

AALS COMMITTEE ON CURRICULUM

SURVEY OF INNOVATIONS IN LAW SCHOOL CURRICULA

The AALS has decided to focus on the issue of curriculum reform in American Law Schools, and would like to set up a process that enables law schools to share information about what is being done, help each other develop new initiatives, and generally catalyze the effort to bring law teaching into the 21st century. The first step in this process is a survey of current curriculum reform efforts. We understand that surveys come thick and fast these days, but we promise that this is not an effort to collect information that will then sit on someone's shelf, or in someone's hard drive. First, you'll receive information in return, information about new ideas and implementation strategies that other law schools have developed. Second, we'll use the results of the survey to design various settings where law school faculty and administrators can come together to share ideas and develop plans about reforming the law school curriculum.

The following questions are designed to be answered by brief statements, sometimes one or two words, sometimes one or two sentences. We would be delighted if you want to attach a longer description of any program or plan that you regard as particularly worth sharing. In addition, feel free to attach documents you've already prepared for other purposes.

I. FIRST YEAR

1. Do you have an elective in the first year?

Yes	19
No	83

If so, what does it consist of?

A limited number of courses specially designed for the first year 8

A limited number of upper division courses 8

Any upper division course the student chooses to take 4

Something else (please describe) 15

Statutory/regulatory elective - includes upper class students. Mandatory to elect one of the stat/reg courses.

Students enrolled in a number of our joint-degree programs may elect one course (typically in their joint disciplines) in each semester of the first year.

faculty members can state the course is inappropriate for first years, but must give a justification

Only offered for students who begin in the summer and who therefore have 10 hours free for electives in the first full academic year. No electives for fall starters.

We permit more than one elective in the second semester. If we move to quarters in FY 09-10, students will have an all-elective third quarter.

First year students are required to take Legal Writing II a three-credit course. There are five different topics taught and students are allowed to express a preference for the section they want. All students receive their first or second choice if at all

Faculty approved, but the option include some upper level required course (i.e. Civ Pro II and PR).

First year students may take an Advanced Torts course in the second semester. We are currently considering adding some mini courses and, if we do so, some may be open to 1L's.

Designed for 1Ls, but not necessarily limited to 1Ls.

We have 2 open electives. We have changed from one open elective and one 'perspective' elective. We have made the 'perspective' elective a graduation requirement, but do not require that it be taken in the first year.

2. Do you offer or require any skills courses or training in the first year other than legal writing and/or Legal Research? If so, please describe.

A second-semester 2-credit course called Lawyering, which investigates case theory and introduces interviewing and counseling skills. We also have a first-semester 2-credit course called Applied Analysis which offers students drilling in written analysis

Yes. Our Legal Writing course is called Lawyering Skills I and Lawyering Skills II. In addition to the traditional assignments provided in a Legal Writing course, students interview a 'live' client (played by a student from the theatre department).

Lawyering Process: 6-credit, two semester course with ample lawyering skills simulations in the second semester. Moot court is a separate 2 credit course taught in January term (for day) and June term (for evening)

Legal writing and research is specifically designed to have a heavy component of skills training.

IN their second semester, students argue a motion or appeal.

Instead of traditional legal research & writing, we offer a two-semester, six-credit sequence entitled Lawyering Skills & Values. In addition to legal research and writing, students are introduced to fact-gathering, interviewing, negotiating.

We do offer some skills training in the first year, including training and programs in the following areas: leadership, oral advocacy, interviewing, practice efficiencies, and curricular and career development.

Some professors include drafting in Civ. Pro. but this is not standardized.

No - but skills are integrated into some 1L courses by most professors

Yes, we also have a 'lawyering' course, though I'm not quite sure what it encompasses.

as part of the legal research program, students are required to participate in an oral advocacy component.

Required ethics program in the second semester, involving law profs and practitioners with the students.

3 credits each semester of Writing, Research, Advice & Persuasion (WRAP).

There is an introduction to ADR in Civ. Pro. course in which students receive some training.

Lawyering I and II for a total of 6 credits. Consists of LRW, legal methods and institutions, mediation, drafting, oral and written advocacy, ethics and professionalism.

We also require a one credit hour appellate advocacy course in the spring semester of the first year.

Among the open electives are some courses that involve advance training---e.g., real estate transactions, which is an advanced property course. In addition, there are ways for 1L students to participate in clinics in the first year.

No other skills courses are currently taught in the first year.

No courses, but we encourage first year students to participate in various pro bono projects, particularly in the second semester.

Some of our faculty incorporate skills exercises into their substantive classes, particularly into civil procedure. These include drafting of pleadings and motions based on the rules being covered in class.

Our program is described here:

<http://www.wm.edu/law/academicprograms/legalskills/> It is a two-year, required course that teaches all aspects of legal professionalism, ethics, writing, research.

We offer a great array of skills courses, taught through our Blakely Advocacy Institute, which coordinates legal writing, all advocacy courses and extracurricular activities, and post-JD training in advocacy.

1st year workshops for on of the substantive 1st year courses

Yes. Rather than a stand alone legal writing and research course

Yes, Introduction to Lawyering and Professional Responsibility; considering alternatives

We offer an optional track of our second semester legal research and writing course (Intro Plus) that provides more intensive training in legal problem-solving. The course is required of students demonstrating the need for this extra coursework.

Yes. We offer both a negotiation competition and a client counseling competition. They are optional, but about 90% of first-year students participate.

1- Research Librarian skills/sections 2- There are LexisNexis and Westlaw training offerings, independent of the Research Librarian sections. 3- Foundation Year Moot Court

Legal Reasoning I is a two-credit course required for all second-semester, first-year students whose grade point average at the end of the first semester of law school is below 2.0. Legal Reasoning I is also open on a space-available basis to first-year students.

Some of our faculty incorporate skills exercises into their substantive classes, particularly into civil procedure. These include drafting of pleadings and motions based on the rules being covered in class. One of our torts professors also uses extended

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Offer Academic Skills Workshop course (the Academic Success or Academic Support course)

No, but we offer an elective non credit sequence of mini classes called 'Lawyer as Problem Solver.'

Some of the first year Torts sections including negotiation/client counseling exercises, and some of the civil procedure sections have a complaint drafting component.

If you offer or require legal writing, is it something other than a separate class taught by specially-hired, non-tenure track instructors? If so, please describe.

Our Lawyering Skills courses are taught by long-term instructors and a Director who is a tenured member of the faculty.

It is a separate (required) class, but it is taught by tenured or tenure-track professors.

Taught by a combination of specially hired instructors and tenured or tenure-track faculty.

