



MASTER COURSE OUTLINE

A. CRJU 2202 Juvenile Law and Procedures

B. COURSE DESCRIPTION:

This course introduces concepts, theories, and statutes associated with juvenile offenders with specific treatment method and modalities as applied to this offender group. Students are introduced to the various correctional facilities, programs, and professional interventions available to youth offenders. Specific differences among delinquent offenders and various types of juvenile statutes are presented along with the dispositional alternatives available ranging from Diversion through Extended Juvenile Jurisdiction (EJJ) and Certification. Several landmark legal cases involving juvenile matters are presented. The Minnesota Juvenile Code and Court Procedure are examined. In addition to traditional educational experiences, students have opportunities to attend and participate in workshops, seminars, conferences, and/or other relevant training sponsored by various associations and organizations within the criminal justice system. These experiences provide avenues for possible future employment in Juvenile Corrections. Successful completion of this course prepares students for the Minnesota P.O.S.T. licensing exam. This course includes criteria required by the Minnesota Board of Peace Officer Standards and Training and Learning Objectives for Professional Peace Officer Education.

(3 Cr – 3 lect, 0 lab)

C. **Core Theme: Critical Thinking

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ILO 1: critical thinking (*Core Theme Goal 2*)
- ILO 2: awareness of the larger global community (*Core Theme Goal 7 or 8*)
- ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

E. MAJOR CONTENT AREAS:

- History of the juvenile justice system
- Placements and detention
- Juvenile data practices
- Juvenile crime: status offenses through felonies
- Juvenile dispositions: diversion through certification

- Juvenile mandates
- Juvenile traffic law
- Juvenile interview and interrogation
- Landmark juvenile legal cases

F. GOAL TYPE, OBJECTIVES AND OUTCOMES:

<u>GOAL TYPE</u>	<u>OBJECTIVES</u> Students will be able to	<u>OUTCOMES</u> The student will successfully
<u>**Critical Thinking</u>	gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.	1. differentiate between the rules governing juvenile and adult data practices.
<u>CS</u>	understand the philosophy behind an independent juvenile justice system.	1. cite historical juvenile case law as applied to the juvenile justice system and courts.
<u>CS</u>	communicate the dispositions available to youth offenders including extended juvenile jurisdiction and certification.	1. reenact a mock scenario of a juvenile arrest and disposition hearing.
<u>CS</u>	recognize the legal requirements when processing juveniles in the criminal justice system.	1. identify and communicate the differences between juvenile shelter placements and detention holds.
<u>CS</u>	recognize traffic laws to juvenile offenders.	1. identify and explain how traffic citations are processed based on age and severity of juvenile offenders.
<u>CS</u>	differentiate between various preventative programming options available to juvenile offenders.	1. document a juvenile pre-disposition report and treatment recommendations.

G. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact Accessibility Services at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

Criminal background checks (at the student's expense) are a requirement for enrollment in this class and must be conducted at the beginning of the semester. *Minnesota Rules*, Chapter 6700.0300, subp.5(D), requires all students be advised in writing of minimum selections standards that must be met to become a licensed peace officer in Minnesota. Students are advised of these standards in order to make informed decisions about participation in the professional peace officer education program. *Minnesota Rules* 6700.0700 defines the Minimum Selections Standards for Peace Office Licensure. Please consult the Program Coordinator or the rules cited above for further information.

H. COURSE CODING INFORMATION:

Course Code D/Class Maximum 30; Letter Grade

Revision date: 01/29/16; 09/01/16; 03/14/23

AASC Approval date: 09/20/16; 03/28/23

*Riverland Community College Disciplines	MnTC Goal Number
Communication (CM)	1
Natural Sciences (NS)	3
Mathematics/Logical Reasoning (MA)	4
History and the Social & Behavioral Sciences (SS)	5
Humanities and Fine Arts (HU)	6

**Riverland Community College Core Themes	MnTC Goal Number
Critical Thinking (CT)	2
Human Diversity (HD)	7
Global Perspective (GP)	8
Ethical and Civic Responsibility (EC)	9
People and the Environment (PE)	10

*These five MnTC Goals have been identified as Riverland Community College Disciplines.

** These five MnTC Goals have been identified as Riverland Community College Core Themes.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.