

Washtenaw Community College Comprehensive Report

CJT 223 Juvenile Justice Effective Term: Spring/Summer 2025

Course Cover

College: Advanced Technologies and Public Service Careers

Division: Advanced Technologies and Public Service Careers

Department: Public Service Careers

Discipline: Criminal Justice

Course Number: 223

Org Number: 15400

Full Course Title: Juvenile Justice

Transcript Title: Juvenile Justice

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Rationale: Update outdated master syllabus

Proposed Start Semester: Winter 2025

Course Description: In this course, students will examine the juvenile justice system, including law enforcement, courts and corrections. The course will emphasize the history and philosophy of a separate justice system for juvenile cases. This course also surveys the theories of causation of juvenile delinquency, juvenile victimization, and intervention strategies.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

General Education

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Describe the history and philosophy of the juvenile justice system in the United States.

Assessment 1

Assessment Tool: Outcome-related essay exam

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: A random sample of all students with a minimum of 30 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

2. Differentiate between the various sociological and biological explanations for the causes of juvenile delinquency.

Assessment 1

Assessment Tool: Outcome-related essay exam

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: A random sample of all students with a minimum of 30 students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

3. Identify terminology used in the juvenile justice system.

Assessment 1

Assessment Tool: Outcome-related test questions

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 75% of students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

4. Analyze current issues and trends facing the juvenile justice system today.

Assessment 1

Assessment Tool: Outcome-related research paper

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: A random sample of all students with a minimum of 30 students

How the assessment will be scored: Departmentally developed rubric

Standard of success to be used for this assessment: 75% of students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Define the difference between the "parens patriae" philosophy and the "due process" philosophy of juvenile justice.

2. Describe how and why the three components of the juvenile justice system function differently than in the adult justice system.
3. List and define the major biological explanations for delinquency.
4. List and define the major sociological explanations for delinquency.
5. Identify and define terms used in the juvenile justice system.
6. Describe the various stages in the juvenile court process.
7. Identify and describe various juvenile justice dispositions.
8. Describe and understand futuristic trends in terms of delinquency prevention.
9. Compare and contrast the juvenile justice system to the adult criminal justice system.
10. Define and describe the "status offender."
11. List and describe the landmark United States Supreme Court decisions pertaining to the legal processing of the juvenile delinquent.
12. Describe the dynamics of the family in relationship to juvenile delinquency.

New Resources for Course

Course Textbooks/Resources

Textbooks

Bartollas, C.. *Juvenile Justice in America*, 9 ed. Hoboken: Pearson, 2024, ISBN: 9780137911424.

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Other: Distance Learning. Virtual Learning (Zoom)

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Haley Slade</i>	<i>Faculty Preparer</i>	<i>Apr 24, 2024</i>
Department Chair/Area Director: <i>Kevin Lindsey</i>	<i>Recommend Approval</i>	<i>Apr 30, 2024</i>
Dean: <i>Eva Samulski</i>	<i>Recommend Approval</i>	<i>May 07, 2024</i>
Curriculum Committee Chair: <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Mar 17, 2025</i>
Assessment Committee Chair: <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Mar 27, 2025</i>
Vice President for Instruction: <i>Brandon Tucker</i>	<i>Approve</i>	<i>Mar 30, 2025</i>

Final

Course Discipline Code & No: CJT 223 Title: Juvenile Justice Effective Term Fall
~~Winter 2006~~

Division Code: _____ Department Code: PSC Org #: 15400

Don't publish: College Catalog Time Schedule Web Page

Reason for Submission. Check all that apply.

New course approval Reactivation of inactive course
 Three-year syllabus review/Assessment report Inactivation (Submit this page only.)
 Course change

Change information: Note all changes that are being made. Form applies only to changes noted.

Consultation with all departments affected by this course is required. Total Contact Hours (total contact hours were: _____)
 Course discipline code & number (was _____)* Distribution of contact hours (contact hours were:
 *Must submit inactivation form for previous course. lecture: _____ lab _____ clinical _____ other _____)
 Course title (was _____) Pre-requisite, co-requisite, or enrollment restrictions
 Course description Change in Grading Method
 Course objectives (minor changes) Outcomes/Assessment
 Credit hours (credits were: _____) Objectives/Evaluation
 Other _____

Rationale for course or course change. Attach course assessment report for existing courses that are being changed.

