



# Broward Community College

## Course Outline

STATUS:   A  

COMMON COURSE NUMBER:   CJJ 2001  

COURSE TITLE:   JUVENILE JUSTICE  

CREDIT HOURS:           48          

**CONTACT HOURS BREAKDOWN:**

Lecture/Discussion	<u>          3          </u>
Lab	<u>                  </u>
Other	<u>                  </u>
Contact Hours/Week	<u>          3          </u>

**CATALOG COURSE DESCRIPTION:**

Prerequisite:   CCJ 1250

Co requisite:   None

An analysis of the criminal justice system as it relates to juveniles. Major topics include: police practices (such as detention, searches and interrogation) when dealing with juveniles, court procedure in juvenile cases and different theories of juvenile rehabilitation.

General Education Requirements - Associate of Arts Degree, meets Area(s):  
 General Education Requirements - Associate in Science Degree, meets Area(s):

**UNIT TITLES:**

1. Historical Background
2. Classification of Juveniles
3. Police Powers Regarding Juveniles
4. Juvenile Court Procedures
5. Rehabilitation of Juvenile Offenders

## **I. Course Overview:**

Upon successful completion of this course, the students should be able to demonstrate an understanding of the history of juvenile justice, how juveniles are classified in our current system, police powers in dealing with juveniles and juvenile rights, juvenile court procedure and different theories of juvenile rehabilitation.

## **II. Units:**

### **Unit 1. Historical Background**

#### General Outcome:

- 1.0 The students should be able to demonstrate an understanding of the historical basis of the current system of juvenile justice.

#### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 1.1 Be familiar with the concept of parens patriae.
- 1.2 Understand the attempts at juvenile justice reform in nineteenth century America, in particular the efforts of the "child savers" and the "Children's Aid Society."
- 1.3 Understand how the first juvenile courts developed.
- 1.4 Be familiar with the development of federal law relating to juveniles and the creation of federal agencies to deal with juvenile crime.

## Unit 2. Classification of Juveniles

### General Outcome:

2.0 The students should be able to demonstrate an understanding of when juveniles fall under the jurisdiction of the state and how the state classifies juveniles.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 2.1 Be able to define "child" as determined under state law.
- 2.2 Be able to distinguish between "delinquent child," "child in need of services," and "dependent child."
- 2.3 Understand what activities might cause a juvenile to be declared a "delinquent child."
- 2.4 Understand what activities might cause a juvenile to be declared a "child in need of services."
- 2.5 Understand under what circumstances a juvenile may be declared a "dependent child."

### Unit 3. Police Powers Regarding Juveniles

#### General Outcome:

3.0 The students should be able to demonstrate an understanding of the rights juveniles have under law and of the limits placed on police officers when dealing with juveniles.

#### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 3.1 Be able to determine under what circumstances a police officer may detain a juvenile.
- 3.2 Understand the specific rules regarding the manner in which juveniles may be detained, such as the need to isolate juveniles from adults.
- 3.3 Understand the role of the HRS intake officer regarding the detention of a juvenile.
- 3.4 Understand the requirements regarding parental notification of a juvenile's detention.
- 3.5 Understand the Miranda requirements as they relate to the police interrogation of juveniles.
- 3.6 Understand the Sixth Amendment right to counsel during police interrogation as it relates to juveniles.
- 3.7 Understand the Fourth Amendment right against unreasonable police searches as it relates to juveniles.
- 3.8 Understand the necessity of police to maintain the confidentiality of juvenile records.

## Unit 4. Juvenile Court Procedure

### General Outcome:

4.0 The students should be able to demonstrate an understanding of the court rules and procedures relating to juveniles and what rights apply to juveniles in criminal proceedings.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 4.1 Understand the significance of the U.S. Supreme Court case In re Gault and its impact on the procedural rights granted to juveniles.
- 4.2 Be aware of which rights are currently denied to juveniles (such as bail and trial by jury) and the reasoning behind the denial of these rights.
- 4.3 Know the current standard of proof required in juvenile cases and the significance of the U.S. Supreme Court case In re Winship.
- 4.4 Understand the procedure by which a juvenile charged with a criminal violation may be tried as an adult.

## Unit 5. Juvenile Rehabilitation

### General Outcome:

5.0 The students should be able to demonstrate an understanding of the different programs, practices and theories regarding the rehabilitation of juveniles.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

5.1 Be aware that historically the focus of the juvenile system has been on correction and rehabilitation, rather than punishment.

5.2 Be aware of current recidivism rates of juvenile offenders.

5.3 Understand the purpose of diversionary programs is to divert juvenile offenders from the state juvenile system to community-based alternatives.

5.4 Be knowledgeable of current trends/theories in the treatment of juvenile offenders, such as:

5.4.1 The use of boot camp.

5.4.2 The concept of restorative justice (the use of community service projects that closely relate to the harm caused by the juvenile's acts).

5.4.3 The training of parents in parental and communications skills and/or parental financial responsibility for damages caused by juveniles.

5.4.4 The concept of long-term follow-up programs (typically education).

5.4.5 The concept of severe punishment (typically trial as an adult and imprisonment), rather than diversionary programs.

