



Northwood  
Technical College

# Experiential Learning Portfolio for 10504169 Criminal Justice Due Process

## Student Contact Information:

Name: \_\_\_\_\_ Student ID# \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

*It is **required** that you speak with the Academic Dean or instructor who teaches this course prior to completing a portfolio.*

## Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
  - What did you learn?
  - How did you learn through your experience?
  - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
  - Label artifacts as noted in the competency
  - Scan paper artifacts
  - Provide links to video artifacts
  - Attach all artifacts to the end of the portfolio
5. Write a Conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

**To receive credit for this course, you must receive “Met” on 6 of the 8 competencies.**

**10504166 Criminal Justice Due Process, 3 Associate Degree Credits**

**Course Description:** Learn key concepts and principles of due process and constitutional law. The U.S. Constitution, particularly the Bill of Rights, will be analyzed as it applies to the criminal justice professionals. Legal precedent setting cases and state law will be reviewed.

**Introduction:** Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.

**Competency 1: Explore the US Constitution and Bill of Rights**

Criteria: Performance will be satisfactory when:

- learner explains the importance of the Constitution
- learner identifies how the constitution guides and protects criminal justice professionals
- learner identifies how the constitution guides and protects citizens
- learner identifies and explains the Bill of Rights
- learner identifies how the Bill of Rights guides criminal justice professional's actions
- learner identifies how laws are made, enforced, and carried out
- learner identifies how jurisdiction is determined

Learning Objectives:

- a. Examine the US Constitution
- b. Examine the Bill of Rights
- c. Explain how laws are made
- d. Review jurisdiction

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 2: Analyze lawful arrest**

Criteria: Performance will be satisfactory when:

- learner defines reasonable suspicion and probable cause
- learner lists and explains the Miranda rights
- learner explains the procedures of stop and frisk
- learner identifies the procedures for making an arrest with or without a warrant
- learner identifies whether Miranda applies to a given situation

Learning Objectives:

- a. Explain reasonable suspicion
- b. Explain probable cause
- c. Describe the requirements and procedure for making arrest with and without a warrant
- d. Review the facts of Terry vs Ohio
- e. Differentiate between "stop and frisk" and "search and seizure"
- f. Review the facts of the Miranda decision
- g. Describe custody and questioning as it relates to Miranda rights
- h. Explain the applications of the Miranda decision

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 3: Examine the 4th Amendment**

Criteria: Performance will be satisfactory when:

- learner summarizes the 4th Amendment, rights, consequences of violating
- learner includes court cases related to the 4th Amendment
- learner describes the effect of the cases on criminal justice professionals and procedures
- learner includes an example of procuring a search warrant for a given scenario
- learner includes parameters to conduct a search

Learning Objectives:

- a. Explain parameters of various forms of search and seizure
- b. Analyze concepts related to search warrants
- c. Examine precedent-setting cases
- d. Examine related state laws and cases

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 4: Examine the 5th Amendment**

Criteria: Performance will be satisfactory when:

- learner summarizes the 5th Amendment, rights, consequences of violating
- learner includes court cases related to the 5th Amendment
- learner describes the effect of the cases on criminal justice professionals and procedures

Learning Objectives:

- a. Explain self-incrimination
- b. Explain double jeopardy
- c. Explain indictment by Grand Jury
- d. Examine precedent-setting cases
- e. Examine related state laws and cases

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 5: Examine the 6th Amendment**

Criteria: Performance will be satisfactory when:

- learner summarizes the 6th Amendment, rights, consequences of violating
- learner includes court cases related to the 6th Amendment
- learner describes the effect of the cases on criminal justice professionals and procedures

Learning Objectives:

- a. Explain fair and speedy trial by jury
- b. Explain the right to retain counsel
- c. Examine precedent-setting cases
- d. Examine related state laws and cases

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 6: Examine the 8th Amendment**

Criteria: Performance will be satisfactory when:

- learner summarizes the 8th Amendment, rights, consequences of violating
- learner includes court cases related to the 8th Amendment
- learner describes the effect of the cases on criminal justice professionals and procedures
- learner includes an example of a current event related to the 8th Amendment
- learner includes a definition of excessive force
- learner discusses the impact of technology
- learner discusses the impact of media

Learning Objectives:

- a. Discuss cruel and unusual punishment
- b. Explain excessive force
- c. Explain excessive fines and bail
- d. Examine precedent-setting cases
- e. Examine related state laws and cases

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**



**Competency 7: Examine the 14th Amendment**

Criteria: Performance will be satisfactory when:

- learner summarizes the 14th Amendment, rights, consequences of violating
- learner includes court cases related to the 14th Amendment
- learner describes the effect of the cases on criminal justice professionals and procedures

Learning Objectives:

- a. Explain the due process clause
- b. Explain the immunity clause
- c. Examine precedent-setting cases
- d. Examine related state laws and cases

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 8: Analyze the relationship between law enforcement actions and the admissibility of evidence in court**

Criteria: Performance will be satisfactory when:

- learner explains the Exclusionary Rule
- learner outlines the pertinent details of the case study
- learner explains whether the evidence was lawfully or unlawfully obtained
- learner describes the reliability of the evidence
- learner identifies whether the requirements of show-up and line-up were met, if applicable

Learning Objectives:

- a. Review the purpose for the Exclusionary Rule
- b. Review the requirements of the Exclusionary Rule and the Fruit of the Poisonous Doctrines
- c. List the exceptions that may allow unlawfully obtained evidence to be admitted in court, including Good Faith, Attenuation, Inevitable Discovery and Independent Source exceptions
- d. Explain the requirements for show-ups and line-ups
- e. Rank the reliability of different sources of information
- f. Describe hearsay and the reasons it is not normally admissible in court
- g. Review the basic exceptions to the hearsay rule including dying declarations, present sense impressions and excited utterances

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

