

## Student Learning Outcomes

Every course must have state Student Learning Outcomes in the syllabus. For more information, see <http://uchastings.edu/admissions/jd/consumer-info/wasc/outcomes/index.php>.

### **What are Student Learning Outcomes (SLOs)?**

- SLOs are statements that specify what knowledge and skills a student should possess at the end of a course.
- SLOs should be specific, observable, and measurable.
- Outcomes are the end result, or what you want the student to be able to demonstrate that they know. It is not a statement of what the student will do or learn in the course; those are called course objectives.
- Outcomes should be phrased as active verbs.
- In each course, you would generally have about 4-6 student learning outcomes.
- All student learning outcomes are assessed by the end of the semester.

### **Sample SLOs**

#### **Environmental Law: Statutory Analysis**

As a result of taking this course, you should be able to:

- Name the basic tenets of the Clean Air Act, Endangered Species Act, and National Environmental Policy Act;
- Describe how and why statutory language in these laws create controversy in interpretation;
- Explain other, non-statutory approaches (e.g. common law nuisance) to regulating environmental degradation;
- Identify ambiguous statutory language and explain the range of legal maneuvering such language permits;
- Name and employ principles of statutory construction that courts use to interpret legislative language;
- Analyze who is empowered to challenge violations of a given law, and why;
- Analyze the policy implications of a statute, and of differing judicial interpretations of a statute;
- Explain how environmental law and regulation is similar to, and different from, other areas of law and regulation;
- Elucidate whether or not a given court reaches a "right" decision in a given case, and why.

#### **Seminar: Legal History of Immigrant Groups in the United States**

By the end of the semester, each student should be able to:

- Conduct legal and historical research in multiple topical areas of Immigration Law.

- Write a persuasive and clearly articulated research paper which evaluates/critiques/assesses a specific area of immigration law.
- Orally present a legal historical topic related to immigration which presents a novel question not previously addressed by the class.
- Be able to critically analyze readings and formulate opinions that can be articulated in writing and verbally to the class.
- Evaluate other students' first drafts and give them constructive criticism in writing.
- Show improvement in writing abilities over the course of the semester.

### **Constitutional Law I**

At the end of the course, students should be able to:

- Articulate the basic framework and structure of U.S. government: the layers - the national and state (and local) governments - and the institutions or branches (legislative, executive, judicial, at each level).
- Explain, using concrete examples, how the distinctive roles of each of these layers and institutions, and their interactions with each other and with the private sector, are controlled by constitutional principles and precedent, with special focus on the various powers of Congress and the President.
- Demonstrate a basic understanding of the substance of most important structural constitutional issues, including the state action doctrine and the dormant commerce clause, including explaining how they arise in relation to the constitutional text, and articulating, with concrete examples, how the Supreme Court has addressed them.
- Develop and articulate arguments for how the structural components of the constitution should be interpreted in particular settings, marshaling reasons and judicial precedents to support particular results.
- Recognize and describe, in an understandable way, the basic limits on the role of the courts in enforcing and applying the constitution, expressed through justiciability doctrines like political question, standing, and mootness/ripeness.

### **Mediation**

At the end of the course, students should be able to:

- Successfully conduct a mediation session as a mediator.
- Explain the benefits and limitations of mediation and the lawyer's role in advising clients regarding the use of mediation.
- Identify appropriate techniques and approaches for representing clients in mediation.

### **Negotiation**

At the end of the course, students should be able to:

- Demonstrate basic negotiation techniques and strategies.

- Apply active listening skills with their own client to gather information necessary to develop a negotiation plan.
- Apply active listening skills in a negotiation setting with an opposing party, to facilitate successful resolution of the case.
- Employ accepted negotiation techniques and strategies to determine the needs of the opposing party, and to use such information to advise a client on settlement options.
- Successfully engage in information exchange with an opposing party.
- Perform essential elements of both distributive and integrative (interest-based) negotiation.
- Identify and explain the implications and pitfalls of their own negotiation styles, and when and how to alter their predisposition.
- Utilize the essential elements of successful negotiation planning, and development of settlement options.
- Recognize the potential for ethical challenges in the arena of negotiation & settlement, and strategies for dealing with such ethics issues.

### **Civil Procedure**

At the end of the course, students should be able to:

- Recite, orally and/or in writing, specific laws related to the course.
- Identify and explain underlying public policy and jurisprudential concerns related to specific laws.
- Demonstrate the ability to analyze cases and/or statutes.
- Demonstrate the ability to apply the law to new factual contexts using the traditional IRAC format.
- Devise and explain problem solving strategies to address specific legal and/or analytical problems.
- Demonstrate the ability to communicate orally and/or in writing for various professional purposes.
- Identify and explain appropriate professional responsibilities concerning matters of ethics, practice skills, and problem resolution skills.

### **Trial Advocacy**

As a result of successfully completing this course, the student will be able to do the following:

- Explain the functioning of the court system.
- Have a basic understanding of legal terminology.
- Differentiate between law and procedure.
- Explain the problems associated with an adversarial system of justice.
- Develop the ability to analyze legal principles and apply the law to facts.
- Work effectively with others.
- Respond effectively to opposing arguments.
- Advocate positions both orally and in writing.

## Tax Law

At the end of the course, students should be able to:

- Utilize the definitions of the various components of income tax law.
- Complete federal income tax returns, including schedules to the Form1040, and be able to calculate the correct amount of federal income tax.
- Analyze simple fact situations and recognize income tax ramifications.
- Apply basic tax concepts to simple fact situations and communicate potential income tax ramifications in writing and orally.
- Research basic questions of federal tax law.
- Apply an understanding of the different ways a case can progress from audit to court.
- Apply an understanding of the common statutes of limitations in federal income tax cases
- Apply an understanding of the common penalties in federal income tax cases.
- Demonstrate a foundational understanding of the U.S. tax system and operational knowledge of U.S. tax law and process;
- Explain concepts of U.S. substantive and procedural tax law relevant to their tax specialty;
- Apply U.S. tax discourse, case analysis and legal reasoning in a tax context.
- Demonstrate effective communication skills on sophisticated tax top.