



WISCONSIN  
INDIANHEAD  
TECHNICAL  
COLLEGE

# Experiential Learning Portfolio for 10504175 Juvenile Justice System

## Student Contact Information:

Name: \_\_\_\_\_ Student ID# \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

*It is **required** that you speak with the Academic Dean or instructor who teaches this course prior to completing a portfolio.*

## Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
  - What did you learn?
  - How did you learn through your experience?
  - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
  - Label artifacts as noted in the competency
  - Scan paper artifacts
  - Provide links to video artifacts
  - Attach all artifacts to the end of the portfolio
5. Write a Conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

**To receive credit for this course, you must receive “Met” on 6 of the 7 competencies.**

**10504175 Juvenile Justice System, 3 Associate Degree Credits**

**Course Description:** Compare and contrast the juvenile and adult justice systems. The historical aspect of the juvenile system will be studied and compared to the modern day system. Juvenile sanctions and dispositions, including rehabilitation and therapy, will be discussed. Laws covering child maltreatment and children in need of protection services will be recognized.

**Introduction: Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.**

**Competency 1: Differentiate between the adult and juvenile justice systems**

Criteria: Performance will be satisfactory when:

- you identify the differences in terminology
- you identify differences in court philosophy
- you identify differences in court procedures
- you identify differences in entry into the system
- you identify differences in sentencing

Learning Objectives:

- a. Examine the differences in terminology
- b. Compare/contrast adult vs juvenile court philosophy
- c. Compare/contrast adult vs juvenile court procedures
- d. Compare/contrast adult vs juvenile entry into the system
- e. Compare/contrast adult vs juvenile sentencing

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 2: Explore the history of the juvenile justice system**

Criteria: Performance will be satisfactory when:

- you explain the legislation that led to change in the juvenile justice system
- you include a timeline of key historical events in the development of the juvenile justice system
- you define and gives examples of parens patriae

Learning Objectives:

- a. Examine the historical treatment of juveniles in European and early American cultures
- b. Discuss the factors that led to the separation of juveniles from the adult criminal justice system
- c. Explain parens patriae
- d. Examine precedent-setting cases

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 3: Examine theories of delinquency**

Criteria: Performance will be satisfactory when:

- you include an overview of each type of theory
- you include applications for juveniles of each type of theory

Learning Objectives:

- a. Examine biological/trait theories
- b. Examine environmental theories
- c. Examine sociological theories
- d. Examine evidence-based practice theories

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 4: Outline procedures for prosecuting a juvenile**

Criteria: Performance will be satisfactory when:

- you determine if a sanction will be applied and explains why / why not
- you identify what sanction will be applied and why
- you determine if a disposition will be applied and explains why / why not

Learning Objectives:

- a. Explain processes juveniles encounter in courts
- b. Discuss types of dispositions
- c. Discuss types of sanctions

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 5: Analyze types of rehabilitation**

Criteria: Performance will be satisfactory when:

- you include an overview of rehabilitation programs available in their community
- you include data on of the success of rehabilitation strategies
- you include details on one specific strategy
- you include an explanation for why the strategy was selected

Learning Objectives:

- a. Examine therapy and treatment options
- b. Explore delinquency prevention and intervention programs
- c. Examine school-based and community-based programs
- d. Discuss the influence of family in rehabilitation success

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 6: Examine the types and effects of maltreatment**

Criteria: Performance will be satisfactory when:

- you identify the statutes related to child maltreatment
- you identify the elements of the types of child maltreatment
- you explain mandatory reporting requirements

Learning Objectives:

- a. Examine the laws and impact of child neglect
- b. Examine the laws and impact of psychological and physical abuse of children
- c. Examine the laws and impact of sexual abuse of children
- d. Examine the elements of CHIPS (children in need of protective services) and JIPS (juveniles in need of protective services)

**Required Artifacts: None**

**Suggested Artifacts:** Related Training Certificate(s)

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**



**Competency 7: Examine laws relevant to juveniles**

Criteria: Performance will be satisfactory when:

- you differentiate status offense from delinquent act
- you include examples of status offenses
- you include examples of delinquent acts

Learning Objectives:

- a. Explain status offenses
- b. Describe delinquent acts

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

