HILL COLLEGE
112 Lamar Drive
Hillsboro, Texas 76645

COURSE SYLLABUS

Course Prefix and Number       Course Title
CRIJ 1313               Juvenile Justice System

Hill College is committed to the principal of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of age, race, color, religion, sex, national origin, disability, or veteran status in the administration of its educational programs, activities, or employment policies.

Catalog Description:

CRIJ 1313 – Juvenile Justice System

A study of the juvenile justice process to include specialized juvenile law, role of the juvenile law, role of the juvenile courts, role of police agencies, role of correctional agencies, and theories concerning delinquency.

Lecture Hours: 3           Lab Hours: 0           Semester Credit Hours: 3

Prerequisites: None

Introduction and Purpose:
This course is a study of the juvenile justice process. Topics include specialized juvenile law, role of the juvenile law, role of the juvenile courts, role of police agencies, role of correctional agencies, and theories concerning delinquency. In addition, students will study the history, philosophy, organization, processes and functions of the juvenile justice systems in the United States and Texas. Emphasis is placed on jurisdiction, treatment and juvenile court proceedings in juvenile justice decision-making. In addition, students will study child abuse and neglect and how the system is designed to deal with these serious issues.

Instructional Materials:


Supplies: Note-taking materials, Pens or Pencils and Paper.

Objectives/Student Learning Outcomes:
SCANS are a list of skills developed by the Department of Labor to insure students are
trained on necessary skills required by industry. Each objective listed relates to one or more of these skills standards. The translation for these standards is attached to the end of this syllabus.

Students will have a working knowledge of the Texas Family Code governing delinquent conduct and conduct indicating a need for supervision. Students will be able to define the role and functions of law enforcement officer, juvenile probation officer, and the juvenile court in investigating and handling cases involving a child and persons coming under the jurisdiction of the juvenile justice system. Students will be able to list and/or describe juvenile correction processes include treatment, rehabilitation, and sanctions administered under the Juvenile Justice System that seek to correct children’s conduct that adversely threatens or harms the community. Students will also be able to describe the laws relative to child abuse and neglect and understand systems’ response to protect children.

THIS COURSE IS AN OVERVIEW; THE STUDENT WILL BE RESPONSIBLE TO READ AND RESEARCH IN DEPTH THE SUBJECTS SURVEYED THROUGH ONGOING CONTINUING EDUCATION.

LEARNING OBJECTIVE(S): The student will know the statutory authority and requirements for conducting investigations involving juveniles. (C5)

1. Identify the purpose of Title III, Juvenile Justice Code, as it relates to juvenile investigations.
2. Define specific terms relating to juvenile proceedings.
3. Define delinquent conduct, conduct indicating a need for supervision and habitual felony conduct.
4. Identify the legal requirements pertaining to a waiver or rights and requirements for admissibility of statements given by Texas Family Code 51.09 and 51.095.
5. Identify the legal requirements on places and conditions of detention.
6. Identify the legal restriction on fingerprinting and photographing a child.
7. Identify the legal requirements for taking a child into custody.
8. Identify the legal requirements for release or delivery to court.
9. Identify the legal requirements for disposition without referral.
10. Identify the rights and duties of parents.
11. Identify the legal requirements for investigation of reports of child abuse or neglect.
12. Identify the legal requirements relating to medical treatment and medical examination of a child.
13. Identify the legal requirements for taking possession of a child in an emergency.
14. Identify the legal requirements relating to communication between law enforcement authorities and school officials.

LEARNING OBJECTIVE(S): The student will know the statutory authority and requirements for conducting investigations involving missing children, and missing persons. (C5-C7, F6)

1. List the legal definitions for a missing person or a missing child.
2. Discuss the function of the State Missing Persons Clearing house and the required report forms.
3. Describe what the law enforcement requirements are once the child is reported missing to law enforcement.
4. List what steps are taken in a missing child investigation.
5. List the proper steps to activate the Statewide AMBER Alert System.
6. Discuss what records are confidential under the Texas Missing Persons and Missing children's Act.

LEARNING OBJECTIVE(S): The student will understand the nature of juvenile issues. (C15, C19, f1, F2)
   1. Identify influences that may affect an adolescent’s encounter with the police.
   2. Identify problems typically associated with juvenile gang activities.

