



AJ-106: JUVENILE PROCEDURES

Effective Term

Fall 2026

BOT Approval Date

03/20/2025

Discipline

AJ - Administration of Justice

Course Number

106

Course Title

Juvenile Procedures

Short Title

Juvenile Procedures

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID AJ 220

Catalog Description

This course describes the philosophy of juvenile law and detention. The knowledge and application of laws defined in the Welfare and Institution Codes, Civil Code and other special and relevant laws affecting youth are clarified as well as investigation into the causes and assertions regarding juvenile delinquency. Techniques of investigation into incorrigible, dependent and delinquent juveniles, and the correlation of drugs and their abuse regarding juvenile delinquency are also discussed.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Codes

TOP Code (CB 03)

2105.00* - *Administration of Justice

CIP Code

43.0104 - Criminal Justice/Safety Studies.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Administration of Justice	End

Learning Objectives

Learning Objectives

Learning Objective

1. Examine and evaluate the historical development of the Juvenile Justice System from the past to the present.
2. Compare and contrast the specific roles of each agency that is part of the Juvenile Justice System.
3. Distinguish and diagram the overall structure of the Juvenile Justice System and consider how the various elements work together.
4. Analyze and validate the circumstances under which law enforcement may take a juvenile into custody.
5. Differentiate and consider the various stages of a juvenile delinquency case proceeding from temporary custody to adjudication in juvenile court.
6. Categorize and document the theories into the causes of delinquency.
7. Investigate and formulate what action is necessary to resolve a specific juvenile case that may require the application of the Welfare and Institution Code and the Penal Code.
8. Analyze and document how landmark U.S. Supreme Court Cases have impacted juvenile law and procedure to include issues of race, gender, culture, and age.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will be able to research and explain the major theories which attempt to explain delinquency relating to juvenile crime.
2. Students will be able to assess different criminal situations/circumstances and correctly apply the laws enumerated in the Welfare and Institution Code and California Penal Code.
3. Students will be able to demonstrate an understanding of the process by which a criminal case progresses from investigation to appeal within the juvenile justice system.
4. Students will be able to describe the historical development of the Juvenile Justice System to the present.
5. Students will be able to identify the different agencies comprising the Juvenile Justice System and their specific roles.
6. Students will be able to demonstrate an understanding of landmark case decisions and the impact these decisions have on the juvenile justice system.
7. Students will be able to examine the Constitutional Amendments known as the Bill of Rights and assess the impact each might have on juvenile procedure.

Content

Course Lecture Content

1. Juvenile Justice: Definitions, Measurements, and Process
 - a. The Scope of the Juvenile Justice System
 - b. Who is a Juvenile
 - c. What is Justice
 - d. Measuring the Number of Juvenile Victimization and Offenses
 1. The FBI Uniform Control Report (UCR)
 2. The National Incident-Based Reporting Systems (NIBRS)
 3. The Bureau of Justice Statistics National Crime victimization survey (NVCS)
 4. Self-Reports
 - e. The Media Effect on Public Perception of Juveniles
 - f. Terminology
 - g. Organization and Structure of Juvenile Justice
 - h. The Juvenile Justice Process
 1. Arrest
 2. Referral

