

Department:

Criminal Justice

Course Description:

This course examines the historical precedents and philosophical reasons for treating juveniles differently from adults. The course reviews empirical evidence about child development that can illuminate the reasons for their special status within the system. It will study the major theories that have been proposed as explanations of delinquent behavior. The course will also provide a detailed overview of the juvenile justice system, from its beginnings to the current state of the institution.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Compare and contrast the adult and juvenile justice systems.
2. Differentiate between the sources of official data.
3. Explain the development of the juvenile justice system.
4. Apply juvenile justice theories to practical situations.
5. Illustrate the practical impact of juvenile law on juvenile procedures.
6. Distinguish main procedural differences between adult and juvenile court.
7. Summarize juvenile court and corrections options following adjudication.
8. Explore juvenile behaviors, characteristics, and risk factors that lead to juvenile crime.
9. Identify factors that influence police discretion.
10. Demonstrate appropriate intervention strategies for juvenile offenders

Course Content:

- A. Adolescence and Delinquency
- B. Measurement and Nature of Delinquency
- C. Individual Causes of Delinquency
- D. Social Structure and Social Process Theories of Delinquency
- E. Social Interactionist Theories of Delinquency
- F. Gender and Delinquency
- G. Families and Delinquency
- H. Schools and Delinquency
- I. Gangs and Delinquency
- J. Drugs and Delinquency
- K. An Overview of Juvenile Justice in America
- L. Police and the Juvenile
- M. Juvenile Court
- N. Juvenile Corrections

Learning Assessments:

Competencies may be evaluated by multiple measures, including exams, papers, article reviews, research, experiments, and projects.

Instructional Materials:

Textbook: Bartollas, C., & Schmalleger, F. (2016). *Juvenile Delinquency* (2nd ed.). Boston, MA: Pearson. ISBN-13: 978-0133826289

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).