

General Education Review Committee Agenda

1:00-1:30

August 27, 2010

ADM 204

I. Call to Order

Roll

() Suzanne Forster	UAB/CAS	Humanities
() Sue Fallon	UAB/CHSW	
() Utpal Dutta	UAB/SOE	
() Kevin Keating	UAB/Library	
() Deborah Fox	UAB/Mat-Su	Written Communication
() Len Smiley	CAS	Quantitative Skills
() Shawnalee Whitney	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
() Beverly Barker	CAS	Natural and Physical Sciences
() Robert Capuozzo	COE	
() Sandra Pence	CTC	
() Kyle Hampton	CBPP	
() Vacant		Social Sciences
() Hilary Davies	UAB	Ex officio/UAB Chair
() Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Elect a Chair

III. Approval of Agenda (pg. 1)

IV. Approval of Summary (pg. 2)

V. Report from Associate Vice Provost Bart Quimby

VI. Chair's Report

VII. Course Action Requests

Chg JUST A375 Juvenile Justice and Delinquency (3 cr) (3+0) (pg. 3-8)

VIII. Old Business

IX. New Business

X. Informational Items and Adjournment

For the September meeting: Lora Volden- Registration Restrictions GER Tiers

General Education Review Committee Summary

12:30-1:30
April 23, 2010
ADM 204

I. Call to Order

Roll

(x) Suzanne Forster	UAB/CAS	Written Communication
(e) Oliver Hedgepeth	UAB/CBPP	
(e) Utpal Dutta	UAB/SOE	
(e) Kevin Keating	UAB/Library	
(x) Deborah Fox	UAB/Mat-Su	
(e) Kenrick Mock	UAB/CAS	
(x) Len Smiley	CAS	Quantitative Skills
(x) Barbara Harville	CAS	Oral Communication
() Walter Olivares	CAS	Fine Arts
(x) Patricia Fagan	CAS	Humanities
(x) Beverly Barker		Natural and Physical Sciences
(e) Catherine Sullivan	CHSW	
(x) Robert Capuozzo	COE	
(x) Sandra Pence	CTC	
() Vacant		Social Sciences
(x) Hilary Davies	UAB	Ex officio/UAB Chair
(e) Bart Quimby	UAB	Ex officio/OAA
() Vacant	Student	

II. Approval of Agenda (pg. 1)

Approved

III. Approval of Summary (pg. 2-3)

Approved

IV. Report from Associate Vice Provost Bart Quimby

Unable to attend

V. Chair's Report

VI. Course Action Requests

Chg COMM A111 Fundamentals of Oral Communication (3 cr) (3+0) (pg. 4-11)

Chg COMM A235 Small Group Communication (3 cr) (3+0) (pg. 12-18)

Chg COMM A237 Interpersonal Communication (3 cr) (3+0) (pg. 19-25)

Chg COMM A241 Public Speaking (3 cr) (3+0) (pg. 26-32)

Approved

VII. Old Business

A. Subcommittee Discussions

VIII. New Business

IX. Informational Items and Adjournment

**University of Alaska Anchorage
College of Health and Social Welfare
Course Content Guide**

- I. Date of Initiation:** September 2009
- II. Curriculum Action Request:**
- A. School: College of Health and Social Welfare
 - B. Course Subject: JUST
 - C. Course Number: A375
 - D. Number of Credits: 3
 - E. Contact Hours: 3+0
 - F. Course Program: Bachelor of Arts, Justice
 - G. Course Title: Juvenile Justice and Delinquency
 - H. Grading Basis: A-F
 - I. Implementation Date: Spring/2011
 - J. Cross-listed: N/A
 - K. Course Description: Examines the theory and practice of juvenile justice. Reviews changing conceptions of justice and their impact on policy and legal rights. Explores formal and informal responses to juvenile delinquency, with specific attention to gender, race, and ethnic disparities.
 - L. Course Prerequisites: N/A
 - M. Course Co-requisites: N/A
 - N. Other Restrictions: Class
 - O. Registration Restrictions: Junior standing
 - P. Course Fees: No
 - Q. Course Attribute: General Education Requirement, Social Sciences

III. Instructional Goals and Student Outcomes

- A. The instructor will:
1. Provide historical overview of delinquency and juvenile justice.
 2. Review delinquency and juvenile justice theories.
 3. Outline the juvenile justice process.
 4. Distinguish empirical and non-empirical truth claims on delinquency and juvenile justice.
 5. Analyze current juvenile justice policies using history, theory, and research.
 6. Evaluate the impact of gender, race, and ethnicity.

