



Academic Affairs - Course Proposal Form

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Academic Unit: Criminal Justice		Department Chair: Dr. Will Vizzard	
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>		Date: February 16, 2006	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
		Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> 2006 <input type="checkbox"/>	
Prefix & No. CrJ 172	Title: Juvenile Law	Units: 3	

Change to:

Prefix & No.	Title:	Units:
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JUSTIFICATION:

This course will offer criminal justice majors interested in pursuing careers related to juvenile justice the opportunity to examine this unique legal area, not previously offered at this university.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy.)

See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description

Course provides an overview of legal concepts and principles affecting the adjudication of delinquent children in juvenile and adult court systems, develops the ability to read and analyze difficult legal issues relating to juvenile law, and provides the information required to evaluate the effectiveness of the juvenile court system in the context of its stated rehabilitative goals and the potential impact of a shift in focus to a more retribution-oriented structure.

Note:

Prerequisite: CrJ 2, CrJ 110 and CrJ 175

Corequisite:

CAN (California Articulation Number):

Graded: Letter Credit/No Credit **Instructor Approval?** Yes No

Course Classification: Lecture **Title for SIS+ (not more than 25 characters)**
Juvenile Law

Cross Listed? Yes No **If yes, with what course:**

How Many Times Can This Course be Taken for Credit? 1

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at <http://www.csus.edu/acaf/example.htm>

Student Learning Objectives:

At the end of the course it is intended that the student be able to:

1. Describe the development, history and the unique function of the juvenile court system as it relates to the adjudication of youthful offenders.
2. Identify the status of children who are adjudicated delinquent or who are dependent children under Welfare & Institutions Code Article 6 §§ 300-304.7. Explain the Constitutional and Due Process rights of children during the adjudication process.
3. Describe the interaction of the Constitutional rights of parents, the rights of children and of the state in the public school setting, including school discipline and 1st Amendment protections.
4. Explain the process of policy making as it relates to the juvenile court in California as well as federal legislation relating to juveniles, possess the ability to read legislation and statutes in order to interpret their meaning and possible application in the juvenile court system.
5. Explain the process of transfer from juvenile court jurisdiction to adult court jurisdiction, and the California statutes providing for non-discretionary filing in adult court as well as those giving district attorneys discretion to initiate proceedings against juveniles in adult court.
6. Identify the remedies available to juvenile courts post-adjudication, and to adult courts under California Welfare & Institutions Code § 707 post-Prop 21.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Students will be assessed based on their explanation of the rules of law through oral case briefing, course writing assignments, and two written closed-book examinations consisting of both objective and essay questions. The course writing project includes a written appellate brief and oral appellate argument.

For whom is this course being developed?

Majors in the Dept X Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No X

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No X

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

Department Chair:	
College Dean or Associate Dean:	
<i>CPSP (for school personnel courses ONLY)</i>	
Director of Curriculum, Assessment & Accreditation (for the Vice President for Academic Affairs)	

Distribution: Academic Affairs (original and two copies) Department Chair and College Dean. A copy of this form should be e-mailed, along with the hard copies, as an attachment to probertson@csus.edu by the Dean's office after it is approved at that level.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Criminal Justice Division

CrJ 172
Juvenile Law
Spring 2006

Professor Kubicek
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(916) 278-5066
Office: Alpine 103

OFFICE HOURS: Tues/Thurs. 3:00pm-4:00pm and Wed. 6:00pm-7:00pm

Required Text:

- 1.) Davis, Scott, Wadlington & Whitebread (1997), Children in the Legal System: Cases and Materials (2d Ed.), Foundation Press.

Course Objectives:

Through the case method of study, to provide the student with knowledge of the concepts and legal principles which affect the adjudication of delinquent children in the juvenile and adult court systems. To further develop and refine the student's ability to read critically, and analyze difficult legal issues relating to juvenile law objectively. To acquaint the student with the information required so that they may evaluate the effectiveness of the juvenile court system in the context of its stated rehabilitative goals and the potential impact of a shift in focus to a more retribution-oriented structure.

Student Learning Objectives:

At the end of the course it is intended that the student be able to:

1. Describe the development, history and the unique function of the juvenile court system as it relates to the adjudication of youthful offenders.
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3. Describe the interaction of the Constitutional rights of parents, the rights of children and of the state in the public school setting, including school discipline and 1st Amendment protections.
4. Explain the process of policy making as it relates to the juvenile court in California as well as federal legislation relating to juveniles, possess the ability to read legislation and statutes in order to interpret their meaning and possible application in the juvenile court system.
5. Explain the process of transfer from juvenile court jurisdiction to adult court jurisdiction, and the California statutes providing for non-discretionary filing in adult court as well as those giving district attorneys discretion to initiate proceedings against juveniles in adult court.
6. Identify the remedies available to juvenile courts post-adjudication, and to adult courts under California Welfare & Institutions Code § 707 post-Prop 21.

