Juvenile Delinquency

CREDIT HOURS
3

LEVEL
UPPER

EXAM CODE 364
CATALOG NUMBER SOCx320

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Before You Choose This UExcel Exam

Uses for the Examination

• Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination.

• Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.

• Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable grade.

Exam-takers who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Exam-takers not enrolled in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

Examination Length and Scoring

The examination consists of approximately 120 questions, most of which are multiple choice; for samples of all the item types on this exam, see the sample items in the back of this guide. Some items are unscored, pretest items. The pretest items are embedded throughout the exam and are indistinguishable from the scored items. You will have two (2) hours to complete the examination. Your score will be reported as a letter grade.

UExcel Exam Resources

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required):
www.excelsior.edu/bookstore

UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. Once you register for your UExcel exam, you are eligible to purchase the corresponding practice exam, which can be taken using any computer with a supported Web browser. Each practice exam includes two forms that you may take within a 180-day period.

Excelsior College Library

Enrolled Excelsior College students can access millions of authoritative resources online through the Excelsior College Library. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. Special library...
pages relate to the nursing degree exams and other selected exams. To access it, visit www.excelsior.edu/library (login is required).

Our library provides:

- 24/7 availability
- The world’s most current authoritative resources
- Help and support from staff librarians

Online Tutoring
Excelsior College offers online tutoring through SMARTTHINKING™ to connect with tutors who have been trained in a variety of academic subjects. To access SMARTTHINKING, go to www.excelsior.edu/smartthinking. Once there, you may download a copy of the SMARTTHINKING Student Handbook as a PDF.

Preparing for UExcel Exams

Take Charge of Your Own Learning
At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to exam takers that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the Learning Outcomes for this exam and recommended textbooks, will serve as your primary resources.

How Long Will It Take Me to Study?
A UExcel exam enables you to show that you’ve learned material comparable to one or more 15-week college-level courses. As an independent learner, you should study and review as much as you would for a college course. For a 3-credit course in a subject they don’t know, most students would be expected to study nine hours per week for 15 weeks, for a total of 135 hours.

Study Tips
Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- preview or survey each chapter
- highlight or underline text you believe is important
- write questions or comments in the margins
- practice re-stating content in your own words
- relate what you are reading to the chapter title, section headings, and other organizing elements of the textbook
- find ways to engage your eyes, your ears, and your muscles, as well as your brain, in your studies
- study with a partner or a small group (if you are an enrolled student, search for partners on MyExcelsior Community)
- prepare your review notes as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Using UExcel Practice Exams
We recommend taking the first form of the practice exam when you begin studying, to see how much you already know. After taking the first practice exam, check your performance on each question and find out why your answer was right or wrong. This feedback will help you improve your knowledge of the subject and identify areas of weakness that you should address before taking the exam. Take the second form of the
practice exam after you have finished studying. Analyze your results to identify the areas that you still need to review.

Although there is no guarantee, our research suggests that students who do well on the practice exams are more likely to pass the actual exam than those who do not do well (or do not take advantage of this opportunity).

About Test Preparation Services
Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College is not affiliated with any test preparation firm and does not endorse the products or services of these companies. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student’s home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.

Preparing for This Exam

Prior Knowledge
A knowledge of sociology, psychology, and research methodology is assumed.

Using the Content Outline
Each content area in the outline includes (1) the recommended minimum hours of study to devote to that content area and (2) the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. Chapter numbers and titles may differ in other editions.

This content outline contains examples of the types of information you should study. Although these examples are numerous, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales
Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

Recommended Resources for the UExcel Exam in Juvenile Delinquency

The resources and materials listed below were used by the examination development committee to verify all the questions on the exam. Excelsior College recommends you use these resources as the most appropriate information when ordering textbooks.
from the college’s bookstore (see page 1 of this content guide). You should allow ample time to obtain resources and to study sufficiently before taking the exam, so plan appropriately and systematically.

A word about textbook editions: Textbook editions listed in the UEexcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list supplemental resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on OER has been included in this guide to help you locate additional resources to augment your study.

You should allow sufficient time to obtain resources and to study before taking the exam.

**Recommended Textbooks**

The following textbook was used by the examination development committee to verify all questions on the exam.


This textbook may be purchased from the Excelsior College Bookstore.

**Recommended Articles**

Students enrolled in an Excelsior College degree program can access the articles listed below in the Excelsior College Library (https://my.excelsior.edu/group/library/juvenile-delinquency).