LEARNING OBJECTIVE(S): Understand the dynamics of family violence. (C15, C19, F1, F2)
   1. Discuss how victims might be affected by family violence.
   2. Identify common characteristics of family violence offenders.
   3. Describe the cycle of abuse phases.
   4. Discuss examples of the type of abuse often occurring in family violence incidents.
   5. List examples of some barriers victims face when attempting to leave the abusive relationship.

LEARNING OBJECTIVE(S): To enable the student to recognize the legal issues pertaining to family violence. (C5, F5-F12)
   1. Identify offenses and statutes that refer to family violence.
   2. Define family violence terms related to Title 4 of the Family Code; Protective Orders and Family Violence
   3. Explain the application procedure for a Protective Order.
   4. Describe the Protective Order court hearing process.
   5. Discuss what a Protective Order is, what it means, and consequences of violation.
   6. Discuss the recommended steps in handling family violence calls involving Temporary Ex Parte Orders, Protective Orders, and Magistrate’s Order for Emergency Protection.

LEARNING OBJECTIVE(S): To enable the student to recognize the legal issues pertaining to child abuse. (C5-C7, F1, F2, F5, F6)
   1. Identify the legal requirements for investigation of child abuse and neglect.
   2. Identify the legal requirements relating to medical treatment and medical examinations of a child.
   3. Identify the legal requirements for taking possession of a child in an emergency.
   4. Identify the legal requirements relating to communication between law enforcement authorities and school officials.

LEARNING OBJECTIVE(S): To increase the students' understanding of procedures for responding to family violence. (C5-C7, F1, F2, F5, F6)
   1. Discuss family violence situations and describe procedures for conducting preliminary investigations.
   2. Give examples of community resources and services to be used in family violence incidents.

Program Threads and SCANS Competencies
The curriculum content in all Criminal Justice courses are organized around five general content areas known as program threads.

Program Threads: Communication
   Legal and Ethical Practices
   Effective Helping
Diversity
Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary's Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Criminal Justice Department are organized around these competencies and the three part foundational skills that the competencies are based on Learning Activities and outcomes which relate to the SCANS Competencies are identified in the syllabus with C1-20 and/or F1-17 in bold print.

The competencies C1-20 include:

- **Resources**: identifies, organizes, plans, and allocates resources (C1-C4).
- **Information**: acquires and uses information (C5-C8).
- **Interpersonal**: works with others (C9-C14).
- **Systems**: understands complex interrelationships (C15-C17)
- **Technology**: works with a variety of technologies C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills**: reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills**: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
- **Personal Qualities**: displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

**Methods of Instruction:**
This course will be taught using traditional lecture with a question and answer period daily, independent study, guest speakers, field trips, periodic quizzes and examinations. Audio-visual materials and computer based technology will be used when appropriate.

**Methods of Evaluation:**
There will be four (4) major exams during the semester. These will make up 60% of the student’s final grade.

Chapter quizzes, chapter assignments and discussion board assignments will make up 40% of the student’s final grade.

Letter grades for the course will be based on the following percentages:

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- Below 60% F
Course Outline:
Class Policies:

A. “Excused and Unexcused” absences are treated exactly the same way as far as attendance policy is concerned except that excused absences allow the student to make up work missed. “Excused” absences will be granted for the following reasons:
1. Illness
2. Death in the family
3. School sponsored events

Excusing an absence for reasons other than those above is the prerogative of each instructor concerned.

B. Warnings are issued after:
1. Three (3) consecutive hours; or
2. A total of four (4) hours absent

C. It should be remembered that absences always result in work being missed and, in spite of the best efforts of both the instructor and the student this usually means the grade will suffer.

D. An “Incomplete” grade may be given only in those cases where, because of personal illness, death in the immediate family, school sponsored trips, or military orders, the student is unable to complete the final examination for a course. Prior approval of the instructor is required before the grade of “I” is recorded. A student who merely fails to show up for the final examination will receive a zero (0) for the final and “F” for the course.

All work must be completed and on time or no credit will be received.

E. Students should consult with their instructor or advisor before dropping a course. Failure to attend class is not tantamount to dropping a course.

