

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK



MASTER SYLLABUS

JUST 313 – Juvenile Justice

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SCHOOL OF SCIENCE, HEALTH AND CRIMINAL JUSTICE
CRIMINAL JUSTICE
MAY 2020

A. **TITLE:** Juvenile Justice

B. **COURSE NUMBER:** JUST 313

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Fall/ Spring

G. **COURSE DESCRIPTION:** This course provides an overview of the creation and evolution of juvenile justice in America. It examines the theories of delinquency, juvenile and police encounters, the adjudication process, status and non-delinquent offenders, detention of juveniles, and the rights of students. The evolution of the laws governing each aspect of juvenile justice is summarized.

H. **PRE-REQUISITES/CO-REQUISITES:** Pre-requisite: A minimum of 45 credits or instructors approval.

I. **STUDENT LEARNING OUTCOMES:**

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>
a. a. Describe the concept of juvenile responsibility;	1. Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, viewpoints, and conclusions both orally and/or in writing.		Communication Skills Written [W]
b. Outline the historical evolution of the juvenile justice system;	Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, viewpoints, and conclusions both orally and/or in writing.		Communication Skills Written [W]
c. Explain the theories of delinquency;	Demonstrates the ability to interpret, apply, analyze, identify, distinguish and evaluate the assumptions, methodology and/or evidence of concepts, constructs and theory to provide a valid response, conclusion or recommendation.		Critical Thinking <i>Critical Analysis</i> [CA]

d. Analyze the law governing juvenile and police encounters, including encounters in schools.	Demonstrates the ability to interpret, apply, analyze, identify, distinguish and evaluate the assumptions, methodology and/or evidence of concepts, constructs and theory to provide a valid response, conclusion or recommendation.		Critical Thinking <i>Critical Analysis</i> [CA]
e. Analyze the differences between juvenile and adult courts, procedures for waiver to adult court, the reasons juvenile courts were formulated, and the adjudication process.	Demonstrates the ability to interpret, apply, analyze, identify, distinguish and evaluate the assumptions, methodology and/or evidence of concepts, constructs and theory to provide a valid response, conclusion or recommendation.		Critical Thinking <i>Critical Analysis</i> [CA]
f. f. Summarize the detention and placement options for juveniles	Demonstrates the ability to effectively present, organize, and articulate thoughts, ideas, viewpoints, and conclusions both orally and/or in writing.		Communication Skills Written [W]

KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** Yes _____ No x _____

K. **TEXTS:** Bartollas, C. & Miller, S. J (2017). *Juvenile Justice in America*, (8th ed.). Pearson Education Inc.. ISBN 978-0-13-416375-8.

L. **REFERENCES:** None

M. **EQUIPMENT:** Technology enhanced classroom

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Assessments
- Class participation
- Weekly writing assignments
- Research paper

P. **DETAILED COURSE OUTLINE:**

I. An overview of juvenile justice

- A. The background and history of the juvenile justice system
- B. Juvenile versus adult systems
- C. Juveniles, delinquency, and the law
- D. The scope of the juvenile justice system
- E. An overview of the juvenile justice process

II.Theories and measurement of juvenile delinquency

- A. Theories of juvenile delinquency
- B. Measuring juvenile crime and victimization

III.Juveniles and the Police

- A. Juvenile conduct leading to police involvement
- B. Taking juveniles into custody
- C. Police discretion when arresting juveniles
- D. Juvenile arrests
- E. Legal rights of juveniles during stop and frisk, arrests, and searches and seizures
- F. Custody and interrogation of juveniles
- G. Confidentiality and the police

IV.Intake and Diversion

- A. The intake process
- B. The legal rights of juveniles at intake
- C. The diversion process
- D. The legal rights of juveniles in diversion
- E. Extralegal issues in diversion

V.Status offenders, dependent and neglected youths, and juvenile victimizations

- A. Historical methods of dealing with non-delinquents
- B. The Juvenile Justice and Delinquency Prevention Act of 1974
- C. The juvenile justice system and status offenders

- D. Status offense case processing in the juvenile justice system
- E. Dependency, neglect, and the juvenile justice system
- F. Juvenile court processing for dependency and neglect

VI. Detention and Transfer to Adult Court A. Pre-adjudication detention of juveniles

- B. Detention procedures and the rights of detained juveniles
- C. Juvenile transfer to adult court
- D. Types of juvenile transfer and procedures
- E. The impact of juvenile transfer

VII. The national court system and the juvenile courts

- A. The court system and its process
- B. The origin and formation of the first juvenile court
- C. The juvenile court structure

VIII. Adjudication of juveniles

- A. The adjudication of juveniles in the past and today
- B. Comparison with adult criminal trial court
- C. Procedures during adjudication
- D. The rights of juveniles during trial
- E. Constitutional rights during trial not given to juveniles

IX. Disposition and Appeal

- A. Disposition and the kinds of disposition
- B. Blended sentencing
- C. Legal and constitutional issues in disposition
- D. Juveniles and the right to appeal

X. Juvenile probation and parole

- A. Similarities and differences of probation and parole
- B. The origin and history of juvenile probation
- C. Conditions of probation and parole
- D. Other community-based programs
- E. Legal issues in probation and parole practices
- F. Revocation of probation

XI. Juvenile correctional institutions

- A. The development and evolution of juvenile institutions
- B. Types of juvenile placements
- C. Conditions of confinement and the rights of institutionalized juveniles

XII. The death penalty for juveniles

- A. The death penalty for juveniles before *Roper v. Simmons* (2005)
- B. After *Roper v. Simmons* (2005)

XIII. Schools, school crime and the rights of students

- A. Juveniles, the law and schools
- B. The extent of school crime

XIV. Juvenile justice: past, present and future

- A. The current state of the juvenile court and justice systems
- B. Current issues and trends

Q. **LABORATORY OUTLINE:** N/A