



College of Law

Spring 2009 Building a Course of Study

I. Requirements for Graduation

REQUIREMENTS FOR GRADUATION

A. Second Year Required Courses*

Legal Ethics (fall or spring)

Client Counseling (spring)**

B. Seminar Requirement

Every student must successfully complete one seminar.

C. Writing Requirement

Every student must successfully complete one of the following options:

- a case note or comment for a law review or journal,
- the writing requirements for the Lexis-Nexis Moot Court Competition,
- a Drafting course,
- an Individual Research Project, or
- a second seminar.

D. Classroom Credit Requirement

It is a requirement for graduation that a student complete, in an aggregate of 90 semester hours, at least 77 classroom credit hours. All required and most elective courses and seminars are classified as classroom credit offerings. Non-classroom credit offerings include: Individual Research Project, law reviews and journals, Extern Program and Moot Court.

E. Grade Point Average

You must have at least a 2.0 cumulative GPA to graduate.

—KEEP THIS INFORMATION FOR FUTURE REFERENCE—

* *In effect until 2012-2013*

** *Students may satisfy this requirement by completing the Ohio Innocence Project course sequence in the second year, by completing the Intensive Practical Lawyering Skills course in the second year, or the Client Counseling in the Domestic Violence Context in the second year.*

REQUIRED CLASSES IN THE SECOND YEAR

Legal Ethics: For the year 2009/2010, Legal Ethics will be taught in the fall and in the spring. The class is 2 classroom credits. If you don't sign up or get closed out in the fall, you must sign up for the class in the spring.

Client Counseling: For the year 2009/2010, Client Counseling will be offered in 2 formats: an intensive, full-week workshop format offered the week before the spring semester starts and a class that meets weekly during the spring semester. The class is 2 classroom credits.

The requirement to take this class may be satisfied in a number of ways in addition to taking the class called Client Counseling. You may satisfy the requirement by completing the Ohio Innocence Project course sequence in the second year, by completing the Intensive Practical Lawyering Skills course in the second year, or the Client Counseling in the Domestic Violence Context in the second year.

II. Description of the Academic Program

DESCRIPTION OF THE ACADEMIC PROGRAM

UNIVERSITY OF CINCINNATI COLLEGE OF LAW

STATEMENT ON THE ACADEMIC PROGRAM

— *This statement was adopted by the faculty to provide guidance to students as they plan their programs of study.*

A. Objectives

The purpose of the academic program at the University of Cincinnati College of Law is to provide its graduates with the opportunity to equip themselves for effective and creative participation in the roles lawyers play in our society. These roles include counselor, litigator, negotiator, drafter, advocate, and decision-maker in virtually all aspects of our society, public and private, civil and criminal. Lawyers' involvement in government at the local, state and federal levels in the executive, legislative, judicial, and administrative departments of government has been recognized repeatedly. Lawyers are also intimately involved in the multitude of affairs, including business and family, that constitutes our national life.

The College of Law recognizes that, in developing an academic program to enable its graduates to perform effectively as lawyers, it must provide them with a combination of substantive knowledge, ethical sensitivity, and analytical and practical skills that will enable them not only to function competently in the period immediately following admission to the bar, but also to grow and to adapt as the law and society develop, and the roles they play and the context in which they play them change over substantial periods of time. The College recognizes that to train lawyers to practice law only at one time, in one place, in a single context does not serve well either its graduates or the clients they represent.

The academic program at the College of Law is designed to reflect the philosophy that, at its best, legal education should broaden rather than narrow the intellectual and moral horizons of its graduates. It recognizes that the legal profession is a public profession in which the lawyer must be conscious of the broader implications of the law and the part he or she plays in administering it, as well as what may often be the narrower concerns of a particular client. It is not enough, for example, for the student to learn that a particular act is a crime or a tort or both. It is just as important for the student to consider why the act has been classified as one or the other or both, the effect of the classifications, the problems created by them, the effectiveness of the sanctions that flow from the classifications, and the effect of possible changes in the classifications. Often these inquiries will take the student beyond narrow legal considerations into broader areas of public policy, public and personal morality, as well as into examining the problem from the viewpoint of other academic disciplines. Consistent with this philosophy, the College of Law has established joint degree programs with the College of Business, the School of Planning, the Department of Women's Studies, the Department of Political Science, and the School of Social Work and gives credit toward the J.D. degree for certain courses in other departments of the University of Cincinnati as well as in other academic institutions.

In summary, the goal of the College of Law is to educate lawyers who are both skilled professionals and socially aware public persons who look upon law school as the first step in the life-long process of legal education.

Sections B and C, which address the first year curriculum, are omitted.

D. Second and Third Year Curriculum

After the first year, all courses are elective, with the exceptions of Legal Ethics and Client Counseling, which are required in the second year, and a seminar requirement and a writing requirement, which may be taken in either the second or third year.

The fact that almost all upper level courses can be taken in either of the last two years of law school has created several problems. It is difficult for second year students to know the sequence in which courses should be taken. Without planning for many students, the third year may be essentially duplicative of the second year, and consequently less stimulating or valuable.

One response to these problems could be to prescribe much or all of the second year curriculum and to leave only the third year as elective. The faculty believes, however, that because of the diversity in the background that students bring to law school and the differences in their objectives in law school and after graduation, it is preferable to provide students with the rationale for each of the second and third years and to give guidance on the selection of courses. The latter is emphasized by suggesting groupings of courses according to several major subject areas, the proper sequencing of courses in those groupings, and the major factors students should take into consideration in developing a second- and third-year curriculum for themselves.

One area in which the faculty has imposed requirements for upper level students is in the area of writing skills. The writing program mandates that each student complete at least two writing experiences of designated types in the last two years of law school. (See Graduation Requirements p. 1)

Second Year Curriculum: The principal purposes of the second year curriculum are to:

1. expose students to a wide range of important legal subjects and problems not treated in the first year
2. develop further the students' competence to perform legal research, writing, and advocacy;
3. enhance the substantive and procedural knowledge, legal reasoning and persuasive argument methodology and skills obtained in the first year; and
4. prepare students for real life and simulated performance of lawyering skills to which the students will be exposed in third year courses and in summer or part-time employment following the second year of law school.

Third Year Curriculum: The principal purposes of the third year curriculum are to provide:

1. advanced level study of specific areas or problems of a particular field of substantive law;
2. opportunities for supervised experience in the performance of lawyers' tasks, either in a course devoted to a particular skill or in the actual or simulated representation of a client;
3. further development of the basic lawyers' skills learned in the first and second years;
4. opportunities for tutorial type programs with individual professors in areas of special interest to the student.

The major difference between the second and third year curriculum is that the former gives primarily (but not exclusively) breadth of coverage, while the third year is devoted primarily to

in- depth coverage of limited areas of subjects previously covered in an overview course and to courses that are lawyering- and process-oriented, including skills, problem, and planning courses. This is not to say that a course that concentrates on breadth coverage cannot or should not be taken in the third year. It is fully expected that there will be courses of both types taken in the second and third years. All that is intended to be conveyed by these characteristics is the difference in the principal objectives of the second and third years.

E. The Bar Examination

A major influence on selection of elective courses is the examination for admission to the bar.

The subject areas to be covered on a bar examination should, of course, be considered by a student in deciding which elective courses to take in the last two years of law school. They need not dictate a student's entire course selection. The principal goal of course selection by a student should be to achieve a broad-ranging legal education, including substantive law, procedural law, moral reasoning and ethics, history, public policy, skills, and methodology, not just to pass a bar examination. The fact that certain substantive areas of the law are on a bar examination does not mean necessarily that courses in each area must be taken in law school. It does mean that many of the areas should be covered, and that the other areas must be studied in the intense preparation period immediately prior to the bar examination.

Most states indicate that certain subject areas are to be tested on their bar examinations. Effective June 1, 2000, the subjects tested by essay on the Ohio Bar Examination are as follows:

Business Associations (<i>including Agency, Partnership & Corporations</i>)	Criminal Law (<i>including Criminal Procedure</i>)
Civil Procedure	Evidence
Commercial Transactions (<i>including Secured Transactions, Payment Systems, and Sales</i>)	Legal Ethics
Constitutional Law	Property (<i>including Real Estate Transactions</i>)
Contracts	Torts
	Wills

The Rules governing the examination call for at least one and no more than two questions in each of the subject matter areas.

The current Ohio Bar Exam lasts two and one-half days. It consists of twelve essay questions, six on Day One and six on Day Three.

Also on Day One, the Court administers the Multistate Performance Test (MPT). This is a test of practical legal knowledge. The test taker will be required to accomplish a typical legal task using standardized materials. It is a closed-universe test, wherein all documents and facts necessary to complete the task are included. You can purchase past MPT tests from the National Conference of Bar Examiners as study aids.

On Day Two, the Multistate Bar Exam (MBE) is administered. This is a standardized, multiple choice test with questions pertaining to six subjects: contracts, torts, property, civil procedure, constitutional law, and evidence.

Several states have gone so far as to specify classes which are prerequisites for taking the bar exam. Please check with the Bar Examiner's Office of states other than Ohio. The Center for Professional Development can help you with the bar examiner addresses, and other state bar deadlines and requirements.

Bar review courses begin immediately after graduation. Check with your campus representatives concerning discounted fees for those who sign up early -- sometimes as early as a student's second year in law school.

www.ncbex.org/offices.htm

– website for the National Conference of Bar Examiners –
(alphabetical listing of states and bar exam information)

III. Building a Course of Study

APPROACHES TO COURSE SELECTION

DESIGNING SECOND- AND THIRD-YEAR CURRICULA

DEAN EMERITUS JOSEPH P. TOMAIN

Legal education has changed little in over 125 years, yet it continuously undergoes critique and re-evaluation if not re-invention. Recent critiques of the legal profession,¹ from the perspectives of practitioners, judges, and legal educators, raise questions about the significance of this traditional model.

Three themes emerge from these discussions. First, law is far becoming more complex as exemplified by complex class actions, multilayered regulations, and institutional litigation. Second, the legal world is becoming more uncertain as exemplified by practitioners encountering more competition in all aspects of the profession. Third, law affects more interests as burgeoning legal theories taught by law schools vie for attention. Complexity, uncertainty, and multiple interests make claims on our attention as members of the legal profession and, consequently, make claims on legal education.

These critiques of the legal profession pose a challenge for lawyers and, *a fortiori*, for teachers of lawyers and for law students. In her book, Professor Glendon writes about the virtue of lawyers and their value to society as follows:

Competent accomplishment of the everyday tasks of lawyers deserves to be celebrated in our complex, pluralistic nation oriented to the rule of law, representative government, and fundamental freedoms. Lawyers cannot claim to have a monopoly on any of the following qualities, but no other occupational group in American society displays the ensemble to the same degree. For that reason, no other group has more to offer American society simply by building on what it has always done best.²

Professor Glendon lists nine attributes that constitute good lawyering which can be briefly described as:³

- *The Eye for the Issue.* “[P]ractice in discerning the precise issues in the controversy, whether the disagreement is about means to an end or about ends themselves.” It is through this characteristic that lawyers become consensus builders and help identify common objectives.
- *The Feel for the Common Ground.* “Often it is a lawyer who, in public or private negotiations, comes up with the face-saving compromise that everyone can live with. Effective mediation in situations where deep grievances prevent the partisans from thinking clearly requires mastering the facts, listening exhaustively to all sides, understanding the positions, and patient searching for the scraps of territory on which accord can be constructed.”