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3. Intake
 4. Diversion
 5. Detention
 6. Petition/Charges Filed
 7. Adjudication Hearing
 8. Disposition Hearing
 9. Probation
 10. Secure Correctional Facility
 11. Transfers to an Adult Court
 - i. The Juvenile Justice System and Criminal Justice System Compared
 - j. Issues in Juvenile Justice
 1. Diversion
 2. Confidentiality
2. The History and Philosophy Behind the Juvenile Justice System
 - a. Social Control in Early Societies
 - b. Developments in England (Overview)
 - c. The Development of Juvenile Justice in the United States
 - d. The Puritan Period (1646-1824)
 - e. The Refuge Period (1824-1899)
 1. House of Refuge
 2. Foster Homes
 3. Reform Schools
 4. The Child Savers
 5. Other Developments
 - f. The Juvenile Court Period (1899-1960)
 1. The 1899 Juvenile Court Act
 2. Early Efforts at Diversion
 3. Federal government concern and intervention
 - g. The Juvenile Rights Period (1960-1980)
 1. The Four Ds of Juvenile Justice
 2. The Kent Decision
 3. The Gault Decision
 4. The Presidents Commission on Law Enforcement and Administration of Justice
 5. Youth Service Bureau
 6. The Uniform Juvenile Court Act
 7. The Office of Juvenile Justice
 8. The Juvenile Justice and Delinquency Prevention Act
 - h. The Crime Control Period (1980-Present)
 1. Schall v. Martin (1984) and Preventive Detention
 3. Theories of Delinquency and Juvenile Offending
 - a. Justice and the Law
 - b. Purposes of the Law
 - c. Theory
 1. Consensus Theory
 2. Conflict Theory
 - d. Two Competing Views of Crime and Criminality
 1. The Classical View
 2. The Positivist View
 - e. Theoretical Causes of Crime and Delinquency

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1. Rational Choice Theory
 2. Routine Activities Theory
 3. Biosocial Perspective
 4. Psychological Theories
 5. Sociological Theories
 6. Critical Theories
 - f. A Summary of Theories on the Causes of Crime
 - g. General Theories of Crime
 4. Youth in Society: Developmental Risks and Positive Factors
 - a. Normal Child Development
 1. Importance of Infancy and Childhood
 2. Adolescence
 3. Social and Cognitive Moral Development
 - b. The Influence of Family
 1. Socialization and Values
 - c. The Path to Victimization and Delinquency
 1. At Risk Behaviors and Circumstances
 - d. Individual Risk Factors
 1. Early Antisocial Behavior and Aggression
 2. Oppositional Defiant Disorder and Conduct Disorder
 3. Development and Cognitive Disabilities
 4. Parental Exposure to Drugs, Alcohol, Substance Abuse
 5. Early Sexual Activity
 6. The Debate Over Violence on Television
 7. The Debate Over Violence in Video Games
 8. Race
 - e. Family Risk Factors
 1. Divorce and Broken Home
 2. Poverty
 3. Parent Criminality and Incarceration
 4. Separation From Parents and Foster Care
 5. Poor Family Management
 6. Poor Family Attachment
 - f. School Risk Factors
 1. Truancy and Frequent Absences
 2. Dropping Out of School
 - g. Peer Risk Factors
 - h. Community Risk Factors
 - i. Protective Factors
 1. Individual Protective Factors
 2. Family Protective Factors
 3. School Protective Factors
 4. Peer Protective Factors
 5. Community Protective Factors
 - j. Early work Experience
 - k. Prevention and Early Intervention
 5. Juvenile Victims
 - a. Defining Child Maltreatment
 - b. Child Neglect

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1. Indicators of Neglect
 - c. Physical or Emotional Abuse
 1. Child Abuse and Neglect Law
 2. Indicators of Physical Abuse
 3. Indicators of Emotional Abuse
 4. Causes and Risk Factors for Child Abuse
 5. Domestic and Family Abuse
 6. Child Abuse and the Link to Delinquency
 - d. Child Sexual Abuse
 1. Child Pornography
 2. Child Sexual Abuse and the Internet
 3. Indicators of Sexual Abuse
 4. Cultural Values and Sexual Abuse
 5. Issues with Credibility
 - e. Children and Youths as Victims of Crime and Violence
 - f. Missing and Exploited Children
 1. Missing Benign Children
 2. Missing Involuntary
 3. Lost or Injured
 4. Runaway
 5. Non-family Abduction
 6. Stereotypical Kidnapping
 7. Family Abduction
 8. AMBER Alert
 - g. Responsibility for Investigations
 - h. Bullying
 - i. Youths and Suicide
 - j. Safe Kids/Safe Streets
 - k. The Juvenile Victim Justice System
 6. Juvenile Offenders
 - a. Overview of Juvenile Offenders
 - b. Status Offenders and Offenses
 1. Running Away
 2. Truancy
 3. Curfew
 4. Underage Drinking
 5. Other Problem Behaviors
 - c. Juvenile Delinquents and Delinquency
 1. Property Offenses by Juveniles
 2. Violent Crimes by Juveniles
 - d. Profile of Delinquency
 1. Age Trends
 2. Female Delinquents
 3. Minority Offenders
 4. Co-Offending
 - e. Serious, Chronic, Violent Juvenile Offenders
 1. Serious Child Delinquents
 2. Chronic Offenders and Recidivism
 3. Violent Juvenile Offenders