F. You may leave a message for me at (254) 659-7980, if you have an emergency.

Disabilities/ADA:
In accordance with the requirements of the Americans with Disabilities Act (ADA) and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a), Hill College’s designated ADA coordinator, Debra Hargrove, Vice President, Human Resources and Organizational Development, shall be responsible for coordinating the College’s efforts to comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical, classroom, or testing accommodations should contact Salley Schmid, Director of Counseling, at (254) 659-7651 or sschmid@hillcollege.edu.

Course Requirements:
A. Regular and punctual attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online. The Hill College attendance policy will be rigorously enforced. Students will be counted absent from class meeting missed, beginning with the first official day of classes. In the case of online courses, attendance will be determined in terms of participation, as described in the course syllabus.
B. Turn in all assignments on time ~ Students will be permitted to make up class work and assignments missed due to one of the above mentioned absences. It is the student's responsibility to inform the instructor of the reason for an absence and to do so in a timely fashion.

C. Proper classroom behavior ~ Disturbance in the classroom, which includes talking during class, will not be tolerated. Students disturbing the class will be requested to leave the classroom. **NO texting during class.** Anyone caught texting will have their phone taken up until the end of class.

D. Your first responsibility is scholarship. The grade you receive will be the result of your efforts, not a gift from the instructor.

E. Cheating during tests or where related to a term paper will result in the student being given an "F" for the course.

F. This course is designed to require a steady, continuous effort from the student. A crash-cram policy will not result in the best grade possible.

G. From time-to-time, special library and other assignments may be made to members of the class, individually, and in groups.

H. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades.

**Topics and Tests:**

**PART 1: An Overview of the Juvenile Justice System**
2. The History and Philosophy behind the Juvenile Justice System.
3. Theories of Delinquency and Juvenile Offending.

**PART II: Our Nation’s Youths**
5. Juvenile Victims.
7. Youth Gangs.

**PART III: The Contemporary Juvenile Justice System**
8. The Police and Juveniles.
10. The Juvenile Court.

**PART IV: The Juvenile Justice System in the Twenty-First Century**

**Bibliography:**

**Textbooks:**


Champion, D.J., the Juvenile Justice System: Delinquency, Processing, and the Law, 6th Ed, Pearson Prentice Hall, 2010


McShane, M.D. and Krause, W., Community Corrections, MacMillan Publishing Co., NY, NY, 1993


**Periodicals:**


**Assessment:**
Students will display competence in the course by scoring a satisfactory grade on subjective quizzes and/or tests. The student may be required to make a classroom presentation on the subject related to the course material or submit a paper, the length and topic to be approved by the instructor.
SCANS Skills are grouped in two areas: (1) foundation skills and (2) workplace competencies.

1. Foundation Skills are defined in three areas: (a) basic skills, (b) thinking skills, and (c) personal qualities.

(a) Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
- Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
- Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
- Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
- Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
- Speaking: organize ideas and communicate orally.

(b) Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
- Creative Thinking: generate new ideas.
- Decision Making: specify goals and constraints generate alternatives, consider risks, and evaluate and choose the best alternative.
- Problem Solving: recognize problems and devise and implement plan of action.
- Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
- Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
- Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

(c) Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
- Responsibility: exert a high level of effort and persevere toward goal attainment.
- Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
- Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
- Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self control.
- Integrity and Honesty: choose ethical courses of action.

2. Workplace Competencies are defined in five areas: (a) resources, (b) interpersonal skills, (c) information, (d) systems, and (e) technology.

(a) Resources: A worker must identify, organize, plan, and allocate resources
effectively.

- **Time**: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
- **Money**: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
- **Material and Facilities**: Acquire, store, allocate, and use materials or space efficiently.
- **Human Resources**: Assess skills and distribute work accordingly, evaluate performance and provide feedback.

Examples: use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

(b) **Interpersonal Skills**: A worker must work with others effectively.

- **Participate as Member of a Team**: contribute to group effort.
- **Teach Others New Skills**.
- **Serve Clients/Customers**: work to satisfy customers’ expectations.
- **Exercise Leadership**: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- **Negotiate**: work toward agreements involving exchange of resources, resolve divergent interests.
- **Work with Diversity**: work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation; train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

(c) **Information**: A worker must be able to acquire and use information.