Students not enrolled at Excelsior College can use the link under the article.


Available for $5.00 at https://www.ncjrs.gov/app/publications/abstract.aspx?id=254521


Seeley, K., Tombari, M., Bennett, L., and Dunkle, J.,(2011). *Bullying in Schools: An Overview*. Washington, DC: US Department of Justice, Office
of Juvenile Justice and Delinquency Prevention (OJJDP).
http://eric.ed.gov/?id=ED528252


https://www.ncjrs.gov/pdffiles1/ojjdp/218905.pdf

Additional Resources

New York State Office of Children and Family Services Symposium on Juvenile Justice

Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

A Word About Open Educational Resources

Open educational resources (OER) are educational materials available for study at no cost on the Web. Some OER are available for anyone to access any time. Others, such as Massive Open Online Courses (MOOCs), require sign-up and are only available during certain windows. Please note that some MOOC providers offer certificates of completion or other products or services for a fee. No MOOC or other OER is a complete substitute for the content guide and officially Recommended Resources listed here in this content guide. However, by definition, MOOCs are essentially free of charge and include access to a main body of learning materials that may help you in your learning.

Being an independent learner preparing for credit by exam, you may not need any of the fee-based options that are offered elsewhere online. But if you are looking for a coherent academic course for self-study, lectures on specific topics, or audio or visual materials that fit your learning style better than print materials alone, a MOOC or other type of OER may be your answer. Keep in mind that none of these OER were designed by Excelsior, nor are they guaranteed to match the exam content outlines completely. They are simply another tool available in your study kit.

We highly encourage using the Recommended Resources. In the content outline, you will see that the topics in the exam are referenced to specific portions of recommended textbooks. Using OER alone will not ensure you've completely covered the content in the exam, or it may not cover some topics in sufficient-enough depth without the use of the formal, recommended textbooks.

If the OER course you choose does not include a textbook for reference and you do not have significant practical theory-based experience in the field of study, use a college textbook to ensure adequate preparation for the exam, and use the exam's content outline as a guide.

Combined with comparable college textbooks, OER provides you with a variety of choices in knowledge sources and learning experiences, to enhance your understanding of the subject matter.

Choosing Open Educational Resources

Most sites for university-based OER can be searched through www.ocwconsortium.org and/or www.oercommons.org.

Sites that specialize in Web courses designed by college professors under contract with the website sponsor, rather than in Web versions of existing college courses, include:

www.education-portal.com
www.opencourselibrary.org (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It’s worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.
In addition, sites like Khan Academy (www.khanacademy.com) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (http://www.apple.com/education/ipad/itunes-u/). We have chosen a few courses and collections for this listing.

Other Online Resources
This section of the OER Guide is provided to allow learners to independently search for resources. Send an e-mail to OER@excelsior.edu if you have questions about a resource’s credibility.

Open Online Textbooks
Boundless open textbooks
  https://www.boundless.com/open-textbooks/

BookBoon
  http://bookboon.com/en/textbooks-ebooks

Flatworld Knowledge
  http://catalog.flatworldknowledge.com/#our-catalog

College Readiness
Khan Academy
  http://www.khanacademy.org/

Hippocampus
  http://www.hippocampus.org/

Open Course Library
  http://opencourselibrary.org/colg-110-college-success-course/

Study Aids
Education Portal
  http://education-portal.com/

Khan Academy
  http://www.khanacademy.org/

Annenberg Learner
  http://www.learner.org/

OpenCourseWare
  http://ocwconsortium.org/en/courses/search

OER Commons
  http://www.oercommons.org/

Open Course Library
  http://www.opencourselibrary.org/
Content Outline

General Description of the Examination

The UExcel Juvenile Delinquency examination is based on material typically taught in a one-semester, three-credit, upper-level course in juvenile delinquency. The content of the examination corresponds to course offerings such as Juvenile Delinquency or Juvenile Delinquency and Justice.

The examination measures understanding of the nature and extent of juvenile delinquency, the various theories of the causes of juvenile delinquency, the influences on juvenile delinquency, policing efforts, the courts, corrections issues, and prevention efforts that relate to juvenile delinquency.

Those beginning to study for this exam should be familiar with basic concepts of sociology, psychology, and research methodology.