¹Anthony T. Kronman, *The Lost Lawyer: Failing Ideals of the Legal Profession* (1993); Saul M. Linowitz, *The Betrayed Profession: Lawyering at the End of the Twentieth Century* (1994); Deborah L. Rhode, *In the Interests of Justice: Reforming the Legal Profession* (2000); Mary Ann Glendon, *A Nation Under Lawyers* (1994); William M. Sullivan et als., *Educating lawyers: Preparation for the Profession of Law* (2007).

²*Id.* at 102.

³*Id.* at 102-108.

- *The Eye to the Future.* “By training and experience lawyers are accustomed to making shrewd guesses about where trouble is most likely to arise in the future, and adept at creating arrangements to avoid those situations or minimize harm if they occur.”
- *Mastery of the Apparatus.* “There is no getting around the fact that a regulatory state with a complex economy requires an array of specialists in interpreting, explaining, applying, and coordinating the rules, principles, and standards emanating from sources as diverse as the local zoning board and the United States Congress.” Obvious? Yes, but sometimes we lose sight of the obvious
- *Legal Architecture.* “Without institutional structures and frameworks, the torrent of laws, regulations, and decisions spilling out from legislatures, courts, administrative agencies, and private associations would not constitute a legal system, but only a regulatory deluge.” It is lawyers that have as their stock in trade the ability to understand the structure and dynamic of the social institutions from which law is generated and through which it is applied.
- *Procedure.* “Disputes must not only be settled, but settled in such a way as to minimize festering resentment and the renewed eruption of conflict. Good lawyers will try hard to accomplish this result without ever going to court. When all other methods of dispute resolution fail, the legal system is our alternative to private force. Lawyers must master not only litigation and its aftermath, but the negotiations that precede it and alternative methods of dispute resolution such as mediation, arbitration, structured negotiation and the like.”
- *Problem-solving.* “Many of the most rewarding moments of law practice occur when a lawyer devises a viable solution to a problem that has brought a client to wit’s end or when lawyers for antagonists resolve the conflict in a way that expands the pie for all concerned. . . . If the key to success in problem-solving were individual ingenuity or common sense, lawyers would be of no special use. The added value that lawyers bring to the table, besides specialized training, is a vast fund of inherited experience.”
- *Strong Tolerance.* “Representing other people, in both friendly and adversarial situations, promotes in lawyers an ability to enter empathically into another person’s way of seeing things while retaining a certain detachment.”
- *Incremental Change.* “Like architects, lawyers are usually at their best when working with existing materials -- reshaping, recycling, reshuffling, and adding to the useable past, rather than destroying and starting afresh.” It is through building on precedent with past materials that lawyers contribute to social change.

This list of characteristics is also reflected in the detailed discussion of the skills and values of the legal profession contained in the MacCrate Commission Report.⁴

Learning Lawyering Processes

There should be one notable thing in Glendon’s list of lawyering skills, attributes, and techniques—the absence of knowledge about the substantive law.

There is a significant reason for this omission. Part of the reason is that we assume that you will learn the substantive law through all of your courses. You cannot help but learn legal doctrine as you go through law school and as you clerk or engage in extracurricular activities. The deeper reason for the omission is that a lawyer’s value is not so much knowing substantive rules of law, but knowing the

⁴Report of the Task Force on Law Schools and the Profession: Narrowing the Gap, American Bar Association Section of Legal Education and Admissions to the Bar, *Legal Education and Professional Development — An Educational Continuum* (1992).

processes of lawmaking, the ways and limitations of legal institutions, and the skills and techniques of applying law in different contexts and settings.

If Professor Glendon's list of lawyerly attributes is accurate, and I believe that it is, then as you put together your second and third year curricula, you should concentrate on learning the various methods, processes, and institutions of law. Secondly, but not incidentally, you should concentrate on learning substantive rules and doctrines.

The specific challenge for law teachers is to construct a curriculum and create an environment within which those skills and values can be developed. The specific challenge for law students is to take advantage of the curriculum and the extracurricular opportunities that are made available.

There are two fundamental ways that law students can take advantage of these opportunities. One way is to design a second and third year curriculum that will contribute to your professional development. The other way is to engage in extracurricular activities that present opportunities for developing leadership and other professional skills.

Lawyers must have command over the subject matter of their professional lives. However, that subject matter, i.e. the law, does not operate by its own force. Instead, law works through the exercise and application of professional, lawyering skills. These skills are developed outside the classroom as much as your analytic skills are developed inside.

Most of you should prepare for the general practice of law because most of you cannot anticipate what type of law work you will be doing. Therefore, you should take a broad perspective of courses. A broad perspective will develop if you take courses in different categories as well as in different substantive areas. The different categories described below are based upon different methodologies and develop different lawyering skills. By choosing courses from each group you will see law from different perspectives. Students rarely have the opportunity of specializing in a substantive area of law in school and then following that specialty into practice. With perhaps the exception of tax law or patent law, you will develop expertise in a substantive area depending on the needs of your employer. Therefore, think about designing a curriculum based on learning law and lawyering through different methodologies and from different perspectives. If you design a curriculum based on various methodologies, then different substantive areas of the law will follow.

The categories of courses include the following—

1. *Private Law.* These are courses such as torts, contracts, and property, in fact almost all of your first year courses. Private law teaches the basic common law methodology. Since you will have already had these courses, you should be aware of the fact that they are held together by that common methodology. These courses stress appellate case analysis and tend to address past disputes between private parties. Another way of looking at property, torts, and contracts is as a series of rules creating and maintaining private markets.
2. *Public Law.* Courses such as Administrative Law, Constitutional Law, Environmental Law, Education Law, Government Regulation, and Labor Law emphasize more broad-based public policy issues. Instead of being a resolution of past disputes between a limited number of parties, public law generally affects various interests of numerous parties all in one piece of litigation. Public law cases also tend to be prospective and legislative rather than retrospective and adjudicative.

3. *Planning.* Courses such as business planning, and estate and gift planning approach law from a problem-oriented perspective. You are given a complex problem and legal materials and are asked to solve the problem. Instead of the accent being on litigation you are examining preventive law measures, the goal is to keep the client out of court.
4. *Skills and Externships.* Simulated clinical experiences, such as trial advocacy, interviewing and negotiation, etc., are all skills oriented courses. In addition to teaching you techniques about lawyering skills, such courses link technique to substantive law as well as explore the ethical issues contained in lawyering processes. Skills courses may be simulated or live-client and each emphasizes something different about being a lawyer. What the skills courses share in common is that they present a contextual approach to law. You are required to take the law in the books and apply it in the world.
5. *Statutory.* Courses dealing with the UCC or the Internal Revenue Code focus on the interpretation and application of statutes. You must have an in depth experience of statutory analysis as well as the legislative process to practice law. Most of our curriculum conveys the misperception that case analysis is of primary importance. This is not true. Most of a lawyer's time is spent analyzing statutes and regulations.
6. *Perspective.* Finally, you should seriously think about taking a seminar or a "perspective" course such as legal history, jurisprudence or my personal favorite Law in Literature & Philosophy. These courses take you out of the everyday hum-drum of legal rule recognition and encourage you to think more globally about "The Law." Seminars or independent research projects, most likely, are the last opportunities you will have to ask grand questions about the place of law in society in a systematic way.

You now have the opportunity to design the remainder of your legal education. Enjoy this process.

MORE APPROACHES TO COURSE SELECTION

PROFESSOR EMERITUS WILLIAM J. RANDS

A. **Three Basic Courses: Evidence, Federal Income Tax, and Corporations**

Evidence, Federal Income Tax, and Corporations are courses that virtually all of our students take. That's the way it should be. You should take them, too. Each of them covers a subject that is too expansive and complex to master on your own. Furthermore, the subjects covered are ubiquitous in legal practice. You will feel lost if you haven't studied them.

You should probably take each of them in your second year of law school. They are foundation courses for numerous other courses in the curriculum and a prerequisite for many. By taking them in the second year, you will have preserved the most options for scheduling later on in law school.

B. **Scheduling the Bar Exam**

Law professors often speak disdainfully about the tendency of students to take a course because it is on the bar exam. I do not share that disdain. I think it wise for students to note what subjects are on the bar exam and take many of the courses covering those subjects. I think so for two reasons. First, the bar exam is that big, nasty test that all of you will want to pass. If you fail it, you will be humiliated and maybe will even lose out on a job.

Second, and more importantly, the bar exam covers subjects that tend to show up with regularity in the practice of law. That is why those subjects are on the bar exam. So when you take a course that is covered on the bar exam, you are studying a subject matter that the bar examiners and the state supreme court considers important in the practice of law. Certainly, don't feel obligated to take all of the bar courses. You won't even have time to take all of them. But don't disregard them either.

C. **Talk to the Professors**

I encourage you to talk to the professors about scheduling. You might feel most comfortable with a professor you have already had in a class. If you have questions about classes in a certain area of the law, you might get the most help from a professor who teaches in that area, even if you do not know that professor. All of us are willing to talk to you.

LEGAL EXTERN PROGRAM

A. Program Description

Students who enroll in the Legal Extern Program receive three credits for completing a minimum of 100 hours of on-site work with an approved public service/public interest law office or legally related agency and for completing the required class. Students receive two ungraded, non-classroom credits for their on-site work and one graded, classroom credit for the class at the College of Law. A list of the approved Legal Extern placements is a part of the Legal Extern Program registration materials distributed with the general registration materials. Students may complete only **one** Legal Externship for credit, so it is important for students to choose their externships carefully. Students may enroll in only **one** externship (Judicial, Legal, Street Law) in any single semester.

Students may not arrange their own externship placements without prior approval of the instructor. Credit is given only for externships assigned by the Public Service Coordinator (PSC) and completed with organizations and offices listed on the Legal Extern Program Registration Form. If a student is interested in working with an organization which is not listed on the Legal Extern Program Registration Form, he or she must discuss the proposed externship with the PSC before contacting the organization. The PSC will consider each request to add an extern placement to the list of approved placements and determine whether it is appropriate to add the proposed placement to the list of approved externships.

Legal externships are not available during the summer except under exceptional circumstances which justify permitting a student to complete academic work while the College of Law is not in session. The PSC will determine whether a request to complete on-site hours during the summer will be approved.

B. Selecting a Legal Externship

The primary goal of the Legal Extern Program is to provide students with an opportunity to learn by working in a legal environment under an appropriate supervisor, who usually is a practicing attorney, and by discussing and reflecting on their experiences as a Legal Extern. Students use the Legal Extern Program for a variety of purposes, and the student's purpose in enrolling in the Legal Extern Program dictates the semester and specific externship for which the student registers.

Generally, students register for the Legal Extern Program to gain experience in an office or area of the law in which they hope to practice following graduation or to gain some legal experience in lieu of or in addition to paid or volunteer legal work. It is appropriate to register for the Legal Extern Program for either purpose. However, students uniformly report that they have had a better experience and have gained more from their work if they work in an area in which they have, or believe they have, a genuine interest. We do not recommend or encourage students to complete any available externship just to gain experience in a legal field. If there is no externship available in which a student is interested, we recommend that the student wait until a following semester to register for an externship in which he or she is interested.

Students who qualify for an Intern Certificate may, in limited situations, be permitted to represent clients, appear in court on behalf of clients and try cases. In order to qualify for an Intern Certificate, students must have completed 60 credit hours and should complete the appropriate application, which is available from the Registrar. There is a \$25 application fee. Various county and city prosecutors' offices, the county public defenders' offices and the Legal Aid offices will permit students with Intern Certificates to make courtroom appearances. Although most of these offices are willing to supervise second year students as externs, students might have a more interesting and exciting externship if they wait until they qualify for an Intern Certificate to work as an extern with these offices.

