

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**

If so, what does it consist of?

A limited number of courses specially designed for the first year

A limited number of upper division courses

Any upper division course the student chooses to take

Something else (please describe)

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

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.

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)

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.

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

If so, what is it?

Legal Methods
Regulatory Law
International Law
Evidence
Criminal Procedure
Theories of Law
Other, please describe

Taxation, Intellectual property

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.

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.

II. Second and Third Years

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

Business Law
Public Law
International Law
Transnational Law
Social Justice

Criminal Law and Procedure
Other, please describe

Taxation, Intellectual property

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

Taxation

Requires courses that other students can take as well (please specify) **intro survey of tax**

Offers special courses (please describe)

Requires special courses (please describe)

Provides placements, internships or clinical program (please describe)

Students may enroll in the ADR clinic. **yes -optional- includes tax clinic**

Grants a certificate (please tell us for what)

Other features (please describe) **15 credits of tax courses + writing project on a tax topic, a tax clinic, or an externship with significant writing component**

Intellectual Property

Requires courses that other students can take as well (please specify) **yes - intro to IP + one regime course**

Offers special courses (please describe)

Requires special courses (please describe)

Provides placements, internships or clinical program (please describe)

Students may enroll in the ADR clinic. **yes -optional**

Grants a certificate (please tell us for what) **Intellectual Property**

Other features (please describe) **15 credit hours, A supervised writing project under the direction of a member of the Intellectual Property faculty or, externship w/ significant writing component**

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.

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, a nonprofit with an office on campus, and located near campus, with the same model described above.

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

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 - in conj. with UConn graduate school JD/Master of Public Health in conj. with UConn Health Center. JD/Master of Social Work in conjunction with UConn school of social work

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.

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.

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.

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?

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

IV. Next Steps

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

Whatever you gather

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)?

If so, would you be interested in doing so at the next (2007) meeting? It will be held in San Francisco, and spec