Learning Outcomes

Upon successful completion of the examination, the student will be expected to demonstrate the ability to:

1. Describe the nature, history, and extent of juvenile delinquency in the U.S., including trends by demographic characteristics and type of delinquency.
2. Define and understand the principle concepts of juvenile delinquency including delinquency, status offense, parens patriae.
3. Explain the major theories and theoretical concepts on delinquent behavior.
4. Explain the influences of gender, family, peers, schools, drugs, and the media on delinquent behavior.
5. Analyze the juvenile justice system, including techniques used to prevent and treat delinquency.
Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Juvenile Delinquency examination, the percent of the examination devoted, and the hours to devote to each content area are listed below.

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<tr>
<th>Content Area</th>
<th>Percent of the Examination</th>
<th>Hours of Study</th>
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<td>I. Nature and Extent of Juvenile Delinquency</td>
<td>15%</td>
<td>20</td>
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<td>II. Theories of Juvenile Delinquency</td>
<td>30%</td>
<td>41</td>
</tr>
<tr>
<td>III. Influences on Delinquency</td>
<td>30%</td>
<td>41</td>
</tr>
<tr>
<td>IV. Juvenile policing, courts, corrections, and prevention</td>
<td>25%</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>Total</strong></td>
</tr>
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**NOTE:** Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. Nature and Extent of Juvenile Delinquency

<table>
<thead>
<tr>
<th>15 PERCENT OF EXAM</th>
<th>20 HOURS OF STUDY</th>
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**Siegel & Welsh (5th ed., 2014)**

Ch. 1, Childhood and Delinquency

Ch. 2, The Nature and Extent of Delinquency

**Zahn, Brumbaugh, et al., 2008**

A. Problems of youth today, overview (the issues of poverty, health, family, poor living conditions, inadequate education, and living in a modern world & cyberspace)

B. The concept of juvenile delinquency

C. History of delinquency

1. Before 1900
2. Turn-of-the 20th Century
3. 21st Century

D. History of the Juvenile Justice System

1. Social forces causing delinquency
2. Child-saving movement
3. Early attempts at juvenile institutions
4. Early juvenile court
5. Juvenile justice process, (including current legal status of delinquency)

E. The Concept of Status Offense/Offenders

F. Measuring Delinquency

1. Official measurements (e.g., UCR)
2. Victimization surveys
3. Self-reports
4. Evaluating data
5. Crime trends (including self reported patterns)
G. Delinquency: Correlates and Patterns
1. Individual characteristics associated with delinquency (overview)
   a. Gender
   b. Race
   c. Socioeconomic class
   d. Age
2. Chronic offenders
3. Juvenile victimization

II. Theories of Juvenile Delinquency

Siegel & Welsh
Ch. 3, Individual Views of Delinquency: Choice and Trait
Ch. 4, Sociological Views of Delinquency
Ch. 5, Developmental Views of Delinquency: Life Course, Latent Trait, and Trajectory
Ch. 6, Gender and Delinquency

A. Individual theories
1. Choice theory & the rational delinquent
   a. Delinquent motivations
   b. Routine activities theory
2. Delinquency prevention
   a. General deterrence
   b. Specific deterrence
   c. Situational crime prevention
3. Trait theories
   a. Biosocial theories
      1) Biochemical factors
      2) Neurological dysfunction
      3) Genetic influences
   b. Psychological theories
      1) Psychodynamic theory
      2) Behavioral theory
3) Cognitive theory
   a) Role of personality in delinquency
   b) Role of intelligence in delinquency

4. Prevention

B. Sociological theories
1. Social structural theories
   a. Social factors of delinquency
   b. Social disorganization
   c. Anomie & general strain theory
   d. Cultural deviance theory
2. Social process theories
   a. Social learning/differential association theories
   b. Social control theories
   c. Social reaction
3. Critical Theory
4. Theory and prevention (See also section IVD of this content outline)

C. Developmental theories
1. Life course view/theory (including definition)
   a. The Glueck research
   b. Adolescent-limited offenders versus life course persistent offenders
   c. Problem behavior syndrome
   d. Age-graded theory
2. The latent trait view
3. General theory of crime
4. Trajectory theory/multiple pathways
5. Developmental view
   a. Improving parenting
   b. Multisystemic programs
III. Influences on Delinquency

30 PERCENT OF EXAM  |  41 HOURS OF STUDY

Siegel & Welsh
Ch. 6, Gender and Delinquency
Ch. 7, The Family and Delinquency
Ch. 8, Peers and Delinquency: Juvenile Gangs and Groups
Ch. 9, Schools and Delinquency
Ch. 10, Drug Use and Delinquency

