



Albertus Magnus College

Course Syllabus

Course Code and Title: CJ 543 Issues in Juvenile Probation and Incarceration

Course Description: Although juveniles make up approximately 15 percent of the population, they account for almost 25 percent of all reported crime. Is there some facet of adolescent experience - a type of culture - that promotes the acceptance of deviant behavior and crime? This course examines the reasons behind the propensity for juveniles to commit crime far out of proportion to their percentage of the overall population (this course is also part of the juvenile justice concentration).

Program and Course Offering Information

Program: MSCJ Program

Session (Mod or Semester): Mod

Delivery method (On-ground, Blended or Online): Online

Number of Credits: 3

Textbook and Supplementary Readings:

Juvenile Justice: A Social, Historical, and Legal Perspective, Elrod and Ryder. 4th ed. 2014. Jones & Bartlett. ISBN 9781284031126

Instructor Information

Term: MOD

Instructor: Prof. Michael T. Geary, J.D.

Office hours: All appt. via phone, email, or zoom

Phone/ E-mail: 203-773-8088; mgeary@albertus.edu

Course Policies

Tradition of Honor: As a member of the Albertus Magnus College Community, each student taking this course agrees to uphold the principles of honor set forth by this community, to defend these principles against abuse or misuse, and to abide by the regulations of the College. To this end, every student must write and sign the following statement at the end of each examination: ***"I declare the Honor Pledge."***

Intellectual Honesty: Plagiarism is a serious offense against academic integrity and intellectual honesty. In completing written assignments, the student must work independently unless the class instructor indicates otherwise. It is important for students to understand that they must reference the sources for all direct quotes, for the rephrasing of information from an outside source, and for ideas borrowed from readings. Citations are also needed for any images, videos, or other multimedia the student may use in their ePortfolio. Students are required to use APA or MLA format when referencing sources. Failure to cite appropriate references in any of these instances results in an act of plagiarism, intentional or unintentional. The first violation shall result in a grade of zero for the assignment; a second violation will result in failure of the course. If a student is unfamiliar with these formats, please notify the instructor.

Code of Conduct For online students, students should refrain from using inappropriate language (street slang, curses, etc...) in their weekly responses. In addition, students must refrain from plagiarism.

Appropriate Classroom Conduct: Students are expected to show a respect for order, the rights of others, and to exemplify a sense of honor and integrity in the classroom. Student conduct is considered an integral part of the educational process. Therefore, no student should be denied the right to learn as a direct result of disruptions in the classroom. Active learning, open inquiry, and the free expression of informed opinion are the foundations of a liberal education at Albertus Magnus College. However, student behavior that interferes with an instructor's ability to conduct the class is prohibited. Students are expected to be considerate and respectful of the rights, views, and interests of other students and faculty. The faculty member will take appropriate action if students do not abide by these rules.

Accommodations for Special Needs: Please advise the instructor of any special problems or needs at the beginning of the semester. Those students seeking reasonable accommodations based on disabilities should contact the Director of Academic and Student Disability Services, Aquinas Hall, Room 114 at (203) 672-1050, or email asejdic@albertus.edu, to obtain a Faculty Accommodation Letter. Albertus Magnus College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

In order to respect the independence, rights and dignity of students with disabilities, the College initiates services only after a student makes a voluntary disclosure of a disability to the Office of Academic and Student Disability Services. Students who are approved for accommodations are responsible for approaching instructors in a timely manner to provide faculty accommodation letters and to arrange how accommodations will be implemented. Accommodations cannot be retroactive, so we strongly advise students to make accommodation appointments as soon as possible.

In providing reasonable accommodations, the College shall not fundamentally alter the nature of programs, services, or activities; require waiver of essential academic standards or violate accreditation requirements.

Library and Information Services Component: Students are encouraged to utilize the library's resources in order to perform research and write their required papers and weekly responses.