Yes. It is a two semester legal method/legal writing class and in the fall we strive to have three or four of the eight or nine sections taught by full-time faculty.

no, but we do offer 3 semesters and the director is tenured

Our first-year Legal Analysis, Research and Writing Course is enriched by the co-teaching arrangement between our writing faculty and our professional reference librarians. The reference librarians teach the research sections of the course.

Our Legal Research & Writing professors are on long term contracts track with rights that are comparable to teneure track

We have a tenured member of the faculty direct the program which is taught by various adjuncts. They start with an inter-office memo and end the course with an appellate brief and oral argument.

we are going to the special LRW teachers for the first time next year.

We have one Legal Writing Instructor who supervises a group of 3L students that teach legal writing in small sections to the 1Ls.

WRAP includes legal writing and is staffed by full-time faculty members who teach large and small group sections and supervise adjunct instructors.

Our Legal Writing is taught by our full-time tenured faculty. We require four semesters of Legal Writing for graduation.

We have a required three-semester legal writing program. It is taught by clinical status faculty on a 'long-term contract' track, which approximates a tenure track.

Our writing faculty are on tenure track.

Legal writing is a two credit hour component of a three credit hour legal research and writing course. The writing component is taught in small (18-20 students) sections by tenure track faculty members and by adjuncts if there are not enough tenure track faculty

DIRECTLY AND PARTLY TAUGHT BY TENURED PROFESSOR

Ours is close to this. We offer a separate year-long, six-credit course. The principal instructor is a regular, tenure-track professor, but with much assistance from a team of adjuncts.

We are planning to section a fall semester class into sections of approximately 30-35 for fall 2006. Faculty will be required to include at least two writing assignments. This is in addition to our required first semester writing course.

In addition to a legal writing taught as a separate course taught by specially-hired, non-tenure track instructors, legal writing is expressly incorporated into the first semester small-section substantive law course taught by a tenured/tenure-track faculty

Our Legal Research and Writing fall course and Moot Court I spring course are taught by members of our Legal Research and Writing faculty, whom we are switching to a 'clinical tenure' model of multi-year renewable term contracts.

Our legal writing course is a year long, six credit course that combines legal writing and substantive criminal law. It is taught by full-time tenured or tenure track faculty. All of the writing assignments are in the area of substantive criminal law.

We require a major paper to be written. This may be done through a seminar that satisfies the writing requirement, writing a note on a journal or writing a paper through an independently arranged project - a 2-credit course.

We offer an upper-level elective course in advanced legal writing AND one in advanced legal research. The writing course is taught by clinical faculty members and the research course is taught by a tenure-track faculty member.

Students need to take the Research Librarian sections for half a semester in the fall as well.

The Director of the Legal Writing Program is a full-time, tenure track faculty member; the instructors are part-time adjunct faculty.

No, Legal Research and Writing is a required course taught by specially hired, non-tenure track instructors.

3. Aside from the electives and skills courses described above, do you require any course other than Torts, Contracts, Civil Procedure, Criminal Law, Property and Constitutional Law?

Yes 39
No 56

If so, what is it?

Legal Methods **13**
Regulatory Law **3**
International Law **2**
Evidence **10**
Criminal Procedure **8**
Theories of Law **1**
Other, please describe **31**

Christian Foundations of Law

Professional Responsibility

Moot Court, Legal Profession

Tax, Business Organizations, Prof. Resp.

Litigation

Trial Advocacy, Professional Responsibility

Justice

Federal Income Tax

**SECURED TRANSACTIONS, INCOME TAX, BUSINESS ORGANIZATIONS,
PR, A WRITING SEMINAR, A SKILLS COURSE/CLINIC/MOOT COURT
CATHOLIC SOCIAL TEACHING**

**participation for no credit in academic success program oriented toward skills for
law schools success, i.e., briefing, reading cases, exam writing, etc.**

Wills & Trusts, Secured Transactions, Sales, Administrative Law

Introduction to International & Comparative Law

Professional Responsibility

not in the first year

Professional Responsibility

**Federal Personal Income Tax; Professional Responsibility; Legal Drafting
Environmental Law**

Seminar--requiring a research paper

Elements of the Law

Elements (similar to legal methods)

No, But Considering or have considered

Introduction to Law

We are in the midst of a revision of the first year with a possible bridge course.

4. Do you offer a separate curriculum in the first year that students can choose, or to which they are assigned? If so, please describe.

Students who are in the bottom 40 of each first-semester section (measured by overall GPA) are required to take a second-term course called Principles of Legal Analysis, designed to drill in small groups written analytical skills.

Yes. First year students are required to attend 'professional development workshops' during the school year. They are also required to attend 'structured study group' session approximately once per week during the first semester.

They can choose among the specially designated elective courses in which they alone enroll.

For the typical first-year student, the answer is no, but we do offer joint-degree programs that provide a slightly different mix of courses in the first year. Students still take all 6 core courses, but they add courses from the other discipline.

The entire first years course of study consists of required courses.

The 1L electives are either a regulatory course (ie: Administrative Law) or a specialty area of law (ie: Environmental).

The curriculum is Contracts I and II, Property, Torts, Civil Procedure I, Con. Law I, Legal Writing I and II, and Criminal Law.

Students are assigned in their first and second semester to the courses listed in #3. In the spring, they choose from a list of electives that are also open to upper level students.

I don't know what 'separate' means, but I think the answer is no. Students are assigned to sections.

We are planning to offer a section of Criminal Law in the spring semester that all students in the bottom 5% of the class will be required to take. This will fill one-half the seats; the other one-half will be by student choice. The basic subject matter w

They are assigned.

Students are assigned to their first year classes by the assistant dean for admissions.

All students take contracts, torts, civ pro, and legal writing in the fall and crim law, property, con law, writing, and an elective in the spring. Our evening students take all of these courses but over three semesters.

No separate curriculum - first year students are assigned to certain required courses in their first and second semesters. Semester 1 have to take Civ Pro I, Torts, Contracts, Legal Writing, and Intro to Legal Research. In Semester 2 - assigned Criminal

I'm not sure I understand the question. All 1L students take the same required course, except for one elective in the last quarter of their 1L year.

Advanced Torts is an option in the second semester for first year students. There are several options from which they can choose. If a student does not take Advanced Torts in the second semester of the first year, it is required at some other point in t

we offer full-time day curriculum; part time evening curriculum; and an option to take full time course load with classes in evening and day, and part time curriculum in the day

First-year Curriculum: Students are assigned to sections of Legal Methods, Legal Writing & Research, Civil Procedure, Contracts, Torts, Criminal Law, Constitutional Law, Property, and Foundation Moot Court. Students must take one First-year Elective out

5. Have you made significant changes or innovations in your first year curriculum recently other than those described in response to the foregoing questions? If so please describe.

