



Chaminade
University
OF HONOLULU

Chaminade-Flex Course Syllabus

[Chaminade University Honolulu](#)

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: CJ 291

Course Title: Juvenile Justice Systems

Department Name: Criminology and Criminal Justice

College/School/Division Name: School of Education and Behavioral Science

Term: Your Flex section begins the first of the month. Please verify start/end dates through Self-Service.

Course Credits: 3

Class Meeting Days: Asynchronous, at your own pace

Class Meeting Hours: Asynchronous, at your own pace

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Instructor Name: Professor Joseph Rangel

Email: joseph.rangel@chaminade.edu

Office Location: Virtual

Office Hours: By appointment (email to set up)

University Course Catalog Description

Components of the juvenile justice system and the processing of the juvenile through the system; rights of the juvenile; criminological theories relevant to juvenile delinquency and criminal behaviors. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of learning the basic rights guaranteed to each individual by both state and federal constitutions and laws.

Course Overview

This course will be presented using a variety of methods, primarily through lectures and groups discussions and exercises, often employing instructional aids like PowerPoint and other audio/visual material.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

For this course specifically, the course will tend to emphasize on #4 (educate for service, justice and peace) and #5 (educate for adaptation and change). These values align with contemporary value structures among criminologists.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized,

the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

Learning Outcomes

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

1. Explain the concept of childhood, contemporary views of youth, and be able to identify delinquency.
2. Explain the nature and extent of juvenile delinquency.
3. Explain and assess the major theories and explanations of delinquent behavior.
4. Identify the major components of the juvenile justice system and the rights specific to juveniles.
5. Contextualize the historical and current treatment of juveniles and juvenile delinquents.

#	CCJ PROGRAM LEARNING OUTCOMES (PLOS)
1	Describe the interrelated institutions and processes of the criminal justice system, including the basic rights guaranteed to each individual by both state and federal constitutions and laws.
2	Apply theories of crime and criminal justice to explain actual and hypothetical scenarios, behaviors, and trends.
3	Evaluate social, cultural, and technological change and its impact on the criminal justice system.
4	Assess social inequities in crime and criminal justice processes by race, social class, gender, region and age.
5	Articulate a working knowledge of qualitative and quantitative research methods by explaining the various social science methods of inquiry and use these to test specific criminological research questions.
6	Engage the Marianist tradition of education for service, peace, and justice as it pertains to local and national social justice, injustices, and inequities in the criminal justice field.

Alignment of Learning Outcomes

Area/CLEO	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Essential Questions	1	2	3	4	5
Marianist/NH Values	5	5	4	5	4, 5
Program Learning Outcomes	2, 4	2	2, 4, 6	1, 2, 4	1, 4, 6

Course Prerequisites

None

Required Learning Materials

Siegel, Larry J. and Brandon C. Welsh. Juvenile Delinquency: The Core, 6th ed. 2017. ISBN: 9781305577411. Additional reading materials may also be assigned to supplement the textbook.

Course Website: <https://chaminade.instructure.com/>

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

- **Assignments/Activities.** These assignments will consist of papers, worksheets, and other activities related to the material and readings. Examples of assignments include, but are not limited to: watching/reading something and responding to questions in paper format and developing a juvenile prevention/intervention program and briefing/presenting on it.
- **Final Paper.** This paper will revolve around a contemporary juvenile justice/delinquency issue. The paper will involve researching a topic using scholarly works, data and findings from original research, and secondary data when applicable. The paper will be 6-7 pages in length.
- **Reading Homework (14).** For each chapter of the textbook covered in the course (Ch. 1-14), students will be given a set of questions to answer. These questions will be presented in objective formats (e.g., multiple choice, true/false, completion) and short answer/essay format. The number of questions will usually range from 10-15 per chapter.

Grading System

The class will be graded based on the following standardized grading system:

A = 90-100% B = <90-80% C = <80-70% D = <70-60% F = <60%

Activity/Assignment	% of Final Grade
Assignments/Activities	55%
Final Paper	20%
Reading Homework	25%
Total	100%

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

Course Policies

Course Approach

This course is utilizing a Flex model, meaning the only due dates you have are 1) your course completion Schedule, which is due by 11:59pm on the 7th of the month in which you begin this course; and 2) all other assignments must be submitted by 11:59 pm on the last day of class (please verify date through Self-Service). The Flex model provides you with the convenience and ability to work at your own pace and complete assignments when it is convenient for you.

Learning in an online environment is definitely different from an in-class one. Most notably, things are 'asynchronous' -- we are not all together and in each other's presence at the same time. This makes things very convenient for students but presents challenges for instructors. This structure does not always allow for the easy flow of information that one expects from a traditional classroom setting. Interactions and exchanges of ideas are less spontaneous and more formalized, and when these things do happen, there are lag times between being recognized/heard and then interacted with/responded to. Study habits and staying 'on track' come out a bit more in an online course. I will give you all of the support and resources I can in order for you to learn and to add to your pedagogical toolbox (learning to learn/critical thinking), though you must read materials and do assignments in a responsible manner in order to succeed in the traditional sense (grades). Online courses require a bit more planning and pacing on the student's part.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at joseph.rangel@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place within 24 hours.

General Student Expectations

1. Each student will be responsible for the material contained in the course text: *Bartollas, Clemens and Stuart Miller. Juvenile Justice in America, 8th ed., 2017.* (ISBN: 9780134163758). Additional reading materials will also be assigned to supplement the textbook.
2. All assignments, readings and videos must be read and/or viewed.
3. All entries made by the instructor in Facebook Communities of Practice must be responded to.

4. The course must be completed by the section end date as listed in Self-Service. Late assignments will not be accepted.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the [2020-2021 Academic Catalog](#).

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment

has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Sections: Chapters & Topics

Part I: Overview Delinquency & Causes

1. Juvenile Justice: An Overview
2. Measurement and Nature of Juvenile Crime
3. Causes of Juvenile Crime
4. Gender and Juvenile Justice

Part II: The Juvenile Justice System, Part I

5. The Police
6. The Juvenile Court
7. Juveniles in Adult Court

Part III: The Juvenile Justice System, Part II & Juveniles in the Community

8. Juvenile Probation
9. Community-Based Programs
10. Juvenile Institutionalization
11. Juvenile Aftercare

Part IV: Treatment, Gangs, and Special Populations

12. Treatment Technologies
13. Juvenile Gangs
14. Special Juvenile Offender Populations
15. Juvenile Justice in the Twenty-First Century

Suggested Course Schedule

Please refer to the Course Completion Schedule assignment in module 1 of our Canvas shell. The linked spreadsheet will provide you with a list of all graded assignments and my recommended 10-week schedule.