

## COURSE OUTLINE

### JUVENILE JUSTICE

Course Title

CJ113

Dept. & Course No.

#### I. COURSE DESCRIPTION

This introductory course provides students with a broad historical and theoretical background of the structures and functions of agencies and institutions that make up the juvenile justice system. Students are introduced to the principles and procedures of arrest, detention, and adjudication of the juvenile offender.

II. SEMESTER CREDITS: 3

III. CONTACT HOURS PER WEEK: 3                      0                      3  
Lecture                                      Lab                                      Total

IV. PREREQUISITES: EN 100

#### V. STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able, with 65% accuracy, to:

1. Explain the history and development of juvenile justice, the agencies that make up the juvenile justice system, and explain juvenile crime measurement and analysis.
2. Explain the causes and classification of juvenile delinquency, theories of juvenile delinquency, and describe the kinds of delinquents.
3. Discuss the history and philosophy of the relations between police and juveniles and explain the handling of juveniles and procedures used by the police.

#### VI. COURSE CONTENT:

- A. Juvenile Justice: An Overview
  1. History and philosophy of the juvenile justice system: historical themes of juvenile justice.
  2. Terminology
  3. Concept of juvenile delinquency.
  4. Juvenile justice agencies: organization, functions of agencies and duties of personnel.
  5. Measurements of juvenile crime: measurement of delinquent behavior and patterns in teen crime and victimization.
- B. Views of delinquency
  1. Theories of delinquency.
  2. Status offenders.
  3. Neglected and abused juveniles.
  4. Causes of juvenile crime.
  5. Dimensions of law-violating behaviors.
  6. The family and delinquency.
  7. Peers and delinquency.
- C. Police work with juveniles
  1. History of Police-Juvenile relations.
  2. Police discretion.
  3. Processing of juveniles by the police: informal and formal processes.
  4. Legal rights of juveniles.
  5. Role of community-oriented policing.
  6. Special challenges faced by the police.

4. Explain various court proceedings when handling juveniles, identify court personnel, and describe pretrial procedures of the juvenile court.
  5. Explain why juvenile delinquents are mostly dealt with outside of juvenile court, explain the basic problems in society that have impacted juveniles, administration of juvenile justice, and the use of different programs instead of formal juvenile justice processes.
  6. Discuss the major issues facing juvenile justice, what juvenile justice will look like in the future, and emerging technologies in corrections and how professionalism impacts juvenile justice.
- D. The Juvenile Court
    1. Tradition behind the juvenile court
    2. Development of the juvenile court
    3. Pretrial procedures of the juvenile court
    4. Juvenile courtroom players, their roles and duties.
    5. Other stages of juvenile court proceedings.
    6. Issues of transfers to adult court.
  - E. Corrections
    1. Juvenile probation
    2. Community-based programs
    3. Juvenile aftercare
    4. Juvenile institutionalization: short-term and long-term.
  - G. Juvenile justice
    1. Issues and challenges in juvenile justice
    2. Juvenile justice future.
    3. Basic problems of modern society affecting youths at risk.
    4. Drugs and youthful offending.
    5. Problems in the administration of juvenile justice.

## VII. MATERIALS AND EQUIPMENT

- A. Handouts
- B. Projector
- C. Film
- D. Routine classroom materials

## VIII. TEXTS:

Required text:

Bartollas, Clemens and Miller, Stuart J. *Juvenile Justice in America* 8<sup>th</sup> Edition, Upper Saddle River, NJ: Pearson Education Inc., 2017.

## IX. METHOD OF INSTRUCTION

- A. Lecture
- B. Discussion
- C. Film
- D. Guest lecturer/speaker

E. Assignments

X. METHOD OF EVALUATION

Final grades will be computed from percent to letter grades as follows:

1. Assignments/Participation	20%
2. Quizzes/Tests	20%
3. Midterm Exam	30%
4. Final Exam	30%
5. Total	100%

Transmutation of percent to letter-grade is as follows:

90 – 100%	A
80 – 89%	B
70 – 79%	C
65 – 69%	D
0 – 64%	F

**Palau Community College  
CJ 113 Juvenile Justice  
Course Learning Outcomes**

During the course experience, the course learning outcomes (CLOs) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcomes listed below.

- Rating Scale:**
- 4 – Exceeds Expectations
  - 3 – Meets Expectations
  - 2 – Developing
  - 1 – Below Expectations

CLO1: At the completion of the course, students will be able to describe the history, philosophy, and development of the juvenile justice system and the agencies comprising the juvenile justice system.

Numerical Value	
4	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> <li>* Describe historical themes of the juvenile justice: declining authority of the family, reform and retrenchment, get tough and go soft approaches, threat of the dangerous poor, and the unsolvable nature of youth crime.</li> <li>* Describe juvenile justice agencies and explain their functions: police, courts, and corrections.</li> <li>* Discuss the widely held philosophies and strategies on treating and correcting juveniles.</li> <li>* Explain the processing of the juvenile offender.</li> </ul>
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Perform the tasks mentioned above inaccurately or incompletely.

CLO 2: At the completion of the course, students will be able to discuss the causes, classification, and kinds of delinquents.

Numerical Value	
4	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> <li>* Explain juvenile delinquency: legal definition, social definition, and three factors in determining delinquent behavior: the frequency of the act, the seriousness of the act, and the attitude of the juvenile committing the act.</li> <li>* Explain the theories of delinquency.</li> <li>* Explain status offending.</li> <li>* Describe neglected and abused juveniles.</li> </ul>

3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Perform the tasks mentioned above inaccurately or incompletely.

CLO 3: At the completion of the course, students will be able to explain the handling of juvenile delinquents and identify procedures used in handling of delinquents by the police.

Numerical Value	
4	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> <li>* Explain the history of the relations between police and juveniles.</li> <li>* Discuss police discretion when dealing with juveniles.</li> <li>* Explain the processing of a juvenile offender, factors that influence police discretion, informal dispositions of juvenile offenders, and the police as the first point of contact.</li> <li>* Explain areas of controversy and disagreement in police operations when dealing with juveniles.</li> </ul>
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Perform the tasks mentioned above inaccurately or incompletely.

CLO 4: At the completion of the course, students will be able to explain court proceedings when dealing with juveniles.

Numerical Value	
4	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> <li>* Describe the juvenile court history and development.</li> <li>* Explain the pretrial procedures of the juvenile court: detention hearing, intake process, transfer process, and plea bargaining.</li> <li>* Describe the other stages of juvenile court proceedings: adjudicatory hearing, disposition hearing, and judicial alternatives.</li> <li>* Identify the juvenile courtroom players and describe their duties.</li> <li>* Briefly explain history of juvenile probation, juvenile institutions, and juvenile parole.</li> </ul>
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Perform the tasks mentioned above inaccurately or incompletely.

CLO 5: At the completion of the course, students will be able to explain treatment and placement of juvenile delinquents, and explain the issues in society that impact juvenile justice.

Numerical Value	
4	Perform all of the following tasks accurately and completely:

	<ul style="list-style-type: none"><li>* Explain juvenile probation.</li><li>* Describe community-based programs.</li><li>* Describe juvenile institutionalization.</li><li>* Explain basic problems of modern society affecting youths at risk.</li><li>* Discuss what the future of juvenile justice will look like.</li></ul>
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Perform the tasks mentioned above inaccurately or incompletely.