Document N: Course and Program Development:
IMPACT AND APPROVAL SIGNATURES

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: ◉ LAW ○ MSB ○ CAS ○ CPA

CONTACT NAME: Laurie Beth Harow **PHONE:** x4457

DEPARTMENT/DIVISION: School of Law **DATE PREPARED:** 2/10/15

PROPOSED SEMESTER OF IMPLEMENTATION: ◉ fall ○ spring **YEAR:** 2015

TYPE OF ACTION: ◉ add (new) ○ deactivate ○ modify ○ other

LEVEL OF ACTION: ○ noncredit ○ undergraduate ○ graduate ◉ other

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

◉ ***COURSE ACTIONS*** ○ ***PROGRAM ACTIONS***

Original Subject Code/Course Number: LAW 800Q

Original Course Title: Juvenile Justice Project I

Original Program Title:

*Select one or multiple actions from **one** of the lists below (review the list of necessary documents and signatures):*

	COURSE ACTIONS
	1. Experimental Course
	2. Course Title
	3. Course Credits
	4. Course Number
	5. Course Level
	6. Pre- and Co-Requisite
	7. Course Description
✓	8. New Course
	9. Deactivate Course
	22. Other

	PROGRAM ACTIONS
	10. Program Requirements
	11a. Undergraduate Specialization (Fewer than 24 credits)
	11b. Master's Specialization (Fewer than 12 credits)
	11c. Doctoral Specialization (Fewer than 18 credits)
	12. Minor (add or delete)
	13. Closed Site Program
	14. Program Suspension
	15. Program Reactivation
	16a. Certificate Program (UG/G) exclusively within existing degree program
	16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
	17. Off-Campus Delivery of Existing Programs
	18a. Undergraduate Concentration (24 or more credits)
	18b. Master's Concentration (12 or more credits)
	18c. Doctoral Concentration (18 or more credits)
	19. Program Title Change
	20. Program Termination
	21. New Degree Program
	22. Other

ADDITIONAL DOCUMENTATION (check all appropriate boxes of documents included; *review the list of necessary documents*):

☐ summary proposal (O) ☑ course definition document (P) ☐ full five-page MHEC proposal (Q)

☐ financial tables (MHEC) (R) ☐ other documents as may be required by MHEC/USM (S) ☐ other (T)

IMPACT REVIEW *(review the list of necessary signatures)*:

Impacted Entity	Signature	Date
a. Library ☑ no impact ☐ impact statement attached		
b. OTS ☑ no impact ☐ impact statement attached		
c. University Relations ☑ no impact ☐ impact statement attached		
d. Admissions ☑ no impact ☐ impact statement attached		
e. Records ☐ no impact ☐ impact statement attached		

APPROVAL SEQUENCE *(review the list of necessary signatures)*:

Approval Level	Signature	Date
A. Department/Division (Chair)		
B. General Education (for No. 7, 8)		
C. Final Faculty Review Body Within Each School (Chair)	Michelle Gilman	2.11.15
D. Dean		2.10.15
E. University Faculty Senate (Chair)		
F. University Council (Chair)[1]		
G. Provost and Senior Vice President for Academic Affairs	Carol F. Ann	2-18-15
H. President		
I. Board of Regents (notification only)		
J. Board of Regents (approval)		
K. MHEC (notification only)		
L. MHEC (approval)		
M. Middle States Association notification	Required only if the University's mission is changed by the action	

[1] University Council *review* (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Document O: Course and Program Development: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: ◉ LAW ○ MSB ○ CAS ○ CPA

CONTACT NAME: Laurie Beth Harow **PHONE:** x4457

DEPARTMENT/DIVISION: School of Law **DATE PREPARED:** 2/10/15

PROPOSED SEMESTER OF IMPLEMENTATION: ◉ fall ○ spring **YEAR:** 2015

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

◉ ***COURSE ACTIONS*** ○ ***PROGRAM ACTIONS***

Original Subject Code/Course Number:

LAW 800Q

Original Program Title:

Original Course Title:

Juvenile Justice Project I

*Select one or multiple actions from **one** of the lists below (review the list of necessary documents and signatures):*

