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
CONTACT NAME: Laurie Beth Harow
PHONE: x4457
DEPARTMENT/DIVISION: School of Law
DATE PREPARED: 2/10/15
PROPOSED SEMESTER OF IMPLEMENTATION: fall
TYPE OF ACTION: add (new)
LEVEL OF ACTION: undergraduate
ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

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
10. Other

PROGRAM ACTIONS

1. Program Requirements
2. Undergraduate Specialization (Fewer than 24 credits)
3. Master's Specialization (Fewer than 12 credits)
4. Doctoral Specialization (Fewer than 18 credits)
5. Minor (add or delete)
6. Undergraduate Concentration (24 or more credits)
7. Master's Concentration (12 or more credits)
8. Doctoral Concentration (15 or more credits)
9. Program Title Change
10. Program Suspension
11. Program Reactivation
12. Certificate Program (UG/G) exclusively within existing degree program
13. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
14. Undergraduate Concentration (24 or more credits)
15. Master's Concentration (12 or more credits)
16. Doctoral Concentration (18 or more credits)
17. Program Termination
18. New Degree Program
19. 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):

<table>
<thead>
<tr>
<th>Impacted Entity</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Library</td>
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<td>b. OTS</td>
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<td>c. University Relations</td>
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<td>e. Records</td>
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APPROVAL SEQUENCE (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Approval Level</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>A. Department/Division (Chair)</td>
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<tr>
<td>B. General Education (for No. 7, 8)</td>
<td></td>
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<tr>
<td>C. Final Faculty Review Body Within Each School (Chair)</td>
<td>Michelle Lamont</td>
<td>2-11-15</td>
</tr>
<tr>
<td>D. Dean</td>
<td>Meil</td>
<td>2-10-15</td>
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<tr>
<td>E. University Faculty Senate (Chair)</td>
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<td>F. University Council (Chair)</td>
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<tr>
<td>G. Provost and Senior Vice President for Academic Affairs</td>
<td>Cren J. A.</td>
<td>2-18-15</td>
</tr>
<tr>
<td>H. President</td>
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<tr>
<td>I. Board of Regents (notification only)</td>
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<tr>
<td>J. Board of Regents (approval)</td>
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<td>K. MHEC (notification only)</td>
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<td>L. MHEC (approval)</td>
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<tr>
<td>M. Middle States Association notification</td>
<td>Required only if the University's mission is changed by the action</td>
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</table>

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 800R |

**Original Course Title:**

Juvenile Justice Project II

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

<table>
<thead>
<tr>
<th>COURSE ACTIONS</th>
<th>PROGRAM ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experimental Course</td>
<td>10. Program Requirements</td>
</tr>
<tr>
<td>2. Course Title</td>
<td>11a. Undergraduate Specialization (Fewer than 24 credits)</td>
</tr>
<tr>
<td>3. Course Credits</td>
<td>11b. Master’s Specialization (Fewer than 12 credits)</td>
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<tr>
<td>4. Course Number</td>
<td>11c. Doctoral Specialization (Fewer than 18 credits)</td>
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<tr>
<td>5. Course Level</td>
<td>12. Minor (add or delete)</td>
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<tr>
<td>6. Pre- and Co-Requisite</td>
<td>13. Closed Site Program</td>
</tr>
<tr>
<td>7. Course Description</td>
<td>14. Program Suspension</td>
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<tr>
<td>✓ 8. New Course</td>
<td>15. Program Reactivation</td>
</tr>
<tr>
<td>9. Deactivate Course</td>
<td>16a. Certificate Program (UG/G) exclusively within existing degree program</td>
</tr>
<tr>
<td>22. Other</td>
<td>16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)</td>
</tr>
</tbody>
</table>

For changes to existing courses:

| OLD TITLE | CAPITAL PUNISHMENT & CONS SEM |
| NEW TITLE | Juvenile Justice Project II |

| SUBJECT CODE/COURSE NO. | LAW 800R | CREDITS | 3 |
| SUBJECT CODE/COURSE NO. | LAW 800R | CREDITS | 3 |
DESCRIBE THE REQUESTED COURSE/PROGRAM ACTION (additional pages may be attached if necessary):

Add a new clinic II offering.