No, but we are considering some major changes.

The only recent change in our first-year curriculum has been to remove Criminal Law from the part-time division, to comply with ABA rules on the maximum number of hours that students can take when they are working full-time.

The changes are covered above.

We are still studying the possibility of some curricular changes/innovations in the first-year program, but have not committed to any particular changes at this point.

all of these changes are brand new and scheduled to take effect next fall.

This past year, we introduced a required 1L course in International and Comparative Law

Cutting back Torts, Contracts, and Property from 6 to 5 credits in order to make space for the Lawyering course.

Each student has one substantive class each semester with no more than 35 students, ie we have a small section program.

We recently voted to cut Property and Torts from 6 to 4 units, and to move Con Law into the first year. This reform was undertaken primary because other schools do it.

Recently we added Con. Law I to the first year core instead of it being a second year core.

Yes. We have expanded Legal Methods from 2 hours a semester for 2 semesters to three hours per semester. We are requiring supervised court visitation in each of the first two semesters. we are in the process of implementing a Justice component

We required administrative law in the first year for a period of several years. We recently changed that to a second year requirement and replaced it with more constitutional law in the first year.

We previously offered Torts I in the fall semester as a 2 credit course and Torts II in the spring as a 3 credit course. We have just combined both courses. Torts will now be only offered in the spring as a 4 credit course.

NO. WE SUBSCRIBE TO THE ADAGE, PASSED DOWN FROM GENERATION TO GENERATION OF SENIOR FACULTY WHO HAVE SEEN IT ALL OVER 35 YEARS, THAT CURRICULUM REFORM IS IMPORTANT, BUT NOT VERY.

We removed a three-credit course named 'Legal Process' from the first year. Did not substitute anything for it, so students now take 3 credits fewer in the first year.

YES -- CATHOLIC UNIVERSITY HAS INTEGRATED AN ACADEMIC EXCELLENCE PROGRAM INTO ITS FIRST YEAR CURRICULUM, DESIGNED AND SUPERVISED BY A FACULTY MEMBER WHOSE PRIMARY RESPONSIBILITY IS THIS PROGRAM. IT ENTAILS A MIX OF REQUIRED AND OPTIONAL LECTURES FOR FIRST

We recently offered each first year student a small section substantive class usually no larger than 30 students and often as small as 25; each small sections requires three graded writing assignments.

No. We did offer an Introduction to Lawyering Course for many years which incorporated an introduction to skills, to jurisprudence, to problem solving, and to legal methods. Because it was very unpopular with faculty and with students, we abandoned it

Next year we will move to all semester-long courses, with three courses in the first semester and three in the second, in addition to legal research and writing -- which we are also reviewing this year.

We are expanding and improving our legal writing and research program. To do so, we reduced property by one unit from 5 to 4 in the first year.

Yes. Reduced Torts and Property from 6 to 4 units, increased Legal Research and Writing from 3 to 4 units, and added Constitutional Law (3 units)

Approximately five years ago, we redistributed the credits for the first-year curriculum.

We recently made all of our first year courses one-semester, four-credit courses instead of year-long courses. The only exception to that is the crim law/legal writing course, which is a six credit year long course.

We changed both criminal law and torts to one semester courses to reduce the number of exams that students must study for each semester. Criminal law is 3 credits and Torts is 4. All other first year classes except LRW are 3 credits, but are both semesters

Yes. We require students with a 2.5 or below at the end of the first semester to attend a class in our academic support program. Students also are assessed during orientation and may be required to take a supplemental writing course.

Yes, we modified the credits assigned to our first-year courses and when they are taught. The faculty just voted to teach Torts, Property, Criminal Law and Civil Procedure as 4-credit courses and Constitutional Law as a 5-credit course.

No. We are currently undergoing a review of our first year curriculum.

We changed our curriculum 3 years ago to shorten all first-year courses (except writing) to one-semester, rather than two, and added the limited electives in the spring.

There are now separate classes for Writing and Research classes (previously combined into one class). And there are workshops with tutors offered for the first year courses.

We reduced credits assigned to Contracts, Property and Torts and added Criminal Law.

Changed Torts from a two semester four-credit hour course to a one semester four-credit course.

Our innovations (e.g., Inns of UMKC) have been co-curricular rather than curricular.

We have curricular reform in the works that will potentially alter the required courses. We have also introduced first-year reading groups bringing faculty members and first-year students together in small groups around shared interests.

Addition of First-Year Elective to replace two mandatory courses (Foundations of the Regulatory State and Perspectives in Legal Thought). These two courses now are offered as electives, along with six other offerings (in 2005-06).

Torts and Civil Procedure are now one-semester courses (instead of two semesters).

We have expanded Legal Writing from 6 to 8 hours, running fall and spring of 1L year and fall of 2L year. WE have reduced Torts from 6 to 4 hours and instituted an Advanced Torts class (not required). We have expanded Civ Pro from 4 to 6 hours.

First Year Trial Practicum -- 1L classes are suspended for a week while students view a real trial and discuss the trial with attorneys.

We have instituted 'small sections' of 20-30 students for at least one course (e.g., civil procedure) in the first year.

II. SECOND AND THIRD YEARS

1. Do you offer a specialized track or concentration program in any of the following areas?

Business Law **19**
Public Law **6**
International Law **25**
Transnational Law **4**
Social Justice **9**
Criminal Law and Procedure **9**
Other, please describe

Dispute Resolution, Virginia Law, General Practice

Louisiana Civil Law

Alternative Dispute Resolution

Taxation, Intellectual property

Advocacy and Dispute Resolution

intellectual property, family law

Health Law

Environmental Law

Environmental Law and Public Interest Law

Common Law for Civilians and Civil Law for Common students

Various specialties.

health law, child law, advocacy, tax

High Tech/IP

Real Estate, Taxation, Employee Benefits, Intellectual Property

certificates: sports law, environmental, admiralty, civil law, european studies

Health Law, Advocacy

Health Law and Trial Advocacy

Elder Law; Environmental Law; Media Law; Tax; Tribal Law

Environmental

We offer individualized tracks that students arrange with faculty members. We have general guidelines for these tracks (at least five classes, etc.).

COMMUNICATIONS LAW AND SECURITIES LAW

Intellectual Property, Environmental

We are currently preparing to do just this and in a variety of areas.

Intellectual Property and Childrens' Rights

Environmental Law

Environmental Law; Public Interest Law

Law & Government (Administrative Law)

Environmental Law

High Technology

Environmental Law, Land Use/Real Estate Law

Taxation, Health, Labor/Employment, Urban Development, Civil Litigation

Adoption Law; Environmental Law; governmental Affairs

health law, intellectual property, energy/environmental, advocacy

Native American Law Certificate, National Environmental Law & Policy Institute Certificate Program, and Health Law Certificate.

