## University of Hawaii Maui College Course Outline and CAR - 5-year Review/Amnesty Form

This form includes only those questions required for the 5-year review/amnesty process. Those questions not need have been omitted from the form; each question retains the same number as on the Course Outline and CAR for new and modified courses.

Numbers 4 to 40 and 20 cannot be modified using this form or via the E year review/amports

process. The information in numbers 1 to 10 and 29 must match the published UHMC catalog.				
Author(s): Ryan Daniels	1105 PINC			
Department: Social Science	Received March 2004 Under Amnesty Program			
Date submitted to Curriculum Committee	ee: 04-15-2011 SLOs Updated & Linked To Conten- COWIQ Grid Prepared			
Course:	ORIGINAL			
1. Alpha: AJ 2. Number:2	10			
3. Title: Juvenile Justice 4. Credits: 3	5. Contact Hours/Type: 3/Lecture			
6. Course Description: Studies principles and procedures of arrest, detention, petition, summons, records and adjudication of juvenile offenders. Introduces organization and function of the police juvenile unit, community diversion practices, and organization of the Family Court. Reviews Hawaii statutes and United States Supreme Court decisions affecting juvenile rights of due process. Considers societal context of juvenile problems, deliquency prevention, and treatment.				
7. Pre-requisites: AJ 101, and ENG 22/55 with grade C or better, or placement at English 100				
Pre-requisite may be waived	by consent 🛛 yes 🔲 no			
8. Co-requisites: None				
9. Recommended Preparation: None				
10. Cross-list: SOC 231				
29. Function/Designation: Mark all that	apply.			
☐ AA* First Category Category	Second Category, if appropriate Category			

Fulfills Hawaii Emphasis (HI) Graduation Requirement

AS Program Category List Additional Programs and Category:

	AAS Administration of Just Programs and Category:	tice PR - Program Requirement	List Additional
	BAS Program Category	List Additional Programs and Cat	egory:
Developmental/Remedial		Other/Additional: Ex	cplain:

## 12. 5-year Review Date 2017

Many previous course outlines have SLOs and what are now called Competencies/Concepts/Issues/Skills combined in question number 6. In this form in number 15: SLOs are considered to be over arching "what the student will be able to do in the rest of life" type statements. In number 16: Competencies/Concepts/Issues/Skills are considered to be the more specific steps by which the SLOs are achieved.

- 15. Student Learning Outcomes (SLOs). List one to four inclusive SLOs. Use roman numerals (I., II., III.) to designate SLOs..
  On successful completion of this course, students will be able to:
  - I. demonstrate a broad understanding of juvenile crime in America
  - II. examine causal factors and consequences in deliquency
  - III. identify the steps in processing the juvenile offender from arrest to release from incarceration
  - IV. explore special legal conditions/options in juvenile justice
- 16. Competencies/Concepts/Issues/Skills. Use lower case letters (a., b....zz) to designate competencies/concepts/issues/skills..

On successful completion of this course, students will be able to:

- a. define the nature and types of criminal acts
- b. explain philosophies of criminal law and criminology
- c. identify theories of crime causation
- d. explain the purpose of criminal justice subsystems
- 17. Suggested Course Content and Approximate Time Spent on Each Topic Linked to #15. Student Learning Outcomes and #16: Competencies/Concepts/Issues/Skills
  - 1-2 Weeks: Define the history of juvenile justice (I, III, IV, a, d)
  - 1-3 Weeks: Discuss Hawaii Family Court System (III, IV, c, d)
  - 1-2 Weeks: Define the role of law enforcement in juvenile justice (III, IV, d)
  - 1-3 Weeks: Examine significant landmark juvenile justice cases decided by the U.S. Supreme Court (I, IV, d)
  - 1-2 Weeks: Discuss sources of help for "at risk" youth (IV)
  - 1-2 Weeks: Identify career opportunities in working with juveniles (III, IV, b, d)
  - 1-2 Weeks: Examine detention settings for the juvenile offender (III, IV, d)
  - 1-2 Weeks: Apply theoretical knowledge to examine and explain causes of juvenile deliquency (I, II, III, IV, a, b, c, d)
  - 1-2 Weeks: Explore alternative solutions to address juvenile crime (I, II, III, IV, a, b, c, d)
- 18. Suggested Course Requirements and Evaluation