- f. Juvenile Gun Violence
- g. Predictors of Youth Violence
- h. System Response to Violent Juvenile Officers
- i. The Public Health Model

7. Youth Gangs

- a. Definitions
- b. Organization and Classifications of Youth Gangs
 - 1. Gang Leadership and Membership
 - 2. Classification of Gangs and Gang Members
- c. The Extent of Youth Gang Migration
- d. Gang Formation and Risk Factors
- e. Reasons Youth Join Gangs
- f. Identifying Characteristics of Gangs
 - 1. Gang Names
 - 2. Symbols
 - 3. Clothing
 - 4. Communication
 - 5. Tattoos
 - 6. Graffiti
- g. Gang Crimes
- h. Youth Gang Violence and Victimization
- i. Gangs and Drugs
- j. The Gangs-Drugs-Violence Nexus
- k. Recognizing a Gang Problem
 - 1. Identifying Gang Members
 - 2. Gangs in Schools
- l. Responding to Gang Problems
 - 1. Law Enforcement Efforts
 - 2. Arresting and Prosecuting Gang Members
- m. Boston Gun Project
- n. Youth Gang Prevention Efforts

8. The Police and Juveniles

- a. The Police Response to Neglected and Abused Children
 - 1. Challenges to Investigations
 - 2. Evidence
- b. Law Enforcements Disposition of Status Offenders
- c. The Police Response to Delinquency
 - 1. Police Discretion and Initial Contact
 - 2. Taken into Custody
 - 3. The Juvenile Holdover
 - 4. Detention
 - 5. Prosecution
- d. The Police Response to Juvenile Gun Crime
 - 1. Youth Firearm Violence Initiative
 - 2. Project Safe Neighborhood
- e. The Police Response to Youth Crime and Violence in Schools
 - 1. The School Resource Officer
 - 2. Bullying
 - 3. School Shooting

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- 4. In Search for Safer Schools
 - f. Partnerships in Community Policing
 - g. Police as Mentors to at Risk Youths
 - 9. Pretrial Services and Diversion
 - a. Custody
 - b. Detention
 - c. Intake
 - d. Juvenile Prosecutor/Intake Officer
 - 1. The Intake Hearing
 - 2. Assessment
 - 3. Principles of Effective Interventions
 - e. Diversion from Formal Juvenile Court
 - f. Diversion to Specialized Courts
 - 1. Teen Court
 - 2. Juvenile Drug Court
 - 3. Juvenile Mental Health Court
 - 4. Juvenile Gun Court
 - 5. Juvenile Traffic Court
 - g. Balanced and Restorative Justice
 - 1. Victim-Offender Meeting
 - 2. Community Reparations Board
 - 3. Family Group Conference
 - 4. Circle Sentencing
 - h. Net Widening
 - i. The Importance of Timely Case Processing
 - 10. The Juvenile Court
 - a. Philosophy and Purpose of Juvenile Court
 - 1. Dereferences in Purpose
 - 2. The Welfare Model Versus the Justice Model
 - b. Jurisdiction of the Juvenile Court
 - 1. Factors Determining Jurisdiction
 - 2. Other Cases Within Juvenile Court Jurisdiction
 - 3. Offenses Excluded from Juvenile Court Jurisdiction
 - 4. Venue and Transfer
 - c. Types of Juvenile Courts
 - d. Characteristics of the Juvenile Court
 - e. Juvenile Court Personnel
 - f. Court Actions for Neglected and Abused Children
 - g. The Juvenile Court Process for Delinquency Cases
 - 1. The Petition
 - 2. The Detention Hearing
 - 3. The Adjudication Hearing
 - 4. The Dispositional Hearing
 - h. Transferring juveniles to criminal court
 - 1. Primary Transfer Mechanism
 - 2. The Issues of Competency and Culpability
 - 3. Consequences of Transferring Juveniles to Adult Court
 - i. Juveniles and Capital Punishment
 - 11. Juvenile Corrections