Our business track is Business and Entrepreneurial Law. We also offer emphases in Law of Families and Children, Litigation and Urban, Land Use and Environmental Law

ADR

Required Clinical Legal Education Program

Elder Law and Advocacy

Litigation and Dispute Resolution

Intellectual Property, Family Law

For each specialized program or concentration that you offer, could you tell us whether it:

a) *If you offer Business Law as a specialized program or concentration, could you tell us whether it:*

Requires courses that other students can take as well	13
Offers special courses	9
Requires special courses	11
Provides placements internships or clinical program	14
Grants a certificate	14
Other features	8

b) *If you offer Public Law as a specialized program or concentration, could you tell us whether it:*

Requires courses that other students can take as well	4
Offers special courses	4
Requires special courses	4
Provides placements internships or clinical program	5
Grants a certificate	5
Other features	2

c) *If you offer International Law as a specialized program or concentration, could you tell us whether it:*

Requires courses that other students can take as well	19
Offers special courses	13
Requires special courses	9
Provides placements internships or clinical program	14
Grants a certificate	16
Other features	8

d) If you offer Transnational Law as a specialized program or concentration, could you tell us whether it:

Requires courses that other students can take as well	3
Offers special courses	3
Requires special courses	3
Provides placements internships or clinical program	3
Grants a certificate	3
Other features	1

e) If you offer Social Justice as a specialized program or concentration, could you tell us whether it:

Requires courses that other students can take as well	5
Offers special courses	3
Requires special courses	4
Provides placements internships or clinical program	4
Grants a certificate	4
Other features	2

f) If you offer Criminal Law and Procedure as a specialized program or concentration, could you tell us whether it:

Requires courses that other students can take as well	5
Offers special courses	2
Requires special courses	1
Provides placements internships or clinical program	5
Grants a certificate	2
Other features	1

g) If you offer any other specialized programs or concentrations, could you tell us whether it:

Requires courses that other students can take as well	33
Offers special courses	20
Requires special courses	17
Provides placements internships or clinical program	27
Grants a certificate	25
Other features	13

h) If you offer any other specialized programs or concentrations, could you tell us whether it:

Requires courses that other students can take as well	14
Offers special courses	10
Requires special courses	6
Provides placements internships or clinical program	13
Grants a certificate	12
Other features	4

2. Apart from the standard live client clinics, and the clinical programs described in your answer to the previous question, do you offer any other kinds of clinical programs? If so, please describe.

The questions above do not quite capture where we are in tailoring the 2nd & 3rd year curriculum to concentrations. We do not offer a concentration or certificate in any technical sense, but we are beginning to group clusters of courses in Corporate

Family Mediation Clinic

Yes. Elderly Clinic, Ag Mediation Clinic, and Domestic Violence Clinic.

Two 'partnership clinics' - Conn. Urban Legal Initiative, a nonprofit located on law school campus operates a community development, transaction clinic supervised by full-time staff of CULI who are also adjunct professors; Conn. Children's Advocacy Center

We have broad and diverse clinics.

We have an IP clinic.

In addition to our live-client clinics (Community Enterprise Clinic; AIDS Legal Assistance Project; Children's Education Law Clinic; Low-Income Taxpayer Clinic; Wrongful Convictions; Death Penalty Clinic), we have recently established the Guantanamo Defense

Externships throughout the world.

We have three clinics: civil justice, criminal justice and human rights/immigration.

public interest practicum land use clinic

We have an extensive pro-bono program: <http://www.law.upenn.edu/psp/> As well as hands-on academic classes such as the Trial Advocacy Class, Negotiations and the Business Deals Class.

Yes. Child Welfare & Policy clinic.

Criminal Justice Fieldwork and Law Reform: This course was taught at GSU for the first time in the Fall 2005 semester. In this course students learned about the criminal justice system as it actually operates in metropolitan Atlanta

We have a Fair Housing Clinic on campus.

None other than a variety of externships.

We have judicial and non-judicial externships in addition to several live client clinics.

Mediation clinic, and extensive externships.

Legal Aid; Criminal Prosecution Clinic; Defender Project (prisoners' rights); Elder Law Externship; Judicial Clerkship Clinic; Legislative Clinic (internships with state legislators); Public Policy Clinic (policy analysis for state legislature)

We offer a Family Law practice clinic, which combines a substantive course in family law, with clinical work on a simple divorce.

YES -- THE SCHOOL HAS A STAND ALONE CLINIC THAT RECEIVES CLIENTS WHO ARE REPRESENTED BY THE CLINIC AND WITH WHOM STUDENTS WORK UNDER THE DIRECTION OF FULL-TIME CLINICAL FACULTY

Mediation Clinic; Entrepreneurship Law Clinic that is a joint venture with our business school and focuses on high-return businesses; Conservation Law Clinic; Elder Law Clinic; and standard poverty law clinic

We offer 'service learning' courses that are somewhere between a clinic and an externship.

On campus live client clinics are the South Royalton Legal Clinic (poverty and family law) and the Env. & Natural Resources Clinic. Off campus clinics are the Legislative Clinic and the Mediation Field Work. Field-placement opportunities are the Semester

[would take too long to describe; see webpages]

Civil law clinical experience available to most students.

California Innocence Project, assisting prisoners in proving claims of innocence and securing release from custody.

We have live client clinics, externships and simulations. Live Client Clinics-- Criminal Defense Clinic, Environmental Litigation Clinic, Immigration Law Clinic, Securities Arbitration clinic, Disability Law clinic, Post-Conviction clinic.

We have a transactional clinic that offers representation to non-profit organizations, and a mediation clinic. Neither of these are our standard, litigation based type of clinic.

We have a criminal appeals clinic, a poverty clinic, and a prosecutorial clinic

We offer Clinical Placements, for 5-7 credits per semester, in a variety of civil, criminal, judicial, and in house business settings. We also offer an Internaitonal Business Practice course

Mediation Health Law Consumer Law Consumer Complaints Transactional Clinic Juvenile Justice Criminal defense Criminal prosecution General civil clinic Immigration Law

Center for Ethics and Public service involves students in teaching ethical jugment to undergraduate and high school students and in conducting ethics training for government legal offices and law firms.

Small Business Clinic - students work with actual start-up business to solve a variety of legal issues ranging from employment matters to intellectual property matters to corporate matters.

Since I didn't answer the previous question, I will note all of our clinics: Civil Justice, Public Defender, Civil Rights, Environmental, Appellate, DC Program, Judicial, IP & Entrepreneurship.

