



ADMJ 130 - Introduction to Juvenile Procedures Course Outline

Approval Date: 12/09/2021

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000535571

Discipline(s) Administration of Justice

Division Criminal Justice Training

Subject Area Administration of Justice

Subject Code ADMJ

Course Number 130

Course Title Introduction to Juvenile Procedures

TOP Code/SAM Code 2105.00 - Criminal Justice/Police Science* / D - Possible Occupational

Rationale for adding this course to the curriculum Periodic course update, textbook update, revision of course learning outcomes.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 35

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course is an examination of the origin, development, and organization of the Juvenile Justice System as it evolved in the American Justice System. The course explores the theories that focuses on Juvenile Law, courts and processes, and the constitutional protects extended to juveniles administered in the American Justice System.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Describe the history, structure, and functions of the main components of the American criminal justice system.
- B. Analyze principles and applications of statutory and Constitutional law, particularly the requirements adhered to by law enforcement, courts, and corrections.
- C. Produce written communications that meet the standards for transfer and a criminal justice system professional.
- D. Examine bias and cultural competence in the criminal justice system.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Identify the terms and major steps of the juvenile justice process.
- B. Discuss the evolution of juvenile justice philosophy and historical events that have shaped that philosophy.
- C. Analyze the causes of juvenile crime and victimization in the United States.
- D. Describe the relationship between moral development and delinquency.
- E. Compare and contrast the various social theories of delinquency.
- F. Apply different types of delinquency prevention programs.
- G. Analyze how police process juvenile cases.
- H. Analyze the relationship between the police and juveniles.
- I. Explain current legal issues in the juvenile justice system.
- J. Explain the juvenile probation process.
- K. Compare and contrast various types of juvenile detention facilities and juvenile care facilities.
- L. Identify laws related to juvenile behavior within the public school system.
- M. Examine the causes and impact of bullying and other forms of school violence.
- N. Examine how gangs influence juvenile behavior.
- O. Examine various special juvenile populations including drug abusers, hate groups, and child prostitutes.
- P. Examine contemporary issues impacting juvenile justice including technology, intervention strategies, and specialized courts.
- Q. Critically analyze and describe the juvenile justice system and its context in the criminal justice system.
- R. Apply California laws pertaining to juvenile delinquency and dependency to case studies.
- S. Critically distinguish between delinquency, status offenses, and dependency.

- T. Critically analyze the distinctions between adult and juvenile justice systems.
- U. Critically evaluate Constitutional protections extended to juveniles through judicial decisions.
- V. Critically appraise the Juvenile Court Dispositions.
- W. Examine bias and cultural competence in the juvenile justice system.
- X.

3. Course Content

- A. Overview of the juvenile justice system
 - a. Jurisdiction of the juvenile court
 - b. Terminology
 - a. Delinquency
 - b. Status offender
 - c. Other terms unique to the juvenile justice system
 - c. Major decision-making points in the juvenile justice system
- B. History of the Juvenile Justice System
 - a. History of how offenders were treated
 - b. Influences on juvenile justice in the United States
 - c. Traditional models
 - d. Due process models of juvenile justice
- C. Causes of juvenile crime and victimization
 - a. Three ways crime is measured in the United States
 - a. Local police records
 - b. National agency surveys
 - c. Youth advocacy organizations
 - b. Pros and cons of victimization surveys
 - c. Risk factor vs. protective factor
- D. Theories of Juvenile Crime Causation and Delinquency
 - a. Classical and positive school of criminology thought
 - b. Major theories
 - a. Choice theory
 - b. Deterrence theory
 - c. Atavism theory
 - c. Major learning theories
 - a. Classical learning theory
 - b. Modeling learning theory
 - c. Operant conditioning learning theory
- E. Delinquency prevention programs
 - a. Types of delinquency prevention programs
 - a. Pre- delinquent intervention
 - b. First-time offender
 - c. School based programs
 - d. Community based programs
 - b. Diversion Concepts
 - c. Failed programs
 - d. Aspects of successful programs
- F. Police and juveniles
 - a. Historical perspective of police-juvenile relations
 - b. Policing styles
 - c. How police process juvenile cases
 - d. Status offenders vs. criminal offender procedures

- e. Police use of discretion related to juveniles
- f. Factors influencing police decision making
 - a. Demeanor
 - b. Age
 - c. Maturity
- g. How attitudes conflict
 - a. Juvenile attitudes about the police
 - b. Police attitudes about juveniles
- h. Police programs supporting juveniles
 - a. D.A.R.E.
 - b. G.R.E.A.T.
 - c. PAL Programs
 - d. Explorer and cadet programs
- i. Community oriented policing and juveniles
- G. California laws relating to Juvenile Delinquency and Dependency
 - a. Four landmark Supreme Court cases
 - a. Kent v. United States
 - b. In re Gault
 - c. In re Winship
 - d. McKeiver v. Pennsylvania
 - b. Constitutional protections afforded to Juveniles through Judicial decisions.
 - a. 5th Amendment
 - b. 6th Amendment
 - c. Totality of circumstances
 - d. Confidentiality and anonymity
 - e. Current legal issues in juvenile justice
 - a. Greater accountability
 - b. Victims' rights impacting juvenile offenders
 - c. Juvenile rights and the schools
 - d. Rehabilitation and treatment
- H. Juvenile court procedures vs adult court procedures
 - a. Jurisdiction of the juvenile court
 - b. Key responsibilities of juvenile court personnel
 - a. Judge and referee
 - b. Prosecuting attorney
 - c. Defense attorney
 - d. Probation officer
 - c. Key decision making processes
 - a. Detention
 - b. Petition
 - c. Prosecution
 - d. Adjudication
 - e. Predisposition report
 - d. Juvenile Court Dispositions
- I. Juvenile sentencing options
 - a. Referral to the adult court
 - b. Types of blended sentencing
 - c. Case law and the death penalty for juvenile offenders
 - a. Thompson v. Oklahoma
 - b. Wilkings v. Missouri
 - c. Standford v. Kentucky

