SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 43.0107
SEMESTER: Departmental Syllabus
COURSE TITLE: Juvenile Delinquency and Justice
COURSE NUMBER: CRJS0116
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with KCKCC bookstore, http://www.kckccbookstores.com/, for the required texts for your particular class.

COURSE DESCRIPTION: Examines the historical precedents of philosophical reasons for treating juveniles differently from adults. Reviews empirical evidence about child development that can illuminate the reasons for their special status within the system. It will study the major theories that have been proposed as explanations of delinquent behavior. The course will also provide a detailed overview of the juvenile justice system, from its beginnings to the current state of the institution.

METHODS OF INSTRUCTION: A variety of instrumental methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Juvenile Justice: Defining Basic Concepts
   A. Refining Delinquency
   B. Juveniles; a legal perspective
   C. The Juvenile Justice System
   D. Public perceptions
II. Measuring the Extent of Juvenile Delinquency
   A. Official Data Sources
   B. Unofficial Data Sources
   C. Legal issues

III. Theory and Research: The Social Context
   A. Political and Economics of Delinquency
   B. The Family
   C. Schools and Delinquency
   D. Community
   E. Peer Associations
   F. The Media

IV. Early Juvenile Justice: Before Juvenile Court
   A. Families and Children in Developing Europe
   B. Families and Children in the 1800’s
   C. Early Juvenile Corrections
   D. Institutional Care
   E. Legal Issues

V. Development of the Juvenile Court
   A. Social Context
   B. Legal Context
   C. Operations of Early Courts
   D. The legal Reform Years

VI. Public and Police Responses to Juvenile Offenders
   A. The Informal Juvenile Justice Process
   B. Police Responses to Juvenile Offenders
   C. History of Policing Youths
   D. Trends in Juvenile Policing
   E. Youth-Oriented Community Policing

VII. Juvenile Diversion
    A. Early Diversion
    B. Foundations of Diversion
    C. The 1960’s
    D. Social Reaction Theory
    E. Diversion Programs Since 1960
    F. Teen Courts

VIII. Pre-adjudication Process in Juvenile Justice
     A. Juvenile Justice Intake Process
     B. Hearings
C. Bail
D. Plea Bargaining
E. Legal Issues

IX. Transfer of Juveniles to Criminal Courts
   A. Purpose of Mechanism for Transfer
   B. Trends in Transfer
   C. Due Process Issues
   D. Transfer Decisions
   E. Correctional Programming for Convicted Juveniles

X. The Contemporary Juvenile Court
   A. Operation of the Juvenile Court
   B. Case Trends
   C. Structure of the Court
   D. Court Personnel
   E. Adjudication/Disposition Hearings

XI. Community-Based Corrections Programs for Juvenile Offenders
   A. At Home Programs
   B. Resident Community Placements
   C. The Effectiveness of Programs

XII. Institutional Corrections
   A. The Overview of Institutional Corrections
   B. Types of Juvenile Institutions
   C. Trends in Juvenile Incarceration
   D. Challenges
   E. Legal Issues

XIII. The Status Offender in Juvenile Justice
   A. The Juvenile Court
   B. Juvenile Court Jurisdiction
   C. Status Offenders
   D. Effective Interventions
   E. Legal Issues.

XIV. Juvenile Justice and Violent Juvenile Offenders
   A. Defining the Violent Offender.
   B. Gender and Race
   C. Trends in Violence Crimes
   D. Explaining Violence in Juveniles
   E. Responses to Violent Behavior

XV. Present Conditions and Future Directions
   A. Changes in Early Reform
B. Treatment Options
C. Contemporary Problems
D. The Future

XVI. Working in Juvenile Justice
   A. Dealing with Conflict
   B. Ethics in Juvenile Justice
   C. Economical Dilemmas
   D. Positions in Juvenile Justice
   E. Legal Issues

