College of Arts and Sciences
Criminology and Criminal Justice

CJ 424 Criminal Procedures

Online Asynchronous | Credits: 3 | Section: 90-2 | Term: Accelerated Winter 2027

Instructor Information

Instructor 	*Kelly Treece, Ph.D.* *I am the Director and Associate Professor of Criminology and Criminal Justice at Chaminade University of Honolulu. Before entering higher education, I spent nearly 20 years working in law enforcement at the federal, state, and local levels, and I now enjoy bringing those experiences into the classroom. My work focuses on policing, leadership, ethics, and finding ways to better prepare the next generation of criminal justice professionals.*
Email	kelly.treece@chaminade.edu
Phone	*808-739-4659*
Office Location	*Hale Hoaloha, Suite 203A*

Virtual Office *Booking Link*

Virtual Office Hours *Varies*

Communication

My primary preferred method of communication is email. As I am frequently out of the office, voicemail may take an extended amount of time to return. I will respond to email within 24hrs/48hrs.

School & Department

School	School of Justice
Location	Can be found on each Academic Schools' website
Phone	(808) 735-4826
Questions?	Contact your instructor or the School of Justice

Course Description & Materials

Catalog Description

The pre-trial and trial rights of the criminal defendant and society, including discussions of the law of arrest, search and seizure, confessions, identification procedures, self-incrimination and right of counsel.

Course Snapshot

Modality	Online Asynchronous
Time Commitment	This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this course, students will spend 216 hours on course readings, ebook work, assignments, and discussions.
Required Materials	Samaha, J. (2017). *Criminal Procedures*. 10th (ed). Cengage Learning
Recommended Items	Publication Manual of the American Psychological Association, Seventh Edition (2020) Any legal dictionary. You can obtain one from any large bookstore or from an online supplier. As an alternative, you may download a basic law dictionary or use an online law dictionary.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). All course work will be obtained and submitted through Canvas.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the B.S. in Criminology and Criminal Justice (Online Program), the student will be able to:

1. Describe the interrelated institutions and processes of the criminal justice system, including the basic rights guaranteed to each individual by both state and federal constitutions and laws.
2. Apply theories of crime and criminal justice to explain actual and hypothetical scenarios, behaviors, and trends.
3. Evaluate social, cultural, and technological change and its impact on the criminal justice system. 4. Assess social inequities in crime and criminal justice processes by race, social class, gender, region and age.
5. Articulate a working knowledge of qualitative and quantitative research methods by explaining the various social science methods of inquiry and use these to test specific criminological research questions. 6. Engage the Marianist tradition of education for service, peace, and justice as it pertains to local and national social justice, injustices, and inequities in the criminal justice field.

Course Learning Outcomes (CLOs)

Upon completion of CJ 424, the student will be able to:

1. Identify the various criminal case rights contained in the Bill or Rights
2. Identify how race and ethnicity can impact criminal case investigations and prosecutions
3. Distinguish between state and federal constitutional rights
4. Describe the constitutional protections that apply to various stages of criminal cases
5. Explain the different legal standards that apply to criminal cases

6. Explain the challenge of balancing public safety against individual civil liberties interests

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ʻŌlelo Noʻeau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana)**: E ola au i ke akua (ʻŌlelo Noʻeau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Naʻauao)**: Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit (ʻOhana)**: ʻIke aku, ʻike mai, kōkua aku kōkua mai (ʻŌlelo Noʻeau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha)**: Ka lama kū o ka noʻeau (ʻŌlelo Noʻeau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina)**: ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

Marianist Values	2,4	2	2,4	2	2	2
PLOs	1	1,4	1	1	1	1,3,4
Native Hawaiian Values	2,4	2	2,4	2	2	2
Gen Ed Outcomes(if applicable)						

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor in each course Module. Logging in without completing activities does not count as participation.

