



LANCASTER BIBLE COLLEGE

YOUR JOURNEY. OUR FOCUS.

Course Number & Title – CRJ222 Juvenile Justice Administration

Department – AUD – Criminal Justice

Contacting Your Professor

1. To contact your professor, select “Inbox” from the global navigation bar on the left-hand side of your screen. After selecting “Inbox,” click the pencil in the top right of your screen to begin your message. Type in your professor's name and your message before sending.

Delivery – Online

Course Description – This course will explore the origins, various stages of change and the current state of the Juvenile Justice System, particularly as it relates to trends in policy and practice. For many, the Juvenile Justice System is viewed as an effort to deal with crimes committed by kids that is separate and distinct from the adult Criminal Justice System. Others see crime as crime regardless of the age of the offender and have a difficult time understanding the rationale for a separate system. Today, just as in its beginnings, the Juvenile Justice System involves an intermingling of the fields of law enforcement, social work, mental health and education, each approaching the same problem from different perspective and with sometimes competing goals. We will explore possible consequences young people face when they encounter the various points of contact within the system (i.e., police, courts, probation, institutions). We will examine notable events and trends in the Juvenile Justice System, their impact on juvenile crime, and any wisdom we might gain from them. Equally important, we will strive to shine the light of God's word on efforts to deal with juvenile crime in the name of protecting the public safety, restoring victims of juvenile crime and providing opportunities for young offenders to refrain from future delinquency ever again. (3 credits)

Course Prerequisite(s) – None

Student Learning Outcomes – As a result of this course the student will do the following:

1. Trace the history and progression of our Juvenile Justice System in the U.S. from its birth until the present.
2. Identify the various points of contact of the system as well as typical interactions juveniles and their families may experience during contact and the impact they can have on children.
3. Examine foundational sociological and criminological theories of that have shaped policy and practice in the Juvenile Justice System.
4. Explore historical and current events that have positively or negatively impacted the services offered to juvenile offenders both within the system and through collaborating systems such as education and mental health.
5. Articulate how faith and a biblical world view might influence policy and practice in modern approaches in juvenile justice.

Course Requirements

1. *Textbook(s)* – Book information and a price comparison tool can be found at <https://www.lbcbookstore.com/>. Click on “Compare Textbook Prices” in the middle of the page. Here you will find the bookstore’s prices, digital options, plus Amazon and other online retailers.
 - a. Lawrence, R., Hemmens, C. *Juvenile Justice, A Text/Reader*, Sage Publications 2008.
2. *Materials*
 - a. All materials will be provided in the course website. A functioning webcam or smartphone with camera capabilities will be required for some activities in the course.
3. *Assignments*
 - a. **Video Journal:** Each week you will be provided with an opportunity to reflect on the concepts you have been learning. Here, you will respond to prompts in a three- to five-minute video response, allowing you to process the week's concepts or applications. Further details will be provided in the course website (SLOs 2-5).
 - b. **Class Discussions & Reading Responses:** You will respond to the reading in a variety of ways throughout the course. These responses require depth of thought and reflection that indicate not only a thorough understanding of the text, but critical reflection as well. Examples may include graphic organizers and journal entries. Such activities may also include discussion forums, which provide opportunities for collaborative thinking and working through complex concepts as a learning community. Specific requirements will be provided in the course website (SLOs 1-5).
 - c. **Debates:** You will be assigned one side of a debate issue, and throughout the course will collaborate with others in your group to prepare for a debate with the entire class. Each debate will center around an issue assigned by the professor, and each side must represent a well-researched and reasoned representation of their assigned position on the issue. You will undertake two debates in this course. Further details will be provided in the course website (SLOs 2, 3, 4).
 - d. **Policy/Procedure Change Proposal:** Together with an assigned partner, you will be assigned a specific policy or operating procedure for which you will propose a change. The proposed idea can address training needs of a particular entity in juvenile justice in general such as police departments, or procedures of a particular department within an agency, such as the intake of juvenile probation office. Each team will be allowed to present a seven- to nine-minute presentation for proposing your idea to the rest of the class. Further details will be provided in the course website (SLOs 1-5).
 - e. **Class Wiki:** Throughout the course, you and your classmates will contribute key terms and concepts to the class "Wiki." This exercise will not only engage you in identifying key components of the course, but in learning from each other as a "study guide" of sorts is created by the Wiki. Specific requirements and details will be provided in the course site (SLOs 1, 2, 3).
4. *Exams and Quizzes*
 - a. There are no exams or quizzes in this course.

5. *Extra Credit*

- a. There are no extra credit opportunities for this course.

