

**HIBBING COMMUNITY COLLEGE
COURSE OUTLINE**

COURSE NUMBER & TITLE: LAW 1538: Juvenile Justice

CREDITS: 3 (3 Lec / 0 Lab)

PREREQUISITES: NONE

CATALOG DESCRIPTION:

Juvenile Justice covers the complete range of contacts that law enforcement officers may have with juveniles. An introduction to the Juvenile Court System establishes the philosophy and theory for law enforcement when dealing with juveniles. Juvenile delinquency, petty juvenile offenders, juvenile traffic offenders, and Children in Need of Protection and Services (CHIPS) are the focuses of this course. Students learn to identify techniques, procedures, and statutes that apply to law enforcement officers when dealing with juveniles.

OUTLINE OF MAJOR CONTENT AREAS:

- I. Minnesota Juvenile Code (Chapter 260)
 - A. Juvenile statute definitions
 - B. Scope of victim rights
 - C. Organization of the courts
 - D. Jurisdiction of court over children and minors
 1. Venue
 2. Certification
 3. Extended jurisdiction juvenile prosecutions
 - E. Detention facilities
 1. Shelter care facility
 2. Secure detention facility
- II. Juvenile delinquent offenses
- III. Charging procedure for juvenile court
 - A. Citation
 - B. Petition
- IV. Petitions
 - A. CHIPS petitions
 - B. Delinquency petitions
- V. Parental rights
 - A. Parental responsibility
 - B. Termination of parental rights
- VI. Supreme Court juvenile decisions
 - A. McKeiver vs. Pennsylvania
 - B. Winship decision
 - C. Fare vs. Michael C.
 - D. Gault decision
 - E. T.L.O. vs. New Jersey
- VII. Research project preparation and presentation

- VIII. Inspection
A. Stand inspection

COURSE GOALS/OBJECTIVES/OUTCOMES:

Students will

1. compare juvenile/adult justice system.
2. define contemporary families.
3. define juvenile court system terms.
4. define juvenile statute terms.
5. define juvenile traffic terms.
6. define mandatory reporting terms.
7. demonstrate proper equipment (pens, notebook, etc.).
8. demonstrate uniform cleanliness.
9. demonstrate uniform completeness.
10. describe CHIPS categories.
11. describe CHIPS case options.
12. describe CHIPS reporting law requirements.
13. describe DARE program.
14. describe delinquency theories.
15. describe joint CHIPS investigations.
16. describe juvenile investigative techniques.
17. describe juvenile search/seizure principles.
18. describe juvenile charging procedures.
19. describe juvenile court processes.
20. describe juvenile court certification process.
21. describe juvenile court hearing procedures.
22. describe juvenile detention procedures.
23. describe juvenile interview techniques.
24. describe juvenile justice system.
25. describe juvenile traffic investigative techniques.
26. describe law enforcement juvenile records system.
27. describe neglect/emotional abuse investigation.
28. describe peace officer delinquency case options.
29. describe peace officer delinquent case responsibilities.
30. describe physical abuse investigation.
31. describe school liaison programs.
32. describe sexual abuse investigation.
33. describe Supreme court juvenile decisions.
34. determine violent juvenile offender disposition.
35. differentiate MN Statute 260.315.
36. display appropriate hair style, shave.
37. examine juvenile chemical dependency.
38. examine missing children cases.
39. follow inspection procedures (policy 10.04).
40. identify CHIPS causes.
41. identify CHIPS indicators.

42. identify CHIPS associated criminal statutes.
43. identify common juvenile offenses.
44. identify common juvenile delinquent offenses.
45. identify delinquency prevention strategies.
46. identify juvenile gang/occult activity.
47. identify juvenile prostitution prevention strategies.
48. identify juvenile referral resources.
49. identify juvenile suicide prevention strategies.
50. identify juvenile traffic prevention strategies.
51. identify law enforcement limitations.
52. identify law enforcement responsibilities.
53. identify serious juvenile delinquent offenses.
54. prepare and present research paper on juveniles.

MNTC GOALS AND COMPETENCIES MET:

N/A

HCC COMPETENCIES MET:

Working Productively and Cooperatively
Communicating Clearly and Effectively
Thinking Creatively and Critically
Social/Civic Responsibility

STUDENT CONTRIBUTIONS:

The student is expected to attend all lectures, participate in class activities, participate and implement input into class discussions, hand in outside assignments when due, and complete all assignments.

**STUDENT ASSESSMENT SHALL TAKE PLACE USING INSTRUMENTS
SELECTED/DEVELOPED BY THE COURSE INSTRUCTOR.**

**SPECIAL INFORMATION: (SPECIAL FEES, DIRECTIVES ON HAZARDOUS
MATERIALS, ETC.)**

We cannot plan, and subsequently establish training for every conceivable eventuality or situation which an officer will confront. However, we intend to increase awareness of risks and show various tactics at a basic entry level with the understanding that procedures may change from department to department.

AASC APPROVAL DATE: December 17, 2014
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REVIEW DATE: December 2019

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