This course is utilizing a Flex model, meaning there are two Milestone assignments with firm deadlines. **Milestone 1 (Module 1) Assignments are due by 11:59 pm on the 14th day of the course**. If these assignments are late, you may be dropped from the class. **Milestone 2 (Module 2) Assignments are due by the halfway point of the course**. **Milestone 3 (Module 3) Assignments are due by the last day of the course**. Please refer to Self-Service to confirm when your course section ends, as no assignments will be allowed after that date.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes. • Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers.
- Demonstrate preparation, reflection, and critical thinking in all interactive components. • Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work. ◦ Email inquiries: (see Communication policy above)
  ◦ Weekly graded work (discussions, assignments): within 7 school days of the due date ◦ Major assessments/projects: within 7 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Activities

Discussions

For discussions, you are expected to provide a substantive and thorough original post that demonstrates depth of thought, critical analysis, and a clear understanding of the topic. While there is no formal word count requirement, your response should fully address the prompt with well-developed ideas, supporting evidence where appropriate, and thoughtful reflection.

In addition to your original post (worth 10 points), you must also respond to at least one classmate's post (worth 5 points). Your response should go beyond agreement or simple comments—it should add to the conversation by offering additional insights, asking thoughtful questions, or respectfully challenging ideas to deepen the discussion. Discussions are weighted at 40% of the final grade.

Assignments

All written assignments should reflect substance, depth, and critical thinking. Your work must fully address all aspects of the prompt or assignment instructions, demonstrating a clear understanding of the material and an ability to apply, analyze, or evaluate relevant concepts. There is no strict word count (unless stated in the directions); instead, focus on thorough and well-developed responses that clearly convey your ideas.

Please ensure that all content is written in your own words. Direct quotes are not permitted. Instead, paraphrase information from your sources and properly cite them using APA formatting (7th edition). This includes in-text citations and a reference list at the end of your assignment. Be sure to proofread your work for clarity, grammar, and adherence to academic standards. Assignments are weighted at 40% of the final grade.

Case Briefs

Students will have the ability to choose between several presented cases. A thorough analysis must be completed. Students will learn the systematic approach to analyzing and summarizing case law. Topics covered include identifying key case elements, distilling legal principles, and understanding the reasoning behind court decisions. Emphasis will be placed on developing concise and coherent case briefs that enhance understanding of legal concepts and facilitate critical thinking. Case briefs are weighted at 20% of the final grade.

Course Policies

Late Work	Module 1 is due by the 14th day of the class without exception. Failure to do so will result in an immediate removal from the course. Module 2 is due by the listed due date. Late work is subjected to the following percentage deductions. Since all assignments/discussions are open on the first day of class it is recommended that students work ahead if/when possible if they anticipate a late submission. 1 day = 10% deduction 2 days - 20% deduction 3 days = 30% deduction 4 days = 40% deduction 5 or more days = no points awarded Module 3 is due by the last day of class without exception. Please see the Grade of Incomplete policy for further information.
Extra Credit	*No extra credit is available in this course*
Incomplete Grade	The current university policy concerning incomplete grades will be followed in this course. A student in good standing in a course may petition the instructor for an "I" grade. All petitions must be requested in writing via email. Good standing means that the student has fulfilled the following three requirements: 1. Has completed more than 50% of the coursework 2. Has had continued communication with the instructor throughout the term regarding the issue/extraordinary condition preventing completion of the work. 3. The extraordinary condition reported are beyond the control of the student and have led to an inability to complete course requirements. Your instructor is the final authority on whether you qualify for an incomplete. Only one extension of up to 30 days per course will be allowed. Incomplete work must be finished by the end of the

	30 day extension or the current grade will automatically be recorded as the final earned grade in the course on your transcript.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Point Distribution & Scoring System: % of Final Grade

Case Briefs 20%

Discussions 40%

Assignments 40%

100%

A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage,** in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.

You will notice in your assignments that a plagiarism checker (Turn it in) has been activated.

This tool is designed to help both the student and the instructor. After submission, you will receive a color-coded flag and percentage next to your submission. This informs you of how much your assignment is similar to other work out there. If it is above 20%, I urge you to rework and resubmit your assignment prior to the due date. Whatever the last submission is PRIOR to the due date and time is the one I will grade. I will not grade a resubmission after the due date.