We offer a human rights advocacy clinic in which students have presented before the World Bank, the Intra-AMerican court and other international bodies. We offer a cyberlaw clinic

Yes. Other clinics: Civil Poverty clinic, Elder Law clinic, Local Government clinic, Prosecution clinic, and Public Defender clinic. Internships: In-house counsel internship, Intellectual Property Law internship, Labor Law internship, State Litigation

Externships 30 hours required pro bono placement

Within our 'live client' clinic we offer a Small Business Opportunities Clinic. We also have an extensive simulation program, and offer Practica (seminar plus externship) placements with Judges, Prosecutors, Public Interest Offices and Corporate Counsel.

Community Development/Entrepreneurship Clinic in collaboration with the graduate business school. The Clinic enrolls 10 law and 10 business students, who work together to provide legal and business advice to small businesses in the community.

We recently created a Human Rights Law clinic which has provided advice not just to live clients but also on certain types of general human rights initiatives and governments seeking to vindicate claims of their citizens (see the G.W. web page).

3. What joint degree or accelerated degree programs do you offer?

J.D./M.B.A.

Joint degrees with business, divinity, counseling, and government

Joint JD/MBA degree

**J.D./M.D J.D./Masters's of Accounting J.D./ Master's in Business Administration
J.D./Master's in Public Administration J.D./Master's in Political Science
J.D./Ph.D. in Education**

**JD/M.A. in Public Policy Studies in conjunction with Trinity College JD/Master of
Bus. - UConn Business School JD/Master of Library Science - in conjunction with
S. Ct. State Univ. Department of Library Science JD/Master of Public
Administration**

**We offer the following joint degrees: J.D./M.B.A. J.D./M.S.W (Master of Social
Work) J.D./M.P.S. (Master of Political Science) J.D./M.Div. (Master of Divinity)
J.D./M.A.H. (Master of Arts in Humanities)**

Various with other departments of the University.

JD/MBA; JD/MPA

JD/MBA, JD/MA

**JD/MBA; JD/MS (Psychology); JD/MS (Computer and Information Science);
JD/MURP (regional planning); JD/MS (Dispute Resolution). We also offer a dual
degree program with the University of Barcelona; students who participate can earn
both Spanish and US law degrees**

**We do not have an accelerated program, but we have a very high number of joint-
degree programs available, including the following: JD/MD; JD/PhD in several
disciplines; JD/MBA; JD/MPP; JD/MEM; JD/MTS; and JD/MA-MS in a wide
number of disciplines**

**JD/MBA; JD/Masters in International Affairs; JD/Masteres in Public
Admininstration; JD/Masters in Economics; JD/Masters in Informational Studies;
JD/Masters in Social Work**

MBA/JD; JD/Masters of Accountancy; and JD/Master of Social Work

We have nine joint degree programs: JD and a master's degree in accounting, business administration, communication studies, computer science, English language and literature, industrial engineering, international relations, public administration

JD/MD JD/MBA JD/MPH JD/PhD JD/MA JD/MS we currently start 30 students in May; all students may accelerate their graduation with a minimum time of study of 27 months

JD-MBA JD-MA in Communications JD-MA in Religious Studies The following are in cooperation with the University of New Orleans JD-MURP JD-MPA

JD/MBA JD/LLM in Family Law

jd/mba; jd/mpa; jd/sports studies; jd/msw; jd/masters of historic preservation

JD/MBA JD/MSW

Our joint degrees and certificates are listed here:

<http://www.law.upenn.edu/academics/crossdisc/index.html>

JD/MBA JD/MSW

multiple, all listed in the Emory catalog and on the Emory web site

JD/MBA JD/MPA JD/MA in Law and Philosophy JD/MCRP in Law and Urban Planning [with Ga. Tech] JD/MSHA JD/MBA/MHA

Joint J.D./M.B.A.

Taxation, International Business and Trade, Employee Benefits, Intellectual Property, Information Technology, Real Estate

JD/MBA (Master of Business Administration) • JD/MPA (Master of Public Affairs) • JD/MHA (Master of Health Administration) • JD/MPH (Master of Public Health) • JD/MPh (Master of Arts in Philosophy) • JD/MLS (Master of Library Science)

Joint degrees for M.S.W. and M.B.A.

We have a joint JD/MBA, a joint JD/PsyD

JD/MBA with Texas A & M

Eight current joint degree programs: law and business, economics, health services administration, indigenous nations studies, philosophy, public administration, social welfare and urban planning. JD/MA in East Asian Languages and Cultures will go on-line

JD/MPA

*** Asian studies * business administration * history * library and information science * political science * psychology * social work * urban and regional planning**

JD/MBA, JD/MSPOLSCI

Law & Masters of Business Administration (JD-MBA) Law & Masters of Professional Accountancy (JD-MPA) Law & Psychology (JD-MA and JD-PhD) Law & Economics (JD-MA) Law & Community Planning (JD-MCRP) Law & Political Science (JD-MA) Law & Ed

JD/MBA, both 4 and 3 year program, and a JD/MPA JD/MS of Environmental Science and JD/Masters of Public Policy; JD/MS in Telecommunications JD/MS in Library Science JD/MA in Journalism

Beginning next year or the year after, we will be offering up to 18 different joint degrees. These fall into three groups. (1) JD/Ph.D in Economics, History, Political Science, Psychology, Sociology, and Philosophy (2) JD/Masters, 4 years:

Joint J.D. and Masters of Studies in Environmental Law Degree; Joint J.D. and Masters of Environmental Management with the Yale School of Forestry and Env. Management; Dual degree with the University of Cergy-Pontoise in France; dual J.D./M.S.E.L.

Dual degree programs with M.B.A., M.P.A., M.S.W., M.D., D.O.

J.D. & Masters in Library Science

JD/MBA and JD/MST (Master of Science in Taxation)

We have a joint JD-MBA program.

Joint JD/MPA with Pace University Joint JD/MBA with Pace University Joint JD/MA with Sarah Lawrence College Joint JD/MA with Bard College Joint JD/MA with Yale University LLM in Environmental Law LLM in comparative Legal Studies SJD in Environmental law

3/3 program for outstanding arts and sciences students at the UofA; JD/MPA--public admin, JD/MBA--with UofA business school, and there is a joint program between our agricultural law LLM program and the agricultural school--masters in ag econ.

