

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: \_\_\_\_\_ Date revised 3/18/24

4. Department/discipline: Criminal Justice/Peace Officer

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Juvenile Justice  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: CJPO                      8. Course Level: 1010

9. Number of Credits: Lecture 3                      Lab \_\_\_\_\_

10. Control Number (on site) 40                      Control Number (online) 25

11. Catalog/Course description:

A study of crime and juvenile delinquency. Emphasis is placed on the juvenile justice system and upon the definition, nature, and causes of criminal behavior and the effect this has upon society.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): None

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Textbook: Juvenile Delinquency, Larry Seigel and Joseph Senna, West Publishing Company  
Electronic media are used to gain insight into specific areas of juvenile delinquency.

14. **Course Content** (Provide an outline of major topics covered in course)

1. -Concept of Delinquency

Childhood and Delinquency

Nature and Extent of Delinquency

Theories of Delinquency

Focus on the Individual: Choice and Trait Theories

Social Structure Theories: Social Disorganization, Strain & Cultural Deviance

Social Process Theories: Learning, Control, Integrated

Social Reaction Theories: Labeling and Conflict

2. -Environmental Influences on Delinquency

Gender and Delinquency

The Family and Delinquency

Peers and Delinquency: Juvenile Gangs and Groups  
 Schools and Delinquency  
 Drug Use and Delinquency

3. -Juvenile Justice Advocacy
  - History and Development of Juvenile Justice
  - Police Work with Juveniles
  - Pretrial Procedures
  - Juvenile Trial and Disposition
4. -Juvenile Corrections
  - Juvenile Probation and Community Treatment
  - Institutions for Juveniles

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Articulate theories of delinquent behavior.	A, B	
Evaluate effects of crime and delinquency on society.	A, C, D	
Demonstrate the ability to apply theory to criminal fact patterns.	A, B, C	
Articulate the basics of the juvenile justice system: peace officers, courts, and corrections.	B	
Evaluate the role of the family and the school on social development of juveniles.	C, D	
Identify ways to treat and prevent delinquency.	A, B, C, D	
Summarize definitions and concepts specific to juvenile justice.		
Explain the history and philosophy of an		

independent juvenile justice system.		
Identify procedural differences between juvenile and adult interaction.		
Explain laws and case law specific to juveniles.		
Examine theories specific to juvenile delinquency.		

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

\_\_\_\_\_ Yes  No

Provide the required documentation to show course meets required licensing/certification standards.

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