

6/13/2023 DATE

 SSE _____ DIVISION _____
☐ NEW COURSE
☒ REVISION

☒ REQUIRED COURSE
☒ ELECTIVE COURSE

Lake Land College

Course Information Form

COURSE NUMBER:	CJS-158	TITLE: (30 Characters Max)	Juvenile Justice				
SEM CR HRS:	3	Lecture:	3	Lab:	0	ECH:	3
Course Level:	<input type="checkbox"/> Gen Ed / IAI <input checked="" type="checkbox"/> Baccalaureate / Non-IAI		<input type="checkbox"/> Career/Technical <input type="checkbox"/> Dev Ed/ Not in Degree Audit		Clinical Practicum:	0	Work-based Learning 0 WBL ECH: 0
COURSE PCS #	12 43.0107		IAI Code		Contact Hours (Minutes Per Week)		
Repeatable (Y/N):	N	Pass/Fail (Y/N):	N	Variable Credit (Y/N):	Min:	Max:	16 Wks 150 8 Wks 300
Prerequisites:							
Catalog Description: (40 Word Limit)	Designed to familiarize the student with development and trends in the juvenile justice system. It includes delinquency prevention, causation of juvenile crime, and treatment and control of the juvenile delinquent.						

List the Major Course Segments (Units)	Contact Lecture Hours	Contact Lab Hours	Clinical Practicum	Work-based Learning
The Concept & Measurement of Juvenile Delinquency	6			
Social Forces in Delinquency	3			
The Individual Offender	4			
Theories of Social Structure; Social Process; and Social Reaction	6			
The Family and Peers	8			
Schools and Delinquency	4			
Drugs and Delinquency	2			
History & Philosophy of Juvenile Justice	2			
Police Work With Juveniles	2			
Pretrial & Trial Procedures	4			
Community Treatment, Corrections, and After Care of Juveniles	4			
TOTAL	45	0	0	0

EVALUATION			
QUIZZES <input checked="" type="checkbox"/>	EXAMS <input checked="" type="checkbox"/>	ORAL PRES <input type="checkbox"/>	PAPERS <input checked="" type="checkbox"/>
LAB WORK <input type="checkbox"/>	PROJECTS <input type="checkbox"/>	COMP FINAL <input type="checkbox"/>	OTHER <input type="checkbox"/>

COURSE MATERIALS	
TITLE:	Juvenile Delinquency: The Core
AUTHOR:	Larry J. Siegel / Brandon C. Welsh
PUBLISHER:	Cengage
VOLUME/EDITION/URL:	6th
COPYRIGHT DATE:	2017

MAJOR COURSE SEGMENT	HOURS	LEARNING OUTCOMES
		<i>The student will be able to:</i>
The Concept and Measurement of Juvenile Delinquency	6	<ul style="list-style-type: none"> To have participated in an over-view of the conceptual development of law relating to juvenile delinquency and its effects in the social order of the United States.
Social Forces in Delinquency	3	<ul style="list-style-type: none"> To be as objective as possible, presenting the many diverse views and perspectives that characterize the study of juvenile delinquency.
The Individual Offender	4	<ul style="list-style-type: none"> The study of delinquency is one of the most critical forms of social inquiry.
Theories of Social Structure; Social Process; and Social Reaction	6	<ul style="list-style-type: none"> To demonstrate that the definition of delinquency has actually become quite complex. While society has chosen to treat adult and juvenile law violators separately, it has also expanded the definition of youthful misbehaviors eligible for social control. To examine the nature and extent of delinquent behavior; how social scientists gather information on juvenile delinquency and provide an overview of some of

		the major trends on juvenile crime; examine how the social forces associated with delinquency - race, sex, age, class, and so on - impact delinquency.
The Family and Peers	8	<ul style="list-style-type: none"> • To understand that family relationships have long been linked to the problem of juvenile delinquency. • The quality of family life has the greatest influence on a child's behavior. Concern over the relationship between family life and delinquency has been heightened by reports of widespread child abuse and neglect. A number of studies have linked abuse to juvenile delinquency.
Schools and Delinquency	4	<ul style="list-style-type: none"> • To become informed that the study of delinquency is concerned with a number of different issues; the nature and extent of the criminal behavior of youths; the causes of youthful law violations; the legal rights of juveniles; prevention and treatment techniques; the role that schools play; and drug/alcohol consumption.
Drugs and Delinquency	2	<ul style="list-style-type: none"> • To study the dynamic nature of adolescence and the stress American youth are undergoing are considered Drugs, teenage pregnancy, suicide, gangs and social conflict are all taking their toll on youth.
History and Philosophy of Juvenile Justice	2	<ul style="list-style-type: none"> • To complete a review of the Juvenile Justice system in America, and specifically in Illinois utilizing the Illinois Juvenile Court Acts including history and evolution of the creation of a separate delinquency category in order to insulate juvenile offenders from the influence of adult criminals.
Police Work With Juveniles	2	<ul style="list-style-type: none"> • The juvenile justice system handles cases involving under-age youths who commit criminal offenses. Juvenile courts also have jurisdiction over non-criminal status offenders.
Pretrial & Trial Procedures	4	<ul style="list-style-type: none"> • To examine the fundamentals of juvenile law and the legal aspects of crime, including the responsibility for criminal acts; jurisdiction and inter-relationships of the agencies responsible for criminal justice.
Community Treatment, Corrections and After Care of Juveniles	4	<ul style="list-style-type: none"> • To gain knowledge pertaining to the role of corrections and the youthful offender, including the follow-up process for the early release of youthful offenders, referred to as after care.
45		

Outcomes*		At the successful completion of this course, students will be able to:
Course Outcome	Understand how the juvenile justice system differs from the adult justice system	
Course Outcome	Analyze what motivates juveniles to become involved in criminal activity	
Course Outcome	Evaluate the effectiveness of the criminal justice system when dealing with juveniles	
Primary Laker Learning Competency	Creative Thinking & Problem Solving: Students think creatively and solve problems by successfully combining knowledge in new ways.	
Secondary Laker Learning Competency	Communication: Students communicate effectively and appropriately through the exchange of information.	

*Course and program outcomes will be used in the software for outcomes assessment and should include at least 1 primary and 1 secondary Laker Learning Competency. Limit to 3-5.