B. Upon completion of this course, the student will be able to:

Outcomes and Assessment Measures	
Outcomes	Measures
1. Appraise effect of history on current juvenile justice policies.	Examination

Outcomes and Assessment Measures	
Outcomes	Measures
2. Integrate theoretical perspectives on juvenile justice and delinquency with juvenile justice policy.	Examination
3. Evaluate impact of empirical and non-empirical truth claims on juvenile justice process and legal rights for juveniles.	Examination and structured discussion
4. Assess gender, race, and ethnic disparities in juvenile justice and delinquency.	Examination and structured discussion
5. Assemble a historical, theoretical, and empirical framework for evaluating juvenile justice policy.	Written assignment and presentation

IV. Course Level Justification

This course is designed to fulfill an upper division general education requirement in social sciences. The course provides an in-depth historical, theoretical, and empirical analysis of delinquency and juvenile justice. The structure and substantive content of the course requires students to investigate the complexity of institutions and behavior.

V. Topical Course Outline

- I. Concepts in juvenile justice
 - a. Definitions of juveniles, juvenile offenders, and juvenile delinquency
 - b. Juvenile justice processes and systems
 - c. Distinctions between juvenile and adult courts
 - d. Tribal, local, state, and federal jurisdictions
 - e. Measuring juvenile delinquency
 - f. Gender, race, and ethnicity
 - g. Gangs and violence
- II. History of juvenile justice
 - a. Changing perceptions of adolescence and adulthood
 - b. Changing ideas in history, philosophy, and law
 - c. History of juvenile courts
 - d. Juvenile Justice and Delinquency Prevention Act of 1974
 - e. Deinstitutionalization of status offenders
 - f. Disproportionate minority contact core requirement
 - g. Intentions versus practice
 - h. Cycle of juvenile justice
- III. Theories of delinquency
 - a. Classical and biological theories
 - b. Psychological theories
 - c. Sociological theories
 - d. Developmental theories
- IV. Theories of juvenile justice
 - a. Treatment and rehabilitation
 - b. Punishment and retribution
 - c. Non-intervention

- d. Due process
- e. Justice and crime control
- f. Balanced and restorative justice
- V. Legal rights for juveniles
 - a. Landmark cases
 - b. Rights in the police process
 - c. Procedural and adjudicatory rights
 - d. Right to treatment
 - e. Changes in legal rights
- VI. Police and intake processes
 - a. Police discretion
 - b. Arrest
 - c. Intake and pre-adjudicatory screening
 - d. Detention
 - e. Probation officer discretion
 - f. Intake investigation and interview
 - g. Gender, race, and ethnic disparities
- VII. Intake outcomes
 - a. Diversion
 - b. Adjustments with and without referral
 - c. Informal probation
 - d. Petition
 - e. Gender, race, and ethnic disparities
- VIII. Juvenile court
 - a. Prosecutorial decision-making
 - b. Public defenders
 - c. Court structure and process
 - d. Legal and extralegal factors
 - e. Risk and need assessments
 - f. Predisposition reports
 - g. Waivers and blended sentencing
 - h. Gender, race, and ethnic disparities
- IX. Juvenile corrections
 - a. Goals of custodial and non-custodial sanctions
 - b. Secure confinement and community-based corrections
 - c. Probation and parole
 - d. Case management
 - e. Restitution and community work service
 - f. Re-entry and transitional services
 - g. Probation and conduct violations
 - h. Recidivism
 - i. Gender, race, and ethnic disparities

VI. Suggested Text

Champion, D. J. (2010). *The juvenile justice system: Delinquency, processing, and the law*. Upper Saddle River, NJ: Prentice Hall.

VII. Bibliography

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- Siegel, L. J., & Tracy, P. E. (2007). *Juvenile law: A collection of leading U.S. Supreme Court cases*. Englewood Cliffs, NJ: Prentice-Hall
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