Escobar-Chaves, 2008
Huesmann, 2007
Lauritsen, Heimer, & Lynch 2009
Rocque, 2011
Seeley et. al. 2011
Zahn, Agnew et. al., 2010
Zahn, Brumbaugh et. al. 2008

A. Gender patterns and trends
1. Developmental differences
   a. Socialization differences
   b. Cognitive differences
   c. Personality differences
2. Gender differences and delinquency
   a. Biological explanations
   b. Psychological explanations
   c. Contemporary biological & psychological explanations
3. Socialization views (See also gangs – section IIIC3 of this outline)
4. Feminist views (Including liberal/critical feminism)
   a. Power & control theory
   b. Sexual abuse and exploitation
5. The juvenile justice system

B. Family
1. The changing American family
   a. Child care/economic stress
2. Family influence on delinquency
   a. Disruption & conflict
   b. Ineffectiveness & deviance
3. Child abuse & neglect
   a. Definition & history
   b. Effects, extent, and causes of child abuse
4. Children & the court system
   a. Child protection
   b. Investigations
   c. The process
   d. Legal issues
   e. Cycle of violence/abuse – delinquency link

C. Peers, juvenile gangs, & groups
1. Adolescent peer relations
2. Youth gangs (definition, history)
3. Gangs today (external migration, formation, leadership)
   a. Composition & prevalence
   b. Dynamics, criminality, and violence
4. Explanations for gang membership
5. Gang control & prevention

D. Schools
1. Modern American schools
   a. Socialization/status
   b. Educational trends and problems
2. Academic performance and delinquency
3. Delinquency & crime in school
   a. Bullying
   b. School shootings
   c. Causes (school, individual, community)
   d. The victims
   e. Preventing and reducing school crime
4. Legal rights in the school

E. Drug use among juveniles
1. Commonly abused substances/other types of drugs
2. Drug use surveys and their accuracy
3. Causes of drug abuse  
4. Pathways to substance abuse  
5. Connection between abuse & delinquency  
6. Law enforcement methods  
7. Educational/community strategies  
8. Treatment & harm reduction  

F. Media  
1. Span of influence  
2. Effects  
   a. Short term  
   b. Long term  
3. Risky Behaviors e.g., obesity, substance abuse, sexual behavior, aggression  

IV. Juvenile Policing, Courts, Corrections, and Prevention in the Juvenile System  

Siegel & Welsh  
Ch. 11, Delinquency Prevention and Juvenile Justice Today  
Ch. 12, Police Work with Juveniles  
Ch. 13, Juvenile Court Process: Pretrial, Trial, and Sentencing  
Ch. 14, Juvenile Corrections: Probation, Community Treatment, and Institutionalization  

Cocozza et. al. 2010  
Griffin et. al. 2011  
Lipsey et. al. 2010, p. 29–50;  

A. Juvenile Policing, including history  
1. Police Roles  
2. Police and the rule of law  
3. Discretion (definition)  
   a. Environmental & situational factors  
   b. Policy  
   c. Bias  

B. Juvenile Courts  
1. Actors  
2. Process  
   a. Detention  
   b. Intake & the petition  
   c. Diversion  
3. Juvenile Waivers  
   a. Definition and procedures  
   b. Due process  
   c. Controversy/debate  
4. Trials p.368  
   a. Constitutional rights  
   b. Disposition (sentencing)  
      1) Common types (e.g. probation, fines, etc.)  
      2) Death penalty & life without parole  
   c. Appeals  
   d. Confidentiality of the juvenile court  

C. Juvenile corrections  
1. Community based corrections  
   a. Probation  
      1) Definition & types  
      2) Innovations  
   b. Restorative justice  
   c. Residential programs  
2. Institutional corrections  
   a. Past & present  
   b. Juvenile inmates  
   c. Treatment rights & options  
3. Aftercare & reentry (Definitions)  
   a. Parole/ supervision  
   b. Treatment/ programs
D. Prevention & treatment
   1. Assessing needs
   2. Systems of care
   3. Challenges and partnerships
Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 16–18 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. What is an example of a status offense?
   1) shoplifting from a drug store
   2) spray painting graffiti on a school building
   3) skipping school
   4) smoking marijuana

2. Which term refers to the nineteenth-century reformers who developed programs for troubled youth and advocated for legislation to create the juvenile justice system?
   1) child care workers
   2) child guardians
   3) child psychologists
   4) child savers

3. In Travis Hirschi’s control theory, a youth’s relationship with peers would be a measure of which element of the social bond?
   1) attachment
   2) belief
   3) commitment
   4) involvement

