







Syllabus
CRIM 2100
Juvenile Justice
2026

Committee Members:

Michael David, Central Community College
N/A, Metropolitan Community College
Sheri Hink-Wagner, Mid-Plains Community College
Matt McCarthy & Colleen Barnes, Northeast Community College
Rita Dondlinger, Southeast Community College
Tiffany Wasserburger, Western Nebraska Community College
N/A, Little Priest Tribal College
N/A, Nebraska Indian Community College

Facilitator: Sheri Hink-Wagner

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	02/12/2026	Adopt
 Chief Academic Officer, Little Priest Tribal College	02/13/2026	Not Offered
 Chief Academic Officer, Metropolitan Community College	02/16/2026	Not Offered
 Chief Academic Officer, Mid-Plains Community College	02/11/2026	Adopt
 Chief Academic Officer, Nebraska Indian Community College	02/16/2026	Adopt
 Chief Academic Officer, Northeast Community College	02/11/2026	Adopt
 Chief Academic Officer, Southeast Community College	02/20/2026	Adopt
 Chief Academic Officer, Western Nebraska Community College	02/18/2026	Adopt



1. CATALOG DESCRIPTION

Course Number: CRIM 2100
Course Name: Juvenile Justice
Pre-Requisites/Co-Requisites: None

Catalog Description: Examines the origins, philosophy, and objectives of the juvenile justice system. Topics include, but are not limited to: causation of crime (i.e. race/gender, socioeconomic relevance, and victimization), the juvenile court system, the law enforcement approach, corrections, and prevention.

Credit Hours: 3 semester / 4.5 quarter
Contact Hours: 45 hours

COURSE OBJECTIVES:

Course will

1. Examine the history and philosophy of the juvenile justice system.
2. Demonstrate the organization and function of the juvenile justice system.
3. Apply the criminological theories to juvenile delinquency.
4. Describe how the community, courts, police, corrections, and probation respond to juvenile delinquency.
5. Evaluate the goals and objectives of the juvenile justice system.
6. Develop an understanding of key issues related to juvenile justice and the juvenile justice system.
7. Outline the review process used to transfer a case from the juvenile court to the adult court.

STUDENT LEARNING OUTCOMES:

Students will be able to

1. Explain the historical development of the juvenile justice system.
2. Differentiate between the juvenile justice and the adult systems.
3. Describe the structure and processes of juvenile courts, corrections, and community-based programs.
4. Compare theories of juvenile delinquency and how they inform prevention and intervention strategies.
5. Identify key legal decisions and policies that have shaped juvenile justice practices and protections.
6. Analyze the roles of major participants in the juvenile justice process, including law enforcement, courts, corrections, families, and communities.
7. Evaluate current issues and challenges in juvenile justice, such as disproportionate minority contact, gender, mental health, status offenses, and restorative justice.
8. Identify strategies for rehabilitation and reintegration of juvenile offenders into society.

CONTENT/TOPICAL OUTLINE

A. Juvenile Delinquency and Juvenile Justice

1. Historical and Theoretical Perspectives on Juvenile Justice
2. Juvenile Offenders and Police Processes
3. Preadjudication Detention and Diversion Programs

4. Juvenile Court Processes
5. Juvenile Probation
6. Juvenile Institutional Corrections
7. Juvenile Parole and Aftercare
8. Nondelinquent Children in the Juvenile Justice System
9. Delinquency Prevention
10. Youth Gangs and Violence
11. The Future of the Juvenile Justice System

2. INSTRUCTIONAL MATERIALS:

Juvenile Delinquency: Theory, Practice, and Law, Larry J. Siegel, Brandon C. Welsh, Cengage Learning, Latest Edition

Juvenile Delinquency: The Core, Siegel, Cengage, Latest Edition

Juvenile Justice: A guide to theory, policy, and practice., Cox, Allen, Hanser, and Conrad. Latest Edition

3. METHOD OF PRESENTATION

A. Methods of presentation typically include a combination of the following:

1. Lecture/Discussion
2. Hybrid, Blended, or Virtual
3. Online
4. Subject Matter Expert

4. METHOD OF EVALUATION

- A. Written Assignments
- B. Oral Assignments
- C. Exams Projects