

# Skyline College

## Official Course Outline

**Date:** August 2008

**1. TITLE:**

**ADMJ 125 – Juvenile Procedures**

3.0 units. Three lecture hours per week

Recommended: Eligibility for ENGL 836

**2. COURSE CLASSIFICATION:**

Credit course applicable to the Associate Degree, and to the Criminal Justice Certificate

**3. COURSE DESCRIPTIONS:**

**Catalog Description:**

The study of the extent, causation, and prevention of juvenile delinquency. Includes an analysis of juvenile courts, institutional treatment, probation, parole, and juvenile delinquency prevention programs. The sociological and anthropological approaches to juvenile delinquency will be discussed in terms of their relationship to the administration of justice systems.

**Schedule of Classes Description:**

Juvenile delinquency, courts, institutions, probation, parole, and delinquency prevention programs; Relationship to criminal justice system.

**4. COURSE JUSTIFICATION:**

This is a transfer course to fulfill General Education requirements of the Associate Degree (F3), and is transferable as follows: CSU. This course is an elective course in the Administration of Justice Program curriculum for students seeking a Criminal Justice Certificate.

**5. STUDENT LEARNING OUTCOMES (SLO'S):**

Upon successful completion of the course, students will be able to:

- Demonstrate their knowledge of juvenile justice, to include its history, evolution, development, philosophy, current policies and procedures, and the role of the police, courts, institutions, probation, parole, and the community.
- Compare and contrast the juvenile justice system with the adult justice system, to include differentiating between “delinquency” and “crime”, and how juveniles are treated and processed differently from adults by the systems.
- Analyze and assess the correlative and/or causative relationship of child neglect, abuse, victimization, and other physiological, psychological, and sociological factors to juvenile delinquency and violence, and consider viable options to help address the problem.

**6. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

To assist students in reaching the goals outlined in the course SLO's, this course will include:

- Study of the history, evolution, development, philosophy, policies and procedures of the juvenile justice system, and the role of the police, courts, institutions, probation, parole, and the community in juvenile justice administration.

- Exploration of the similarities and differences between the juvenile justice system and the adult criminal justice system, and a comparison of how juveniles and adults are treated and processed by the two justice systems.
- Analysis of the structure, roles, and responsibilities of law enforcement, courts, and institutions in the handling of juveniles who come within the jurisdiction and authority of the juvenile court.
- Discussion of the three major types of juveniles who come within juvenile court jurisdiction: 300 W&I - dependent/neglected/abused; 601 W&I - status offenders; and 602 W&I delinquents.
- Consideration of the concept of juvenile responsibility, delinquency causation theories, and their relationship to the two opposing justice goals of rehabilitation and punishment.
- Examination and evaluation of constitutional rights as they may (or may not) apply to juveniles.

## **7. COURSE CONTENT:**

- Overview of Juvenile Justice
- Theories and Measurement of Juvenile Delinquency
- Juveniles and the Police
- Intake and Diversion
- Status Offenders, Dependent, Neglected, and Victimized Youth
- Detention and Transfer to Adult Court
- National Court System and the Juvenile Courts
- Adjudication of Juveniles
- Disposition and Appeal
- Juvenile Probation and Parole
- Juvenile Correctional Institutions
- Death Penalty and Juveniles
- Schools, School Crime, and Students Rights
- Juvenile Justice: Past, Present, and Future

## **8. REPRESENTATIVE METHODS OF INSTRUCTION:**

Methods of instruction will include:

- Lectures on course lessons, text readings (25-50 pages assigned per week), and related topics, combined with class discussions to stimulate critical thinking and provide students with opportunities to demonstrate understanding of course material. Students are expected to take notes and engage in class and group discussions to maximize retention of the course material.
- Reviews of course related handouts, articles, illustrations, and current events to enhance the students' experience by exploring and applying material to a contemporary real-world setting.
- Audiovisual presentations which illustrate and enhance the concepts of topics covered in class.
- Tests, quizzes, research papers, and writing assignments to demonstrate comprehension of the course material through hands-on applications and written examinations.

Methods of instruction may also be augmented by:

- Practical demonstrations, displays, and in-class role-playing exercises, as applicable to the topic.
- Student interviews of criminal justice professionals and preparing a written report on the results.

- Guest speakers with expertise in various areas of criminal justice, to provide diverse and unique perspectives on a variety of controversial issues in their field.
- Field trips to law enforcement and other criminal justice agencies, courts, jails, and prisons.
- Individual student consultations, as necessary, to ensure that student learning is taking place.
- Practical work experience such as ride-alongs or other applicable site work to enhance learning.

## **9. ASSIGNMENTS:**

Typical assignments:

- a. Research and Writing or Oral assignments about course related topics which demonstrate student knowledge, comprehension, and application skills, may include:
  - term papers, short papers, research papers, essay papers, and oral presentation reports.
  - reports on field interviews, site visits, observations, work performed, or film critiques.
- b. Case Study assignments to develop critical thinking and concept application, may include:
  - reviewing and critiquing Supreme Court, appellate court, and trial court cases.
  - responding to the questions, scenarios, or case studies included in text chapters.
- c. Tests and Quizzes, consisting of the written, oral, and/or practical application variety to assess comprehension of assigned readings, course content, and other related course activities.

## **10. EVALUATION OF STUDENT PERFORMANCE:**

Typical methods of evaluation of student performance may include the following:

- a. Written examinations, such as quizzes, midterm exams, and final exams to demonstrate student understanding and proficiency skills concerning the material presented in the course.
- b. In-class and out of class assignments to demonstrate student ability to apply course concepts to assigned tasks utilizing comprehension, application, analysis, and critical thinking skills.
- c. Case study exercises to demonstrate student ability to integrate multiple concepts to solve realistic situations.
- d. Class discussions of course material to permit the exchange of ideas involving a variety of course related issues and concerns.
- e. Attendance and promptness, class citizenship and conduct, and participation and cooperation.
- f. Grading Method: Letter Grade.

## **11. RECOMMENDED or REQUIRED TEXT(S):**

The recommended or required course textbook, selected at the discretion of the course instructor, may include (but is not limited to) the following suggested current editions on the subject matter:

- *Juvenile Justice – The System, Process, and Law*, by Rolando V. del Carmen and Chad R. Trulson; published by Thompson-Wadsworth.
- *Juvenile Justice in America*, by Clemens Bartollas and Stuart J. Miller; published by Pearson Prentice-Hall.

- *Juvenile Justice – Policies, Programs, & Practices*, by Robert W. Miller, Eric J. Fritsch, and Tory J. Caeti; published by McGraw-Hill.
- *Juvenile Justice – An Introduction*, by John T. Whitehead and Steven P. Lab; published by Lexis Nexis.