4. The proposition that gangs are a natural response to lower-income life and a status-generating medium for boys in particular represents which view?
   1) law enforcement view
   2) psychological view
   3) rational choice view
   4) sociocultural view

5. According to rational choice theory, what is the major rationale for the threat of punishment?
   1) deterrence
   2) justice
   3) retribution
   4) treatment
6. How do the levels of emotional disturbance and behavior differ between children who witness violence within the family as opposed to those children who are victims of violence outside the family?
   1) There seems to be little difference between witnesses and actual victims of intra-family violence in regard to emotional disturbances and behavior.
   2) There seems to be a much greater effect on witnesses of intra-family violence in regard to emotional disturbances and behavior.
   3) There seems to be a much greater effect on victims of intra-family violence in regard to emotional disturbances and behavior.
   4) There seems to be a much greater effect on witnesses of intra-family violence in regard to behavior.

7. Why do boot camps continue to have a place among the approaches in the array of sentencing options?
   1) Boot camps have been shown to be a considerably effective correctional approach to reducing recidivism.
   2) Youths in boot camps receive enhanced treatment compared to youths in other correctional alternatives.
   3) Boot camps appease the public with the promise of tougher sanctions and lower costs.
   4) Depression and anxiety for youths in boot camp have declined much more than for those in traditional correctional facilities.

8. Which program is an example of a secondary prevention strategy?
   1) Job Corps
   2) parenting skills programs
   3) juvenile drug court
   4) boot camps

9. What are status offenses?
   1) behaviors that can cause children but not adults to be placed under state authority
   2) behaviors committed against children by adults that are against the law
   3) behaviors that are crimes that are committed by high income families
   4) behaviors that are ignored by the criminal justice system and researchers

10. Rational choice theory assumes that which policy would be best to pursue in response to a crime?
    1) educational reform
    2) welfare reform
    3) quick, certain, and severe punishment
    4) slow, thoughtful, and comprehensive counseling

11. Which description accurately characterizes the National Crime Victimization Survey (NCVS)?
    1) The survey is the best data source on juvenile homicide.
    2) The survey is a self-reported measure of criminal offenses.
    3) The survey collects the most accurate information on offender characteristics.
    4) The survey measures victimization over time across a random sampling of people.

12. Which statement characterizes the research findings on juvenile boot camps as an alternative to traditional incarceration?
    1) Juvenile boot camps are effective in reducing recidivism among juvenile delinquents.
    2) Juvenile boot camps are not more effective in reducing recidivism than traditional treatments.
    3) Juvenile boot camps are developed to provide a new direction in juvenile corrections as a result of institutional overcrowding.
    4) Juvenile boot camps are based on a military model showing that hard work and a challenging military regimen raises negative self-esteem.
13. Which of the following is an example of a primary prevention program?
   1) job training
   2) group homes
   3) nutritional lunch programs
   4) juvenile probation programs

14. From a psychodynamic perspective, which best explains why youths engage in delinquent behavior?
   1) inability to achieve lifelong goals
   2) presence of a stable aberrant trait
   3) unresolved internal conflict from early in life
   4) early mastery of delinquent behavior

15. What does research suggest regarding the difference in arrest trends between Black youths and White youths, in the US?
   1) Black youths continue to have higher rates of arrest, but the differences are diminishing.
   2) Black youths continue to have lower rates of arrest and the differences are increasing.
   3) The difference between black and white youth arrest rates has remained the same even though overall arrest rates have declined.
   4) The difference between black and white youth arrest rates has remained the same even though overall arrest rates have increased.
SECTION FOUR

Rationales

1. (IA)
   1) Shoplifting is defined as a criminal offense.
   2) Spray painting graffiti would be an act of vandalism which is a criminal offense.
   *3) Skipping school is illegal if a person is under a certain age. A status offense is defined as conduct that is illegal because a child is under age.
   4) Smoking marijuana is defined as a criminal offense.

2. (IB)
   1) See 4).
   2) See 4).
   3) See 4).
   *4) Child savers is the term used to refer to activists in the 19th century child-saving movement.

3. (IIB2b)
   *1) Attachment refers to a youth’s emotional tie to parents, school, and their peers.
   2) Belief refers to acceptance of social norms and respect for legal code.
   3) Commitment refers to a youth’s pursuit of conventional activities.
   4) Involvement refers to participation in conventional activities such as school, sports, and religion.

