BARTON COMMUNITY COLLEGE
COURSE SYLLABUS

I. GENERAL COURSE INFORMATION

Course Number: CRIM
Course Title: Juvenile Justice
Credit Hours: 3
Prerequisites: None
Division/Discipline: WTCE/Criminal Justice
Course Description: This course will cover the nature and extent of juvenile justice in America and will examine reform efforts affecting youths involved in the court system. Specific areas to be highlighted include the Revised Kansas Code for the care of children, landmark juvenile laws which have shaped modern day juvenile legal statutes, and the nature of juvenile justice being different from adult criminal justice throughout the process of law enforcement, courts, corrections and aftercare.

II. INSTRUCTOR INFORMATION

III. COLLEGE POLICIES

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM

The information presented din this course has been selected to introduce juvenile justice to criminal justice majors. The course has been specifically designed to foster an

understanding of the youthful offender within the branches of law enforcement, court systems, corrections and aftercare programs.

The transferability of this course varies among 4 year institutions but generally transfers to Criminal Justice curriculums within the state of Kansas. It is the student's responsibility to explore the receiving institution's articulation and transfer guide with Barton Community College.

V. ASSESSMENT OF STUDENT LEARNING

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies:

A. Understand the historical context of the juvenile justice system in America.
    1. Summarize the history and journey of juvenile justice in the United States.
    2. Analyze the effectiveness and necessity of child saver movements and child in need of care cases.
    3. Define juvenile justice and explain the extent and nature of it.

B. Describe the evolution of juvenile justice policies.
    1. Describe the criminal justice system prior to the establishment of specialized standards for handling youthful offenders.
    2. Apply adult basic rights guaranteed by the Constitution to specialized juvenile laws and juvenile rights.
    3. Outline the role of the juvenile courts in the modern day treatment of youthful offenders.
    4. Identify the goals of the juvenile justice system and the treatment options available to assist in reaching those goals.

C. Examine the characteristics of youth in the system of criminal justice.
    1. Identify who are the children in the juvenile justice system.
    2. Recognize the demographics of youth in the overall national population and concentration in urban areas throughout the United States.
    3. Examine how crime data are collected, categorized, measured and reported and specifically look at juvenile crime rates.
    4. Measure and interpret the variables and patterns of juvenile offending.
    5. Distinguish the roles of females in the statistics of juvenile justice and special considerations necessary for states to accommodate them.
    6. Identify and examine the racial components and discriminatory practices within the criminal justice system.
    7. Determine the special risk factors and needs of LGBT youth in the juvenile justice system.

8. Examine maturity factors influencing juvenile crime rates and their relationship with aging out.
9. Examine predictors of violence in children.
10. Identify and evaluate risk and protective factors associated with delinquent youth.
11. Recognize the influence of family, media, peers, socioeconomic status, drugs, gang affiliation and educational resources in relationship to the youthful offender.

D. Critique and interpret how the youthful offender is processed through the criminal justice systems in ways unique to them.
    1. Summarize the formal processing of youthful offenders throughout the system (from pre-arrest through disposition).
    2. Define jurisdiction waiver and extended juvenile jurisdiction.
    3. Describe adjudication jurisdictional hearing, disposition hearings, disposition alternatives and various sentencing alternatives for juveniles.
    4. Analyze the utilization of discretion in contacts between law enforcement and juveniles.
    5. Identify the roles of educators, school administrators and school resource officers in the identification of at risk youth.
    6. Examine the role of counsel representing the due process rights of juveniles enmeshed in the system.
    7. Examine juvenile courts of original jurisdiction, transfer to adult court and extended juvenile jurisdiction.
    8. Describe and recognize recommended graduated sanctions for youth crime.
    9. Interpret the need for and utilization of specialty courts for youthful offenders.
    10. Recognize the importance of adjudication and disposition options available to juvenile courts.

E. Describe prevention programs and measurements that inhibit an at risk youth from offending and reoffending.
    1. Identify early intervention strategies and policies utilized by the juvenile courts to divert youth away from the system.
    2. Compare and contrast treatment options available for youthful offenders.
    3. Evaluate the validity of “school to prison pipeline” and its correlation with positive youth development.

F. Develop an understanding of the special challenges in returning youthful offenders back into society and transitioning them.
    1. Explain the punitive aspects of juvenile probation and characteristics of juvenile probation officers.
    2. Evaluate juvenile diversion, disposition and community based alternatives in juvenile justice.
    3. Analyze the collaboration between child protection services and the scope of authority of the juvenile court.
    4. Determine the training of mandated reporters of child abuse and neglect and their integration into the system of juvenile justice.
    5. Describe the sex offender registration process and the transferability to the adult registration.

6. Distinguish between adult rates of reoffending and juvenile rates of recidivism.
7. Explore the resources of agencies and organizations that operate outside of the basic juvenile court system.
8. Summarize demographic and emerging trends in juvenile justice.

VI. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

VII. TEXTBOOKS AND OTHER REQUIRED MATERIALS

VIII. REFERENCES

IX. METHODS OF INSTRUCTION AND EVALUATION

X. ATTENDANCE REQUIREMENTS

XI. COURSE OUTLINE