EXPECTED LEARNER OUTCOMES

A. The student will be able to communicate clearly and effectively, both verbally and written with Juvenile diverse populations.
B. The student will be able to apply substantive and procedural due process to Juvenile Justice.
C. The student will be able to apply investigative and case management techniques to practical situations.
D. The student will be able to demonstrate ethics, integrity, teamwork, and professionalism in Juvenile Justice.
E. The student will be able to compare and contrast the components of the Juvenile Criminal Justice System
F. The student will be able to explain the organizational management and operational characteristics of Juvenile Justice Agencies.
G. The student will be able to discuss and explain various methods to manage disputes in the Juvenile Justice System.
H. The student will be able to explain various Institutional Corrections programs for Juvenile offenders.
I. The students will be able to discuss and define serious, chronic, and violent Juvenile offenders.

COURSE COMPETENCIES:

*The student will be able to communicate clearly and effectively, both verbally and written with Juvenile diverse populations.*

1. The student will be able to explain the development of the Juvenile Justice System.
2. The student will be able to compare and contract the Adult and Juvenile Justice System.
3. The student will be able to define Delinquency.

*The student will be able to apply substantive and procedural due process to Juvenile Justice.*

4. The student will be able to illustrate the practical impact of Juvenile Law on Juvenile Court procedures.
5. The student will be able to differentiate between the sources of official data.
6. The student will be able to distinguish main procedural differences between adult and juvenile court.
The student will be able to apply investigative and case management technique to practical situations
7. The student will be able to explain and demonstrate appropriate intervention strategies for Juvenile offenders.
8. The student will be able to determine official data and unofficial data sources in measuring delinquency.
9. The student will be able to discuss and explain diversion of a preadjudication process in Juvenile Justice.

The student will be able to demonstrate ethics, integrity, teamwork, and professionalism in Juvenile Justice.
10. The students will be able to explain public and police responses to Juvenile offenders.
11. The student will be able to determine factors that influence police discretion and ethics in Juvenile Justice.
12. The student will be able to explain the team effort in transfer of Juvenile offenders to Adult Court.

The student will be able to compare and contract the components of the Juvenile Criminal Justice System.
13. The student will be able to apply Juvenile Justice theories to practical situations.
14. The student will be able to explain the Juvenile Court and correction options following adjudication.
15. The student will be able to discuss the developments of the modern Juvenile Court.
16. The student will be able to explain Juvenile diversion, the preadjudicial process, Juvenile Court, and Community-Based correction programs for juvenile offenders.

The student will be able to explain the organizational management of operational characteristics of Juvenile Justice Agencies.
17. The student will be able to explain juvenile behaviors, characteristics and risk factors that lead to juvenile crime.
18. The student will be able to explain the social context of Juvenile delinquency.
19. The student will be able to explain the development of the Juvenile Court.
20. The student will be able to explain the operations of the modern Juvenile Court.
21. The student will be able to explain the various levels of Juvenile Justice within the Juvenile Court process.

The student will be able to discuss and explain various methods to manage disputes in the Juvenile Justice System.
22. The student will be able to explain risk factors that may lead to disputes between Juvenile offenders.
23. The student will be able to describe various programs used in Juvenile Justice as sentencing options such as diversion, probation, house arrest, and institutional isolation.
24. The student will be able to discuss the Juvenile Justice process from arrest, to adjudication to incarceration.

The student will be able to explain various institutional corrections programs for Juvenile offenders.
25. The student will be able to discuss the effectiveness of institutionalization.
26. The student will be able to explain various alternatives to institutionalization.
27. The student will be able to discuss challenges facing Juvenile Corrective Institutions.

The student will be able to discuss and define serious, chronic, or violent Juvenile offenders.
28. The student will be able to determine trends in violent Juvenile crimes.
29. The student will be able to explain race and gender in response to Juvenile crime.
30. The student will be able to discuss changes in the Juvenile Justice process for future generations.
31. The student will be able to discuss and explain the status offender in Juvenile Justice.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding and tolerance.

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