- d. Roper v. Simmons
 - d. Bias in sentencing related to juvenile offenders
- J. Juvenile probation procedures
 - a. Available correctional sanctions
 - b. Typical juvenile probation conditions
 - a. Work and school
 - b. Chemical testing
 - c. Restricted association
 - d. Reporting to probation officer
 - e. Search and seizure
 - c. Probation officer duties
 - d. Intensive supervision probation
 - e. Aftercare for post-incarceration juveniles
- K. Detention and care facilities
 - a. Detained vs. committed juveniles
 - b. Public vs. private institutions
 - c. Types of secured facilities
 - a. Detention center
 - b. Diagnostic assessment center
 - c. Boot camps
 - d. Youth ranches and camps
 - d. Available programming at juvenile institutions
 - e. Importance of cultural competence of detention center staff
- L. Juvenile procedures, the law, and schools
 - a. Requirements to attend school
 - b. Authority of school officials
 - c. Overview of California Education Code
 - a. Scope of school authority
 - b. Behavior at school
 - c. Weapons
 - d. Bullying
 - e. Gangs
 - f. Authorized forms of discipline
- M. Special juvenile populations
 - a. Drug abusers
 - b. Chronic juvenile offenders
 - c. Juvenile hackers
 - d. Hate groups
 - e. Victims of abuse
 - f. Child prostitution
 - g. Cultural differences impacting juveniles
 - h. LGBTQ+ populations
- N. Contemporary issues in juvenile justice
 - a. Trends in legislation and philosophy
 - b. BARJ model of juvenile justice
 - c. Arguments for abolishing the juvenile justice system
 - d. Emerging specialty courts
 - a. Teen courts
 - b. Drug courts
 - c. Gun courts
 - e. New intervention strategies

- f. Parental liability movement
- g.

4. Methods of Instruction:

Activity:

Directed Study:

Discussion:

Lecture:

Projects:

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- A final examination with short essay and multiple choice questions. For example: 1. Which of the following sections applies to juveniles who commit a criminal offense? A. 300 WIB. 601 WIC. 602 WID. 625 WI2. Explain the difference between the adult criminal court and juvenile court.

Quizzes -- A final examination with short essay and multiple choice questions. For example: 1. Which of the following sections applies to juveniles who commit a criminal offense? A. 300 WIB. 601 WIC. 602 WID. 625 WI2. Explain the difference between the adult criminal court and juvenile court.

Papers -- A final examination with short essay and multiple choice questions. For example: 1. Which of the following sections applies to juveniles who commit a criminal offense? A. 300 WIB. 601 WIC. 602 WID. 625 WI2. Explain the difference between the adult criminal court and juvenile court.

Projects -- A final examination with short essay and multiple choice questions. For example: 1. Which of the following sections applies to juveniles who commit a criminal offense? A. 300 WIB. 601 WIC. 602 WID. 625 WI2. Explain the difference between the adult criminal court and juvenile court.

Class Participation -- A final examination with short essay and multiple choice questions. For example: 1. Which of the following sections applies to juveniles who commit a criminal offense? A. 300 WIB. 601 WIC. 602 WID. 625 WI2. Explain the difference between the adult criminal court and juvenile court.

Class Work -- A final examination with short essay and multiple choice questions. For example: 1. Which of the following sections applies to juveniles who commit a criminal offense? A. 300 WIB. 601 WIC. 602 WID. 625 WI2. Explain the difference between the adult criminal court and juvenile court.

Home Work -- A final examination with short essay and multiple choice questions. For example: 1. Which of the following sections applies to juveniles who commit a criminal offense? A. 300 WIB. 601 WIC. 602 WID. 625 WI2. Explain the difference between the adult criminal court and juvenile court.

Standardized instrument objectively measuring student knowledge -- A final examination with short essay and multiple choice questions. For example: 1. Which of the following sections applies to juveniles who commit a criminal offense? A. 300 WIB. 601 WIC. 602 WID. 625 WI2. Explain the difference between the adult criminal court and juvenile court.

Final Exam -- A final examination with short essay and multiple choice questions. For example: 1. Which of the following sections applies to juveniles who commit a criminal offense? A. 300 WIB. 601 WIC. 602 WID. 625 WI2. Explain the difference between the adult criminal court and juvenile court.

Additional assessment information:

A final examination with short essay and multiple choice questions.

For example:

1. Which of the following sections applies to juveniles who commit a criminal offense?

- A. 300 WI
- B. 601 WI
- C. 602 WI
- D. 625 WI

2. Explain the difference between the adult criminal court and juvenile court.

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

For example:

- 1. Read Chapter 1, "The Juvenile Justice System" from the course textbook.
- 2. Select a news article involving a crime committed by a juvenile offender.
- 3. Read California Welfare and Institutions Code sections 300 et al.

B. Writing Assignments

For example:

- 1. Write a response to the critical thinking exercises on page 299 of the textbook.
- 2. Write a research paper on one of the juvenile justice theories.
- 3. Write a position paper on the death penalty and juvenile justice.

C. Other Assignments

For example:

- 1. A group project involving a case study of a juvenile on probation that requires students to write a simulated probation report for the court.
- 2. Analysis of a case study involving a chronic juvenile delinquent.
- 3. A guest speaker, such as a juvenile probation officer or juvenile court referee or judge.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Taylor, Robert W and Fritsch, Eric J.

Title: Juvenile Justice

Publisher: McGraw Hill

Date of Publication: 2020

Edition: 5th

B. Other required materials/supplies.