While some students who work as legal externs do receive offers for part time or summer work following the completion of their externships, students should not expect any paid employment opportunities as a result of working in an office as an extern. It is appropriate to use the Legal Extern Program to clarify career goals; it is not appropriate to consider it a job placement service.

General information about the requirements for and work done at specific externships is provided with the Legal Extern Registration Form or available online from the Registrar. Students who want more information about specific externships may make an appointment with Sean Rhiney, Public Service Coordinator & Counselor, Room 201M, 556-0090. Each externship placement is unique, therefore we strongly encourage you to learn more about the placements you are considering before you register.

EXTERNSHIPS OFFERED RECENTLY

ADR/MEDIATION

EEOC
Hamilton County Court of Common Pleas, Mediation Office
Private Complaint Mediation Service
Sixth Circuit Court of Appeals, Mediation Office
University of Cincinnati, Ombuds Office
Wright Patterson Air Force Base, Resolution ADR Program

CRIMINAL

Butler County Prosecutor's Office
Cincinnati (City of) Prosecutor's Office
Clermont County Prosecutor's Office
Clermont County Public Defender's Office
Federal Public Defender, Southern District of Ohio (Cincinnati)
Hamilton County Public Defender's Office
Kentucky Department of Public Advocacy
U.S. Attorney, Southern District Of Ohio
U.S. Department of the Treasury, Alcohol, Tobacco, Tax & Trade Bureau
Warren County Prosecutor's Office

CITY GOVERNMENT

City of Cincinnati (City Solicitor, City Council, Planning Office)
City of Norwood Law Department

CORPORATE

Macy's, Inc.
Fifth Third Bank
The Kroger Company

ENVIRONMENTAL

Ohio River Foundation (Cincinnati)
State of Ohio, Environmental Protection Agency (Columbus Office)

HEALTHCARE

Mercy Health Partners

INTELLECTUAL PROPERTY/PATENT

Children's Hospital Medical Center, IP Office
University of Cincinnati, IP Office
Wood, Herron & Evans, LLP

LABOR & EMPLOYMENT

Cincinnati Public Schools
National Labor Relations Board
Ohio Civil Rights Commission/Ohio Attorney General (Cincinnati Office)
University of Cincinnati, Department of Athletics
University of Cincinnati, Office of Equal Opportunity
University of Cincinnati, Office of General Counsel

PUBLIC INTEREST LAW

Children's Law Center
Cincinnati Bar Association
Cincinnati Law Library
Dinsmore & Shohl LLP, Pro Bono Externship
Housing Opportunities Made Equal
Legal Aid Society of Cincinnati
NAACP (Fairfield, Hamilton West Chester Office)
Ohio Justice & Policy Center
ProSeniors
Rape Crisis & Abuse Center
State of Ohio, Attorney General (Cincinnati Office)
University of Cincinnati College of Law Library

TAX

Internal Revenue Service, Chief Counsel's Office
University of Cincinnati, Office of Tax Compliance

JUDICIAL EXTERN PROGRAM

In addition to giving law students an unparalleled view inside the judicial process, judicial externships also give students real life experience in analyzing and writing about real legal issues. Most judicial externs write several documents during their externships, including legal and factual memoranda, draft opinions, and orders.

Judicial externs have many opportunities to observe lawyers at work and to observe different lawyers' written and oral advocacy styles. They may sit in on settlement conferences, observe trials and motion hearings, and interact with witnesses, litigants, and lawyers. Few law school experiences provide so many benefits directly related to the professional development of a prospective lawyer.

For students who may be interested in a judicial clerkship after law school, a judicial externship gives a taste of what a clerkship would be like, helping students to prepare for and decide whether to pursue that goal. A judicial externship is a strong addition to any student's resume, even for those who decide not to pursue a clerkship.

Judicial clerkships are available at several courts, including the following:

- Ohio Supreme Court
- Ohio Court of Appeals
- Hamilton County Court of Common Pleas
- Federal courts in the Southern District of Ohio (Cincinnati) and the Eastern District of Kentucky (Covington)
- Federal magistrates and administrative law judges

STREET LAW EXTERNSHIP

A. Program Description

Street Law is a national program of legal instruction designed for law students to teach high-school students. Initially started at Georgetown University Law Center in 1972, the program has grown to include law schools across the country, and is credited with bringing important law curricula to high school classrooms.

Each law student teaches the Street Law curriculum at an area high school during one fifty-minute section two to three days per week for ten weeks. The curriculum includes introduction to law, family law, consumer law, housing law, torts, and criminal law, with topics in contracts and procedure. Law students develop creative lesson plans working alone or with another student. The law student teacher then tests and grades the high school students on this material. There is also a weekly classroom component during which the law students learn interactive teaching techniques and the substantive law they will be teaching. Students receive two ungraded, non-classroom credits for their on-site work and one graded, classroom credit for the class at the College of Law. This class is routinely scheduled on Monday evenings. Class times at area high schools vary - students will be offered a choice of those times at the beginning of the semester. Textbooks are provided for this book for both UC Law students and participating high schools.

B. Registering for Street Law

Interested students must complete the Street Law registration form and submit it to the Registrar along with a copy of their resume and class schedule for the relevant semester. Students may enroll in only **one** externship (Judicial, Legal, Street Law) during any single semester, but may take each type of externship during their law school career.

CLINICAL OPPORTUNITIES

The College has a number of clinical learning opportunities to offer students. In clinical settings, students typically work with live clients on real legal problems and issues, in some cases, going into court to represent them.

The Ohio Student Intern License

Generally, except as noted below in the Ohio Innocence Project, students wait until their third year to enroll in a clinic because they can qualify for an Ohio Student Intern license. The license enables law students to represent real clients (in limited circumstances) in court if they are under the supervision of a qualified attorney.

To obtain the license, you must have completed two-thirds of the hours required for your law degree (60 hours at UC) and taken a course in ethics. A form with the required certifications is available from Registrar, Charlene Carpenter. The licensing fee is \$25.00 in a certified check or money order.

The Student Intern License can be used in some Legal Extern Program assignments as well.

The Domestic Violence and Civil Protection Order Clinic

Margaret B. Drew, Associate Professor of Clinical Law and
Director of the Domestic Violence and Civil Protection Order Clinic

Students enrolled in the Domestic Violence and Civil Protection Order Clinic represent victims of domestic violence, sexual assault and stalking who are seeking relief under civil protection order statutes. Students work at the office of the Legal Aid Society of Greater Cincinnati, our partner in clinic services. Students interview clients there and represent clients in the Domestic Relations Court of Hamilton County.

As part of their representation of clients, students may address domestic relations issues, such as child support, child custody and visitation. As time permits students are involved in research and other projects designed to assist domestic violence victims in finding the resources and representation they need.

The clinic is a one-semester course for which an intensive training program takes place prior to the beginning of the semester. After the intensive training is completed, students attend a weekly class. Students commit to working at Legal Aid each week to serve clients.

Third year students are eligible to participate in the clinic. Interested students must be interviewed in advance by Professor Drew. The clinic is limited in enrollment. Students are supervised by Professor Drew with the assistance of an attorney from Legal Aid.

Rosenthal Institute for Justice / Ohio Innocence Project

Mark A. Godsey, Professor of Law
Faculty Director, RIJ/OIP

Jennifer P. Bergeron, Staff Attorney

Karla M. Hall, Staff Attorney

David M. Laing, Staff Attorney

The Rosenthal Institute for Justice (RIJ) selects UC law students, known as RIJ Fellows, who typically divide their time between researching and writing RIJ Reports, and working on real criminal cases in the Ohio Innocence Project (“OIP”). Students are generally selected at the end of their first year of law school.

RIJ Reports involve issues that in some way affect law and justice, such as racism or race relations, the criminal justice system, the environment, the media and economics. The goal is for each RIJ Report to make a substantive impact and difference in the community. In the OIP, students investigate the cases of Ohio inmates who have been convicted of serious crimes and who have steadfastly maintained their innocence. Operating in essence as a small criminal defense and private investigation firm, students screen correspondence from inmates and perform preliminary investigations into cases, which often involves reviewing trial records and evidence, to determine which cases merit further investigation. When a case is then accepted by the OIP for full work-up, students assigned to that case perform such tasks as interviewing live witnesses, performing crime scene investigations, visiting and interviewing inmates in prison, and studying DNA and other advanced technologies. If RIJ Fellows are able to conclusively establish the innocence of an inmate under existing law, the OIP will work through litigation or non-adversarial channels to obtain the inmate’s release.

Students enrolled as RIJ/OIP fellows must commit themselves for a full year: usually the summer between the first and second years, and both semesters of the second year. RIJ staff will provide information each spring about how to apply for admission to these programs.

Indigent Defense Clinic

David Singleton, Adjunct Faculty Member
Executive Director, Ohio Justice and Policy Center

Janet Moore, Adjunct Faculty Member
Attorney, Ohio Justice and Policy Center

William Gallagher, Adjunct Faculty Member
Partner, Arenstein & Gallagher

The Ohio Justice and Policy Center has established an indigent criminal defense clinic in cooperation with the Hamilton County Public Defender, the Salmon P. Chase College of Law and the UC College of Law.

Students who enroll in this Clinic are supervised by OJPC staff attorneys David Singleton and Janet Moore, and selected members of the local criminal defense bar.

This clinic is open to a limited number of third year students from UC who qualify as legal interns under the Ohio Supreme Court rules. Students who enroll in the clinic are committed for both semesters of the third year.

The clinic experience begins with an intensive trial advocacy training session in August before regular classes begin in the fall semester; after that, students meet for a weekly classroom session on such topics as building a theory of defense, jury selection, plea negotiations, pretrial detention and bail, and case management. Students will also be assigned to litigate cases assigned by the Hamilton County Public Defender in consultation with the OJPC staff attorneys. Under supervision, students will handle all aspects of the litigation process.

Sixth Circuit Clinic

Pierre H. Bergeron, Adjunct Faculty Member
Partner, Squire, Sanders & Dempsey LLP

In the Sixth Circuit Clinic, students work on criminal cases for indigent clients on appeal to the Sixth Circuit. Students gain an introduction to the basics of appellate advocacy, work with highly experienced attorneys, and meet with federal judges. The clinic is limited to third year students.

Joint Degree Programs

The College of Law offers five joint degree programs:

1. a JD/MBA degree program with the College of Business;
2. a JD/MA degree in Women's Studies with the Department of Women's Studies in the College of Arts and Sciences;
3. a JD/MA in Political Science and a JD/PhD in Political Science with the Department of Political Science in the College of Arts and Sciences;
4. a JD/MSW in Social Work with the School of Social Work;
5. a JD/MCP degree program with the School of Planning in the College of Design, Architecture, Art, and Planning.

In addition to these programs, individualized joint programs can be arranged between the College of Law and other graduate programs at the University. Under all joint programs a student combines study in two disciplines and simultaneously earns both degrees in less time than the degrees could be earned separately.

TAKING COURSES OUTSIDE THE LAW SCHOOL

ASSOCIATE DEAN NANCY A. OLIVER

Under College of Law rules, students may take work in other law schools and in other graduate programs toward satisfaction of the degree requirements of the College of Law. If you wish to take advantage of this opportunity, please review the following information with care. The purpose of this College policy is to enable you to enrich your legal studies in specially tailored ways. Generally speaking, you may take a maximum of eight semester credit hours outside the law school.