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- a. Goals of Corrections
 - 1. Retribution
 - 2. Incapacitation
 - 3. Deterrence
 - 4. Rehabilitation
 - b. The Concept of Graduated Sanctions
 - c. Standard Probation
 - 1. The Probation Officer
 - 2. Challenges Facing Probation
 - 3. School-Based Probation
 - d. Intermediate Sanctions
 - 1. Intensive Supervision Probation
 - 2. Non-Secure Juvenile Residential Facilities
 - 3. Nonresidential Day Treatment Centers
 - 4. Electronic Monitoring and Home Detention
 - 5. Training Schools
 - 6. Boot Camps
 - e. Institutionalization: Long-Term Secure Confinement
 - 1. Public Versus Private Institutions
 - 2. Social Structure Within Correctional Institutions
 - 3. Challenges Facing Juvenile Correctional Facilities
 - 4. Improving Conditions of Confinement
 - 5. Achieving Effective Correctional Programs for Youth
 - 6. The Importance of Education
 - 7. Juveniles Sentenced to Adult Institutions
 - f. Re-Entry
 - 1. Planning for Re-Entry
 - 2. After-Care Programs
 - 12. Preventing Delinquency and Recidivism
 - a. Defining Prevention
 - b. Defining and Measuring Recidivism and Desistance
 - c. Classifying Prevention Approaches
 - 1. Prevention Versus Control
 - 2. Three Levels of Delinquency Prevention
 - d. Prevention as an Attack on Causes
 - e. Prevention and the Public Health Model
 - f. Blueprints for Violence Prevention Initiative
 - 1. Midwestern Prevention Project
 - 2. Functional Family Therapy
 - 3. LifeSkills Training
 - 4. Multisystemic Therapy
 - 5. Nurse-Family Partnership
 - 6. Multidimensional Treatment Foster Care
 - 7. Olweus Bullying Prevention Program
 - 8. Promoting Alternative Thinking Strategies
 - 9. The Incredible Years Series
 - 10. Project Toward No Drug Abuse
 - g. Truancy and Dropout Prevention
 - 1. Communities in Schools

2. Alternative Suspension Program
3. Safe Schools/Healthy Students
4. Project H.E.L.P.
- h. Violence Prevention
 1. Reducing Gun Violence
 2. Gang Prevention
- i. Drug Abuse Prevention
 1. DARE
 2. The National Commission on Drug Free Schools
 3. Parents: The Anti-Drug
 4. A Reality Based Approach
 5. Drug Testing in Schools
- j. Mentoring
- k. Teens, Crime and the Community
- l. A Caution Regarding Net idening in Prevention Efforts
13. Juvenile justice – Continuing Reform
 - a. Federl Advisory Committee on Juvenile Justice
 - b. A Blueprint for Juvenile Justice Reform
 1. Reduce Institutionalization
 2. Reduce Racial Disparity
 3. Ensure Access to Quality Counsel
 4. Community-Based Alternatives
 5. Smaller Rehabilitation Institutions
 6. Improve After-Care and Re-Entry
 7. Keep Youth out of Adult Programs
 - c. The Future of Children
 1. Regulation of Youth Crime
 2. Improve Professional Judgements
 3. Disproportionate Minority Contact
 4. Juvenile Crime and Criminal Justice
 5. Prevention and Intervention Programs for Juvenile Offenders
 - d. A Career in Juvenile Jusice
 1. The Juvenile Justice Officer
 2. The Role of Social Workers and Social Services
 - e. Where Juvenile Justice Stands Today

