

**COURSE SYLLABUS**

**CRIJ 1313 (3:3:0)**

**JUVENILE JUSTICE SYSTEM**

**Criminal Justice/Law Enforcement Technology**

**Department of Professional Services & Energy**

**SOUTH PLAINS COLLEGE**

**Levelland & Reese Campuses**

**Spring 2019**

**Campus:** \_\_\_\_\_ Levelland, Texas \_\_\_\_\_ Reese Center \_\_\_X\_\_\_ ONLINE

## **COURSE SYLLABUS**

**COURSE TITLE:** **CRIJ 1313 JUVENILE JUSTICE SYSTEM**

**INSTRUCTOR:** Kenton J. Burns

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**VISION: SOUTH PLAINS COLLEGE IMPROVES EACH  
STUDENT'S LIFE**

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**I. GENERAL COURSE INFORMATION:**

- A. Course Description: This course is a study of the juvenile justice process. Topics include specialized juvenile law, role of the juvenile, 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.

**II. GENERAL COURSE REQUIREMENTS:**

- A. Course Competencies: Upon successful completion of this course, each student will have demonstrated through comprehensive examinations, with a score of 70% or better, a competent understanding of specific elements listed in objective required in this course. Any motor skill competency will meet minimum course evaluations and receive a Pass/Fail grade.
- B. Academic Integrity: It is the goal of the SPC Law Enforcement faculty to foster a spirit of complete honesty and a high standard of integrity in

education and training endeavors. It is a serious offense for any student to presents as his or her own work that he or she has not honestly performed; such action renders the offender liable to serious consequences that may include suspension from the academy. Students should refer to the SPC General Catalog policy regarding consequences for cheating and plagiarism. (See “Academic Integrity” as well as “Student Conduct” sections in the college catalog.) In some instances, working with other students is encouraged for some assignments and meets SCANS competencies C-9 through C-14. If any student has a question as to whether he or she may work with other students on any assignments, **SEEK GUIDANCE FROM THE INSTRUCTOR** to ascertain whether or not the student is in compliance with course guidelines.

- C. Class Attendance. Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student’s responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy.

It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. Students must attend and/or participate in all classes for which financial aid is awarded. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the

Student will owe any balance resulting from the adjustment.

D. Assignment Policy: All required work must be turned in “on-time” in order that the student may benefit from the corrections and study for future examinations. Assigned outside work is DUE ON THE CLASS PERIOD ASSIGNED BY THE INSTRUCTOR. Late work generally is not acceptable; however, special consideration is subject to instructor discretion for exceptional circumstances. The instructor has sole discretion whether the exception is cleared and whether or not the make-up work is acceptable.

E. Accommodations: South Plains College strives to accommodate the individual needs of all students in order to enhance their opportunities for success in the context of a comprehensive community college setting. It is the policy of South Plains College to offer all educational and employment opportunities without regard to race, color, national origin, religion, gender, disability or age (SPC Equal Opportunity Policy—

General Catalog). Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability. For more information, call or visit the Disability Services Office at, Reese Center Building 8, 806-716-4675 or the Levelland office at the Disability Services Office in the Student Health & Wellness Office, 806-716-2577.

Diversity Statement: Instructors in the program will establish and support an environment that values and nurtures individual and group differences and encourage engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. Promoting diversity and intellectual exchange will not only mirror society as it is, but also model society as it should and can be so that each person may live in harmony with others.

### III. SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS:

A. Grading Policy/Procedures/or Other Methods of Evaluation: An accumulative point system will be utilized to determine the final grade that the student will receive for the class.

The course instructor will give the class specific information of allocation of points and or requirements for course grades.

	TOTAL	
*3 Major Exams @ 100 points each =	300	points
Daily Work Assignments (2 each) .....	100	points
**Final Examination.....	100	points
Discussion Board (4 each).....	100	points
 Total Points Possible.....	 600	 points

\*Make-up tests may be administered at the discretion of the instructor; students are expected to be present and prepared for all announced examinations.

\*\* Final Examination is required for all students.

**GRADING GUIDELINE:**

Total Points Accumulated	=	Grade Earned
540 to 600 points	=	A
480 to 539 points	=	B
420 to 479 points	=	C
360 to 419 points	=	D
359 or fewer	=	F

**B. Textbook and Other Materials:**

- Textbook and Other Materials: Authors: Champion, Merlo, and Benekos. THE JUVENILE JUSTICE SYSTEM, Publisher: Pearson.

IV. Course Learning Outcomes: Topics covered in the assigned courses will afford students opportunity to acquire knowledge, skills, and understanding of the following:

- An Overview of Juvenile Justice in the United States
  - The Juvenile Justice System
  - Adjudicatory Proceedings
- The History of Juvenile Justice and Origins of the Juvenile Court
  - The History of Juvenile Courts
  - Measuring Juvenile Delinquency
- Theories of Delinquency and Intervention Programs
  - Classical and Biological Theories
  - Psychological Theories
  - Sociological Theories

- Models for Dealing with Juvenile Offenders
- The Legal Rights of Juveniles
  - Original Jurisdictions
  - Landmark Cases
- Juveniles and the Police
  - Police Discretion
  - Arrests of Juveniles
- Intake and Preadjudicatory Processing
  - Legal Factors
- Prosecutorial Decision Making in Juvenile Justice
  - The Changing Prosecutorial Role in Juvenile Matters.
  - The Speedy Trial Rights of Juveniles
  - The Advocacy Role of Defense Attorneys and Public Defenders for Juveniles
- Classification and Preliminary Treatment: Waivers and Other Alternatives
  - Seriousness of the Offense and Waiver Decision Making
  - Types of Waivers
  - Blended Sentencing Statutes
- Juvenile Probation and Community-Based Corrections
  - Standard Probation for Juveniles
  - Intermediate Punishment for Juveniles
  - Community Based Alternatives
- Juvenile Corrections