MESABI RANGE COMMUNITY & TECHNICAL COLLEGE – VIRGINIA/EVELETH

Course Outline

Course Title:	**Crime and Delinquency**	**Submitted By:**	**Mark Muhich**
Semester Course Prefix and Number:	**SOC 1452**	**Approval Date:**	
Old Quarter Course Prefix and Number:	**SOC 114**	**Revision Date:**	**October 2002**

Number of Credits:	**3**	**Number of Lecture Credits:**	**3**
Semester(s) Offered:	**Spr**	**Number of Lab Credits:**	**Number of Lab Hours:**
Negotiated Class Size:		**Number of Studio/Demonstration/Internship Credits:**	

Course Purpose Code:

_____ **0 –** Developmental Courses
_____ **1 –** Non-transferable, General Education
_____ **2 –** Technical course related to career programs
_____ **3 –** College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
_____ **4 –** Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
__X__ **5 –** Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
_____ **9 –** Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:
Students will study crime and delinquency from both the social and psychological view. Emphasis will be placed upon the definition, nature, causes and degree of criminal and delinquent behavior and its effect upon society. An overview of the juvenile justice system will also be presented.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):	None
Reading Prerequisite:	College level reading
Composition Prerequisite:	College level writing
Mathematics Prerequisite:	None

Career Programs and Transfer Majors Accessing this Course:
Pre-law
Corrections
Secondary Social Studies Education
Criminal Justice
Sociology
Social Work
Psychology
Law Enforcement

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable: Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

0. ____ None
1. ____ Communications
2. ____ Critical Thinking
3. ____ Natural Sciences
4. ____ Mathematical/Logical Reasoning
5. __X__ History and the Social and Behavioral Sciences
6. _____ The Humanities and Fine Arts
7. _____ Human Diversity
8. _____ Global Perspectives
9. _____ Ethical and Civic Responsibility
10. _____ People and the Environment

Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:

The student will:

- Examine social institutions across a range of historical periods
- Use and critique alternative explanatory systems or theories
- Develop and communicate alternative explanations or solutions for contemporary social issues
- Understand theories of delinquent behavior
- Evaluate effects of crime and delinquency on society
- Understand basics of the juvenile justice system: law enforcement, courts, corrections
- Evaluate the role of the family and the school in the development of juveniles
- Identify ways to treat and prevent crime and delinquency

Student assessment methods:

Objective exams, subjective exams, class participation, short written reports

Use of instructional technology (includes software, interactive video and other instructional technologies):

Videotapes

Outline of the major course content:

- Overview of the Juvenile Justice System
- Overview of Juvenile Delinquency
- Theories of Deviant Behavior and Delinquency
- Application of Theory to Criminal Situations
- Treatment and Prevention of Juvenile Delinquency
- Selected provisions of the Minnesota Juvenile Code

Additional special information (special fees, directives on hazardous materials, etc.)

Transfer Information: (Please list colleges/majors that accept this course in transfer.)
UMD, UWS, Bemidji, Mankato State and others

Approvals:

Body	Representative Signatures	Date
	Dr. Bonnie K. Edwards	October 10, 2002

Curriculum Committee		
Faculty Association	Georgia Suoja	December 16, 2002
Meet and Confer	Jill Peterson	January 25, 2003
Chief Academic Officer	Jill Peterson	January 25, 2003

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