	COURSE ACTIONS
	1. Experimental Course
	2. Course Title
	3. Course Credits
	4. Course Number
	5. Course Level
	6. Pre- and Co-Requisite
	7. Course Description
✓	8. New Course
	9. Deactivate Course
	22. Other

	PROGRAM ACTIONS
	10. Program Requirements
	11a. Undergraduate Specialization (Fewer than 24 credits)
	11b. Master's Specialization (Fewer than 12 credits)
	11c. Doctoral Specialization (Fewer than 18 credits)
	12. Minor (add or delete)
	13. Closed Site Program
	14. Program Suspension
	15. Program Reactivation
	16a. Certificate Program (UG/G) exclusively within existing degree program
	16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
	17. Off-Campus Delivery of Existing Programs
	18a. Undergraduate Concentration (24 credits or more)
	18b. Master's Concentration (12 credits or more)
	18c. Doctoral Concentration (18 credits or more)
	19. Program Title Change
	20. Program Termination
	21. New Degree Program
	22. Other

For changes to existing courses:

OLD TITLE ELEC. EVIDENCE & DISCOV WKSP **SUBJECT CODE/COURSE NO.** LAW 800Q **CREDITS** 3

NEW TITLE Juvenile Justice Project I **SUBJECT CODE/COURSE NO.** LAW 800Q **CREDITS** 3

DESCRIBE THE REQUESTED COURSE/PROGRAM ACTION (additional pages may be attached if necessary):

Add a new clinic offering.

LAW 800Q Juvenile Justice Project I

This will add another clinic/live client experience course which will satisfy credits towards the experiential requirement, required of entering students beginning with Fall 2015 admits.

This course may be used to fulfill the Advocacy or Workshop requirement for students entering the JD program prior to Fall 2015.

LAW 800Q is currently listed as ELEC. EVIDENCE & DISCOV WKSP, which is active under LAW 872 ELEC. EVIDENCE & DISCOVERY WK and is not actually offered under this course catalog number anymore.

SET FORTH THE RATIONALE FOR THIS PROPOSAL:

The Juvenile Justice Project responds to a variety of student and community needs. Under the School of Law's recently adopted experiential requirement, Fall 2015 entering students must take at least 3 credits of clinic or externship. At this time, we have only two 3 credit clinic offerings (the other 8 clinics are 6 credits). The Juvenile Justice Project will provide a third option. We also have a limited number of clinic offerings appropriate for evening students. Assuming the Sentencing and Plea Bargaining Seminar can be offered in a twilight or evening schedule, this clinic would be appropriate for evening students since much of the work could be done evenings or weekends. This clinic also allows us to increase clinic offerings with existing faculty resources. The seminar component for this clinic will be largely fulfilled through the Sentencing and Plea Bargaining Seminar and Professor Murphy's current teaching in the clinic can be absorbed by another faculty member teaching in the clinic whose doctrinal teaching may be reduced by smaller class sizes. In addition to the educational benefits to our students, the clinic will contribute to the community service mission of both the School of Law and the University. Representing these clients will meet a significant community need as identified by the Office of Public Defender. It will also add to our in-house clinic offerings focusing on criminal justice. Finally, the collaboration with the Office of Public Defender and the involvement of proceedings with the State's Attorney's Office and the judiciary will further our students' career development goals.

DOCUMENT P: COURSE DEFINITION

See Course and Program Development Policy and Procedures (http://www.ubalt.edu/template.cfm?page=257) for instructions.

1. DATE PREPARED

2/10/2015

2. PREPARED BY

Laurie Beth Harow

3. DEPARTMENT/DIVISION

School of Law

4. COURSE NUMBER(S) with SUBJECT CODE(S)

LAW 800Q

5. COURSE TITLE

Juvenile Justice Project I

6. CREDIT HOURS

3

7. CATALOG DESCRIPTION

In the project, the students will, in collaboration with the Office of the Public Defender and under the supervision of a faculty member, represent persons who have been convicted of offenses committed when they were under 18 and were sentenced to life or life without parole and may be eligible for resentencing under the 2012 Supreme Court decision in Miller v. Alabama. In Miller, the Court held that the Eighth Amendment prohibited mandatory sentences of life without parole for juvenile offenders convicted of homicide.