Keep in mind that a three quarter credit hour course will earn you only two semester credits, and only the credit transfers, not the grade. In order to receive the credit, you will need to provide an official copy of your transcript to the College of Law Registrar when the course is completed.

A. Taking Courses at Another Law School:

Students who wish to take course work at another law school towards satisfaction of the degree requirements must submit a written request to the Associate Dean. The request must:

1. name the law school you wish to attend;
2. name the course and provide a course description; and
3. set forth in detail the reasons for the request.

Requests to take work at another law school are customarily approved where the law school is a member of the Association of American Law Schools, and when the particular course requested is not offered by the University of Cincinnati College of Law; when the course is a summer school course, or when a program of foreign study sponsored by another law school is requested.

In order to receive credit for work taken at another law school, you must receive a “C” or better for the work, and you must arrange for an official transcript to be sent to the College Registrar, Charlene Carpenter, following completion of the course. Courses taken at other law schools retain their character as classroom credit hours or non-classroom credit hours when they are accepted in satisfaction of degree requirements at the College of Law.

B. Taking Courses at Northern Kentucky University Salmon Chase College of Law:

The process for taking course work at NKU Chase College of Law is the same as outlined in Section A. In addition, if you wish to take advantage of the consortium arrangement which allows you to pay UC tuition rather than NKU tuition, you must obtain a consortium form from Charlene Carpenter. Submit it with your request to have it signed by the Associate Dean, and return it to Ann Creekmore on the 5th floor of the University Pavilion.

C. Taking Graduate Level Courses (non-Joint Degree):

Non-joint degree students who wish to take course work in another graduate program toward satisfaction of the degree requirements of the College of Law must submit a written request to the Associate Dean. The request must:

1. name the school and the department you wish to attend;
2. name the course and provide a course description; and
3. set forth in detail the reasons for the request.

Requests are customarily approved when the course does not duplicate a course offered at the College of Law and when you can state a reasonable relationship between the course and your legal studies. Foreign language courses and science courses generally do not meet the requirement of being law-related, even though they might be very helpful in some areas of law practice.

In order to receive credit for work taken in a graduate program, you must receive a “C” or better for the work and you must arrange for an official transcript to be sent to the College Registrar. For U.C. graduate courses, arrange for a “campus copy” to be sent. Under faculty policy, graduate credit hours are considered non-classroom credit hours unless you are enrolled in a joint degree program.

D. Taking Graduate Level Courses (Joint Degree):

Students who wish to pursue a joint degree are subject to special rules; please schedule an appointment with Associate Dean Oliver if you are interested in the JD/MBA, the JD/MA in Women’s Studies, the JD/MA or PhD in Political Science, the JD/MSW in Social Work, the JD/MCP (Community Planning) or another joint degree program.

E. Taking Individual Work at an Institution Outside the United States:

Rules for taking work at other law schools and in other graduate programs also apply to individual study in institutions outside the United States. In addition to the requirements noted above in Section A, the ABA has special criteria for approval of academic credit which the College of Law must implement. Students wishing to study abroad for academic credit are advised to seek approval to enroll in foreign institutions well in advance of the period of study. Approval of the full faculty is necessary. Students who wish to pursue this option should make an appointment with the Associate Dean to review ABA and College approval requirements.

The College of Law wishes all students to achieve the following educational objectives when pursuing study at a foreign institution:

- 1) To enable students to examine legal issues from different geo-political perspectives
- 2) To expose students to the historical development of law in varying cultural settings
- 3) To offer students a comparative law experience and a wider selection of international course work
- 4) To introduce students to the operation of law in different countries

If you want to participate in an approved program of foreign study sponsored by another law school, follow the guidelines in Section A above. The ABA special criteria apply only when you are requesting approval for course work in a foreign institution which only you will take.

revised 8/15/08

University of Cincinnati College of Law
Student Request for Credit From Another Law or Graduate Program

Please Print:

For Semester: _____, 20____

Name: _____

Telephone Numbers:

Student ID No.: _____

Home (____) _____

Year: (Circle one) 1L 2L 3L Flex Special

Work (____) _____

I request credit toward the J.D. requirements for:

1. _____ Course description attached
course name and number

2. _____ Course description attached

I request to take this course at:

Name of School and College

Reason for Request:

I understand that:

- ◆ I must supply the College of Law with the course description(s) before action will be taken on this request;
- ◆ Only the credit transfers, not the grade, and I must receive a grade of "C" or better for the credit to transfer;
- ◆ The College of Law accepts credit hours from other law schools as classroom or non-classroom credit, depending on the description of the course;
- ◆ Credit hours accepted from non-law school programs are always non-classroom credit hours, unless they are joint degree credits;
- ◆ No more than eight hours from other law and/or graduate programs may be used to satisfy J.D. requirements (3, 4, and 5 quarter credits = 2 semester credits; 6, 7, and 8 quarter credits = 4 semester credits); and;
- ◆ The College Registrar has my permission to arrange for an official transcript to be sent to the College of Law following completion of the course(s).

Student Signature and Date:

Associate Dean Signature and Date:

INDIVIDUAL RESEARCH PROJECT

Adopted March 9, 2001

University of Cincinnati College of Law Policy for Individual Research Projects

Individual Research Projects (IRP) allow upper level students to earn one, two or three credits by engaging in original research and preparing a substantial work product under the direct supervision of a faculty member. A student may enroll in only one IRP in each semester and no more than five IRP credit hours each year.

A student enrolling in IRP must both register for the course and enter into a contract with a member of the faculty. The contract should set forth the number of credits to be earned, describe the project to be undertaken, set deadlines for submission of drafts, state how frequently the faculty member and student will be meeting to discuss the progress of the project, and spell out any other provisions the faculty member and student deem pertinent.

The student must also prepare and attach to the contract prior to submitting it to the faculty supervisor, a list of the titles (and subjects, if subjects are not apparent from titles) of all papers previously written for law school credit, including, but not limited to, papers for seminars, courses, other IRP's, and law journals.

Once the faculty member and the student have signed the contract, the student should submit it to the Associate Dean for approval by the date in each semester for dropping or adding courses at the student's discretion. After the Associate Dean signs the contract, the credit hours to be earned may not be changed. The original contract will be placed in the student's file, and copies will be given to the student and faculty member.

As a rule of thumb, the student should expect to devote 3-5 hours per week over a 15-week semester for a one credit IRP, 6-10 hours per week per semester for a two credit IRP, or 12-15 hours per week for a three credit IRP. Customarily, the project will be a research paper, but the faculty supervisor and the student retain flexibility in end product, and this policy acknowledges that other research and writing experiences may fit within the description of the IRP. Where the project is a research paper, the finished product should be respectively 10-15, 20-30, or 35-50 double-spaced, typewritten pages of publishable quality.

Each project should be designed to be completed in one semester. Any extension in deadline must receive the approval of both the faculty member and the Associate Dean. The faculty member is solely in charge of grading the project, and the grade shall be a letter grade corresponding to law school course grades.

Students enrolling in IRP, whether for one, two, or three credits, are expected to undertake and complete new academic work and should take note of College Honor Code, Section 2.01, which states that submitting work for credit in a course when that work has already been used for credit in a previous law school course is subject to investigation and possible sanctions, unless the student has permission from the instructor in the second course.

INDIVIDUAL RESEARCH PROJECT CONTRACT

Semester: ____ Fall ____ Spring Year _____

Number of Credits: ____ One (10-15 pages) ____ Two (20-30 pages) ____ Three (35-50 pages)

You may not change number of credits after your contract is signed by the Associate Dean.

PLEASE NOTE: Students enrolling in IRP, whether for 1, 2, or 3 credits, are expected to undertake and complete new academic work and should take note of College Honor Code, Section 2.01, which states that submitting work for credit in a course when that work has already been used for credit in a previous law school course is subject to investigation and possible sanctions, unless the student has permission from the instructor in the second course.

Topic _____

Description of Project (A full description of your project is required.) _____

Time Table: Meetings with the faculty member (list as many dates and times as you agree are desirable)

Date First Draft Due to the faculty member:

Date Edited First Draft back to the Student:

Date Second Draft Due to the faculty member:

Date Edited Second Draft back to the Student:

Date Final Paper Due to faculty member:

Before submitting this contract for the faculty supervisor's signature, the student must prepare and attach to the contract a list of the titles (and subjects, if subjects are not apparent from titles) of all papers previously written for upper level law school credit, including, but not limited to, papers for seminars, courses, other IRP's and law journals.

List of titles of previous papers is attached. This is my first paper for upper level law school credit.

Student's Signature _____ Date _____

Print Student's Name _____

Faculty Member's Signature _____ Date _____

Print Faculty Member's Name _____

Your signed contract should be submitted to Charlene Carpenter by the end of the drop/add period. You will receive a copy after Associate Dean Barbara Watts has signed it.

Associate Dean's Signature _____ Date _____

PLEASE NOTE: An extension of the final paper due date beyond the end of the last day of exams of the semester requires the Associate Dean's signature as well as an agreement by the faculty member and student.

UNIVERSITY OF CINCINNATI COLLEGE OF LAW
BUILDING A COURSE OF STUDY: WORK SHEET TWO
 PLANNING FORM

Credit hours to spend 90 total
 First year 32 completed (all classroom credits)
 Second year required 4
 Remaining credits to spend 54

FALL 2009

	Courses	Credits
1	Legal Ethics (or spring)	2
2		
3		
4		
5		
6		
	Total	
	Grand Total	

(Bar Application - Ohio, part 1)
(on-campus interviews)

SPRING 2010

	Courses	Credits
1	Client Counseling	2
2	Legal Ethics (or fall)	
3		
4		
5		
6		
	Total	
	Grand Total	

(Spring on-campus interviews)

FALL 2010

	Courses	Credits
1		
2		
3		
4		
5		
6		
	Total	
	Grand Total	

SPRING 2011

	Courses	Credits
1		
2		
3		
4		
5		
6		
	Total	
	Grand Total	

(Bar Application - Ohio, part 2)

IMPORTANT NOTE: You need 77 classroom credits within your total of 90, one seminar and one writing requirement. No more than 18 credits may be taken per semester.

IV. Course of Study: Advice from the Faculty

THE COMMERCIAL LAW CURRICULUM

PROFESSORS JACOB KATZ COGAN, EMILY M.S. HOUH AND KRISTIN KALSEM

Six principal courses form the core of the commercial law curriculum at the College of Law. Three courses—Sales, Secured Transactions, and Payment Systems—deal primarily with the Uniform Commercial Code. Two—Bankruptcy and Bankruptcy: Business Reorganization—focus on the Bankruptcy Code. The last course—International Business Transactions—prepares students to represent clients in a variety of business transactions that contain international elements.

THE CORPORATE/BUSINESS LAW CURRICULUM

PROFESSORS LYNN BAI, JOSEPH BIANCALANA, AND BARBARA BLACK

Many lawyers describe themselves as “business lawyers.” Indeed, according to one estimate, sixty per cent of lawyers identify business law as a significant part of their practice, and the range of their experiences is varied. Business lawyers may, for example, represent multi-national corporations in sophisticated financings, advise family-owned businesses on succession planning, or assist entrepreneurs in starting up a new business. They may serve as outside counsel to their business clients or join the business as in-house counsel. Lawyers who are employed by, or practice before, federal or state governmental agencies can also play an important role in the regulation of business.

The Business Law Curriculum offers students a solid foundation in the issues confronting business lawyers. Students interested in business law should plan carefully to take full advantage of the offerings in this area and are encouraged to meet with Professor Black, the Director of the Corporate Law Center, in their first year.