Course Procedures

1. *Course Practices* – This online course uses readings, discussions, and other resources and activities to aid and measure the learning of its objectives. Work through the weeks in sequential order, completing the learning explorations and assignments. Please take these opportunities to interact with the instructor and fellow students about the course content, the learning experience, and the relationships between the material and one’s own experience.
2. *Participation Policy* – Attendance and participation for this course take the forms of completing of all readings and assignments in a timely manner, contributing to discussions with charity, and actively collaborating with fellow students when required.
3. *Grading Policy, Rating Scale, Use of Rubrics, etc.*

<i>Excellent</i>	A	=	94–100	B-	=	80–83	D+	=	67–69	
	A-	=	90–93	C+	=	77–79	<i>Passing</i>	D	=	64–66
	B+	=	87–89	<i>Average</i>	C	=	74–76	D-	=	60–63
<i>Good</i>	B	=	84–86	C-	=	70–73	<i>Failure</i>	F	=	0–59

The weight of each assignment in relation to your final grade is allocated in the following grading categories:

Video Journal	20%
Discussions & Reading Responses	25%
Debates	10%
Policy/Procedure Proposal	25%
Class Wiki	20%

4. *Late Assignment Policy* – There is no late work accepted for this course.
5. *Make-up Policy* – There is no make-up policy for this course. Any accommodations are up to the discretion of your professor.
6. *Ally Center Statement* – The Ally Center is LBC | Capital’s hub for academic services, resources, and accessibility. The academic services include disability services, writing services, and academic mentoring services and are available at no additional cost. To schedule an online or on-campus appointment, or for information regarding resources, locations, and hours of operation, visit lbc.edu/ally.

- a. *Disability Services* – LBC | Capital is committed to creating an educational environment that is inclusive and accessible, in compliance with the guidelines of the ADA and Section 504 of the Rehabilitation Act. Students choosing to disclose a disability must contact the Disability Services Office to discuss reasonable accommodations.

After speaking with the student and reviewing documentation, reasonable accommodations will be determined. It is in the student’s best interest to contact the Disability Services Office as early as possible prior to each new term since professors cannot provide accommodations without verification from the DSO and accommodations cannot be applied retroactively. More information and disclosure forms are available at lbc.edu/ally.

Please note: Students should register with the Disability Services Office each term for which accommodations are desired; accommodations from the prior semester are not automatically carried over.

The Disability Services Office can be reached at 717.560.8200 ext. 5383 or DSO@lbc.edu. The confidential fax line is 717.560.8261.

- b. *Writing Services* – The Writing Center is available to help any LBC | Capital student with writing assignments from any course. Students can schedule a one-on-one appointment with professional personnel or peer mentors at any point in the writing process. Writing Services include: assistance in brainstorming and outlining, development of ideas, critique of partial or full drafts, and/or review of formatting and citations. Appointments are available both on campus and online. A variety of writing resources are available at lbc.edu/ally.

The Writing Center can be reached at 717.560.8200 ext. 5486 or by email at writingcenter@lbc.edu.

- c. *Academic Mentoring Services* – Academic Mentoring Services (AMS) provides academic services at no cost to any current undergraduate LBC student. Professional personnel and peer mentors come alongside students to assist with major projects, time management, review of course content, test-taking skills, and study strategies. A variety of academic resources are available at lbc.edu/ally.

Students may make academic mentoring appointments by phone at 717.560.8200 ext. 5389 or by email at ams@lbc.edu.

- d. *Contact Information*

Location	Email	Phone
Lancaster	allycenter@lbc.edu	717.569.7071 ext. 5389
Philadelphia	AllyPhilly@lbc.edu	215.329.5400 ext. 5753
Washington D.C.	AllyDC@lbc.edu	301.552.1400 ext. 5806
Online	allycenter@lbc.edu	717.569.7071 ext. 5389

- 7. *Academic Integrity Statement* – As followers of Christ, we need to be fully committed to honesty and truthfulness in all aspects of our lives, including in our academic lives. Therefore, academic dishonesty will not be tolerated in any way. Students are responsible to familiarize themselves with LBC’s Academic Integrity Policy and adhere to it. It is located in the Student Handbook.

8. *Statement on Self-care* – College in general is a rich and fulfilling experience, full of opportunities for students. Along with this abundance of opportunities comes the challenge of maintaining a healthy life balance characterized by productive tension, a sensible schedule, and time for rest. Productive tension, at times, can be compounded by unexpected life challenges, causing unproductive levels of stress. This can lead to feelings of sadness, increased anxiety, and an overall lack of focus. For this reason, LBC | Capital strongly encourages students to care for themselves physically, emotionally, and spiritually during each academic term and throughout their journeys. Everyone benefits by support in times of struggle so students are also encouraged to seek help promptly by talking with professors or other College staff about life challenges as related to academic performance and to seek advice regarding available supports inside and outside of the LBC | Capital community.

Course Resources

1. *Technology Difficulties* – The Help Desk is available to help you with computer and technology problems and questions. Call 717.560.8200 ext. 4357 (HELP), email help@lbc.edu, or visit <https://www.lbc.edu/helpdesk>.
2. *Library Resources* – The library subscribes to numerous databases to provide access to scholarly and peer-reviewed journal articles, eBooks, newspapers, magazines, and much more. Online resources are accessible anywhere on campus or remotely 24/7 using your LBC username and password. To access these resources, go to <https://www.lbc.edu/library>. The library website also includes links for students to request research assistance:
 - ASK A LIBRARIAN is for information from an LBC librarian within 24 hours (Monday-Friday).
 - LIVE CHAT is for immediate assistance—usually from a non-LBC librarian.
 - REQUEST RESEARCH CONSULTATION is for arranging an appointment with a librarian, either in-person or online.
3. *Bibliography* – None
4. *Extra Resources* – None