Methods of Instruction

Method

Discussion

Integration

Discussions will be guided by faculty to examine and evaluate selected topics in the study of juvenile procedure. These selected topics will assist students in differentiating not only different laws, but also the unique constitutional, evidential, and procedural elements. For example, students may be asked to explain the concept of *parens patriae* and how it has been incorporated into the juvenile court system.

DE Adaptations for MOI

Discussions will be guided by faculty to examine and evaluate selected topics in juvenile procedure. Discussions will be administered through the regular use of the discussions area in the course management system (CMS), or through chat, conversations, or other group features. All online discussions will meet accessibility requirements and instructors will provide feedback weekly through the CMS. Discussions may be accomplished in small or large groups, synchronous or asynchronous, using closed-captioned videos, accessible audio/visual media, journals, articles, or discussion board forums.

Method

Lecture

Integration

Lectures in which juvenile procedure course content will be presented to students to illustrate, explain, and reinforce juvenile procedure concepts, processes, and related constitutional issues. Course material may be presented in many formats; audio/visual aids, printed materials, digital slide presentation software, closed captioned video, digital pictures, and/or digital slides. For example, lectures can include an overview of juvenile courts and trial procedures, juvenile sentencing guidelines, probation, or guidelines for interrogations and confessions.

DE Adaptations for MOI

Online courses will include lectures on juvenile procedure course content. Lectures can be delivered synchronously through accessible video conferencing tools or asynchronously through the course management system (CMS). Presentation materials such as accessible digital slide presentations, closed captioned videos, external links to articles, or other accessible content may be incorporated and made available through the CMS.

Method

Papers and Reports

Integration

Papers/case studies will be assigned to gauge the comprehension of course materials or a specific topic. Case studies serve as written exercises in which students apply judicial concepts related to juvenile law and procedure. These case studies will address the student's ability to fully analyze different laws, juvenile procedures, and/or U.S. Supreme Court Cases and document the information. For example, students will complete a case study on the *Roper v. Simmons* case 543 U.S 551 (2005). This case study will include the issue, finding or holding of the court, related cases, court rationale, and the student's opinion of the impact of the case. Additionally, document any constitutional concerns to include racial bias. Case studies will be evaluated based on the following criteria: demonstration of organization and clarity, formatting, accuracy, application to case laws, and the understanding and application of legal concepts.

DE Adaptations for MOI

Papers/case studies administered in an online format will use the course management system (CMS) functions to facilitate student submissions. Evaluation feedback of case studies will be provided for students in a timely manner using the gradebook, live stream or accessible video conferencing tools, inbox messaging, or other functions available through the CMS. Papers/case studies will be evaluated based on the following criteria: demonstration of organization and clarity, formatting, accuracy, investigative steps, understanding and application of legal concepts, and completeness. All submissions and feedback must meet accessibility guidelines.

Method

Visiting Lecturers

Integration

Visiting lecturers (current or former practitioners) may speak and/or offer a presentation on a topic covered in the juvenile procedure course content. Guest speakers in the field of law enforcement, criminal and/or juvenile courts, juvenile corrections, probation, or other content specialists may offer presentations face-to-face, through the course management system (CMS), or other accessible video conferencing tools/platforms. Examples of presentation topics include juvenile probation, sentencing and incarceration, arrest procedures, race/bias, and juvenile corrections.