Students will be assigned cases at various stages of the post-conviction process, and will have the chance to conduct investigations, meet with clients, evaluate cases for sentencing claims, research and write petitions for resentencing, or amicus briefs, and if possible, conduct evidentiary hearings, Students may also have the opportunity to work on legislation and policy work related to the clinic's goals.

Evidence is a prerequisite. Professional Responsibility and Sentencing and Plea Bargaining Seminar are co or pre-requisites

8. PREREQUISITES

Pre-Requisite: LAW 651 [002469] Evidence; Pre or Co-requisite: LAW 652 [002470] Professional Responsibility and LAW 876 [002619] Sent. And Plea Bargaining Seminar

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)

Satisfy Live Client Experiential Requirement

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)

Meets live client experiential education requirement for JD students entering Fall 2015 and later.

11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; **this must match PeopleSoft 9.0 coding, so check with your dean's office if you are unsure of the correct entry**)

Clinical

12. FACULTY QUALIFIED TO TEACH COURSE

Jane Murphy

13. CONTENT OUTLINE

See attached proposal from Professor Jane Murphy

14. LEARNING GOALS

See attached proposal from Professor Jane Murphy

15. ASSESSMENT STRATEGIES

Simulations, Draft letters/complex pleadings, case planning, oral advocacy, professionalism, and other evaluation criteria set forth in the Clinic Manual

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)

Course Materials from Sentencing and Plea Bargaining Seminar, Clinic Manual and materials identified in Course Content

17. SPECIAL GRADING OPTIONS (if applicable)

N/A – Regular Law Grading

18. SUGGESTED CLASS SIZE

3-6 (depends upon number of faculty teaching course/supervising students)

19. LAB FEES (if applicable)

N/A

COURSE PROPOSAL FORM

Please include in your course proposal items one through 17 using as much space as needed.

1. Date Prepared: 1-30-15
2. Prepared by: Jane Murphy
3. Department: School of Law
4. Course Number(s), including HEGIS code(s): please leave blank
5. Course Title: Juvenile Justice Project I
6. Credit Hours:3.0
7. Catalog Description (see attached)
8. Prerequisites: Evidence
   Co-requisites: Professional Responsibility and Sentencing Seminar (Evidence and Professional Responsibility are required under the student practice Rule 16 and the existing Sentencing Seminar provides a classroom component which enrolls both clinics and non-clinics)
9. Course Type (check appropriate)
   Seminar: ____
   Clinic: _X_
   Perspective Course: ____
   Limited Enrollment: _X_
   Open Enrollment: ____
11. Suggested approximate class size: 3-6 (depends upon number of faculty teaching course/supervising students)
12. Content Outline: (see attached
13. Learning Goals: (see attached)
14. Assessment Strategies (check appropriate)
    Examination ___
    25+ page Law Review Format Paper ___
    Simulations _X_
    Draft letters/complex pleadings X
    Short Assignments
    Other (explain) _X_ (case planning, oral advocacy, professionalism and other evaluation criteria set forth in Clinic Manual)

15. Suggested Text(s) and Materials:
    Course Materials from Sentencing and Plea Bargaining Seminar, Clinic Manual and materials identified in Course Content below

16. Concentrations (check appropriate)
    Criminal Practice
    Litigation & Advocacy

17. A Full Rationale (include how the proposed course will benefit the students, the Law School and the University) :(see attached)

Course Description:

Juvenile Justice Project 3 credits

In the project, the students will, in collaboration with the Office of the Public Defender and under the supervision of a faculty member, represent persons who have been convicted of offenses committed when they were under 18 and were sentenced to life or life without parole and may be eligible for resentencing under the 2012 Supreme Court decision in *Miller v. Alabama*. In *Miller*, the Court held that the Eighth Amendment prohibited mandatory sentences of life without parole for juvenile offenders convicted of homicide.

Students will be assigned cases at various stages of the post-conviction process, and will have the chance to conduct investigations, meet with clients, evaluate cases for sentencing claims, research and write petitions for resentencing, or amicus briefs, and if possible, conduct evidentiary hearings, Students may also have the opportunity to work on legislation and policy work related to the clinic's goals.