A. Business Law Core Curriculum

Core business law courses help students build a foundation for advanced-level courses and prepare them for summer employment after the second year. We strongly encourage second year students to take the following courses:

- Corporations I
- Corporations II
- Federal Income Tax
- Securities Regulation

In addition, we have identified the following courses as “core.” Students should plan to take these courses in either their second or third year.

- Administrative Law
- Agency, Partnership and Unincorporated Associations
- Antitrust
- Bankruptcy
- Business Tax
- Corporate Finance
- Introduction to Intellectual Property

B. Business Law Electives

We also recommend that students choose, depending upon their particular interests, from a variety of other electives. Students are encouraged to take courses that will help them improve their lawyering skills, such as drafting and negotiating.

- Bankruptcy: Business Reorganization
- Corporate Transactions: Negotiating and Drafting
- Employee Benefits Law
- Employment Discrimination
- Employment Law
- International Business Transactions
- Mediation Advocacy Workshop
- Negotiations
- Payment Systems
- Real Estate Transactions
- Sales
- Secured Transactions
- White Collar Crime

C. Corporate Law Externships

Students have opportunities to gain experience and earn academic credit by working in the legal departments of some of Cincinnati's leading corporations.

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

Qualified students may earn both the J.D. and the M.B.A. degrees in four years. The first year is spent exclusively in the College of Law; the second in the College of Business, with the third, and fourth years primarily in the law school. Students must apply and be admitted separately to the law school and the College of Business M.B.A. program.

Note: Course offerings may vary over time.

THE CRIMINAL LAW CURRICULUM

PROFESSORS MARK GODSEY, CHRISTO LASSITER, AND VISITING ASSISTANT PROFESSOR JENNY CARROLL

The clients of criminal defense lawyers have their property, their liberty and sometimes even their lives at stake. Prosecutors on the other side of those same cases are responsible for protecting the community from dangerous criminals and seeking justice for what are often heinous acts. Because of the importance of criminal litigation, criminal lawyers spend more of their time in the courtroom and more time litigating constitutional issues than lawyers in any other field of practice. The issues at stake for both sides make criminal law one of the most exciting, rewarding, and demanding areas of practice. It is also one in which many Cincinnati alumni have excelled.

A. Practicing Criminal Law

The field is roughly divided into prosecutors and defense lawyers. Although many lawyers change sides during their careers, almost no attorney prosecutes and defends simultaneously.

Prosecutors. There are many different offices with authority to conduct criminal prosecutions, but they can be broken down into several main categories. Most prosecutors work for local, county, and state governments. Examples include the Solicitors's Office for the City of Cincinnati or the Hamilton County Prosecuting Attorney's Office. Crime is primarily local and so depending on jurisdictional requirements, local, county and state prosecutors do the vast majority of prosecution, and typically have jurisdiction over crimes ranging from minor misdemeanors to major felonies.

A substantial number of prosecutors work for the U.S. Department of Justice, either in Main Justice in Washington, or in one of the U.S. Attorney's Offices which are located in each state. Federal prosecutors, of course, prosecute federal crimes such as narcotics, white collar fraud schemes, organized crime and violent gangs. In addition, there are a number of state and federal offices with specialized prosecutorial jurisdiction, over, for example, tax or environmental offenses.

Very importantly, prosecutors are government lawyers, and as such have broad opportunities to work in all areas of administration such as municipal liability, government contracting, labor law, as well as a host of government interests such as consumer protection and regulation of businesses.

Defense Lawyers. Defense lawyers also work in a variety of practice settings. Many are employed by Public Defender Offices, the institutional counterparts to the Prosecuting Attorney's Offices. Public Defenders represent persons charged with crimes who cannot afford their own counsel. Accordingly, they tend to represent people charged with "street crimes," such as robbery, assault, theft, and narcotics offenses. Many federal judicial districts have Federal Public

Defender offices, which represent people charged with federal crimes who cannot afford to pay for counsel; their caseload is similar, although federal cases tend to be more complex.

A large number of defense lawyers are in private practice, something which is obviously not an option for prosecutors. The private criminal defense bar is very diverse, including solo practitioners handling cases by court appointment as well as retained cases, small firms specializing in criminal defense or in litigation more generally, and departments which are parts of large firms. Just as some prosecutors specialize, so do some criminal defense lawyers. In some large, primarily civil firms, for example, the criminal practice involves matters which are related to the civil cases; securities, white collar and financial crimes.

Many positions in criminal law are highly competitive. Although good grades will help, just as they will in any field, because criminal practice involves public service, many employers are looking for evidence of commitment to criminal law in particular. Accordingly, it is important to be knowledgeable about the field, and to build a resume reflecting genuine interest. One way to do this is to become a student member of the National Association of Criminal Defense Lawyers (www.nacdl.org), the National District Attorney's Association (www.ndaa.org), or both. Reading the magazines they send to members will inform you about the issues people at the cutting edge of practice consider important. As with any area of practice, it pays to find out what it is actually like while you are still in law school. Get into court. If you go see jury selections, trials and appellate arguments in criminal cases, and talk with our alums who are prosecutors and defense lawyers, you will get a sense of whether this is a field you wish to pursue. Be sure to attend arguments and hearings in criminal cases when courts hold session at the College.

B. Criminal Law Program

Curriculum. Cincinnati offers more criminal law courses than most students will have time to take. In addition to the first year *Criminal Law* class, everyone considering criminal practice should take *Criminal Procedure I*, *Criminal Procedure II*, *Evidence* and *White Collar Crime*. *Trial Practice* and *Appellate Practice and Procedure* are also important basic courses. Relevant electives include *Capital Punishment*, *Criminal Defense Investigation and Discovery*, *Criminal Procedure Capstone*, *Federal Criminal Practice*, *Forensic Sciences*, *Habeas Corpus and Post-Conviction Remedies*, *Juvenile Law*, and *Trial Practice: Criminal Defense*. Note: Course offerings may vary over time.

A *Judicial Externship* in the U.S. District Court, the Ohio Court of Common Pleas, or other courts with criminal jurisdiction, will give you insight into the criminal justice process, and let you see the work of many different lawyers. A *Legal Externship* with a prosecutor or defense organization is also valuable; if you plan to be a prosecutor, consider spending some time in a defense office and vice versa; this will help you to learn to think like counsel you will oppose in court. Many Cincinnati students take advantage of the rule of the Ohio Supreme Court permitting third year students who have completed at least 60 credit hours toward graduation to obtain an intern's license, allowing them to practice in court under the supervision of a prosecutor or defense lawyer.

A number of areas of business are regulated by both civil and criminal sanctions; specialized criminal practice in these areas requires extensive knowledge of the particular area of the law. White Collar Crime is an introductory survey course which explores criminal law jurisprudence in organizational settings be they business or government. The law school offers a number of courses in antitrust, corporate, environmental, securities and tax law which, though not exclusively criminal, are essential preparation for criminal practice in these fields.

Extra Curricular Activities. The Criminal Law Association is very active on campus, sponsoring panels on criminal practice and speakers who are experts in various fields of law. Many students participating in a journal write on criminal law topics. Moot court is also an excellent activity for students considering criminal or other litigation practice.

Summer. Summer internships are an opportunity to learn about various areas of practice. Almost anything you do over the summer will be useful; learning what you do not like is nearly as valuable as learning what you do. Working for a prosecutor or defense agency, are all worthwhile, or serving as a research assistant for a professor writing on a criminal law topic are all worthwhile. Particularly between your second and third years of law school, try to do an internship in a place where you might like to work when you graduate; many offices hire people who have worked there during the summer.

Faculty and Alumni. The members of the criminal law faculty, all of whom are current or former prosecutors or defense lawyers, are available to advise you about criminal law careers.

C. Sample Criminal Law Course Schedule

The following is a suggested sequence of criminal law courses. Of course there are many ways to arrange the courses you will take. However, it is generally worthwhile to take basic courses like *Criminal Procedure I*, *Criminal Procedure II*, *White Collar Crime*, and *Evidence* in the second year of study.

<p><u>Summer After First Year</u></p> <p>Fellowship, Research Assistantship, or Clerkship with Prosecutor's Office, Public Defender, or Firm</p>	<p><u>Second Year, Fall</u></p> <p><i>Criminal Procedure I Evidence</i> - or - <i>White Collar Crime Journal or Moot Court</i></p>	<p><u>Second Year, Spring</u></p> <p><i>Criminal Procedure II Externship Journal or Moot Court</i></p>
<p><u>Summer After Second Year</u></p> <p>Fellowship, Research Assistantship, or Clerkship with Prosecutor's Office, Public Defender, or Firm</p>	<p><u>Third Year, Fall</u></p> <p><i>White Collar Crime</i> - or - <i>Evidence Journal or Moot Court Externship</i></p>	<p><u>Third Year, Spring</u></p> <p><i>Juvenile Law Individual Research Project Journal or Moot Court Defense Investigation & Discovery</i></p>

D. Suggested Resources

Special Focus law reviews and journals:

American Criminal Law Review
American Journal of Criminal Law
Journal of Criminal Law and Criminology
Ohio State Journal of Criminal Law

Books

Alan Dershowitz, REVERSAL OF FORTUNE (Random House 1986).
Linda Fairstein, SEXUAL VIOLENCE: OUR WAR AGAINST RAPE (Norton 1993).
David Heilbroner, ROUGH JUSTICE: DAYS AND NIGHTS OF A YOUNG D.A. (Pantheon 1990).
James Kunen, HOW CAN YOU DEFEND THOSE PEOPLE: THE MAKING OF A CRIMINAL LAWYER (McGraw Hill 1986).
Jim McGee and Brian Duffy, MAIN JUSTICE: THE MEN AND WOMEN WHO ENFORCE THE NATION'S CRIMINAL LAWS AND GUARD ITS LIBERTIES (Simon & Schuster 1996).
Barry Scheck, PETER NEUFELD & JIM DWYER, ACTUAL INNOCENCE (Doubleday 2000).
James B. Stewart, THE PROSECUTORS (Simon & Schuster 1987).

Internet Resources

The Buffalo Criminal Law Center website: <http://wings.buffalo.edu/law/bclc/>

The JURIST Criminal Law Guide: http://jurist.law.pitt.edu/sg_crim.htm

FINDLAW: <http://www.findlaw.com>

Legal Information Institute: <http://www.law.cornell.edu>

THE ENVIRONMENTAL LAW CURRICULUM

PROFESSOR BRADFORD C. MANK

The College of Law offers several courses in environmental law which are designed to permit students to gain some familiarity with the major areas of environmental regulation. **Environmental Law I** is a basic survey course. It covers the basic areas of modern environmental law (conservation, pollution control, and toxic substances and hazardous wastes) and the basic statutory and regulatory strategies for managing environmental problems. **Environmental Law II** follows and complements **Environmental Law I**. It examines a few very important and current topics in detail, for example, environmental justice, new regulatory approaches, and environment enforcement. It provides the depth of study that the survey course cannot.

International Environmental Law covers the nature and causes of global and international environmental problems, international law and institutions for environmental protection, and relationships between developed and developing countries. It examines to what extent American courts can address international environmental problems such as global warming. The course fulfills the seminar requirement. Students are welcome to take the course even if they have not taken Environmental Law I.