DE Adaptations for MOI

Visiting lecturers may speak and/or offer presentations on various topics covered in the criminal procedure course content. Examples of presentation topics include juvenile probation, sentencing and incarceration, arrest procedures, race/bias, and juvenile corrections. Lectures may be conducted through accessible video conferencing platforms or through a pre-recorded presentation that can be uploaded and made available by using accessible tools to students in the CMS. Faculty can facilitate a debriefing discussion through the accessible video conferencing platform's chat feature or through a discussion board function in the CMS.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams and/or tests will formatively cover the major content of the juvenile procedure content. A combination of multiple choice, true/false, or short answer questions may be included. Exams/tests will be evaluated based on a demonstration of identification, understanding, and application of various components related to criminal law, procedure, and the application of each. These topics include the role of the juvenile courts, U.S. Supreme Court cases laws that impact juvenile law or procedure, transfers to adult court, and race/gender as it relates to sentencing and punishment.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered, graded, and evaluated through the CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding, and application of major topics as described in the course content. Exams/tests will be multiple choice, true-false, fill in the blank, or short answer questions. Exams/tests will be graded (or evaluated if short answer questions) based on accuracy and completeness. Feedback for multiple choice, true-false, and fill-in-the-blank will be immediate using the online grading system (grade book). Feedback for short answer questions will be within one week via the grade book, chat, or other accessible conferencing tools.

Method

Group Projects

Integration

Students will be required to participate in a group project. This project will examine a U.S. Supreme Court case (ruling) which had a major impact on juvenile procedure to evaluate the student's understanding of the course material. The research will include the students' analysis of the ruling and its impact on juvenile procedure; specifically addressing the impact of juvenile civil rights and racial and ethical disparities. Example case: *In re Gault* 387 U.S. 1 (1967). The project will be submitted for instructor review and grading and will be evaluated on content, accuracy, thoroughness, and completeness.

DE Adaptations for MOE

Group projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through discussion boards, chat, or other conferencing tools. The students will be evaluated on their writing skills as well as their adherence to the APA/MLA format in their completed research assignments. Students may also be required to present their results through the creation of PPT slide presentation, written report, video, or live video conference and the presentations may be made available to the entire class (with student approval) through the CMS. Group projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within two weeks of the due date, via comments within the assignments area along with a corresponding rubric.

Method

Research Projects

Integration

The class will be required to complete a research project examining a U.S. Supreme Court case (ruling) regarding search and seizure to evaluate the student's understanding of the course material. The research will include the students' analysis of the ruling and its impact on juvenile law, procedure and court process to include their ability to identify key points to include race and equity issues relating to life without parole. Example case: *Graham v. Florida* 560 U.S. 48 (2010). The project will be submitted for instructor review and grading and will be evaluated on content, accuracy, thoroughness, and completeness.

DE Adaptations for MOE

Research projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through discussion boards, chat, or other conferencing tools. The students will be evaluated on their writing skills as well as their adherence to the APA/MLA format in their completed research assignments. Students may also be required to present their results through the creation of digital slide presentation, written report, video, or live video conference and the presentations may be made available to the entire class (with student approval) through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within two weeks of the due date, via comments within the assignments area along with a corresponding rubric.

Method

Homework

Integration

Homework in the form of selected essay questions at the end of each textbook chapter to appraise comprehension of the course material. Example question: Examine the U.S. Supreme Court Case *In re Winship* 397 U.S. 358 (1970) and identify the main issues in the case to include burden of proof and evidentiary issues that could result in bias, stigma, or lack of equity. Homework will be evaluated on accuracy and completeness.

DE Adaptations for MOE

Students will complete homework assignments in the form of short essay questions found at the end of each chapter in the textbook. Assignments will be posted in the assignment area of the CMS. Students will be evaluated on their ability to research and assess the topic and their successful application of the course material in the responses. Questions will be posted in the assignments or discussions areas in the CMS. Students will upload completed assignments via the CMS for instructor review and grading. Feedback will be provided within one week through the grade book, chat, or other accessible conferencing tools in the CMS.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Recent case law and social science both have claimed that the developmental limitations of adolescents affect their capacity for control and decision making with respect to crime, diminishing their culpability and reducing their exposure to punishment. Social science has focused on two concurrent adolescent developmental influences: the internalization of legal rules and norms that regulate social and antisocial behaviors, and the development of rationality to frame behavioral choices and decisions.

