

NEW COURSE PROPOSAL, 2010-2011

To propose a new course for the 2010-2011 academic year, please provide the following information to the curriculum committee. Email your proposal as an attachment to Curriculum Chair David Jung (jungd@uchastings.edu) and Susan Esveld in the Academic Dean's Office (esvelds@uchastings.edu) BEFORE December 9, 2009.

1. **A course description** suitable for publication in the catalogue which includes:
 - a) The course's title.
 - b) The number of units.
 - c) The type of course: GPA course (grade entered primarily on the basis of an anonymously graded exam), a GPA seminar (grade awarded on the basis non-anonymous written work), or a non-GPA course (e.g., many of our skills offerings).
 - d). A paragraph or two describing the course.
 - e) Whether the course satisfies the writing requirement¹ or the professional skills requirement.²
 - f) A list of prerequisites or recommended courses.
 - g) If the course overlaps with other courses in the curriculum, an indication of whether enrollment in this course precludes enrollment in the overlapping course.
2. **Concentrations:** After consulting with the concentration advisor, please indicate whether the course should be considered a qualifying elective for one of the concentrations. The concentrations (and the concentration advisors) are:

Civil Litigation (Advisor: David Levine)
Criminal Law Practice and Theory (Advisors: Kate Bloch/George Bisharat/Aaron Rappaport)
Intellectual Property (Advisor: Jeffrey Lefstin)
International Law Concentration (Advisor: Joel Paul)
Law & Health Sciences (Advisor: David Faigman)
Public Interest Law Concentration (Advisor: Ascanio Piomelli)
Tax Concentration (Advisors: Heather Field/Leo Martinez)

¹ . All students are required to complete a substantial writing project under faculty supervision prior to graduation. This requirement may be satisfied either by successful completion of a qualifying seminar or a 2-unit independent study project. In both cases, the professor must certify that the student's paper fulfills the writing requirement. In seminars, a grade of C or better is required.

² In addition to satisfying a writing requirement, all students are required to take at least one "skills" course in their second or third year of law school. This is a course that focuses on the development of professional skills – e.g. trial and appellate advocacy, alternative methods of dispute resolution, counseling, interviewing, negotiating, problem solving, factual investigation, organization and management of legal work, and legal drafting. Will your proposed course satisfy the skills requirement?

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3. **Areas of Practice:** To aid students in planning their semester, the course catalogue lists courses by “area of study and practice”. Please indicate under which areas of planning and practice this course should be listed:

- Administrative & Public Law
- Advocacy & Litigation
- Business & Commercial
- Criminal Law & Procedure
- Environmental Law
- Family Law
- Intellectual Property
- International Law
- Law & Health Sciences
- Legal Philosophy & Systems
- Personal Injury Law
- Taxation

4. **A brief narrative** to assist the Curriculum Committee in evaluating the course and its place in the overall curriculum. The narrative should include:

a) A more detailed description of the course’s coverage, which may include a more detailed list of the topics that will be covered, a draft syllabus or course outline if available, a description of the readings (casebook or instructor-prepared) and any other information that will be helpful to the committee, including whether the course is offered at other law schools.

b) Your thoughts about the relationship between this course and other courses currently offered. Why is this course a necessary addition to the curriculum? Compared to other curricular needs of which you are aware, what priority would you assign to offering this course? If you are asked to teach this course, how would it affect your teaching schedule? Would courses you are currently teaching be dropped or picked up by other instructors?

c) In terms of scheduling, are there related courses that should not be scheduled at the same time, in order to accommodate student interest? Considering prerequisite courses and courses that may build on this course, should the course be offered in the spring or in the fall?