Several courses at the College are closely related to environmental law. These include Administrative Law, Government Regulation, Workers' Social Legislation, and Food and Drug Law. Students can also undertake **Individual Research Projects** on environmental subjects. In addition, the College offers a wide variety of **Externships** in environmental law with city, state, and federal regulatory agencies. These externships include the Ohio Attorney General, the Ohio Environmental Protection Agency and the U.S. Department of Energy. We also reach out to local groups such as the Ohio River Foundation, a local non-profit that offers externships, and with two prosecutors' offices, the U.S. Attorney's Office in Cincinnati, Ohio and the Hamilton County Prosecutor's Office.

Environmental Law Faculty

Bradford C. Mank, James B. Helmer Professor of Law, J.D., Yale
Environmental Law I, Environmental Law II, International Environmental Law
Former Assistant Attorney General, State of Connecticut; private environmental practice in Connecticut

Internet Sites (*Listing of these sites in no way constitutes an endorsement of the site*)

United States EPA Website: www.epa.gov

Ohio EPA Website: www.epa.state.oh.us/

ABA, Section of Environment, Energy, and Resources: www.abanet.org/environ

Environmental Law Professor Blog: lawprofessors.typepad.com/environmental_law

National Association of Environmental Law Societies (NAELS): www.naels.org

ASIL Guide to Electronic Resources for International Law, International Environmental Law:

www.asil.org/resource/env1.htm

The Jurist Environmental Law Guide: jurist.law.pitt.edu/sg_env.htm

Finding Environmental Jobs: (some sites include non-attorney positions)

www.epa.gov/ezhire/info.htm

www.ejobs.org

www.ecoemploy.com

www.environmentalcareer.com

www.ag.ohio-state.edu/~envjobs

Some Government Agencies:

climatescience.gov

www.noaa.gov

A few Environmental Organizations:

www.americaswetlandresources.com/

www.env-comm.org

www.environmentaldefense.org/home.cfm

www.earthjustice.org/

www.environmentalintegrity.org

www.nrdc.org

www.sierraclub.org

THE ESTATE PLANNING CURRICULUM

PROFESSORS PAUL L. CARON AND THOMAS D. EISELE

Estate Planning can be an important aspect of a general practice or can be a specialty practice for an entire career. We recommend that students take Wills, Trusts and Future Interests in their second year, if possible, to maximize their opportunity to take other courses in this sequence. Federal Income Tax, although not strictly a part of the Estate Planning curriculum, lays important foundation for tax concepts, and is therefore also recommended as part of the sequence.

RECOMMENDED ESTATE PLANNING COURSE SEQUENCE

Wills, Trusts, and Future Interests	→	Fall of Second Year
Federal Income Tax	→	Second Year
Estate and Gift Tax	→	Spring of Second or Third Year
Estate Planning	→	Spring of Third Year

THE GENERAL PRACTICE CURRICULUM

There are students who attend law school with the goal of graduating with specialized expertise in a discrete practice area. There also are many students whose goal is to be exposed to a wide range of doctrinal and legal skills areas which will allow them to enjoy a successful general practice in a firm, partnership or sole practitioner environment. The College of Law offers a broad range of courses that will prepare a student to handle many of the more common and frequent legal problems that clients often present to attorneys.

Due to the demands in a general practice setting, it is important for students to take both basic doctrinal and skills courses that will prepare them for the immediate practice of law. Students should take classes that address general litigation skills, estate planning, criminal and family law issues, workers' compensation and employment issues and basic commercial matters.

The following classes address the broad substantive areas that often are part of a general legal practice:

Criminal Law

Criminal Procedure I and II

Commercial Law

Secured Transactions
Agency, Partnership & Unincorporated Associations
Bankruptcy

Estate Planning

Wills, Trust, and Future Interests
Federal Income Tax
Estate and Gift Tax
Estate Planning

Family Law

Family Law
Juvenile Law

Labor & Employment Law

Employment Law
Worker's Social Legislation
Disability Law
- OR -
Employment Discrimination

Litigation

Evidence
Trial Practice
Remedies
Negotiations

Students should supplement this general curriculum with specialized seminars or classes of particular interest to them. Students also should take either the Legal or Judicial Extern class to have the opportunity to participate in the daily activities of a particular type of legal office or organization or judge's chambers and gain valuable practical experience while in law school.

This curriculum will provide students with knowledge of basic criminal matters, including juvenile issues, the broad spectrum of personal legal issues ranging from termination of marriage to transferring assets between generations to bankruptcy, and background in litigation. In addition to preparing a student for a broad, general practice of law, this curriculum also will assist students with bar preparation by emphasizing study in the areas tested on most bar examinations.

THE HEALTH LAW CURRICULUM

PROFESSOR BETSY MALLOY

A. Health Law: Planning Your Studies

The student in health law courses works not only with unique doctrinal areas of law but also with law as applied to the largest industry in the U.S. economy and to intensely personal human problems. Most of the health law courses involve the application of law to the sometimes atypical demands of the health care setting and so involve the student in advanced study of basic areas of law such as administrative law, constitutional law, torts, and business law.

For students interested in health law, a variety of courses are available. Some courses focus on medical malpractice and litigation, and some focus on the law of health care institutions and enterprises. These courses are not mutually exclusive and, depending on career goals, students will find it useful to attempt to become somewhat familiar with the many areas of health law. Some of the courses, seminars, and professional skills opportunities are pure “health law” offerings; others are applicable to a wide variety of substantive settings but have clear relevance to health law or include health law topics. In addition, students should consider courses offered in the mental health curriculum.

Students should also be aware of other course offerings related to Health Law, in other parts of the University. For example, the Medical School offers Research Ethics, a course which provides an overview of the legal and ethical issues surrounding human experimentation.

B. Specific Courses

Courses and seminars noted below should be considered.

Pure Health Law Courses

- Health Care Law
- Disability Law
- Worker’s Social Legislation
- Individual Research Projects

Related Subjects

- Administrative Law
- Antitrust
- Corporate Finance
- Corporations I and Corporations II
- Environmental Law I
- Evidence
- Family Law
- Law and Psychiatry
- Product Liability
- Remedies
- Trial Practice
- White Collar Crime

Note: Course offerings may vary over time.

THE INTELLECTUAL PROPERTY LAW CURRICULUM

PROFESSOR TIMOTHY K. ARMSTRONG

The broad subject of “intellectual property law” includes three predominantly federal doctrines—copyright, trademark, and patent—as well as a host of state law doctrines, including publicity rights and trade secrets. While these doctrines tend to complement each other, each one has a unique particular focus of primary concern. Copyright Law typically involves artistic or literary creation, while trademark law delves into the world of advertising and marketing, and patent focuses on scientific and other types of invention.

Not only are these doctrines among the most interesting in the law, but they also are becoming increasingly important in practice. With law firms and corporations hiring more and more intellectual property (“I.P.”) attorneys, students will find that even a general knowledge of the subject will pay dividends. Students choosing to specialize in the subject will make themselves even more useful in our “new economy.”

Students now may take as many as 10 courses in the Intellectual Property Program. A description of the faculty and of each course follows, along with suggestions on how to select and sequence these courses during the upperclass years at the College of Law.

The Faculty

Professor Timothy K. Armstrong, J.D. University of Texas (1993), LL.M. Harvard (2005). Professor Armstrong teaches *Introduction to Intellectual Property Law*, *Copyright Law*, *Computer and Internet Law*, and *International Intellectual Property Law*.

Adjunct Faculty Member Edwin R. Acheson, Jr., J.D. Duke University (1980), Partner at Frost Brown Todd LLC. Professor Acheson teaches *Patent Law*.

Adjunct Faculty Member Steven J. Goldstein, J.D. Boston University (1975), Partner at Frost Brown Todd LLC. Professor Acheson teaches *Patent Office Practice and Procedure*.

Adjunct Faculty Member Lori E. Krafte, J.D. University of Cincinnati (1998), Partner at Greenebaum Doll & McDonald PLLC. Professor Krafte teaches *Trademarks and Unfair Competition* and *Advertising Law*.

Adjunct Faculty Member James D. Liles, J.D. University of Kentucky College of Law (1974), Partner at Dinsmore & Shohl, LLP. Professor Liles teaches *Patent Litigation and Strategy*.

Adjunct Faculty Member Beverly A. Lyman, J.D. University of Memphis Cecil C. Humphrey’s School of Law, *Licensing Intellectual Property*, Partner at Thompson Hine, LLP.

Sample Course Offerings, which may vary over time, include:

Introduction to Intellectual Property
Patent Law
Computer and Internet Law
Advertising Law Seminar
Copyright Law

Patent Office Practice and Procedure
Trademark and Unfair Competition Law
International Intellectual Property
Licensing Intellectual Property
Patent Litigation and Strategy

THE TRACKS

Whether and in what order you decide to take these courses will depend on whether you are interested in practicing: (1) copyright and (or) trademark law; or (2) patent law. Of course, students are not forced to take one path or the other. While passage of the Patent Bar Exam is required for those who wish to prosecute patents before the Patent and Trademark Office, litigators practicing in federal court have the ability to try copyright, trademark, *and* patent cases. Thus, students who think they may wish to “straddle” the two tracks should select courses from each.

Certain principles of course selection and sequencing apply to both tracks. First, students should start with the general and proceed to the more specialized. The *Introduction to Intellectual Property Law* course provides the foundation for study in the Program, and students are **strongly encouraged** to take the introductory course in the Fall of their second years. Building upon that foundation are the three doctrinal courses in American law: *Copyright Law*, *Trademark and Unfair Competition Law*, and *Patent Law*. *International Intellectual Property Law* educates students about international laws, practices, and problems. The remaining courses and seminars build upon the basic doctrines, provide students with more specialized knowledge, and, frequently, give students an opportunity to learn in smaller settings and from a variety of professors—including practitioners in the field.

Students interested in specific areas of intellectual property also may undertake supervised writing projects.

A suggested sequence of courses follows for each intellectual property “track.” Strongly suggested courses are marked with an asterisk (*). Other intellectual property courses that, if offered, may be used to fill gaps in the curriculum are marked with a double asterisk (**). Finally, students interested in an intellectual property practice should be aware that other courses in the curriculum may be helpful. Those courses include Antitrust, Evidence, Federal Courts, Legislation, Negotiations, and Remedies.

THE COPYRIGHT AND TRADEMARK TRACK

Semester	Courses
Second year, Fall	Introduction to Intellectual Property Law*
Second year, Spring	Copyright Law* International Intellectual Property Law (if available)** Trademark and Unfair Competition Law*
Third year, Fall	Advertising Law** Computer and Internet Law (if available)**
Third year, Spring	International Intellectual Property Law (if available)** Trademark and Unfair Competition Law*

THE PATENT TRACK

Semester	Courses
Second year, Fall	Introduction to Intellectual Property Law* Patent Law* [†]
Second year, Spring	Patent Office Practice and Procedure* [†] International Intellectual Property Law (if available)**
Third year, Fall	Patent Law* [†] Computer and Internet Law (if available)**
Third year, Spring	Patent Office Practice and Procedure* [†] International Intellectual Property Law (if available)** Licensing Intellectual Property*

[†]Students who *know* they would like to be patent lawyers—and, accordingly, are looking for summer employment in the patent area—should take Patent Law in the Fall of their *second year*; and Patent Practice and Procedure in the Spring of their *second year*.

If you have any questions about the Intellectual Property Program, please contact Assistant Professor Timothy Armstrong, Room 418, (513) 556-0171.