Evidence is a prerequisite. Professional Responsibility and Sentencing and Plea Bargaining Seminar are co or pre-requisites

Content Outline and Learning Goals

In the Juvenile Justice Project, student attorneys will gain experience in conducting fact investigation by reviewing court records and transcripts, interviewing clients and their families, friends, and others in an effort to make the case for resentencing under the Supreme Court's 2012 decision in *Miller v. Alabama* and related case law. Students will also counsel clients, conduct legal research and analysis and write complex memoranda and briefs. Through application of the doctrine and policy discussed in the Sentencing and Plea Bargaining seminar, students will deepen their understanding of recent Supreme Court jurisprudence examining the Constitutional law and neuroscience that informs culpability and punishment of juveniles.

Students will work 10-12 hours weekly on clinic related work. This work includes completing assigned readings to supplement the seminar, participating in 2 hour weekly meetings with faculty supervisor (s) described below; working with faculty and the Office of the Public Defender on case planning and reflection about clinic work; participating in simulations designed to prepare students for all aspects of client representation; and participating in case conferences and court hearings. In addition to the syllabus followed in the Sentencing and Plea Bargaining Seminar, students' two hour weekly clinic meetings will cover the following topics:

Week 1	Orientation • Review of Clinic Procedures • Working with the Office of the Public Defender • Review of Ethical Rules/Issues • Distribution of Case Files
2	Interviewing Clients • Binder, Price & Bergman, Lawyers as Counselors (3rd Ed) (excerpt)

	• Other Clinical Skills Reading Excerpts • Simulation Exercises
3	Legal Analysis The Eighth Amendment Evolves: Defining Cruel and Unusual Punishment Through the Lens of Childhood and Adolescence - Levick, et al., 13 U. Pa. J. L. & Soc. Change 285 (2012) Miller v. Alabama, 132 S. Ct. 2455, 183 L. Ed. 2d 407 (2012)(review) Miller v. A.L. - Amicus Brief of American Psychological Association.pdf - (January 2012) Graham v. F.L. - Graham v. Florida, 560 U.S. 48 (2010) (review) Graham v. FL - About the Decision - Campaign for the Fair Sentencing of Youth Roper v. Simmons, 543 U.S. 551 (2005) Children are Different: Culpability and the Mandatory Sentencing of Juveniles after Miller v. Alabama & Jackson v. Hobbs, Minnesota Law Review Symposium
4	Fact Investigation • Binder, Price & Bergman, Lawyers as Counselors (3rd Ed) (excerpt)
5	Case Rounds
6	Counseling Binder, Price & Bergman, Lawyers as Counselors (3rd Ed) (excerpt) Simulation
7	Mid-Semester Evaluation Meetings
8	Case Rounds
9	Preparing Memoranda and Briefs Law I Sentencing Guide for representing juveniles facing first-degree murder after Miller v. Alabama Clinic Manual(with permission of University of Michigan Law School clinic)

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10	Preparing Memoranda and Briefs II
11	Case Rounds
12	Oral Advocacy I Simulation
13	Oral Advocacy II Simulation
14	Reflections/Wrap Up/Evaluation

Course Rationale

The Juvenile Justice Project responds to a variety of student and community needs. Under the School of Law's recently adopted experiential requirement, Fall 2015 entering students must take at least 3 credits of clinic or externship. At this time, we have only two 3 credit clinic offerings (the other 8 clinics are 6 credits). The Juvenile Justice Project will provide a third option. We also have a limited number of clinic offerings appropriate for evening students. Assuming the Sentencing and Plea Bargaining Seminar can be offered in a twilight or evening schedule, this clinic would be appropriate for evening students since much of the work could be done evenings or weekends. This clinic also allows us to increase clinic offerings with existing faculty resources. The seminar component for this clinic will be largely fulfilled through the Sentencing and Plea Bargaining Seminar and Professor Murphy's current teaching in the clinic can be absorbed by another faculty member teaching in the clinic whose doctrinal teaching may be reduced by smaller class sizes. In addition to the educational benefits to our students, the clinic will contribute to the community service mission of both the School of Law and the University. Representing these clients will meet a significant community need as identified by the Office of Public Defender. It will also add to our in-house clinic offerings focusing on criminal justice. Finally, the collaboration with the Office of Public Defender and the involvement of proceedings with the State's Attorney's Office and the judiciary will further our students' career development goals.