Masters of Accountancy – JD

JD/MBA JD/MHA JD/MPH JD/MAUA JD/MPA JD/MSW

JD/Master of Public Policy JD/Master of Business Administration JD/Master of Arts in American History

JD/MBA JD/MSW JD/MURP JD/MHA JD/MPA

JD/MPA JD/MHA JD/MBA JD/Master's in History JD/PhD in Medical Humanities JD/PhD in Criminal Justice

JD/MA in Anthropology JD/MA in History JD/MA in Industrial/Organizational Psychology JD/MA in English JD/MA in Biological Sciences JD/MA in Clinical Psychology JD/MA in Geosciences JD/MBA program JD/MBA in Computer Sciences JD/MA Taxation Program

No accelerated programs. Joint: with Graduate School of Business (both MBA and PhD programs); with School of Public Policy (MPP) and with Committee on International Relations (MA). We do have a few students from time to time working on other advanced degrees

seven semester LLM in TAX J.D./MBA J.D./MPH J.D./M.A.

JD/MBA JD/MSW JD/M.ED

JD/MBA JD/MA in Social Work JD/MRP in Regional Planning

JD/MA Women's Studies JD/MSW (social work) JD/PhD or MA Political Science JD/MBA JD/MCP (community planning)

Many

jd/mba

JD/MSW, JD/MBA, JD/MA in East Asian Studies.

We have four joint programs, with the Harvard Business School, School of Public Health, Graduate School of Design, and Kennedy School of Government. We have a coordinated JD/PHD program with the Harvard Graduate School of Arts and Sciences.

AILE (Accelerated Interdisciplinary Legal Education): students from small select group of undergraduate institutions are considered for admission to Columbia Law School after completing their junior year of college.

Joint JD/MBA degree and a two-year J.D. program for foreign lawyers.

JD-MBA JD-LLM (Tax) JD-Phd

JD/MPA JD/MBA JD/Masters of Science in Finance JD/Masters in International Business JD/Masters in Accounting

JD/MBA JD/LLB

We offer joint degrees with the G.W. School of Business, G.W. School of Arts and Sciences, G.W. School of Public Health, and G.W. School of International Affairs.

4. Other than the programs described above, do you have any other interdisciplinary programs of note?

Our entire curriculum has a strong interdisciplinary bent: especially with regard to law & humanities; law & society; law & economics; legal history, comparative law. International and comparative law are also woven into many courses.

No additional curricular programs, but our numerous interdisciplinary centers do offer opportunities for interdisciplinary research and conferences, lectures, and symposia in which our students participate.

Numerous interdisciplinary courses in Family Law

Certificate in Women's Studies

child law, education law, international law, health law

Yes, with several units, again all in published materials.

Center for Health, Law, and Society Center for the Comparative Study of Metropolitan Growth

Joint program in Tax with San Jose State

LLM Tracks in American Law for Foreign Lawyers, Health Law, Intellectual Property Law, International & Comparative Law, and Intellectual Property Law

There are some still in the development stages.

With prior approval, non-joint degree students may take up to 6 non-law graduate courses relevant to their legal educations.

We are heavily involved with multiuniversity research efforts on water law and policy, employee benefits, and cross-disciplinary professional ethics.

Ph.D in Law & Social Science Minor in Gender Studies

We have a University-based Center for Legal Studies, which funds and encourages interdisciplinary research on legal issues.

Land Use Law Center Women's Justice Center Center for Environmental Legal Studies Energy Project Pace Investor Rights Project Real Estate law Institute

We do a lot of interdisciplinary cooperation w/the social sciences and with Rice U.

6 hours graduate/undergraduate available to take at the University. Some classes cross listed such as Women's Studies and some Law and Religion classes

We have no special programs, but we offer a number of interdisciplinary courses.

Center for Eco-System Science and Policy

Developing Enhanced JD/MBA Considering JD/MD-MPH w/peer University Medical School.

Joint Law and Business Center for Advancing Entrepreneurship - connected with the Small Business Clinic (see above) - work with Business School MBA students who offer assistance to start-up businesses in such aspects as a business plan.

Disability Studies Entrepreneurial Courses Family/Childrens

child abuse and neglect - a multi-disciplinary approach

Our faculty includes people with PhDs or advanced degrees in economics, sociology, history, philosophy, english, political science, business, and government. They offer courses and research opportunities in these fields as part of the law school program

Other interdisciplinary programs: International double degree programs: JD/Master (formerly Maitrise) with University of Paris I (Sorbonne); JD/LLM with University of London; JD/LLB with University of London; JD/Master (formerly DESS) with Institut d'Etu

The Law School offers two joint degree programs for LLM candidates. The LLM/MPH is offered with the School of Public Health and Health Services for students who are pursuing the LLM in Environmental Law.

5. Have you made significant changes or innovations in your second and third year curriculum recently other than those described in response to the foregoing questions? If so please describe.

the certificate programs are recent; we have also begun a tax clinic and an asylum & human rights clinic in recent years and are developing a certificate in international and comparative law.

Broad curriculum.

We added a third semester of legal writing.

We are currently engaged in a serious study, looking at various changes and innovations to move students from the study of law to its practice. The changes/innovations would enhance students' participation in their studies, allowing them some discretion

We have devised a menu offering wherein second and third year students must select a certain number of courses from a list of required courses.

no; currently under review, however

In 1999, we removed several required courses and reduced Con Law and Bus Org from 6 to 4 hours.

we have revised our upper level curriculum to increase number of 3 credit offerings and to ensure that we are offering the elective courses our students need and want

No, but discussions under way. (If not always, isn't that so often the case?).

We changed the writing program three years ago.

Yes. We have added Practice Modules to the required courses in the second year. These are small enrollment courses that are intertwined with the substantive course; e.g., a Practice Module for Family Law will emphasize the practical skills involved

Expanded the professional responsibility requirement from 2 to 3 credits.

We recently added a skills requirement for graduation. Students must take at least one skills elective course from a menu that includes clinics, trial practice and business and estate planning.

Yes, we just completed our second 'January term' - three weeks of mini- 1 credit courses. January 2005 we offered 3 courses and January 2006 we offered 5 courses.

They start one week before the regular term and overlap two weeks into the regular term.

We recently imposed a clinical skills requirement to comply with the new ABA rule.

We are developing an advanced legal research and writing curriculum which is meant to work in conjunction with the 1L program, making it in effect a three year program. We are revising our writing requirements

we have added a required upper division writing course and an upper division legal analysis course; we now require all bar courses

We have one comparative law class each semester that is taught by a faculty member from a European law school. Students receive half the instruction here early in the semester, usually over two weekends.

Two or three years ago the faculty voted to make Federal Income Taxation elective rather than required.

We recently instituted a practical skills requirement for upper-class students, and a writing requirement.

Added a 3-credit simulations skills requirement that may be satisfied by a growing number of certified skills classes that meet specific requirements for skills exercises.

We recently eliminated almost all upper-level requirements

In compliance with recent ABA standards, we are implementing skills requirement.