LAW 800R Juvenile Justice Project II

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 800R is currently listed as CAPITAL PUNISHMENT & CONS SEM, which is active under LAW 871 CAPITAL PUNISH. & CONST SEM 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.
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 800R

5. COURSE TITLE
Juvenile Justice Project II

6. CREDIT HOURS
1-3

7. CATALOG DESCRIPTION
With the approval of the Juvenile Justice Project faculty, a limited number of students, who have successfully completed the Juvenile Justice Project I, may take this course to continue work in the Juvenile Justice Project for one or two additional semesters (for one-two additional credits. The total number of credits earned in a semester by all students enrolled in the Juvenile Justice Project II may not exceed four credits.

8. PREREQUISITES
Pre-Requisite: LAW 800Q Juvenile Justice Project I

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; Criminal and Juvenile Justice faculty

13. CONTENT OUTLINE

As with the other second semester offerings in the clinic, the specific nature of the coursework in the JJP II will be determined through detailed discussions between enrolled students and faculty. The level of work is contingent upon the number of credits will be awarded. See "Learning Goals" below for more detail about the potential content for the course.

14. LEARNING GOALS

As with the other second semester clinic options at UB, a primary goal of a second Clinic semester is to enable students to continue casework on matters that have extended beyond the first semester. This enhances students' learning by allowing students to represent clients for longer periods of time, including often to the conclusion of a matter. Students also frequently handle new, more complex matters. Other work that JJP II students may undertake includes: 1) participating in moots relating to matters handled by JJP I students; 2) acting as informal mentors to JJP I students; 3) working on law reform projects; 3) assisting faculty with JJP I simulations; 4) participating in hearings on their JJP I cases

15. ASSESSMENT STRATEGIES

The focus in JJP II is taking increased initiative in developing and carrying out case strategies, as well as in mentoring first semester students. Students will receive feedback in both team meetings and in a mid-semester evaluation conference. In determining final grades, faculty review student case files, as well as notes and agendas from weekly team meetings. Faculty also consider personal observations of student performance in all Clinic activities. The specific grading criteria with percentage allocation is as follows:

1. Attorney-Client Relationship 20%

Fostered active participation of clients in cases; recognized the client as ultimate decision-maker in the attorney-client relationship; identified and evaluated client goals through effective interviewing techniques; effectively counseled clients on available options; advised clients of significant developments in their cases; and was attentive to the political and social contexts in which individual cases arise.

2. Case Development and Planning 20%

Demonstrated initiative and creativity in conducting fact investigation and reliable, comprehensive legal research; engaged in creative and thorough issue identification and legal analysis; anticipated legal and factual arguments from adversaries, demonstrated initiative and creativity in developing and implementing case strategy; used procedural and evidentiary rules to the client's advantage.

3. Time and Case Management 20%

Maintained and managed work load in order to meet obligations to clients and the Clinic; independently established and met deadlines for case preparation; punctually attended all client meetings, court appearances and supervision meetings; meticulously recorded case activity and maintained case files with documentation of interviews, telephone conversations, correspondence, memoranda, pleadings and orders.

4. Oral and Written Advocacy 10%

Meticulously and timely prepared all written correspondence, pleadings and other documents; thoroughly researched drafts of memoranda and briefs; expressed thoughts orally and in writing with precision, clarity, and economy; responded to faculty comments to improve drafts, thoroughly prepared all moots, all direct and cross-examinations, and all oral arguments; demonstrated an ability to be understood by and to persuade the tribunal.

5. Professionalism 10%

Collaborated effectively as a member of a team with other IRC II students and supervising faculty member, including participation in and/or observation of teammate's client interviews, court appearances, case planning, pleadings, etc.; professionally interacted with
adversaries, court personnel, witnesses, and Clinic staff; secured the necessary approval from the supervisor before acting; consulted with the supervisor in the event of a suspected mistake; demonstrated an ability to identify and address ethical, ideological, or personal considerations bearing on a case or the attorney-client relationship.

6. **Mentoring and Clinic Support** 20%

Supported and interacted with IRC I students on an informal basis; participated in orientation, simulations, and moots; assisted faculty on clinic-wide projects as requested; as appropriate, suggested and implemented ideas to improve the clinic experience.

