COURSE TITLE: Juvenile Delinquency
COURSE NUMBER: CJJ 1002

COURSE DESCRIPTION (with prerequisites):
A history of the juvenile court system in the United States is reviewed. Delinquency and the family are analyzed. Delinquency control, including the police, courts, legislation and support agencies are discussed. 3 semester hours credit

NAME(S) OF INSTRUCTORS:
Lynn Wimberly

EFFECTIVE ACADEMIC YEAR:
2014-2015

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
Juvenile Delinquency 9th Edition
Clemens Bartollas, Frank Schmalleger

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.
MAKE-UP POLICY:
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LIBRARY AND ON-LINE REFERENCE MATERIALS:
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

ELECTRONIC DEVICE USAGE:
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should
it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

CCJ 1500 is a General Elective course, but is a Core Criminal Justice Course that is in the area of Criminal Justice Technology

Upon satisfactory completion of this course, students will have intricate knowledge and understanding of the course objectives.

1. Historical developments leading to the creation and evolution of the Juvenile Justice system from its origins to today.
2. The practice of defining and measuring juvenile delinquency.
3. Research in the juvenile justice field.
4. The structure, process, and operation of the modern juvenile justice system
5. Major influential court cases which have shaped our juvenile justice system
6. Relevant theories of delinquency causation

**LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS**

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR CCJ 1500</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT</th>
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<tbody>
<tr>
<td>1. Discuss some of the modern dilemmas of the Juvenile Justice system and how do these dilemmas affect practitioners. Include, but not limit the discussion, to the “cycle of juvenile justice.”</td>
<td>SS-5, C-4</td>
<td>Used for all Outcomes: L, T</td>
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<td>2. Discuss the differences between the two major types of definitions of delinquency and child maltreatment: legal definitions and behavioral definitions. Describe the strengths and</td>
<td>SS-5, C-4</td>
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<td>3.</td>
<td>Discuss sources of official statistics pertaining to juvenile delinquency and child abuse.</td>
<td>SS-5, C-4</td>
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<td>4.</td>
<td>Compare and contrast official versus unofficial statistics.</td>
<td>SS-7, C-6</td>
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<td>5.</td>
<td>Discuss the influence of and relationships among the family, educational system, drugs, and gangs on delinquency.</td>
<td>SS-5, C-4</td>
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<td>6.</td>
<td>Discuss conventional wisdom regarding delinquency rates among lower socioeconomic status youth versus higher socioeconomic status youth.</td>
<td>SS-5, C-4</td>
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<td>7.</td>
<td>Define scientific theory. Discuss how theories are developed and tested.</td>
<td>SS-1, SS-5, C-4</td>
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<td>8.</td>
<td>Discuss the following theories: demonology, classical theory, and the positive school. Cite relevant research to juvenile delinquency.</td>
<td>SS-5, C-4</td>
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<td>9.</td>
<td>Explain what the purpose and scope of juvenile courts are/do.</td>
<td>SS-7, C-6</td>
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<td>10.</td>
<td>Discuss the purpose and scope of the Uniform Juvenile Court Act (1968)</td>
<td>SS-5, C-4</td>
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<td>11.</td>
<td>Specifically discuss what the scope of the Uniform Juvenile Court Act says about the following: protecting the juvenile from stigmatization, maintaining a family unit, and preserving Constitutional rights in juvenile court proceedings.</td>
<td>SS-5, C-4</td>
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<td>12.</td>
<td>Identify ways in which the Uniform Juvenile Court Act has impacted various state juvenile court acts and give examples.</td>
<td>SS-6, C-6</td>
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<td>13.</td>
<td>Identify important differences in terminology used between the Adult court System and Juvenile Court System. For example, “arrest” vs. “taking into custody.”</td>
<td>SS-6, C-6</td>
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<td>14.</td>
<td>Describe in detail the following</td>
<td>SS-6, C-6</td>
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15. Discuss official procedures to be followed when processing juveniles.

16. Describe the training and competence development and assessment of juvenile officers.

17. Discuss various police/school consultant and liaison programs including the D.A.R.E. program.

18. Discuss the relationship between the police and the juvenile court.

19. Discuss recent trends in community-oriented policing pertaining to juveniles.

20. Discuss in detail the dilemma found in the role of juvenile court judges with consideration of rehabilitation versus punishment (or threat of adjudication) for corrective behavior treatment.

21. Discuss in detail the relationship between the prosecutor and the defense counsel in terms of being adversarial or cooperative.

22. Explain the difference between prevention programs in terms of being reactive and proactive.

23. Give examples of and discuss federally funded programs which directly or indirectly aim to prevent delinquency.

24. Give examples of and discuss programs aimed at preventing child abuse and neglect.

25. Describe the goal of the dispositional hearing as
determining the best way to correct or treat the youth in question while protecting society.

26. Discuss the current trends on number of children in foster care. SS-5, C-4

27. Discuss the possible negative consequences of placing juveniles in correctional facilities. SS-5, C-4

28. Describe “shock incarceration” and discuss current research on its effectiveness. SS-6, C-6

29. Describe current trends regarding violence committed by youth including the sources of data used to garner this information. SS-6, C-6

30. Discuss major court cases and legislation regarding the waiver of juveniles to criminal court and regarding capital punishment for youth. SS-5, C-4

31. Describe some of the proposed alternatives to incarceration for violent youth. SS-6, C-6

**Assessment Codes**

| T = Tests | RPT = Report/Presentation | Proj. = Projects | BO = Behavioral Observation |
| Pre/Post = Pre- and Post-Tests | SP = Skills Performance | Exp. = Experiments | Clin. = Clinicals |
| OT = Objective Tests | SD = Skills Demonstration | Cap. Proj. = Capstone Project | CS = Case Study |
| UT = Unit Tests | W = Writing Assignments | Cap. Course = Capstone Course | CP = Case Plan |
| Q = Quizzes | E = Essays | Course | Port. = Portfolio |
| F = Final Examination | DE = Documented Essays | Pract. = Practicum | Obs. = Teacher Observation |
| CF = Cumulative Final | RP = Research papers | Intern. = Internship | Sk. Check = Skills Check-off |
| EX = Departmental Exam | J = Jury | H = Homework | Curriculum Frameworks |
| SE = Natl or State Standardized Exam | R = Recital | PS = Problem Solving | JP = Judged |
| Proj. = Projects | Proj. = Projects | DB = Discussion Board | Performance/Exhibition |

**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

Lecture
Discussions
Hand-outs
Audio Visual
Examinations

**ASSIGNMENT AND/OR COURSE OUTLINE**

See your Instructor First Day Handout for individual instructor assignment schedule.