Specify outcomes and assessment.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson New resources needed All relevant departments consulted

Print: Ruth Walsh Signature Ruth Walsh Date: 12/12/05
 Faculty/Preparer

Print: Ruth Walsh Signature Ruth Walsh Date: 12/12/05
 Department Chair

Division Review by Dean

Request for conditional approval

Recommendation Yes No M. Shows 12/14/05
 Dean's/Administrator's Signature Date

Curriculum Committee Review

Recommendation Tabled Yes No [Signature] 3/15/06
 Curriculum Committee Chair's Signature Date

Vice President for Instruction Approval

[Signature] 3/15/06
 Vice President's Signature Date

Approval Yes No Conditional

Do not write in shaded area.

Entered in: Banner 3/23 C&A Database 3/23 Log File 11/4/05 Basic skills spreadsheet updated Contact fee

Please return completed form to the Office of Curriculum & Assessment.

MASTER SYLLABUS

***Complete ALL sections which apply to the course, even if changes are not being made.**

Course: CJT 223	Course title: Juvenile Justice
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Credit hours: <u>3</u> If variable credit, give range: _____ to _____ credits	Contact hours per semester: <table style="width:100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center; border-bottom: 1px solid black;"><u>Student</u></td> <td style="text-align: center; border-bottom: 1px solid black;"><u>Instructor</u></td> </tr> <tr> <td>Lecture:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____ <u>45</u></td> </tr> <tr> <td>Lab:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Clinical:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Practicum:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Other:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Totals:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____ <u>45</u></td> </tr> </table>		<u>Student</u>	<u>Instructor</u>	Lecture:	_____	_____ <u>45</u>	Lab:	_____	_____	Clinical:	_____	_____	Practicum:	_____	_____	Other:	_____	_____	Totals:	_____	_____ <u>45</u>	Are lectures, labs, or clinicals offered as separate sections? <input type="checkbox"/> Yes - lectures, labs, or clinicals are offered in separate sections <input checked="" type="checkbox"/> No - lectures, labs, or clinicals are offered in the same section	Grading options: <input type="checkbox"/> P/NP (limited to clinical & practica) <input type="checkbox"/> S/U (for courses numbered below 100) <input checked="" type="checkbox"/> Letter grades
	<u>Student</u>	<u>Instructor</u>																						
Lecture:	_____	_____ <u>45</u>																						
Lab:	_____	_____																						
Clinical:	_____	_____																						
Practicum:	_____	_____																						
Other:	_____	_____																						
Totals:	_____	_____ <u>45</u>																						

Prerequisites. Select one:

College-level Reading & Writing

Reduced Reading/Writing Scores

No Basic Skills Prerequisite

(Add information at Level I prerequisite)

(College-level Reading and Writing is **not** required.)

In addition to Basic Skills in Reading/Writing:

Level I (enforced in Banner)

	Course	Grade	Test	Min. Score	Concurrent Enrollment <small>(Can be taken together)</small>	Corequisites <small>(Must be enrolled in this class also during the same semester)</small>
	_____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or	_____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or	_____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or	_____	_____	_____	_____	<input type="checkbox"/>	_____

Level II (enforced by instructor on first day of class)

	Course	Grade	Test	Min. Score
	_____	_____	_____	_____
<input type="checkbox"/> and <input type="checkbox"/> or	_____	_____	_____	_____
<input type="checkbox"/> and <input type="checkbox"/> or	_____	_____	_____	_____

Enrollment restrictions (In addition to prerequisites, if applicable.)

and or Consent required

and or Admission to program required

and or Other (please specify):

Program: _____

Please send syllabus for transfer evaluation to:

Conditionally approved courses are not sent for evaluation.

Insert course number and title you wish the course to transfer as.