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

N/A

17. **SPECIAL GRADING OPTIONS** (if applicable)

N/A – Regular Law Grading

18. **SUGGESTED CLASS SIZE**

1-2 (depends upon number of faculty teaching course/supervising students)

19. **LAB FEES** (if applicable)

N/A
1. Date Prepared: January 30, 2015

2. Prepared by: Professor Jane Murphy

3. Department: School of Law

4. Course Number(s), including HEGIS code(s): n/a

5. Course Title: Juvenile Justice Project II

6. Credit Hours: 1-3

7. Catalog Description (Paragraph should reflect general aims and nature of the course):
   With the approval of the Juvenile Justice Project faculty, a limited number of students, who have successfully completed the Juvenile Justice Project I, may take this course to continue work in the Juvenile Justice Project for one or two additional semesters (for one-two additional credits. The total number of credits earned in a semester by all students enrolled in the Juvenile Justice Project II may not exceed four credits.

8. Prerequisites: Juvenile Justice Project I

9. Faculty qualified to teach course: Jane Murphy; Criminal and Juvenile Justice faculty

10. Course Type (check appropriate)
    Clinical: _x_

11. Suggested approximate class size: 1-2

12. Content Outline:
    As with the other second semester offerings in the clinic, the specific nature of the coursework in the JJP II will be determined through detailed discussions between enrolled students and faculty. The level of work is contingent upon the number of credits will be awarded. See “Learning Goals” below for more detail about the potential content for the course.

13. Learning Goals:
    As with the other second semester clinic options at UB, a primary goal of a second Clinic semester is to enable students to continue casework on matters that have extended beyond the first semester. This enhances students’ learning by allowing students to represent clients for longer periods of time, including often to the conclusion of a matter. Students also frequently handle new, more complex matters.
Other work that JJP II students may undertake includes: 1) participating in moots relating to matters handled by JJP I students; 2) acting as informal mentors to JJP I students; 3) working on law reform projects; 3) assisting faculty with JJP I simulations; 4) participating in hearings on their JJP I cases.

14. Assessment Strategies: The assessment criteria we anticipate will be applied in IRC II is as follows:

The focus in JJP II is taking increased initiative in developing and carrying out case strategies, as well as in mentoring first semester students. Students will receive feedback in both team meetings and in a mid-semester evaluation conference. In determining final grades, faculty review student case files, as well as notes and agendas from weekly team meetings. Faculty also consider personal observations of student performance in all Clinic activities. The specific grading criteria with percentage allocation is as follows:

1. **Attorney-Client Relationship** 20%
   Fostered active participation of clients in cases; recognized the client as ultimate decision-maker in the attorney-client relationship; identified and evaluated client goals through effective interviewing techniques; effectively counseled clients on available options; advised clients of significant developments in their cases; and was attentive to the political and social contexts in which individual cases arise.

2. **Case Development and Planning** 20%
   Demonstrated initiative and creativity in conducting fact investigation and reliable, comprehensive legal research; engaged in creative and thorough issue identification and legal analysis; anticipated legal and factual arguments from adversaries, demonstrated initiative and creativity in developing and implementing case strategy; used procedural and evidentiary rules to the client's advantage.

3. **Time and Case Management** 20%
   Maintained and managed work load in order to meet obligations to clients and the Clinic; independently established and met deadlines for case preparation; punctually attended all client meetings, court appearances and supervision meetings; meticulously recorded case activity and maintained case files with documentation of interviews, telephone conversations, correspondence, memoranda, pleadings and orders.

4. **Oral and Written Advocacy** 10%
   Meticulously and timely prepared all written correspondence, pleadings and other documents; thoroughly researched drafts of memoranda and briefs; expressed thoughts orally and in writing with precision, clarity, and economy; responded to faculty comments to improve drafts, thoroughly prepared all moots, all direct and cross-examinations, and all oral arguments; demonstrated an ability to be understood by and to persuade the tribunal.
5. **Professionalism** 10%
Collaborated effectively as a member of a team with other IRC II students and supervising faculty member, including participation in and/or observation of teammate’s client interviews, court appearances, case planning, pleadings, etc.; professionally interacted with adversaries, court personnel, witnesses, and Clinic staff; secured the necessary approval from the supervisor before acting; consulted with the supervisor in the event of a suspected mistake; demonstrated an ability to identify and address ethical, ideological, or personal considerations bearing on a case or the attorney-client relationship.

6. **Mentoring and Clinic Support** 20%
Supported and interacted with IRC I students on an informal basis; participated in orientation, simulations, and moots; assisted faculty on clinic-wide projects as requested; as appropriate, suggested and implemented ideas to improve the clinic experience.

15. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.):

n/a