We require a two semester Law Skills course in the second year: one semester of Trial Advocacy, one semester of Appellate ADvocacy.

Constitutional Law II as required course. Also, if someone drops below a 2.5, certain core courses are now required, which include Administrative Law, Advanced torts, Agency & Partnership, Criminal Procedure: Police Practices, Family Law and Federal Tax

No, but we add new courses fairly often.

Approved LL.M degree program

We introduced two required second year courses, the Ethics of Practice, taught in the fall; and the Skills of Practice, taught in the spring.

Solo and Small Firm

We have recently launched programs of study as described above. We have introduced a series of student/faculty collaborative workshops for academic credit including international law, public law, law & economics, legal history.

Property is now part of the first-year offering.

Beginning with the Class of 2008, upper level students are required to choose three courses from a menu of core courses.

***adding the Center for Higher Education Law and Policy. *addition of the further required curriculum for students in the bottom 10% of their class (after completing 30 hours) or with a cumulative GPA of 2.2 or below (after completing 30 hours).**

described above in the changes to 1L curriculum

We emphasize presentational skills and team work throughout our curriculum. We also have a series of course called 'International Team Projects' which consist of a student organized course and a field research trip (2 weeks over spring break)

We are in the midst of a curriculum revision for these years with a focus on integrated theory/practice modules in both years.

We reduced our calendar from 14 to 13 week semesters.

III. CURRICULAR REFORM PROCESS

1. Did you gather data in connection with any of the curriculum reforms described earlier? If yes, and if you can share them, please attach a copy or describe their general findings.

We gathered extensive data about what other schools were doing. AT the time we created our concentrations, there was much less data than there is today.

Yes, we surveyed other schools' curricula, but primarily by reviewing their websites.

The curriculum reforms were the result of a faculty compromise.

yes; can't share because too extensive

Surveys were sent to several other schools

I don't know this history.

Yes. I am sorry I do not have time to expand, but curricular reforms typically occur in the context of examinations of other institutions and some internal data collection on student preferences, and sometimes employer interests.

Yes. We did a student survey (and ignored the results.) We did a faculty survey. We looked at other schools.

Yes, but on a limited basis, looking at approaches at other schools.

Not really. We had several professors expressing an interest in coming to Hawaii in January. Enrollment has not been a problem during our January term.

On the clinical change, we found that virtually all of our students took a clinical course even before the requirement.

Used ABA Survey of Curriculum Reform

**Please contact Chair of the Curriculum Committee, Cynthia Ward
cvward@wm.edu for details of the 1L curriculum reform.**

Lots of schools are going to one-semester 1L courses.

Looked at information on Bar Passage Rates and added courses to be required if a person fell under 2.5 gpa such as Administrative Law, Advanced Torts, Agency &

Partnership, Criminal Procedure: Police Practices, Family Law, and Federal Taxation or Taxation

Yes, a general poor market survey.

The Curriculum Committee used the ABA Curriculum Survey as well as in-house expertise.

Yes - the further required curriculum based on data of bar passage rates.

Our committee made an informal examination of the curriculum at various law schools comparable to ours and in our state.

Modest data collection to see what the norm in the first year curriculum is at peer schools.

2. How did the most significant curricular change in your school in the last 10 years come about - - who initiated the change and by what process?

The creation of the honors program and a program for students who do poorly was initiated by the Dean and two committees, who have worked for several years to build their respective programs. The faculty has been consulted (has and voted) at several points

Faculty initiated through faculty meetings and curriculum committee

Writing Across the Curriculum requirement. Each professor is asked to assign a writing project in each course. This writing project may be graded or ungraded. Students should receive feedback on the assignments.

We are bottom up -- individual faculty or small groups initiate changes, the faculty discusses and recommends, and the dean facilitates.

The curriculum committee (often upon a request from a faculty member) makes a proposal to the full faculty. Changes are discussed and subject to a majority vote of the faculty.

Faculty and student initiative.

Faculty and dean through the Academic Standards and Curriculum Committee.

Initiated by the Curriculum Committee, the Associate Dean and the Director of Legal Writing.

The Dean suggested increasing our international offerings to the faculty. The curriculum committee reviewed (and recommended) dual degree programs to the faculty. We will soon be adding a program in Venice to the program in Barcelona.

Our most significant curricular changes occur as a result of the regular review and study of the curriculum by the standing faculty/student Curriculum Committee - - or, in some cases, a specific study by an ad hoc committee.

Faculty initiated the changes

Any changes are made by study and recommendation by the faculty Academic Affairs Committee and the faculty then votes on the recommendations.

The most significant change came about from faculty discussion after the Dean initiated a call for curricular reform.

moving from tenured faculty teaching research and writing in the context of first year small sections to new special LRW faculty. initiated by faculty.

After several failed attempts, the faculty just voted on which required courses to make elective and which courses to reduce in hours. Before the 'reforms,' Civil Law students had over 75 required hours.

dean asked academic affairs committee to study second and third year curriculum

I don't know this history

faculty committee, followed by a strategic planning retreat

Probably Legal Methods added to the first year curriculum. Long debate, then experiment, then permanent addition.

The two centers with their interdisciplinary focus are the most significant changes; they were spearheaded by the faculty who direct them.

The Academic Affairs Committee oversaw the process in response to long standing requests by some faculty members.

Initiated by Faculty to allow students to take more elective bar courses.

Initiated by faculty curriculum committee, with input from administration.

We are moving to a new site that shares a campus with a state courthouse and federal courthouse. These changes are the first steps in revising the curriculum to take advantage to our proximity to the courts.

Recommendations from the dean and/or faculty. The proposals were studied by the curriculum committee and then presented to the entire faculty for approval.

The certificate programs were initiated by the dean.

The skills requirement was added as a response to a change in ABA standards. We also added a 'topics in law' category as a way to add courses on a temporary basis without requiring a permanent curriculum change.

1. Our student enrollment, number of full-time faculty and resources have increased over the last 10 years, enabling us to be more creative and responsive to changes in our curriculum. 2. Our new Dean, who started in fall 2003, brought new initiatives,

EXPANSION OF LEGAL METHODS PROGRAM. FACULTY INITIATED.

We've had two significant changes, dropping legal process and adding the clinical requirement. The legal process change had been percolating for a long time, but the immediate precipitant was retirements of the relevant faculty.

Most significant changes have been additional joint programs and additional clinical offerings. Both came about through faculty initiative

The current round of reforms are quite significant. They emerged out of conversations with the faculty held last fall.

Faculty interest generated the changes. Increasing student interest fueled the changes.