E.M.U. as _____

_____ as _____

U of M as _____

_____ as _____

_____ as _____

_____ as _____

MASTER SYLLABUS

<p>Course CJT 223</p>	<p>Course title Juvenile Justice</p>	
<p>Course description State the purpose and content of the course. Please limit to <u>500</u> characters.</p>	<p>This course is an in depth examination of the Juvenile Justice system, including law enforcement, courts and corrections. It emphasizes the history and philosophy of a separate justice system. This course also surveys the theories of causation of juvenile delinquency, juvenile victimization and intervention strategies..</p>	
<p>Course outcomes List skills and knowledge students will have after taking the course.</p> <p>Assessment method Indicate how student achievement in each outcome will be assessed to determine student achievement for purposes of course improvement.</p>	<p>Outcomes (applicable in all sections)</p> <ol style="list-style-type: none"> 1.) Students will be able to explain the history and philosophy of the Juvenile Justice system in the U.S. 2.) Students will be able to identify and differentiate between the various Sociological and Biological explanations for the causes of juvenile delinquency. 3.) Students will be able to explain the impact gangs have on the juvenile population and the problems presented for the juvenile justice practitioner. 4.) Students will be able to describe the major causes, symptoms and affects of child abuse. 	<p>Assessment Methods for determining course effectiveness</p> <hr/> <p>Departmental Exam / Rubric</p> <p>Pre - post departmental exam</p> <p>Pre - post departmental exam</p> <p>Departmental Exam / Rubric</p>
<p>Course Objectives Indicate the objectives that support the course outcomes given above.</p> <p>Course Evaluations Indicate how instructors will determine the degree to which each objective is met for each student.</p>	<p>Objectives (applicable in all sections)</p> <ol style="list-style-type: none"> 1a.) Students will be able to define the difference between the "parens patriae" philosophy and the "due process" philosophy of Juvenile Justice. 1b.) Students will be able to describe how and why the three components of the Juvenile Justice system function differently than in the Adult Justice system. 	<p>Evaluation Methods for determining level of student performance of objectives.</p> <hr/> <p>In class exams, quizzes, presentations, and out of class writing assignments.</p>

MASTER SYLLABUS

	<p>2a.) Student will be able to list and define the major biological explanations for delinquency.</p> <p>2b.) Student will be able to list and define the major sociological explanations for delinquency.</p> <p>3a.) Students will be able characterize the main distinguishing features of a gang as opposed to a youth group.</p> <p>3b.) Students will be able to list and evaluate the major (Juvenile Justice Systems) responses to the gang problem.</p> <p>4a.) Student will be able to list the main categories of abuse and define each type of abuse.</p> <p>4b.) Student will be able to list the usual symptoms presented by victims of each type of abuse.</p> <p>4c.) Student will be able to delineate the current explanations for why abuse occurs.</p>	<p>In class exams, quizzes, presentations, and out of class writing assignments.</p> <p>In class exams, quizzes, presentations, and out of class writing assignments.</p> <p>In class exams, quizzes, presentations, and out of class writing assignments.</p>
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List all new resources needed for course, including library materials.

Student Materials:

List examples of types	Text – Juvenile Justice Videos (where appropriate)	Estimated costs
<ul style="list-style-type: none"> Texts Supplemental reading Supplies Uniforms Equipment Tools Software 		\$50.00

Equipment/Facilities: Check all that apply. (All classrooms have overhead projectors and permanent screens.)

<p>Check level <u>only</u> if the specified equipment is needed for <u>all</u> sections of a course.</p> <p><input type="checkbox"/> Level I classroom Permanent screen & overhead projector</p> <p><input checked="" type="checkbox"/> Level II classroom Level I equipment plus TV/VCR</p> <p><input type="checkbox"/> Level III classroom Level II equipment plus data projector, computer, faculty workstation</p>	<p><input type="checkbox"/> Off-Campus Sites</p> <p><input type="checkbox"/> Testing Center</p> <p><input type="checkbox"/> Computer workstations/lab</p> <p><input type="checkbox"/> ITV</p> <p><input type="checkbox"/> TV/VCR</p> <p><input type="checkbox"/> Data projector/computer</p> <p><input type="checkbox"/> Other _____</p>
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MASTER SYLLABUS

Assessment plan:

Learning outcomes to be assessed (list from Page 3)	Assessment tool	When assessment will take place	Course section(s)/other population	Number students to be assessed
#1	Department exam/Rubric	Fall 2006 Every 3 years thereafter	All students enrolled in course	30 Maximum
#2	Pre - post department exam	Winter 2007 Every 3 years thereafter	All students enrolled in course	60 Maximum
#3	Pre - post department exam	Fall 2007 Every 3 years thereafter	All students enrolled	30 Maximum
#4	Departmental Exam Rubric	Winter 2008 Every three years thereafter	All students enrolled	60 Maximum

Scoring and analysis of assessment:

1. Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally developed rubric, external evaluation, other). Attach the rubric.
Outcomes #2 and 3 evaluated by Departmental Pre-Post tests.
Outcomes #1 and 4 to be scored and evaluated by departmental tests and rubric. (see attached)

2. Indicate the standard of success to be used for this assessment.
#2 and 3 - 80% of students take post test should pass the test (64%)
#1 and 4 – 80% of students should score “3” or above,

3. Indicate who will score and analyze the data.
The instructor with the Department Chair.

4. Explain the process for using assessment data to improve the course.

Through Departmental evaluation, (Full and Part Time Faculty) information will be analyzed to determine what, if any changes need to be made.