Course Method & Procedure for Achieving Objectives:

The objective realization will be achieved through the student's study and analysis of cases in the text, through lecture and student discussion of the cases in class. Students are expected to prepare case briefs for the assigned readings prior to class, and to be able to present their briefs to the class for discussion purposes. It is very

important that students complete the assigned reading on time, and are responsible for all assigned readings, from both the text and cases.

Classroom Participation:

Classroom participation will constitute a vital part of this class, and makes up 10% of the student's grade. To receive full credit, a student must attend class, be active in discussions, and demonstrate that he or she has completed the reading assignments. **FREQUENT ABSENCES OR FAILURE TO COMPLETE THE READING ASSIGNMENTS ON TIME WILL ADVERSELY AFFECT YOUR GRADE.**

Grading:

Grades will be based on four criteria: Exam #1 (30%), Exam #2 (0%), Appellate Advocacy Project (30%) and class participation (10%). Grades will be assigned as follows:

Grading Scale:

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69		

Exams:

There will be two written, closed book examinations. These exams will be based on lectures, class discussions and course readings. The exams may consist of a combination of multiple choice, true or false, traditional essay, and law school hypothetical essay questions. You are responsible for all readings that are assigned, whether they are covered in class or not. Make-up exams are highly discouraged and arrangements must be made in advance with the professor.

Plagiarism

Students in this course will be held to the highest standard of personal accountability with regard to issues of plagiarism and cheating. ***If you engage in either plagiarism or cheating on course work or examinations you will fail this course and will be referred to the Office of Student Affairs for University level discipline.***

Writing Project & Presentation:

Students will complete a writing project and class presentation that represents 30% of the course grade. Each student will be assigned a partner for this project. Each group will be assigned to serve as "counsel" on a United States Supreme Court case. The group will prepare a persuasive appellate brief on behalf of their assigned client and present oral argument to the class in a "mock trial" (both members must present part of the argument in class). During the course you will receive instruction on how to format and prepare the appellate brief.

During each class session at the end of the semester members of the class who are not presenting will be required to evaluate the presentations made during each class session.

Assignment and Reading Schedule: this is intended as a guide and is subject to change by the instructor as necessary.

Week 1	Review Syllabus & History of Juvenile Justice
Week 2	Whose rights are they, anyway? – Read and brief <u>Meyer v. Nebraska</u> (p. 13); <u>Pierce v. Society of Sisters</u> (p. 16); <u>Prince v. Mass.</u> (p.20); and <u>Wisconsin v. Yoder</u> (p. 28).
Week 3	The same rights as adults? – Read and brief <u>Ginsberg v. New York</u> (p. 129); <u>Tinker v. Des Moines</u> (p. 142); <u>Quib v. Stauss</u> (p. 108); <u>Bellotti v. Baird</u> (p. 193); <u>Melton</u> , (p. 228); and <u>Zbaraz</u> (p. 234).

- Week 4 **School Authority** – Read and brief Bethel v Fraser, (p. 244); Hazelwood v. Kuhlmeier, (p. 258); Board of Ed v. Mergens (p. 273); Goss v. Lopez (p. 285); Ingraham v. Wright (p. 295).
- Week 5 **Review and Exam #1**
- Week 6 **Search & Seizure** – Read and brief New Jersey v. TLO (p. 314); Vernonia v. Acton (p. 940). **Interrogation** – read cases & materials from CILS: In re Thompson (p. 953); Fare v. Michael C. (p. 959).
- Week 7 **Due Process** – Read and brief In re Gault (p. 747); In re Winship (p. 772); McKeiver v. Penn. (p. 775); State ex rel. D.D.H. v. Dostert (p. 812)
- Week 8 Spring Break – March 13-19, 2006 – No Class
- Week 9 **Waiver to adult court and Prop. 21 and "What Works With Juvenile Offenders"** - Read and brief People v. J.S. (CILS p. 825); and CA Welfare & Institutions Code §707.
- Week 10 **Pretrial Detention** - Read and brief Schall v. Martin (p. 889); Doe v. State (p. 910), D.V. v. Tewksbury (p. 915); In re Anthony P. (p. 927).
- Week 11 **Exam #2 and presentations begin**
Appellate Brief Due: April 6, 2006 In Class
- Week 12 **Oral Argument**
- Week 13 **Oral Argument**
- Week 14 **Oral Argument**
- Week 15 **Oral Argument**