4. (IIIB3)
   1) There is not one particular legal or law enforcement view regarding gang causation.
   2) Psychological view is the belief that gangs serve as an outlet for disturbed youth who suffer a multitude of personal problems and deficits.
   3) Rational choice view holds that youths make a rational choice to join a gang as a means of obtaining desired goods and services.
   *4) Sociocultural view is the view that gangs are a natural response to lower-class life and a status-generating medium for boys.

5. (IIA1a)
   *1) The threat of punishment controls delinquency as it increases the risk to potential offenders.
   2) Justice is not considered a rationale for punishment according to rational choice theorists.
   3) Retribution relies on the rationale for punishment is simply because it is deserved.
   4) Trait theory focuses on traditional treatment as a means of preventing juvenile delinquency. This perspective focuses on the offender’s well-being as a justification for intervention by the justice system.

*correct answer
6. (IIIA4)

*1) Witnessing and being a victim of intra-family violence has the same detrimental effect on children. Vicarious learning is just as important as direct experience on behavior.

2) While some research has found somewhat greater effect on witnessing than experiencing intra-family violence, most studies have not and the difference is not that great.

3) This would seem to be true, but apparently research not only has found no difference.

4) Nowhere in the literature is a distinction made between emotional disturbances and behavioral problems regarding victims and witnesses of intra-family violence.

7. (IVA3)

1) In some research the exact opposite has been found: the weight of the evidence is indicating that boot camps are not reducing recidivism.

2) Youth in boot camps have not been provided with more treatment than those in other correctional alternatives.

*3) Boot camps are attractive to the public, because they deal with tougher sanctions and are provided at lower costs than traditional corrections alternatives.

4) Initially, levels of depression lowered but levels of anxiety heightened for youth in boot camps versus traditional correctional programs.

8. (IVB1c)

*1) The US Department of Labor was hopeful that spin-off benefits in the form of reduced dependence on social assistance would occur as a result of empowering at-risk youth to achieve stable, long-term employment opportunities.

2) This is a program that attempts to improve the general well-being of individual children during the formative years, a primary prevention strategy.

3) The juvenile drug court is a court program of the juvenile justice system, a tertiary prevention strategy.

4) Boot camps are correctional of the juvenile (as well as adult) justice system, a tertiary prevention strategy.

9. (IA)

*1) This is the definition of status offenses.

2) Status offenses only apply to youths, not adults.

3) This has nothing to do with people's income.

4) Status offenses are the focus of the justice system and researchers.

10. (IIA1a)

1) Education reform would do nothing to convince rational or reasoning individuals not commit crime, because the theory states that people are calculating, weighing the costs and benefits. So, one must increase the costs.

2) Welfare reform would do nothing to convince rational or reasoning individuals not commit crime, because the theory states that people are calculating, weighing the costs and benefits. So, one must increase the costs.

*3) Quick, certain, and severe punishment would be best according to rational choice theory.

4) Counseling would do nothing to convince rational or reasoning individuals not commit crime, because the theory states that people are calculating, weighing the costs and benefits. This would be perceived as a benefit.

11. (IC2)

1) NCVS cannot measure homicides because you cannot interview the dead.

2) NCVS is not a self-report measure.

3) Surveys of victims by definition cannot collect excellent information on offenders. Sometimes victims do not know who the offender is.

*4) The survey measures victimization over time and across a random sample of approximately 75,000 people.

*correct answer
12. (IVA3)
1) Boot camps are generally ineffective in reducing recidivism.

*2) Most research shows that boot camps have higher reoffending rates.
3) Boot camps began in WWII, and were confirmed in the 1960s (for example, with the use of Outward Bound model). They were not a response to over-crowding.
4) There is no research that demonstrates that the military model increases self-esteem in boot camp participants.

13. (IVB1a)
1) This is a secondary prevention program.
2) This is a tertiary prevention program.

*3) This is a primary prevention program.
4) This is a tertiary prevention program.

14. (IIA2b1)
1) This is characteristic of strain theory.
2) This is characteristic of trait theory.

*3) Psychodynamic theory argues that early conflicts lay groundwork for delinquency.
4) This is characteristic of learning.

15. (ID1b)
*1) Black youths continue to have higher rates of arrests. However, the differences have decreased significantly.
2) Black youths continue to have higher rates of arrests. However, the differences have decreased significantly.
3) The differences in arrest rates have not remained the same.
4) The differences in arrest rates have not remained the same and the overall arrest rates have declined.

*correct answer
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