Blended and Online Course Etiquette: This course involves use of the Albertus eLearning system online. It is important to maintain appropriate professional interactions with your classmates and Instructor in the online environment. Please click the following link to review the Albertus policies regarding proper etiquette for interaction in all blended and online course work: [Link to Albertus' Netiquette Guide](#)

Withdrawing from a Course: It is the responsibility of the student to officially drop or withdraw from a course. However, failure to attend a course for 14 calendar days may result in an administrative withdrawal from the course. The policies on course withdrawals and administrative withdrawals may be found online at <http://www.albertus.edu/policy-reports/academic-policies-regulations-eug#apgr>

Albertus Magnus College Definition of a Credit Hour: Albertus Magnus College adheres to the definition of a credit hour in compliance with and as defined by [NECHE commission policy](#).
NECHE's definition of a credit hour is as follows:

The Commission defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than –

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Course Purpose

The purpose of this course is familiarize students with the challenges faced by criminal justice professionals operating in the juvenile justice system. Topics covered include: the nature and extent of juvenile delinquency; correlates of delinquency; causal theories of delinquency; family breakdown, and the evolution of the American juvenile justice system as it relates to juvenile probation and incarceration.

Course Rationale

This course is being offered in accordance with ACJS standards as part of the core curriculum for all criminal justice majors. Thus the course covers theories of delinquency, the way police respond to juvenile crime, the manner in which courts process juvenile offenders, and the juvenile correctional system, including new approaches such as de-incarceration, and alternate sanctions.

Student Learning Objectives

The objective if this course is to instill in students a basic understanding of our nation's juvenile justice system, and for students to:

- a) become familiar with the theories of juvenile crime causation and the correlates related to juvenile delinquency;
- b) demonstrate an understanding of the issues facing criminal justice professionals working to rehabilitate juveniles on probation, including family issues;
- c) demonstrate an understanding of the issues facing criminal justice professionals working to rehabilitate incarcerated juveniles, including gang influence;
- d) demonstrate an understanding of the future for juvenile probation and incarceration in America;

Methodology

- The methodologies employed by the instructor to accomplish the aforementioned learning objectives include:
- Having students read the textbook and distributed articles, and view videos posted online;

- Engaging students in in-depth classroom discussion of the topics covered, using the Socratic method when possible;

Attendance Policies and Grading Policies

Attendance Policy:

DL Students

DL Students' grades are based on the grade average of the 16 twice-weekly researched responses. The responses must be posted by Friday at midnight each week.

researched responses: weekly assignments involve 3 page responses to question(grade s) posed by the instructor relating to material read during the week. Students will perform research and properly cite sources in APA or MLA format. Students will use Times New Roman type, 12 pt font, and 1" margins. A missed paper results in a zero grade. A late paper is penalized 10%.

Grading and Assessment:

Grade Equivalencies:

Letter grades are based on suggested numerical equivalents as follows:

Letter Grade	Percentage
A	94–100
A–	90–93
B+	87–89
B	84–86
B–	80–83
C+	77–79
C	74–78
C–	70–73
D+	67–69
D	60–66
F (Failure)	00–59

Week	Assignment
1	answer 2 questions relating to Ch 1 The Context of Juvenile Justice learning outcomes: the ability to described the risk factors for serious delinquency
2	answer two questions relating to Ch 2 Measuring Delinquency learning outcomes: the ability to described the ways in which delinquency is measured

- 3 answer two questions relating to Ch 7 Juvenile Diversion
- learning outcomes: the ability to discern when diversion may be more effective than prosecuting delinquents
- 4 answer two questions relating to Ch 11 Community-Based Programs
- learning outcomes: the ability to discern which programs may be effective or ineffective for different juvenile delinquents
- 5 answer two questions relating to Ch 12 Institutional Corrections Programs
- learning outcomes: the ability to differentiate which programs are best suited for incarcerated juveniles and gang members
- 6 answer two questions relating to Ch 13 The Status Offender
- learning outcomes: ability to discern when and if status offenders may not benefit from court intervention
- 7 answer two questions relating to Ch 14 Juvenile Justice and the Violent Offender
- learning outcomes: ability to discern which violent offenders may be suitable for probation rather than incarceration
- 8 answer two questions relating to Ch 14 (continued)
- learning outcomes: ability to discern which rehabilitative programs work best with incarcerated violent offenders

*note: the schedule is tentative and subject to change by the instructor

NOTE: Assignments and activities are subject to change but the overall course objectives will remain the same.