Mostly faculty initiated, proposal to Curriculum Committee (recently renamed Educational Policy Committee), then brought to faculty. The Associate Dean has great freedom to try to construct coherent upperclass course sequences in various subjects

The most significant change was a return to full year first-year courses. This was prompted by a sense on the part of the full time faculty that more basic training was needed in order to enhance student readiness for entry into practice

First year curriculum reform: Faculty asked Academic Affairs Committee to study first year curriculum; Committee studied issues over two year period; Committee presented retreat to discuss issues; faculty approved changes.

Faculty initiated the change in the first-year curriculum. The matter was extensively debated by the Curriculum Committee and by the faculty as a whole.

internal--the first year change was generated by student concerns about the number of exam preps and insufficient time to properly prepared for 5 separate substantive exams; the menu of skills classes has also grown

Faculty initiatives

The Dean proposed having a smaller class section in the first-year curriculum (other than LRW). The proposal was assigned to a faculty committee which developed the idea, made a proposal that was voted on by the full-faculty.

We review our 1L curriculum every five years or so. Its time was now.

By the faculty, through a comprehensive review organized by the Curriculum Committee and processed through the entire faculty. That was about 10 years ago, and we are now in the midst of another major review

The Dean asked a special committee to study the idea of revising our curriculum, and after the committee made suggestions, the faculty voted on the suggestions.

Most likely the required courses for those that fall under 2.5 gpa most significant curricular change which was brought about by the Faculty Bar Passage Committee and ultimately approved by the Faculty.

The dean initiated the change in the first year curriculum.

Educational Policy Committee after several years of informal discussion

All changes tended to come from faculty efforts or interests

Faculty-driven decision to require a course in Transactional Law prior to graduation

strategic planning process initiated by dean and conducted by faculty

We added a small-section program to our first-year curriculum 7 years ago, but we did not change the courses that we offered. Our new Dean initiated the change, and the Curriculum Committee worked out the details.

Changes have been initiated by the dean, the faculty, and students.

There have been none in the last 10 years.

The biggest change was the reduction in the required curriculum. We held numerous informal brown bag sessions to ensure that the faculty had input, discussed the required curriculum at faculty meetings, and finally, had a faculty vote.

The elimination of our extended part time program is the most significant curricular change in the last 10 years. I believe that change was initiated by the Associate Dean (before me).

Division of upper division curriculum into 12 focus areas. The focus area curriculum was developed through a 3-year process centered in our Curriculum Committee and ultimately approved by the faculty.

Writing across the curriculum and Ethics across the curriculum through a process that included faculty and alumni.

Creating the small sections was probably the most significant, and it was largely driven by the Dean's Office.

IV. NEXT STEPS

1. What information would you like to receive about curricular reform?

Changes to first-year curriculum. Concentration, certificates, and tracking. Moves toward or away from required courses.

All that you have/produce.

First year curricular changes or programs Upper level curricular programs or changes

whatever you gather.

Information about the integration/development of skills training throughout the curriculum. We are embarking on a project to achieve this.

Any.

The results of this survey.

No particular information--I would like to know what other schools are doing in general.

Data about specific reforms and innovations would be helpful, but it would also be very helpful to receive information about trends in legal education, one aspect of which could be what employers think about law students' preparedness for the practice

None at this point

Any, because we will be starting a strategic planning process next month which will include curricular issues.

The programs at other law schools.

upper class innovations, as we are engaged in that now

How many required hours after the first year?

whatever's available

we are beginning to structure a process of intense review and reform. Accordingly, we would welcome all info about the process used elsewhere and the substance of all curriculum developments throughout the law schools in the country

Writing Courses/Approaches to Writing

I would be very interested in empirical studies that tie curriculum to student learning, engagement and satisfaction with law school or preparation for practice.

Whatever is available

Innovations regarding the presentation of practical skills in the curriculum.

Data on what other schools have tried.

All

Innovations in the first year curriculum.

I found the ten year survey done by the ABA to be very useful. Maybe we don't have to wait ten years for another similar survey?

anything you have.

Anything that you have discovered, particularly in terms of first year

I'd be interested in learning what others are doing.

What are other schools doing particularly in the upper division? What additional degrees and certificates do others offer? What are the certificate requirements?

I would like to know what arrangements other law schools have for first year programs, as well as legal writing or practice programs and skills courses.

What others schools are doing, and why.

We are interested in receiving data on curricular reform, generally.

We would like to be informed of developments at other law schools, such as significant revamping of the curricula.

Trends

A compilation of the results from other schools, reflecting the courses and credit hours for each required in the 1L and upper level courses; recent innovations in other schools; skills and writing courses offered or required

Updates on what schools are doing--with special concentration on new technology (pros and cons).

If any significant changes have made differences in such things as bar passage rates.

YOUR FINDINGS

innovations in first year curriculum

Results of this survey

a copy of this report

Anything related to teaching ethics or to teaching skills beyond the first year

results of survey

What new things other schools are doing.

How other schools are changing required courses. How are schools addressing problem solving skills. How are schools are introducing 'concentrations' and joint degrees.

The results of this survey.

curricular trends in law schools that are comparable to ours

Any and all that is available, with particular emphasis on 1st year curriculum reform.

Initiatives undertaken by other schools are always of interest.

2. Would you be interested in presenting any curricular reform(s) that you are undertaking in a special session at an AALS annual meeting? Which one(s)?

Premature for us.

Yes. I think I could get one of our junior faculty to make a presentation on Writing Across the Curriculum.

Uncertain.

Yes. Business/Transactions and Advocacy

We are not yet prepared to present, but this is certainly something we would be willing to do in the future.

can't say now

We would love to present if in fact we are successful this Spring and early next fall in our reform efforts.

We would be happy to participate if you believe something we are doing is of interest to the academy.

Professors at our school would be prepared to discuss the specialized curricula, particularly in social justice or international. We are in the process of revising our IP curriculum.

Not at the present time.

None currently under way.

I would be willing to present on our comparative law classes or our dual degree programs. Of course, our Director of International and Comparative Law Programs (Linda Smiddy) is the expert on the international issues.

Not at this point.

We would love to talk about our 1L requirement that students take a course entitled ' Introduction to International & Comparative Law.' We would also like to discuss our requirement that all substantive courses contain one hour of lecture per credit hour

Not at this time

Happy to help out wherever possible, as always.

Not interested in any presentations at this time.

Solo and Small Firm Program Interdisciplinary Entrepreneurial courses

Since we're not doing anything particularly interesting in this area, you could probably do better with someone else.

Sure. Any of them that might be of interest.

no thank you

Not this year.

Not at this time.

If so, would you be interested in doing so at the next (2007) meeting? It will be held in San Francisco, and special sessions are scheduled for January 3.

Yes	11
No	23