Administrative Unit: Criminal Justice Administration & Human Services Department

Course Prefix and Number: CJAD 325

Course Title: Juvenile Justice System and Procedures

Number of Credit Hours: 3 Lecture Hours: 3 Laboratory Hours: 0

Catalog Description: Examination of the American Juvenile Justice system from the perspective of law enforcement, the courts and corrections. Prerequisites: CJAD 101 and junior standing. Offered even Spring.

Prerequisite(s)/Corequisite(s): CJAD 101 and junior standing.

Text(s): Many suitable textbooks are available from various publishers and the following list is not comprehensive. Other textbooks may be judged by individual instructors to be more suitable in meeting Course Objectives. Many current textbooks have companion websites, and the instructor is encouraged to enhance the course experience for the student by utilizing available technology.


Course Objectives:

- To appreciate the history and evolution of the juvenile justice system.
- To explore the common terminology, methods and theories used and applied by professionals in the juvenile justice system.
- To enhance understanding of the interrelationship between philosophy, procedural requirements and practice within the juvenile justice system.
- To apply competing methods and theories to real and hypothetical problems in the juvenile justice system.
- To enhance critical thinking, research and writing skills to juvenile justice issues.
Measurable Learning Outcomes:

- Explain the origins of the American juvenile justice system.
- Describe the evolution of and philosophical underpinnings for the American juvenile justice system.
- Analyze and apply the tools developed for measurement of juvenile crime and victimization.
- Construct profiles of the juvenile offender.
- Explain the social context of juvenile crime.
- Describe the roles and procedures employed by law enforcement in dealing with juvenile offenders.
- Explain the roles and procedures performed by juvenile courts in processing juvenile offenders.
- Identify and compare the available and contemplated correctional alternatives designed for juvenile offenders.
- Construct arguments for and against proposed reforms in the juvenile justice system.
- Explain, evaluate and apply important theories regarding juvenile justice issues.
- Describe the relationship between philosophy, theory and practice in the juvenile justice system.
- Appraise current literature, materials and developments regarding juvenile justice issues.

Topical Outline (major areas of coverage):

- An overview of juvenile justice
- Research and theory in juvenile justice
- Historical and Philosophical roots of the system
- The Measurement of juvenile crime and victimization
- Profile of the juvenile offender
- The Social Context of juvenile crime
- Law Enforcement and the juvenile offender
- Juvenile Courts—tradition, change and procedure
- Corrections and the juvenile offender
- Special approaches of corrections and the juvenile offender
- Global issues in juvenile justice
- New Directions in juvenile justice

In an effort to better prepare students for future educational pursuits and professionalism in their chosen fields, it is highly recommended that all courses bearing the CJAD prefix contain both a writing and speech communication component. Formal writing projects should be prepared in APA format.

Material from this course may be tested on the Major Field Test (MFT) administered during the Culminating Experience course for the degree.

Recommended maximum class size for this course: 30
Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your eServices login and password when prompted.

Prepared by: Barry R. Langford, J.D. ________________________________
Name ________________________________ Signature ________________________________

Date: January 23, 2005

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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