THE INTERNATIONAL LAW CURRICULUM

PROFESSORS JACOB KATZ COGAN, BERT LOCKWOOD AND ADAM STEINMAN

A. Why Study International Law?

Every important area of legal practice often involves a foreign or global dimension—from commercial and corporate law to telecommunications, trade, environmental, tax, investment and finance, intellectual property, product liability, criminal and constitutional law and human rights. Products, processes, information and services flow rapidly around the world across national borders. Even the general practitioner needs to understand when an international or foreign legal question will arise in planning, advising, litigating or negotiating for a client. Consider how fast events in one country affect circumstances in other countries, whether they be ecological disasters, shifts in international capital and investments, securities fraud, trade disputes, rapidly developing areas such as computer or telecommunications systems or international terrorism or criminal conspiracies across national borders. Even actions in purely local disputes may have to consider taking evidence or serving someone abroad, enforcing a local judgement in a foreign jurisdiction or enforcing a foreign court judgment or arbitral award in a domestic court.

B. What Kinds of Questions Are There?

What law does a court choose to apply when events continuously affect people or things within more than one country? When should you use rules from treaties or from customary practices among nations accepted by the community of states as law? Does international law prevail over domestic law? What are the sources for this law and when may they authoritatively be invoked and argued in the various fora for decision on behalf of a private client or group? How are these norms enforced or implemented or are they? What treaties or principles of comity apply to the enforcement of foreign judgments or remedies across national boundaries? When may an individual or a government take a dispute to an international tribunal for resolution (as in dispute resolution provisions of the new World Trade Organization, the European Union Court of Justice, an international claims tribunal, or an international human rights commission or court)? What is the International Court of Justice and what kinds of questions does it decide and from whom? Where does the international criminal court for crimes against humanity committed in the former Yugoslavia get its jurisdiction and effectiveness?

C. What Courses or Seminars Should I Take?

You will notice that members of the faculty teaching international law courses also teach other subjects. Notice also that in basic subjects the course and professors' coverage frequently expose students to international materials inevitably related. These real developments demonstrate the interpenetration of global and domestic concerns for the practicing lawyer or adviser. The problem for students frequently is how to get a handle on this vast amount of material to make some sense of it without discounting it as too esoteric or abstract.

The basic core course in international law involves the international legal process whose focus is on the integration of the private and public aspects of international law. For students interested in either general understanding or in further specialization this course is recommended. Courses with specific subject-matter focus might then be selected. In the second semester of the second year, for example, the course on international business transactions, or international human rights law might follow.

Courses such as Immigration Law and Policy and Conflict of Laws cut across domestic and international fields of study and may be taken as one's schedule permits during the second or third years. The Conflict of Laws course usually covers choice of law and forum among the states, but overlaps with private international law involving choice of law and forum among nation-states. Individual research projects may be arranged with individual professors for those with special interests. A professor may offer a research seminar on advanced problems in international law for in depth directed research in a small group.

Sample Course Offerings, which may vary over time, include:

International Law
International Business Transactions
International Human Rights Law
Immigration Law and Policy
Conflict of Laws
International Trade
International Intellectual Property Law
Individual Research Project

THE LITIGATION SKILLS CURRICULUM

PROFESSORS MICHAEL SOLIMINE AND ADAM STEINMAN

Most law students should be able to readily recognize courses which directly pertain to litigation skills. Nevertheless, students should recognize that litigators necessarily must have a broad understanding of virtually all aspects of law in order to be able to handle the wide variety of cases that are encountered in litigation practice. Consequently, while there are undoubtedly certain courses which are important if a student anticipates becoming a trial lawyer, it is also important for such students to obtain an extremely well-rounded legal education. Accordingly, it would be a mistake for a student anticipating a career in litigation to avoid such courses as basic income tax and corporate taxation on the assumption that these are for specialists who are interested in a tax practice. In actuality, virtually every lawsuit involves tax implications which should be taken into account in either litigating the case or in settling the case. Likewise, a broad-based understanding of commercial law, corporate law, property law and tort law is important to any litigator.

Because litigation has long been central to the practice of law, our litigation curriculum is the product of an extensive history of evolution. The foundational courses in the litigation curriculum have long been in place. Obviously, these courses include the procedural courses (criminal and civil), the basic course in evidence, and the skills course in trial practice. More recently developed courses in our law school curriculum include those pertaining to alternative dispute resolution, such as negotiation.

The idea of meticulous attention to sequencing of courses in the litigation curriculum is, frankly, overrated. Any student bright enough to be at our law school is capable of integrating the material in all of the litigation-related courses, regardless of sequence. Nevertheless, if there is a fundamental tenet regarding the elective curriculum in litigation courses, it is this: Take the basic course in evidence as soon as possible. Otherwise, virtually any sequence will work.

One final point: While litigators do a lot of talking in their practice (in the courtroom, in depositions, in meetings, and over the phone), they also do a lot of writing. Consequently, any student who anticipates becoming a litigator should take the opportunity in law school to hone his or her written advocacy skills. Paper courses, law review, moot court, and Individual Research Projects present this opportunity.

Finally, it is important for individuals interested in pursuing a career in litigation to understand that law school cannot and will not provide anything more than a foundation for the lifelong experience of learning that is involved in practicing law.

Sample Course Offerings, which may vary over time, include:

LITIGATION

Appellate Practice and Procedure
Complex Litigation
Conflict of Laws
Evidence
Federal Courts
Remedies
Trial Practice

SKILLS

Individual Research Project
Judicial Extern Program
Legal Drafting
Legal Extern Program
Mediation Advocacy Workshop
Negotiations

THE NEGOTIATION, DISPUTE RESOLUTION, & PROBLEM SOLVING CURRICULUM

PROFESSOR MARJORIE CORMAN AARON

Lawyers bring value to individual, corporate, and institutional clients by solving problems and resolving disputes, generally at the intersection of the law and the clients' interests. The traditional legal curriculum focus on case analysis, doctrinal interpretation and argument is necessary for a lawyer to advance his or her clients' legal position through common or statutory law. However, spotting issues and formulating legal arguments do *not* a whole lawyer make. For a lawyer to counsel wisely, to advance client broader interests more effectively, he or she must be equipped with the knowledge, analytical tools and skills necessary for negotiation, constructive problem-solving, and dispute resolution.

The College of Law offers courses a series of related courses, externships in dispute resolution, supervised participation in national competitions in negotiation and mediation advocacy, interaction, learning, and networking with professionals in dispute resolution

The course offerings and activities in the field are organized through the College of Law's Center for Practice, which seeks to:

- Provide all law students with the opportunity to learn:
 - to negotiate effectively on behalf of clients
 - to assist clients, colleagues, and organizations in constructive problem solving
 - to achieve efficient and desirable resolution of legal disputes
- Contribute to legal academe's research and writing in negotiation, problem solving, and dispute resolution, with particular emphasis on practice-based case and simulation materials.
- Enable students pursuing careers in negotiation/dispute resolution to achieve analytical and practical sophistication in these areas through sequenced coursework, practice placements, and writing/research opportunities.
- Enhance the quality of dispute resolution practice in the Greater Cincinnati area by current and future lawyers, businesses, courts, community and other organizations.
- Provide continuing opportunities for linkage, dialogue, and learning in negotiation, problem solving, and dispute resolution between the law school, other academic disciplines, businesses, government, and community.

Sample Course Offerings, which may vary over time, include:

Advanced Decision Analysis
Client Counseling
Negotiations
Mediating in Neutral
Mediation Advocacy Workshop
Intensive Practical Lawyering Skills

A. Externships

Students are welcome to participate in externship placements at:

The University of Cincinnati's Ombuds Office
The Private Complaint Mediation Service
The Mediation Office of the Hamilton County Court of Common Pleas
The Mediation Office of the Sixth Circuit Court of Appeals

Most of these externships will have some course prerequisites.

B. Competitions

UC Law now sponsors internal competitions for the ABA's National Negotiation Competition in the Fall, and the Representation in Mediation Competition in the Spring Semester.

Faculty members run the competitions and provide coaching for the winning teams. Judges for the internal competition are local area lawyers and lawyer-mediators. Winners of our internal competition represent UC at the Regionals. Success at Regionals enables teams to go on to the finals at the ABA's National Conference.

C. Independent Research

Faculty in negotiation and dispute resolution are frequently looking for student assistance, particularly in the development of case simulation materials and video-tapes. Students with interest in negotiation and dispute resolution are encouraged to speak with faculty who will be willing to work with them on independent research projects.

THE TAX CURRICULUM

PROFESSORS PAUL L. CARON AND STEPHANIE MCMAHON

A. The Tax Foundation

A professor at Tulane Law School recently wrote that Federal Income Tax “is clearly the quintessential law school course and the whole law school curriculum should revolve around it.” Although you may not hold such an extreme view, we strongly recommend that you take the course because tax considerations underlie most transactions and disputes that lawyers confront in practice.

Federal Income Tax is offered every year, sometimes in both semesters. We recommend that you take the course in your second year so that you preserve the option of taking other tax courses later in law school. Believe it or not, some students come to law school with a deep-seated fear of tax and, after taking Federal Income Tax, decide to take additional tax courses.

We also recommend that all students take a second tax course, both to solidify their understanding of the basic concepts in the introductory course and to provide an exposure to more advanced tax issues. The choice of which course to take as a second tax course turns on the type of practice you expect to engage in after graduation. For those students who expect to provide legal advice primarily to businesses, we recommend Business Tax as the second tax course. For those students who expect to provide legal advice primarily to individuals, we recommend Estate and Gift Tax as the second tax course.

B. The Business Tax Sequence

Some students choose to take more than one additional business tax course. Such students typically see themselves either as tax specialists or as business lawyers with a solid tax background. For these students, we recommend the following sequence of tax courses: Federal Income Tax, Business Tax and another advanced tax course.

C. The Individual Tax Sequence

Other students choose to take more than one additional individual tax course. Such students typically see themselves either as tax specialists or as general practitioners who provide a variety of legal services to individuals (wills, trusts, estate planning, etc.). For these students, we recommend the following sequence of tax courses: Wills, Trusts and Future Interests; Federal Income Tax; Estate and Gift Tax; and Estate Planning.

D. Individual Research Projects

Students interested in doing tax research and writing can also work with either of us on a variety of tax topics through the Independent Research Project (1, 2 or 3 cr.).

V. *Sample Registration Information*

VERY IMPORTANT INFO

Important Deadlines:

PAPER: Lottery Forms: noon, Thursday, 4/9

ON-LINE: 3L Priority Registration: Mon., 4/13 through Wed. 4/15 - midnight

ON-LINE: Open Registration: Mon. 4/20

DATE: April, 2009

TO: Second and Third Year Students

FROM: Nancy A. Oliver, Interim Associate Dean
Charlene Carpenter, Registrar

RE: Registration for Fall Semester 2009

ON-LINE REGISTRATION INFORMATION

This memo presents important information about registering for Fall 2009 courses. In order to register on-line at OneStop, you will need information from the College's website. Please read this memorandum carefully and to the end.

On-line Registration: Registration for non-limited enrollment Spring Semester classes will be conducted on-line at OneStop.

After the Limited Enrollment Lottery has taken place, you will be able to register for all open classes through the University's OneStop registration system. Third year students will priority register Monday through MIDNIGHT on Wednesday, April 13-15. Registration will close over the weekend, but will reopen on Monday, April 20 for second year students and any third years who did not take advantage of the priority registration period. Registration will remain open for drop/add on-line through the end of the day, Monday, August 31. All students should contact the UC HelpDesk (556-help) with password trouble; 3L's experiencing difficulty registering during the priority period should contact Charlene Carpenter immediately. Any other registration problems should be communicated to Charlene through email. She checks her email frequently while registration is underway.