Research two classical theories of criminology; Routine Activities Theory and Rational Choice Theory and write a three-page research paper on its application to juvenile crime and delinquency. Also, consider the pros and cons of the theories and identify any potential racial, gender, age, or cultural profiling issues in your response. The research paper is to be cited and formatted using the APA style guidelines.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Over the past two decades, the law on juvenile sentencing has changed significantly. The Supreme Court, primed by research that shows the brains of juveniles are not fully developed, and that they are likely to lack impulse control, has issued several U.S. Supreme Court Cases and opinions holding that juveniles are less culpable than adults for their acts. And the court has also ruled that some of the harshest punishments for acts committed by children are unconstitutionally cruel and unusual punishment.

Write a three-to-five-page research paper on the U.S. Supreme Court Case Miller v. Alabama 567 U.S. 551 (2010), outlining the issue and facts of the case, the holding of the Court, the rationale for the Court's decision, and your opinion of the case. As part of this research consider other two other U. S. Supreme Court Cases - Roper v. Simmons 543 U.S. 551 (2005) and Graham v. Florida U.S. 560 U.S. 48 (2010). The research paper is to be cited and formatted using the APA style guidelines.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

We know that there are a broad range of sanctions available to juvenile courts, which vary in severity of punitiveness and degree of focus on rehabilitation. Define juvenile probation and the four steps in the juvenile probation process.

How assignment will be adapted in online format

Using the CMS, students will respond to a discussion board prompt (or question) regarding a specific topic relating to criminal law. Students will also respond to other students' posts. Students will submit their posts using the discussions area within the CMS and will receive instructor feedback (within one week) through the grade book, messaging, or other accessible tools within the CMS. Discussions will be evaluated on their content, relevance, and accuracy.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read and analyze the portion of the Chapter 5 covering "waiver hearings" which encompasses: (1) waivers to adult court; (2) waiver hearing; (3) the judge's obligations; and (4) U.S. Supreme Court Case Kent v. United States 383 U.S. 541 (1966). Then, individually or in small groups, be prepared to analyze and discuss the process and the roles of the judge.

How assignment will be adapted in online format

The reading assignment and subsequent discussions will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback

through the grade book, messaging, or other conferencing tools within one week of the due date. All materials must meet accessibility guidelines.

Course Materials

Textbooks

Schmallegger, F., Marcum, C. (2023) Juvenile Justice: An Active Learning Approach Second Edition, Sage Publishing. ISBN #978-1071862650.

Siegel, L. (2023) Juvenile Delinquency: Theory, Practice, and Law Fourteenth Edition, Cengage Publishing. ISBN #978-0357763834.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision includes additional language and content related to diversity and inclusion within the course materials and in the discussion areas; specifically, as it pertains to race, gender identity, sexual orientation, culture and race. Language has been included in the course to be inclusive of these items through awareness of audience and differences when researching case laws, juvenile laws of arrest, the juvenile court process, sentencing and punishment. Recognizing the importance of representing diverse voices, the curriculum emphasizes the inclusion of all applicable perspectives in discussions and research, as outlines in the course materials. The class involves students of all genders and races and encourages class participation from all students. In this course, students will learn the theoretical approach to judicial due process as well as real-world applications. One of the objectives is to “analyze and evaluate U.S. Supreme Court cases and how they impact juvenile procedure”, to include how race or cultural bias impacts due process for underrepresented groups, e.g., minorities, low socioeconomic status, gender, etc. Students will also examine sensitive legal issues and form individual conclusions as to the equity of justice.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is structured to ensure equitable access and participation for diverse learners. Students have equal opportunities to all learning resources as well as one on one capabilities via accessible video conferencing platforms with the professor. Discussion boards are designed to facilitate interactions in two formats: student-to-student and student-to-professor, providing all students with equal opportunities for both engagement and support. To accommodate different learning preferences and accessibility needs, various media formats, including accessible video are incorporated into the curriculum. Live accessible video lectures are also supplemented with recorded sessions for students unable to attend live, promoting inclusivity and flexibility. Students will participate in class via discussions in asynchronous discussions using accessible CMS video conferencing platforms. For discussions and other exercises, students can submit in one of two formats: written or via recorded video using Canvas Studio within the CMS. All Power-points will be uploaded on to Canvas for student use. Exams and/ or tests are administered fully online. They will be evaluated through CMS. The format may include multiple choice, short answer, essay, or other formats. Exams/ tests will be evaluated based on the demonstration of identification and understanding of the applications of major topics and described in the course content. This is in alignment with the learning objectives. All exams/ tests must meet accessibility guidelines. Instructor feedback will be provided via CMS, within 2 weeks. The class has been revised with the focus on accessibility. The course has been revised with a focus on accessibility, with the most current texts being used to promote students' academic pursuits. Through instructor-to-student and student-to-student engagement, students are encouraged to reflect on equitable treatment of each other and their communities.