If you do so, please add a comment to the instructor that you intend to re-submit the assignment so it is not graded until you are satisfied with the similarity score. If you notice that there are a lot of similarities in the reference section, please disregard. If you are doing those correctly, they should match with other work. Any instances of plagiarism will be subject to discipline.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

This course prohibits the use of AI software in completing any assignments, projects, or exams. In addition to checking for plagiarism, Any assignment that indicates high levels of likelihood to be written by AI software is subject to review. Further, software that is designed to alter/hide AI usage is also prohibited. Any submitted work that is suspected of AI usage is subject to review. This may include an interview with the student to show competency in the assignment, an investigation of the assignment, and/or documented proof that AI was not used. Violating this policy will result in a penalty as described in the Academic Dishonesty policy noted in the handbook. Specifically for this class, the first offense will result in a zero for the assignment. The second offense will result in a failing grade. It does not matter if the second offense is in the last week of class, a failing grade will be automatically issued. IT IS URGED THAT ALL STUDENTS TAKE THIS SERIOUSLY.

It will be up to the student to provide evidence that AI was not used. The easiest way to do this is to complete all of your work in a google document. You have access to this via your Chaminade Student email (as it is a google email). Using a google document for all work provides time stamps, edits, and a history of your work.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am
also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the Campus Incident Report Form.

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation,or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found HERE. *On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES.* The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

Student with Disabilities Statement

Kōkua ʻIke
Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.
Appointments with the Accessibility Services Coordinator are available through Stellic at https://chaminade.stellic.com and may be held virtually or in person. Drop-in appointments are also welcome.
Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation

of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.
Learn more at https://chaminade.edu/ada-accommodations.
Learn more at https://chaminade.edu/career-services.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommoda tions Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency	Emergency text system. Register your cell number via the Chaminade portal and	chaminade.edu

Notification	confirm the text to complete enrollment.	
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Readings, Assignments, Discussions, & Due Dates

Course Progression

Module/ Unit	Assignment/Discussion	Credit Hour	Due Dates
M1	Introduction	1	1/26/27
M1	Syllabus Quiz	1	1/26/27
M2/U2	Sample case brief	1	2/22/27
M2/U2	Chapter 1 lecture and reading	4	2/22/27
M2/U2	The Bill of Rights	1	2/22/27
M2/U2	Stages of criminal felony cases	1	2/22/27
M2/U2	How a trial works	1	2/22/27
M2/U2	Apple v FBI case	2	2/22/27
M2/U2	Apple	2	2/22/27
M2/U3	Chapter 2 lecture and reading	7	2/22/27
M2/U3	Jury instructions on reasonable...	1	2/22/27
M2/U3	Hawaii Constitution Bill of Rights	1	2/22/27
M2/U3	Scottsboro Boys	1	2/22/27
M2/U3	The 5th and 14th Amendment	1	2/22/27
M2/U3	How courts make a decision	1	2/22/27
M2/U3	Yick Wo and the equal protection	1	2/22/27
M2/U3	Do looks matter?	2	2/22/27
M2/U3	Incorporation/SCOTUS	2	2/22/27
M2/U4	Chapter 3 lecture and reading	10	2/22/27
M2/U4	4th Amendment	1	2/22/27
M2/U4	Louis Brandeis	1	2/22/27
M2/U4	Police gedgets..	1	2/22/27
M2/U4	Should the police shut down K9?	1	2/22/27
M2/U4	Writs and privacy	2	2/22/27
M2/U4	Chapter 3 case brief	3	2/22/27