- **Acquire and Evaluate Information**.
- **Organize and Maintain Information**.
- **Interpret and Communicate Information**.
- **Use Computers to Process Information**.

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

(d) **Systems**: A worker must understand complex interrelationships.

- **Understand Systems**: know how social, organizational, and technological systems work and operate effectively with them.
- **Monitor and Correct Performance**: distinguish trends, predict impacts on system operations, diagnose deviations in systems’ performance and correct malfunctions.
- **Improve or Design Systems**: suggest modifications to existing systems
and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

(e) **Technology:** A worker must be able to work with a variety of technologies.

- Select Technology: choose procedures, tools or equipment including computers and related technologies.
- Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
- Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.
3. SCANS Occupational Assessment

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities needed for solid job performance. The rating level ranges from 1 (low) to 5 (high). Please circle your response.

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>RATING</th>
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<tbody>
<tr>
<td><strong>Resources:</strong> Identifies, organizes, plans, and allocates resources.</td>
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<tr>
<td>C1 Time: Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C2 Money: Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>C3 Materials and Facilities: Acquires, stores, allocates, and uses materials or space efficiently.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>C4 Human Resources: Assesses skills and distributes work accordingly, evaluates performance, and provides feedback.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Information:</strong> Acquires and uses information.</td>
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<tr>
<td>C5 Acquires and evaluates information.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C6 Organizes and maintains information.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C7 Interprets and communicates information.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C8 Uses computers to process information.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Interpersonal:</strong> Works with others.</td>
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<tr>
<td>C9 Participates as a member of a team: Contributes to group effort.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C10 Teaches others new skills.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C11 Serves Clients/Customers: Works to satisfy customer=s expectations.</td>
<td>1 2 3 4 5</td>
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<td>C12 Exercises Leadership: Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.</td>
<td>1 2 3 4 5</td>
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<td>C13 Negotiates: Works toward agreements involving exchange of resources; resolves divergent interests.</td>
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<td>C14 Works With Diversity: Works well with men and women from diverse backgrounds.</td>
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<tr>
<td><strong>Systems:</strong> Understands complex interrelationships.</td>
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<tr>
<td>C15 Understands Systems: Knows how social, organizational, and technological systems work and operates effectively with them.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C16 Monitors and Corrects Performance: Distinguishes trends, predicts impacts on system operations, diagnoses system=s performance, and corrects malfunctions.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C17 Improves or Designs Systems: Suggests modifications to existing systems and develops new or alternative systems to improve performance.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Technology:</strong> Works with a variety of technologies.</td>
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<tr>
<td>C18 Selects Technology: Chooses procedures, tools, or equipment, including computers and related technologies.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>C19 Applies Technology to Task: Understands overall intent and proper procedures for setup and operation of equipment.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>C20 Maintains and Troubleshoots Equipment: Prevents, identifies, or solves problems with equipment, including computers and other technologies.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Basic Skills</strong></td>
<td><strong>RATING</strong></td>
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<tr>
<td>F1 Reading: Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.</td>
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<tr>
<td>F2 Writing: Communicates thoughts, ideas, information, and messages in writing; creates documents such as letters, directions, manuals, reports, graphs, and flow charts.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>F3 Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers, etc.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>F4 Mathematics: Approaches practical problems by choosing appropriately from a variety of mathematical techniques.</td>
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<tr>
<td>F5 Listening: Receives, attends to, interprets, and responds to verbal messages and other cues.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>F6 Speaking: Organizes ideas and communicates orally.</td>
<td>1 2 3 4 5</td>
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<tr>
<th><strong>Thinking Skills</strong></th>
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<td>F7 Creative Thinking: Generates new ideas.</td>
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<td>F8 Decision Making: Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.</td>
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<td>F9 Problem Solving: Recognizes problems and devises and implements plan of action.</td>
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<td>F10 Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs, objects, and other information.</td>
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<td>F11 Knowing How to Learn: Uses efficient learning techniques to acquire and apply new knowledge and skills.</td>
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<td>F12 Reasoning: Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.</td>
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<th><strong>Personal Qualities</strong></th>
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<td>F13 Responsibility: Exerts a high level of effort and perseveres towards goal attainment.</td>
<td>1 2 3 4 5</td>
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<td>F14 Self-Esteem: Believes in own self-worth and maintains a positive view of self.</td>
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