JEFFERSON COLLEGE
COURSE SYLLABUS

CRJ120

JUVENILE JUSTICE SYSTEMS

3 Credit Hours

Prepared by:
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Arts & Science Division
Dr. Mindy Selsor
CRJ120 Juvenile Justice Systems

I. CATALOGUE DESCRIPTION

A. Prerequisite: None

B. 3 semester hours credit

C. Juvenile Justice Systems examines the historical development, present structure, function and philosophy of the juvenile justice overall system. This study explores ethical considerations, juvenile crime definitions by nature and impact, as well as an overview of the intent, application, and procedures of the Missouri Juvenile code. Juvenile case disposition, crime prevention methods and reporting procedures and the organization and functions of jurisdiction of juvenile agencies are also explored. (F,S, OL).

II. EXPECTED LEARNING OUTCOMES/ASSESSMENT MEASURES

| The student will define delinquency and differentiate between the distinctions of Adult Criminal Justice and Juvenile Criminal Justice. | Class Discussion
Written Examination |
|---------------------------------------------------------------|-----------------------------|
| The student will discuss alternative philosophies which have guided juvenile court actions during the past 100 years and future trends in the justice system. | Class Discussion
Class Project
Written Examination |
| The student will identify the key and landmark cases in juvenile justice that set subsequent patterns for acquiring legal rights. | Class Discussion
Written Examination |
| The student will identify the various implications of child abuse and neglect and the different treatment modalities used with juveniles. | Class Discussion
Class Project
Written Examination |

III. COURSE OUTLINE WITH UNIT OBJECTIVES

A. An Overview of Juvenile Justice
   At the end of the unit the student will be able to:
   1. Define the concept of juvenile responsibility and the historical foundation of the juvenile justice system.
   2. Discuss the development and evolution of juvenile justice in America.
   3. Evaluate the jurisdiction of the juvenile court.
   4. Identify who is considered a juvenile and what is delinquency.
B. Theories and Measurement of Juvenile Delinquency
At the end of the unit the student will be able to:
1. Describe the various theories of juvenile delinquency which help to explain “why” juveniles offend.
2. List the theories of juvenile delinquency that are considered important to the juvenile justice system, process, and law today.
3. Identify the theories of juvenile delinquency from various fields including but not limited to biology, psychology, and sociology.

C. Juveniles and the Police
At the end of the unit the student will be able to:
1. Define the factors that influence custody of juveniles.
2. Identify the number of juveniles arrested each year.
3. Discuss the search and seizure of juveniles in schools.

D. Intake and Diversion
At the end of the unit the student will be able to:
1. Define the purpose of intake and who are considered intake officers.
2. Discuss the intake process and the decisions intake officers make.
3. Identify the legal rights of juveniles at intake.

E. Status Offenders, Dependent and Neglected Youths, and Juvenile Victimization
At the end of the unit the student will be able to:
1. Identify the juvenile court process for status offenders and the rights of status offenders in juvenile court.
2. Discuss the disposition of status offenders.
3. Discuss how the juvenile court intervenes in dependency and neglect cases when the juveniles have not violated the law.
4. Discuss the juvenile justice process for dependent and neglected youth.

F. Detention and Transfer to Adult Court
At the end of the unit the student will be able to:
1. Identify why most juveniles are not detained from referral until the final disposition of their case.
2. Discuss why a juvenile may not normally be held in an adult jail prior to their adjudication hearing.
3. Identify the many ways a juvenile may be transferred to adult court for trial.

G. The National Court System and the Juvenile Courts
At the end of the unit the student will be able to:
1. Discuss the history and formation of the world’s first juvenile court.
2. Discuss the organization of juvenile courts and critical issues in the administration of juvenile courts.
H. Adjudication of Juveniles
At the end of the unit the student will be able to:
1. Examine the basic constitutional rights during trial.
2. Examine the leading case in juvenile law is In Re Gault (1967), which gave juveniles four constitutional rights and paved the way for other constitutional rights.
3. Explain why the right to a jury trial and the right to a public trial have not been given to juveniles.
4. Explain why the exclusionary rule applies to juvenile adjudication.

I. Disposition and Appeal
At the end of the unit the student will be able to:
1. Explain why blended sentencing blurs the line between juvenile and adult systems and why more states are using them.
2. Identify the many kinds of dispositions and the differences among them.
3. Examine the legal and constitutional issues raised in dispositions.
4. Examine the differences between appeal and habeas corpus.

J. Juvenile Probation and Parole
At the end of the unit the student will be able to:
1. Explain the differences and similarities of probation and parole for juveniles.
2. Examine Judges and parole boards and their discretion when imposing conditions of probation or parole.

K. Juvenile Correctional Institutions
At the end of the unit the student will be able to:
1. Examine the history and development of juvenile institutions.
2. Define the different types of institutional placements for juveniles in the juvenile justice system.
3. Explain why juvenile placements may be categorized as short and long-term, secure and non-secure, and pre- and post-adjudication.

L. The Death Penalty for Juveniles
At the end of the unit the student will be able to:
1. Examine the death penalty in general.
2. Evaluate the death penalty for juvenile offenders.

M. Schools, School Crime, and the Rights of Students
At the end of the unit the student will be able to:
1. Explain why students must receive a fair hearing before they are suspended or expelled from school.
2. Examine search and seizure of students in schools and that the issue of school officials searching without probable cause.
3. Explain why corporal punishment is not unconstitutional in schools and a number of states still authorize its use on school students.
4. Examine the extent of school crime and how school crime has meant significant changes in many schools.

N. Juvenile Justice: Past, Present, and Future
At the end of the unit the student will be able to:
1. Identify the significant events that have transformed juvenile justice since its formation more than a century ago.
2. Examine the proposed changes in the juvenile court system.
3. Explain restorative justice.

IV. METHODS OF INSTRUCTION

A. Lecture
B. Class project
C. Class and Group Discussions
D. Guest Speakers (Subject Matter Experts)

V. REQUIRED TEXTBOOKS


VI. REQUIRED MATERIALS

Textbook

VII. SUPPLEMENTAL REFERENCES

None

VIII. METHOD OF EVALUATION (STUDENT)

A. Attendance  10%
B. Chapter Tests  30%
C. Group Project  30%
D. Final  30%
IX.  ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-797-3000, ext. 169).

X.  ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College Website).