Course Information

Division: Social Sciences
Course Number: AJS 126
Title: The Juvenile Function
Credits: 3
Developed by: Kris Matthews
Lecture/Lab Ratio: 3 Lecture/0 Lab
Transfer Status: ASU NAU UA

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Activity Course: No
CIP Code: 43.0107
Assessment Mode: Pre/Post Test (50 Questions/50 Points)
Semester Taught: Spring
GE Category: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisites
None

Educational Value
An excellent overview course for Administration of Justice majors and others desiring to learn more about the Juvenile Justice System. It includes an examination of the history and current problems that confront the juvenile practitioner.

Description
An examination of the history and development of juvenile justice theories, procedures, and institutions.

Supplies
Access to a personal computer and the Internet.
Competencies and Performance Standards

1. Describe the history of Juvenile Justice.
   Learning objectives
   What you will learn as you master the competency:
   a. Explain how delinquency is measured.
   b. Define delinquency.
   c. Describe the escalation of violence by youth.
   d. Explain the rise of juvenile institutions.
   e. Describe the establishment of the Juvenile Court.
   f. Describe juvenile justice in the United States from the 1920s - 1960s.

   Performance Standards
   Competence will be demonstrated:
   by completion of online quizzes and examinations
   o through Internet web based computer assignments
   o through an objective cumulative final exam
   o by defining the chapter key terms and phrases
   Criteria - Performance will be satisfactory when:
   o learner defines delinquency
   o learner explains a criminal law definition of delinquency
   o learner explains a status offense definition of delinquency
   o learner explains a social/criminological definition of delinquency
   o learner identifies official measures of delinquency
   o learner identifies self-report measures of delinquency
   o learner identifies victimization measures of delinquency
   o learner describes the escalation of violence by youth and offers a possible solution
   o learner compares the main delinquency measures
   o learner describes the rise of juvenile institutions
   o learner explains the establishment of the Juvenile Court
   o learner summarizes juvenile justice practices from the 1920s - 1960s

2. Explain the major approaches to explaining delinquency.
   Learning objectives
   What you will learn as you master the competency:
   a. Define delinquency.
   b. Compare and contrast delinquency of juveniles versus criminal acts of adults.
   c. Compare and contrast the theoretical schools of thought concerning delinquency.
   d. Describe the biological and sociological theories of delinquency.
   e. Describe the psychological theory of delinquency.
   f. Identify explanations of female delinquency.
   g. Explain theories of gang delinquency.
   h. Describe the relationship between illicit drugs and delinquency.
Performance Standards

Competence will be demonstrated:
- by completion of online quizzes and examinations
- through Internet web based computer assignments
- through an objective cumulative final exam
- by defining the chapter key terms and phrases
- by participating in a field trip to a juvenile institution

Criteria - Performance will be satisfactory when:
- learner describes the Classical School
- learner describes the Positivist School
- learner explains the leading biological and sociological theories of delinquency
- learner explains the leading psychological theories of delinquency
- learner describes the process of psychoanalysis
- learner describes the relationship between mental deficiency and delinquency
- learner explains the ecological perspective
- learner explains the social control theory
- learner explains the conflict theory
- learner explains the routine activities and rational choice theory
- learner discusses the characteristics of gangs and how they attract juveniles
- learner characterizes drug use among juveniles and its effects
- learner describes the drugs-delinquency connection

3. Discuss the juvenile court process.

Learning objectives

What you will learn as you master the competency:

a. Describe the purposes of detention.
b. Define detention.
c. Explain detention alternatives.
d. Identify the steps of the intake decision process.
e. Explain the transfer/waiver process and decision.
f. Describe the disposition alternatives for juveniles.
g. Identify the landmark Supreme Court cases for juvenile justice.
h. Describe the history of diversion and its impact.

Performance Standards

Competence will be demonstrated:
- by completion of online quizzes and examinations
- through Internet web based computer assignments
- through an objective cumulative final exam
- by defining the chapter key terms and phrases

Criteria - Performance will be satisfactory when:
- learner summarizes the historical developments of the Juvenile Court
4. Describe how juvenile intervention programs are organized.