M2/U5	Chapter 4 lecture and reading	13	2/22/27
M2/U5	Terry v Ohio report	1	2/22/27
M2/U5	Why stop and frisk is legal	1	2/22/27
M2/U5	Florida v J.L	1	2/22/27
M2/U5	Probable cause v reasonable sus…	1	2/22/27
M2/U5	Stop and frisk	2	2/22/27
M2/U5	More stop and frisk	2	2/22/27
M2/U5	Bringham City v Stuart	2	2/22/27
M2/U5	Chapter 4 case brief	3	2/22/27
M2/U6	Chapter 5 lecture and reading	7	2/22/27
M2/U6	Unabomber arrest warrant	1	2/22/27
M2/U6	Taser: An officers weapon	1	2/22/27
M2/U6	The 3 requirements for a warrant	1	2/22/27
M2/U6	What happens if you're arrested	1	2/22/27
M2/U6	Pass the police academy	1	2/22/27
M2/U6	History of the unabomber	1	2/22/27
M2/U6	FLETC talks	1	2/22/27
M2/U6	Scott v Harris	2	2/22/27
M2/U6	Chapter 5 case brief	3	2/22/27
M2/U7	Chapter 6 lecture and reading	10	2/22/27
M2/U7	Exceptions to the warrant	1	2/22/27
M2/U7	4th Amendment warrant req…	1	2/22/27
M2/U7	How to write a search warrant	1	2/22/27
M2/U7	Vehicular searches	1	2/22/27
M2/U7	More vehicular searches	1	2/22/27
M2/U7	War on drugs	2	2/22/27
M2/U7	Chapter 6 case brief	3	2/22/27
M3/U8	Chapter 7 lecture and reading	7	3/22/27
M3/U8	Prison cell search	1	3/22/27
M3/U8	Pregnancy in jail	1	3/22/27
M3/U8	Dorm room rights	1	3/22/27
M3/U8	DNA collection	1	3/22/27
M3/U8	Questionable searches	1	3/22/27
M3/U8	High school drug testa	1	3/22/27
M3/U8	CPS	2	3/22/27
M3/U8	Electronic monitoring	2	3/22/27
M3/U8	Chapter 7 case brief	3	3/22/27
M3/U9	Chapter 8 lecture and reading	9	3/22/27
M3/U9	Confessions	1	3/22/27
M3/U9	Interrogation techniques	1	3/22/27
M3/U9	Chicago, false confession capital	1	3/22/27
M3/U9	Cold blooded confession	1	3/22/27
M3/U9	Motion to suppress	1	3/22/27
M3/U9	Due process rights	1	3/22/27
M3/U9	Chapter 8 case brief	3	3/22/27
M3/U10	Chapter 9 lecture and reading	9	3/22/27

M3/U10	Eyewitness testimony	1	3/22/27
M3/U10	Eyewitness part 2	1	3/22/27
M3/U10	Eyewitness class exercise	1	3/22/27
M3/U10	Reforming eyewitness identification	1	3/22/27
M3/U10	Manson v Brathwaite	1	3/22/27
M3/U10	Europe rape laws	1	3/22/27
M3/U10	Marital rape	1	3/22/27
M3/U10	Line ups	2	3/22/27
M3/U10	Eyewitness identification	2	3/22/27
M3/U10	Chapter 9 case brief	3	3/22/27
M3/U11	Chapter 10 lecture and reading	5	3/22/27
M3/U11	Exclusionary rule	1	3/22/27
M3/U11	Mapp v Ohio	1	3/22/27
M3/U11	Search and seizure	1	3/22/27
M3/U11	Hudson v Michigan	1	3/22/27
M3/U11	The exclusionary rule	2	3/22/27
M3/U11	Chapter 10 case brief	3	3/22/27
M3/U12	Chapter 11 lecture and reading	6	3/22/27
M3/U12	Bodycam	1	3/22/27
M3/U12	Recording police brutality	1	3/22/27
M3/U12	Police qualified immunity	2	3/22/27
M3/U12	Chapter 11 case brief	3	3/22/27
M3/U13	Chapter 14 lecture and reading	8	3/22/27
M3/U13	Federal sentencing table	1	3/22/27
M3/U13	Federal sentencing guidelines	1	3/22/27
M3/U13	German prison program	1	3/22/27
M3/U13	Three strikes sentencing	2	3/22/27