	Linked to #15. Student Learning Outcomes and #16: Competencies/Concepts/Issues/Skills Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:
	Written or oral examinations (I, II, III, IV, a, b, c, d) In-class exercises (II, III, IV, c, d) Homework assignments (I, II, III, IV, a, b, c, d) Quizzes (I, II, III, IV, a, b, c, d) Projects or research (written reports and/or oral presentations) (II, IV, a, b, c, d) Web-based searches (I, II, III, IV, a, b, c, d) Attendance and/or class participation (I, IV, a, b, c, d)
	19. College-wide academic student learner outcomes (CASLOs) this course supports: (mark all that apply)
	<ul> <li>□ Written Communications</li> <li>□ Quantitative Reasoning</li> <li>□ Information Retrieval and Technology</li> <li>□ Oral Communication</li> <li>□ Critical Reasoning</li> <li>□ Creativity</li> </ul>
.ues	If this course supports one or more CASLO, then either complete the Assessment of Intended Student Learning Outcomes Standards (CCOWIQ) Grid (see Curriculum Committee website for grid form and submit it with this form) OR in the box following explain briefly how this course supports the particular CASLO or CASLOs:
	20. Using the program student learning outcomes (PLOs) for the main program of which this course is a part, list only those PLOs this course supports:
	<ul> <li>PLO: 1. Demonstrate the use of critical observation skills and decision-making within the legal/ethical parameters of justice professions.</li> <li>PLO: 2. Assess and respond appropriately to situations containing potential conflicts, hazards and threatening situations.</li> <li>PLO: 3. Demonstrate the maintenance of physical and mental fitness, utilize stress management techniques and maintain a drug-free lifestyle.</li> <li>PLO: 4. Perform independently and inter-dependently to accomplish shared professional outcomes.</li> <li>PLO: 5. Demonstrate the ability to interact with the public and co-workers in ways that effectively support "justice for all."</li> <li>PLO:</li> </ul>
	PLO:

22. Method(s) of delivery appropriate for this course: (mark all that apply)

	23. Text and Materials, Reference Materials, and Auxiliary Materials Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Juvenile Delinquency: Theory, Practice, and Law; Siegel, Larry J., Welsh, Brandon C., Wadsworth, Cenege Learning; 2009
	Hawaii Criminal and Traffic Law Manual, LexisNexis 2010-2011 or most current edition
	Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include:
	Accompanying Student Study Guide (if available) Articles and/or handouts prepared by the instructor Magazine or newspaper articles Professional journal articles
	Appropriate films, video or television programs Internet sites and related material Guest speakers
Newson of the least of the leas	Field trips Any other appropriate instructional aids available
	Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include:
	31. Course is: ☑ Not articulated.
	☐ Is presently articulated* as a general education course at: ☐UHCC ☐UH Manoa ☐UH Hilo ☐UHWO
	*Submit Course Articulation Form if course is already articulated, or is appropriate for articulation, as a general education (100-, 200-level) course. Check Curriculum Committee website under UH Courses for articulation sites.
	☐ Is presently articulated by PCC or other UH system agreement at: ☐UHCC ☐UH Manoa ☐UH Hilo ☐UHWO Explain:
	☐ Is presently articulated to a specific department or institution:
	☐UHCC ☐UH Manoa ☐UH Hilo ☐UHWO ☐ Outside UH system Explain:
All the second	This course outline is standardized and/or the result of a community college or system-wide agreement. Name of the responsible committee/group:

33. Additional Information (add additional pages if needed):

Revised 10/20/2011

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## University of Hawaii Maui College Course Outline and CAR – 5-year Review/Amnesty Form Signature Page

ROD	04.19.2011	
Author	Date	
2 M	4/19/11	
Department Representative to Curriculum Committee	Date	
Kathryw Fleteteer	04.19.201	
Department: Department Chair	Date	
Jalla	7/11/11	
Curriculum Chair on behalf of the committee and college	Date	

## Program Specific Student Learning Outcomes

preparing self-confident, competent graduates who are able to perform effectively in a changing environment. They are as The Administration of Justice program's Student Learning Outcomes reflect its mission to be recognized by the community for

- Demonstrate the use of critical observation skills and decision-making within the legal/ethical parameters of Justice professions.
- 5 Assess and respond appropriately to situations containing potential conflicts, hazards and threatening situations
- ယ lifestyle. Demonstrate the maintenance of physical and mental fitness, utilize stress management techniques and maintain a drug-free
- 4 Perform independently and inter-dependently to accomplish shared professional outcomes
- Ċ Demonstrate the ability to interact with the public and co-workers in ways that effectively support "justice for all."

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