Interactions**Explain how the course will incorporate student-to-student interaction.**

This course (AJ-106) incorporates student-to-student interaction through various collaborative learning methods and activities such as discussions, chapter exercises, case studies, and other related projects. Students will participate in small group discussions to examine and analyze juvenile procedure and its application to current events, fostering peer learning and diverse perspectives. Collaborative projects may include case studies where students work together to examine juvenile court procedural issues within law enforcement and the juvenile courts which could ultimately impact different communities, encouraging the sharing of ideas. Online discussion forums will allow students to respond to each other's ideas, promoting critical thinking and respectful dialogue outside the classroom. Peer review sessions will enable students to give and receive feedback on assignments, enhancing their analytical skills and understanding of course material.

Explain how the course will incorporate instructor-to-student interaction.

This course (AJ-106) incorporates instructor-to-student interaction through regular lectures, feedback, and communication channels. The instructor will provide interactive lectures, encouraging questions and discussions to clarify complex concepts in juvenile procedure. Student support hours will offer students opportunities for one-on-one discussions with the instructor, addressing individual learning needs and interests (students can also schedule meetings). Timely and constructive feedback on assignments will guide students in their understanding of juvenile procedure and the rules that govern how the juvenile justice system works. The instructor will facilitate classroom and online discussions, posing thought-provoking questions and engaging with student responses to deepen the learning experience. Regular announcements and check-ins will keep students informed and connected to the course.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be fostered through a variety of relevant learning materials and activities that require engagement with the course content. Students will read key source documents such as the United States and California Constitutions, landmark U.S. Supreme Court case decisions, and other applicable articles or writings. Interactive assignments, such as analyzing court case decisions, juvenile court procedures, and other evidentiary rules, will enable students to apply concepts to real-world situations. Multimedia resources, including accessible videos, podcasts, and online simulations, will provide diverse ways to explore criminal procedure guidelines and issues. Regular quizzes and reflective essays will prompt students to think critically about the material and assess their understanding.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course (AJ-106) encourages student-to-self interaction by prompting metacognitive activities that help students reflect on their learning processes and personal development. Metacognition involves not only understanding the content but also understanding one's own thinking processes and strategies for learning. Reflective cases will be assigned, where students critically examine their evolving understanding of procedural concepts and their own beliefs about how the legal system works. Self-assessment exercises will enable students to identify their strengths and areas for improvement, setting personal learning goals. Students may be asked to write papers on how both historical and current developments in criminal procedure have influenced their rights and responsibilities as citizens, connecting course content to their personal experiences. Class discussions will often include prompts that encourage students to consider how their identities and backgrounds shape their perspectives on the entire legal process. Ultimately, the goal of this metacognitive approach is to empower students to become more aware of their own learning processes and to develop strategies for effective learning and critical thinking that extend outside of the classroom.