Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Ida
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Phone: 3363
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Course Prefix and Number: CJA - 201

Credits: 4

Contact hours

Lecture (# of hours): 44 Lec/lab (# of hours): Lab (# of hours):

Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Juvenile Delinquency

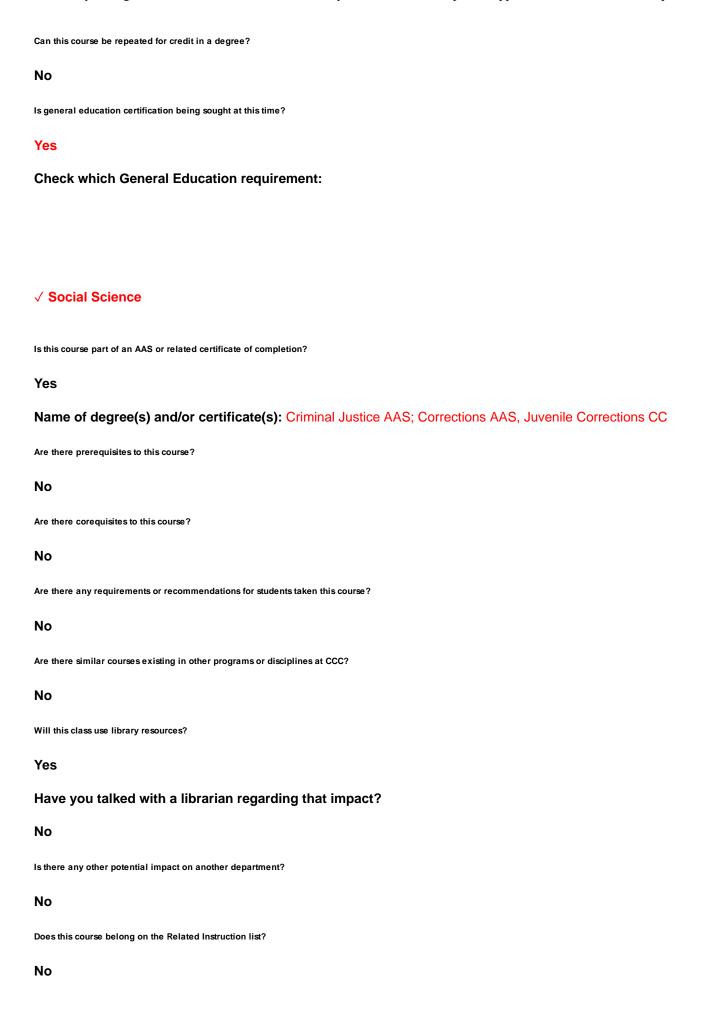
Course Description:

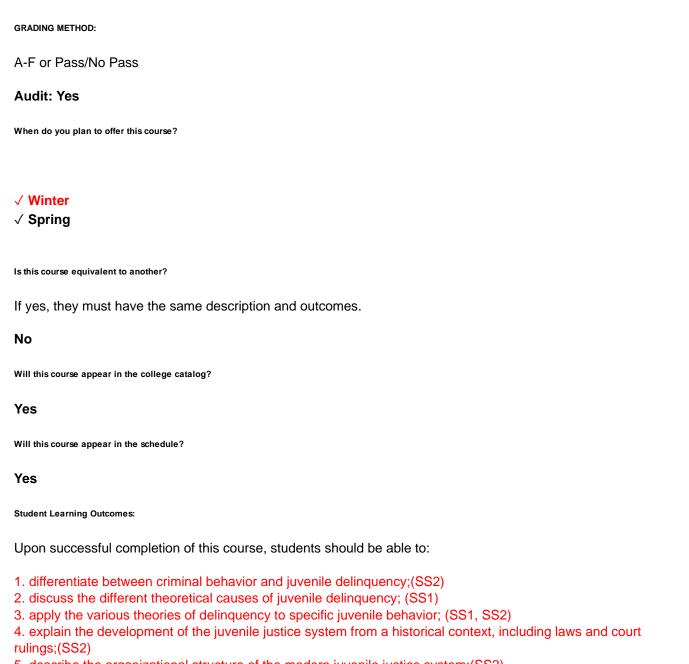
Surveys the nature, extent, and causes of delinquent behavior focusing on theories of criminal behavior as they apply to juveniles. Studies historical and contemporary perspectives on juvenile offenders. Provides a multidisciplinary study of the causes of juvenile delinquency. Describes laws, enforcement, court, and correctional procedures within the juvenile system, and explores the differences between adult and juvenile practices.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes





- 5. describe the organizational structure of the modern juvenile justice system; (SS2)
- 6. describe the concepts related to controls, treatment, and supervision within the juvenile justice system, including correctional institutions.(SS1, SS2)

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the
 outcome to be completely addressed. Students who successfully complete all of the required courses are
 likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as
 part of the class, but the class is not a primary means for attaining the outcome and assessment for general
 education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- 1. Engage in ethical communication processes that accomplish goals.
- 2. Respond to the needs of diverse audiences and contexts.
- 3. Build and manage relationships.

MA: Mathematics Outcomes:

- 1. Use appropriate mathematics to solve problems.
- 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- Apply analytical skills to social phenomena in order to understand human behavior.
- S 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

- 2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
- 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

√ Writing Assignments

- √ Presentations
- √ Thesis/Research Project
- √ Rubrics

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Major Topic Outline:

- 1. Defining juvenile delinquency. (SS1)
- 2. Measuring the extent of delinquency. (SS1)
- 3. Biological approaches. (SS1, SS2)
- 4. Psychological approaches. (SS1, SS2)
- 5. Sociological explanations. (SS1, SS2)
- 6. Critical, Life-course and Integrated theories. (SS1, SS2)
- 7. Delinquency in society. (SS1, SS2)
- 8. Policing and juveniles. (SS2)
- 8. History of the juvenile justice system. (SS2)
- 9. Controls, treatment and supervision. (SS1, SS2)
- 10. Juvenile correctional institutions. (SS2)
- 11. Comparisons to the adult justice system. (SS1, SS2)

Does the content of this class relate to job skills in any of the following areas:

Increased energy efficiency	No
2. Produce renewable energy	No
3. Prevent environmental degradation	No
4. Clean up natural environment	No
5. Supports green services	No

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to

ascertain how the course will transfer by answering these questions.

- 1. Is there an equivalent lower division course at the University?
- 2. Will a department accept the course for its major or minor requirements?
- 3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)
Identify comparable course(s) at OUS school(s)
How does it transfer? (Check all that apply)
Provide evidence of transferability: (minimum one, more preferred)
First term to be offered:
Next available term after approval
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