**Learning objectives**
*What you will learn as you master the competency:*

a. Define intervention.
b. Explain the reasons for using institutional/residential interventions.
c. Describe institutional life for a juvenile.
d. Explain the new directions in institutional interventions.
e. Explain the reasons for using community interventions.
f. Define probation.
g. Describe current problems in community supervision.
h. Describe the extent of juvenile victimization.
i. Describe the future of the Juvenile Justice System.

**Performance Standards**
*Competence will be demonstrated:*

- by completion of online quizzes and examinations
- through Internet web based computer assignments
- through an objective cumulative final exam
- by defining the chapter key terms and phrases

**Criteria - Performance will be satisfactory when:**

- learner describes the reasons for using diversion
- learner describes institutional/residential interventions
- learner identifies the successful components of community intervention
- learner explains the extent of juvenile victimization and its causes
- learner describes the future of the Juvenile Justice System
- learner identifies prediction methods
- learner describes current problems in community supervision
- learner identifies the negative impacts of institutional life
- learner compares and contrasts restitution versus community service with probation
5. Characterize the relationship between police and juveniles.

Learning objectives
What you will learn as you master the competency:

a. Describe the police role.
b. Explain the communication process between juveniles and the police.
c. Describe what the public expects from the police regarding order maintenance and juveniles.
d. Identify issues indicating how effective police are with juveniles.
e. Describe women in policing and their benefit to working with juveniles.
f. Explain issues surrounding police brutality and use of deadly force.

Performance Standards
Competence will be demonstrated:

- by completion of online quizzes and examinations
- through Internet web based computer assignments
- through an objective cumulative final exam
- by defining the chapter key terms and phrases

Criteria - Performance will be satisfactory when:

- learner identifies the police role
- learner describes how police provide order maintenance with juveniles
- learner describes the attitudes of police and juveniles toward each other
- learner explains how effective the police response is with juveniles
- learner describes the issues of police brutality and deadly force
- learner explains the "Them versus Us" Fallacy
- learner describes the practice of law enforcement versus crime prevention as they relate to juveniles

6. Describe the correlation between school and delinquency.

Learning objectives
What you will learn as you master the competency:

a. Describe the role that educational experience plays in human development during life course.
b. Explain the problems facing the educational system within the United States.
c. Describe the hazards faced by children if they are dropouts.
d. Identify the association between school failure and delinquency.
e. Describe the efforts which school systems are making to reduce crime on campus.
f. Explain the various types of school based delinquency programs.

Performance Standards
Competence will be demonstrated:

- by completion of online quizzes and examinations
- through Internet web based computer assignments
- through an objective cumulative final exam
- by defining the chapter key terms and phrases
Criteria - Performance will be satisfactory when:

- learner identifies how the school environment has a significant effect on a child’s well-being
- learner describes how many children are at risk for educational problems, school failure, and delinquency
- learner describes the association between dropping out and delinquency
- learner explains how kids who do poorly in school are at risk for delinquent behavior
- learner describes how schools are advancing programs to prevent or reduce violence on campus
- learner explains how schools are trying to prevent delinquency through drug abuse education

Types of Instruction
Participative Lecture
Multimedia

Grading Information

Grading Rationale
Each instructor has the flexibility to develop evaluative procedures within the following parameters:

1. A Pre Test MUST be administered to EACH student. It will NOT count toward the student's grade.
2. The Final Examination/Post Test will be the same test. It will represent 20% of the final course grade.
3. Exams/Quizzes represent 20% of the final course grade.
4. The midterm exam represents 30% of the final course grade.
5. Other activities will represent 30% of the final course grade.

Extra credit points up to 3% can be awarded to students for completing the end-of-semester student course survey and providing evidence of doing so to their instructor.

Grading Scale
A 90% - 100%
B 80% - 89%
C 70% - 79%
D 60% - 69%
F Below 60%