

Small

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"/> 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
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.