordination with the professor will allow a student to make-up a test that does not fit the criteria for an “excused absence” noted above. Such circumstances will only apply to matters addressed with the professor well in advance of the test and/or based on unique and compelling facts. Pre-approval and/or dialogue with the instructor is the key for retaining the privilege to make-up a missed test based on the “unique circumstances” exception noted above.

***A test of any type** can be made up for verified or professor-approved reasons set forth in the prior two paragraphs. No tests scores will be dropped or excluded from grade calculation, unless specifically designated and expressed by the instructor to the entire class in writing. This does not negate the instructor's ability to allow a student to retake a test for extraordinary circumstances or because of a determination by the instructor that a disability interfered with the testing process for a specific student. These decisions are matters of discretion for the instructor. Failure to take a test and/or make-up test (if authorized) will result in a zero for that test. Quizzes will be administered and a point value is reflected on the attached Course Schedule.

Make-up Test (& Quiz) dates (other than the Final Exam)

Make-up tests will be scheduled at a specific time by announcement of the instructor to the student. Some tests may be accomplished in Canvas, therefore coordination and scheduling of a missed online test must be accomplished through the instructor.

If a student arrives late to any form of testing in the classroom, including the Final Exam, the student will not be allowed to begin the test, if another student has already completed the test in class. If the tardiness described in the previous sentence is the result of a reason meeting the definition for an

excused absence, then an alternate time will be established for the student to take the test. However if the tardiness is not excused, the student will receive a zero on the test. An excused absence make-up for a Final Test will require coordination with the instructor.

An exception to any portion of the testing make-up policy will be based only on extremely unique and factually-driven circumstances of extraordinary conditions as determined by the instructor. The instructor reserves the right to make that determination at an appropriate time and event.

Make-up Assignments/Class Exercises can be authorized for the same reasons in which tests can be made up. Most assignments are scheduled well in advance of a due date, therefore a make-up is not necessary and the student is expected to timely turn in assignments. Certain types of assignments or class exercises may not be well suited for typical make-up work. This will require coordination with the instructor and in many cases an alternate activity will be required of the student. It is the student's duty to coordinate such matters with the instructor by documented early attempts to communicate with the instructor for suitable options to substitute work for completing assignments in a timely manner.

***** All dates, including reading assignments and test dates, are tentative and subject to change at the professor's discretion. Any test date change will be announced at least one week in advance. Quizzes can be accomplished without notice; however, most quizzes are announced.**



CELL PHONE POLICY: Turn your cell phone or other electronic device off or to SILENT during class. **Do not use devices during class, unless the instructor authorizes such action.** An exception would be a device used for note taking and only in that mode. Otherwise, keep cell phones out of sight. During a break, you can use your electronic device, however before returning to the active class setting, **it is your responsibility to turn off or silence the device and place it out of sight. First offense violations of this electronic device policy will result in a warning. Subsequent violations may result in a loss of course grade points on each occasion,** depending solely on the instructor's determination of the level of distraction created by the device to the student, class or professor. The unauthorized or improper use of such devices in class demonstrates a lack of respect for the learning environment. If you use an electronic device for note taking, limit its use to that purpose during class. A violation of this privilege will not only result in the loss of the privilege to use an electronic device in the classroom, but can also result in a loss of grade points.

Late Assignments

A penalty will be applied to any **non-quiz/non-test assignments** submitted to the grading professor after the original due date as specified in the *Schedule of Assessments* below. The following table outlines the

point deductions based upon the period in which the assignment was due and the day on which it was actually submitted:

Late Days Submitted After Due Date (points deducted per day!) Note Matrix is vertical as to Module assignment is due and top horizontal line is days late. Deducted points are in the remaining horizontal lines.		Schedule of Assessments/Penalties for Late Assignments (Non-Quiz/Test)			
DUE IN MODULE #	Module	Days 1-2 late (Points per day late)	Days 3-7 late (Points per days late)	Days 8-14 late (Points per days late)	Days 15+ late (Points per days late)
	1	-2.5	-2.5	-5	-7.5
	2	-2.5	-2.5	-5	-7.5
	3	-2.5	-2.5	-5	-7.5
	4	-2.5	-5	-7.5	-10
	5	-2.5	-5	-10	-15 pts. per day + incomplete grade

Integrity and Plagiarism

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call that office directly at 325-674-2667.

Student Learning Objectives (SLOs)

By the end of this period of study, the student will be able:

1. To differentiate between evidence and procedure in criminal justice and the integration of the two subjects.
2. To understand and obtain a working knowledge of the Rules of Evidence.
3. To understand applicable legal terminology in the handling of evidentiary and procedural matters in criminal justice.
4. To describe the organization of federal, state, and local courts systems and their uses of evidence and procedure, specifically including courtroom applications and procedures.
5. To comprehend and describe the required elements of evidentiary foundations.
6. To have a working knowledge of trial tactics and strategies and their interrelation to evidence and procedure.
7. To demonstrate effective communication and critical thinking skills demonstrated in written and oral presentations pertaining to the application of evidence and procedure in the criminal justice system.
8. To examine and identify ethical issues in the application of the Rules of Evidence and procedure in the criminal justice system, including the application of a biblical worldview to criminal justice.

The course assignments include the following, which interface with the learning objectives and measure outcomes:

- 3 Exams: E1, E2, & E3 (Final)
- 10 Quizzes: Q1-Q10
- 1 Writing Project: WP1
- 1 Oral Presentation with PowerPoint: OP1
- Class Participation: CP

The table below maps the course outcomes to its assessments:

	1	2	3	4	5	6	7	8	9	10	11
E1-E3	x	x	x	x	x	x	x	x	x		x
Q1-10	x	x	x	x	x	x	x	x	x		
WP1										x	x
OP1										x	x
CP	x	x	x	x	x	x	x	x	x	x	x

SEE COURSE SCHEDULE AND GRADE ASSESSMENT VALUES (BELOW)

Course Schedule-Evidence and Procedure. Spring 2016

Period/Week	Projects/Assignments/Tests	Weights	Point Values
MODULE ONE Introduction: Differences Between Evidence and Procedure (Weeks 1, 2, and 3) 01/11/16 – 01/31/16	Reading Assignments: Gardner & Anderson (2013) TBD		
	Quiz #1-Reading Assignments	1%	10
	Quiz #2-Reading Assignments	1%	10
MODULE TWO Rules of Evidence (Weeks 4, 5 and 6) 02/01/16 – 02/21/16	Reading Assignment: Gardner & Anderson (2013) TBD		
	Quiz #3-Reading Assignments	1%	10
	Quiz #4-Reading Assignments	1%	10
February 19-20, 2016	ACU Sing Song Weekend		
MODULE THREE Federal, State, and	Reading Assignment: Gardner & Anderson (2013) TBD		

Local Court Organization (Weeks 7, 8, and 9) 02/22/16 – 03/13/16			
02/25/16	Exam 1	20%	200
	Quiz #5-Reading Assignments	1%	10
	Quiz #6-Reading Assignments	1%	10
MODULE FOUR Trial Tactics and Strategies (Weeks 10, 11, 12, and 13) 03/14/16 – 04/10/16	Reading Assignment: Gardner & Anderson (2013) TBD		
Spring Break 03/12/16 (Week 10)	No Class Meetings 03/12/16 - 03/20/16 Daylight Savings Change 03/13/16 @ 2 a.m. (springs forward 1 hour-lose 1 hour)		
Weeks, 11,12, & 13 Module Four has an extra week (Week 10) because of Spring Break!			
	Quiz #7-Reading Assignments	1%	10
	Quiz #8-Reading Assignments	1%	10
04/05/16	Exam 2	20%	200
MODULE FIVE Applying Communication and Critical Thinking to Evidence and Procedure (Weeks 14, 15, and 16) 04/11/16 – 05/01/16	Reading Assignment: Gardner & Anderson (2013) TBD		
04/14/16	Due: Written Research Project	15%	150
	Quiz #9-Reading Assignments	1%	10
	Quiz #10-Reading Assignments	1%	10
Week of 04/17/16	Due: Begin oral presentations	10%	100
FINAL EXAM 05/05/16 (Thursday) (10:00 a.m. – 11:45 a.m.)	Final Exam	20%	200
	Class Discussion and Attendance Points	5%	50
	Totals	100%	1,000

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: February 26, 2016
TO: Dr. Neal Coates
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for POLC 430 – Evidence and Procedure

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please let assigned faculty know that they can contact the library's Political Science Liaison Laura Baker (bakerl@acu.edu) for specific resources that the library needs to purchase for the course. Thank you for letting us examine the course proposal.

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

Political Science 430

Reviewer

Berlin Fang



Developer

?

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☐ Prerequisites/co-requisites

About the instructor(s)

- ☐ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☒ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

- ☐ Intended audience
- ☐ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☐ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

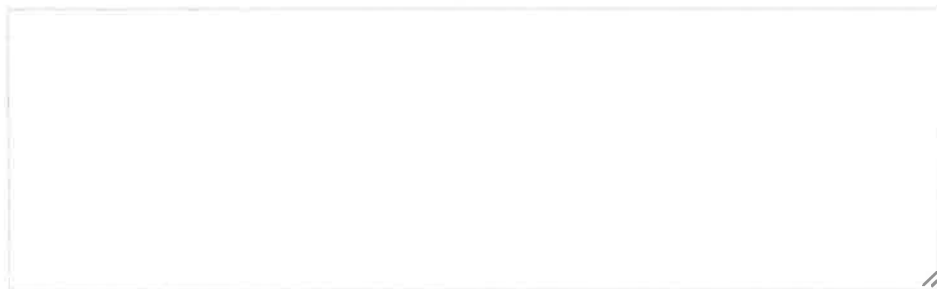
- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

Any comments?



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February 18, 16

Dr. Neal Coates and Stuart Platt.
CJ Department
ACU Box 29143
(325)74-2917

Re: Review of Political Science 430: Evidence and Procedures

Dr. Coates and Dr. Platt,

Thank you for the submission of Review of Political Science 430: Evidence and Procedures. I reviewed the syllabus based on the university guidelines and here are a few things you might want to consider adding or changing:

- Adding information about prerequisites/co-requisites, name, title and rank of instructor, intended audience, and outline of topics
- Some sections may need to be moved around so that similar content is grouped together. For instance, move absence and attendance policy closer to policies, while grouping all grade-related content in one section. Student learning outcomes can perhaps be moved closer to the competencies.
- For course schedules, I see you use multiple colors for different sections. I cannot tell exactly how the color coding works. It may also cause unnecessary issues for accessibility. You might want to consider either explaining what each color means or use black and white to describe the schedule of activities.
- You may need to consider using the same format for headings and subheadings. I see that "ADA compliance statement" uses format that is not consistent with other section headings. "Cell phone policy" may need to be followed by a line break.

There is no need to bring it back to the Adams Center for further review. However this letter is not meant to be a final approval in the course application process. It is intended as a reference for council members, who may have questions or comments of their own. If there is anything else I can do for you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Marilyn Fong".

Director of Instructional Design
Adams Center for Teaching and Learning
Abilene Christian University