Some Background Information:

We will continue to use the "Curriculum & Teaching Assignments" (CAT), the "Grid," Course Descriptions, and Course Notes as course planning tools. This information is available at the College's website under "current students" and "Register." The CAT includes six-digit call numbers which you need for on-line registration. The Grid helps you plan the timing of your classes. The course descriptions provide more information about topics covered in the classes you are considering. Additionally, new courses, new faculty, courses that have not been taught recently, and courses with unusual meeting schedules will have a Course Note that provides more details about these classes.

REMEMBER: You are no longer able to register for conflicting or overlapping classes, nor will you be able to register for credit for more than 18 credit hours.

This limitation has a direct impact on Limited Enrollment/Lottery classes. UC's on-line system will not permit you, or Charlene on your behalf, to register for conflicting classes. You must therefore decide as you are filling out your preference sheet which class you most want to select. Charlene can wait list you for any number of classes; however, actual registration will only allow for one class that meets at a particular time. The Limited Enrollment Lottery form provides space for you to explain your preferences, if necessary.

ALSO NOTE: During on-line registration if you drop a full Limited Enrollment class, you will not be able to add it back, so **BE VERY CAREFUL** when you are registering for your regular classes.

You will use the same Central Login Service identification information as you currently use to view and pay your bill, check your aid, and waive your health insurance. If you have problems logging in, contact the UC Help Desk at 556-HELP.

NEW PAPER FORM: Before your registration is considered complete, you are required to update the questions on the "Character Fitness and Employer Update Form" available at: <http://www.law.uc.edu/current/docs/character-employment-update.pdf>. You will be able to register on-line, **however**, if you fail to submit the form prior to May 1, 2009, then Charlene will put a hold on your account and you will not be able to get your grades or transcripts.

In order to be eligible for financial aid, deferments and updates to the clearinghouse for lenders, **you MUST register on time.** **A "Late Registration Fee" will be applied for failing to enroll by August 17th.** **PLEASE MAKE SURE YOU** devote the time to register for classes when it is your opportunity to do so.

3Ls: We can't overstress the importance to graduating 3L's that participation in priority registration will allow you to get the classes you need to graduate. If you do not participate in the 3L priority registration time frame, you may not be able to get a class you want or need. **DO NOT LET THIS HAPPEN TO YOU.**

We are giving the 3Ls three full days to register for classes. We will then close registration for a brief period over the weekend to finalize rooms **and limits**; then registration will open again to the 2Ls and anyone else who needs to register. **REMEMBER THAT THIS MEANS THE CLASS IS THEN LIMITED BY THE ROOM SIZE and it is possible that a class will 'fill.'**

This new registration process is "live," which means that you will be able to access/print your schedule via the OneStop website immediately. We want this process to go as smoothly as possible, so please ask questions; we'll certainly answer them as best we can or search out the right answer.

Here are the steps you should take to register for classes:

Step 1: Select the courses you want to take next semester.

Review all the materials describing classes to be offered next semester. The documents you need are the CAT, the Grid, and Course Notes, which detail new, changed or unique courses, and course descriptions. ***These documents are available on the College's website.*** In selecting the courses you want to take next semester, talk with advisors you trust, consider your career direction, read the graduation requirements, and prepare for a bar examination.

As you plan your course selection, take time to notice which courses have prerequisites and which are prerequisites for other courses. This information may be found in the CAT. The CAT also provides information about whether a course satisfies the seminar or writing requirement and the character of the credits (classroom/nonclassroom). Select the courses you wish to take as well as some alternatives.

Step 2: Participate in the lottery for limited enrollment courses.

You will find this information in the CAT. If you want to take one or more limited enrollment classes, you must complete the Limited Enrollment Lottery Form and return it to Charlene Carpenter ***no later than 12:00 noon on Thurs., April 9.*** *To obtain a copy of the Limited Enrollment Lottery Form, please go to the website.* Read the instructions for the limited enrollment lottery, and ***print out the form.*** When you have completed the form, ***return it to Charlene Carpenter*** in the Registrar's Office, Room 201N, ***by the deadline.*** Charlene begins conducting the lottery at one minute after 12:00 noon on the day the forms are due. **This is a real deadline!**

The lottery process first considers the timely submitted preferences of third-year students in random order, and then considers the timely submitted preferences of second-year students in random order. ***No preference is given to third year students who submit the Limited Enrollment Lottery Form late; they are considered after the lottery has been conducted.*** The precise procedures are on the website. **Remember that you must use a preference to indicate whether you wish to be wait-listed for a course; it is not assumed or automatic.**

Charlene will post the results of the lottery in the atrium as soon as she is finished (which should be sometime late on Thursday, April 9). Immediately following the posting, she will enroll you in those classes using the University's on-line system prior to your registering for the remainder of your classes. **SPECIAL NOTE: THIS IS AN IMPORTANT NOTE - YOU CAN NOT REGISTER FOR CLASSES THAT OVERLAP OR MEET AT THE SAME TIME;** Charlene can't override this feature of the on-line system either. Keep in mind that you must decide **ahead** of time which lottery class you most want.

After the lottery, if there are still places available in limited enrollment classes, 3L's will, of course, have the first opportunity to register for them. After that, 2Ls will have the opportunity to enroll in them until they fill.

In the case of a limited enrollment lottery class with a wait list, Charlene will periodically check enrollments in those classes over the exam period and summer break. However, when school begins again, she will check those classes daily. She will send out email announcements regarding any openings. You have 24 hours in which to reply to her email; if you do not, she will move on to the next person on the waitlist and you will have missed your chance for the class.

Step 3: Consider the results of the lottery, plan the balance of your schedule, and complete the College of Law Registration process.

As in the past, if you are selected for a limited enrollment class, Charlene will register you for it automatically.

Registration will then open for 3Ls beginning Monday, April 13 through MIDNIGHT on Wednesday, April 15. 2Ls may begin registering on Monday, April 20 and registration will stay open until the end of the day, Monday, August 31-this coincides with the one week drop/add period for lottery classes. You have until Tuesday, September 7th to drop/add all other classes, however, those must be processed through Charlene. Please remember that except for extraordinary cases, once drop/add is over you are not permitted to withdraw from a class.

Here is a list of other important considerations for registration:

Extern Programs: If you have decided you wish to enroll in one of the extern programs offered by the College, you should read the separate information prepared for the Judicial, Legal, or Street Law externships. *If you wish to sign up for an extern program, you must complete the appropriate extern preference form, which you may print from the website, and submit it with a copy of your transcript, to Charlene.* For Judicial Externships, a copy of your resume is also required. Please note: two courses comprise the extern programs; one is a classroom component, and one is a field placement (non-classroom) component. If you plan to enroll in an extern program, please pay particular attention to these descriptions.

Individual Research Project: If you wish to undertake an Individual Research Project for 1, 2, or 3 credits during the fall semester, you should begin to plan now. An Individual Research Project requires you to enter into a contract with a faculty member who will guide your work on the project. *The contract form may be found on the website, along with more information concerning the individual research project requirements.*

Graduating Students: Please be aware that the College of Law requires you to complete six full-time semesters and does not permit early graduation. If you meet this requirement and plan to graduate at the end of Fall semester, you should be sure that the courses you take enable you to complete the other requirements for graduation. *Graduation requirements may be found on the website.* If you have any doubt about whether you meet the College graduation requirements, please check with Charlene.

Minimum and Maximum Credit Hours: Normally you may not register for more than 16 or fewer than 12. If you have unusual circumstances and if you wish to register for more than 16 hours or fewer than 12 hours, you need approval **in advance**. *Please submit a Student Request Form (available on the Registrar's website) stating the reason for your request.*

Taking Courses Outside the Law School: Under College rules, students may take work in other law schools and in other graduate programs at the University of Cincinnati to satisfy degree requirements of the College of Law. If you wish to take advantage of this opportunity, you should read with care the information on the website concerning this policy. The purpose of this policy is to enable you to enrich your legal education in specially tailored ways. Generally speaking, you may take a maximum of eight semester credit hours outside the law school. *The form which you must use to request permission to take courses outside the law school is on the website.*

Drop/Add: If you wish, you may drop and add courses through Mon. Aug.31. This is the final deadline for limited enrollment classes. After that, you will need to see Charlene in the Registrar's Office until close of day, Mon., Sep.7. And except for extraordinary cases, once drop/add is over you are not permitted to withdraw from a class.

Exam Schedule: By faculty policy, the exam schedule is set after registration is complete. It will be determined and posted to the Registrar's website prior to the beginning of classes and the end of the drop/add period.

Tuition: You will receive your "E-Bill" prior to the start of school. Payment is due shortly thereafter. If your tuition is not paid by the due date, a late fee will be added. Registrations are cancelled for unpaid tuition balances. **Students who are not registered by August 17th will also be charged a late registration fee.**

REMEMBER: The University has a policy that all students must have health insurance while attending the University of Cincinnati. When you enroll you must either participate in the University's health insurance plan or certify that you are insured under another policy and waive the health insurance available through U.C. You may waive U.C.'s health insurance at <http://www.onestop.uc.edu/>.

In closing, please let Charlene or me know as soon as possible if you are not planning to return to the College next semester.

REMINDER and IMPORTANT DATES:

Lottery Forms Due: Noon, Thurs., April 9, 2009
Lottery Results Posted: that afternoon in the Atrium
Students are Registered in Lottery classes (by Charlene) Mon./Tues., April 9-10
3L Priority Registration: Mon-Wed., April 13-15
Registration Closed April 16-19
2L and Open Registration: Mon., April 20 through end of Mon., Aug.31.
Drop/Add Lottery Classes: Mon., Aug.31
All other classes: Tues., Sep. 7

THE LIMITED ENROLLMENT LOTTERY

Fall Semester 2009

If you want to take one or more limited enrollment classes, you must complete the limited enrollment lottery form. The Lottery tries to allocate fairly the places available in limited enrollment classes. PLEASE NOTE: You **must** complete your limited enrollment lottery form and turn it in to Charlene Carpenter by **12:00 noon, Thurs. April 9**, if you want to participate in the lottery. *Please don't forget to write your name and indicate your class on the form. You may submit only ONE form; multiple forms for the same student will not be considered. You may, however, stop by Charlene's office and replace your original form should you find you need to adjust your preferences.*

Please Note! In the past, a student could hold places in two limited enrollment classes and could be wait-listed for others irrespective of whether the classes conflicted in time. Under the new on-line system, a student CANNOT be registered for two classes meeting at conflicting times.

When the lottery is over, Charlene will "register" the students who secured places in the limited enrollment classes for those classes using the University's system. However, since THE UNIVERSITY'S ON-LINE REGISTRATION SYSTEM WILL NOT ALLOW CHARLENE TO REGISTER ANY STUDENT FOR CLASSES THAT CONFLICT, you must indicate "real" preferences between limited enrollment classes meeting at conflicting times. If your preferences require explanation or comment, the lottery form provides space for telling Charlene what you want her to do.

Here's how our lottery system works: The lottery forms of all third year students requesting limited enrollment classes are placed in random order. The first student's form is drawn, and that student receives his or her first preference; forms continue to be drawn and students receive their first preferences as long as a preferred class has not reached its limit. When a student's first preference cannot be satisfied, the student's second preference is satisfied; if both first and second preferred classes are filled, an unusual occurrence in the first round of the lottery, the student's third choice is satisfied.

After all third year students have been considered in the first round of the lottery and their highest possible preferences satisfied, the forms of those requesting a second limited enrollment course are randomized again, and the process is repeated until all third year students' preferences have been reviewed and satisfied if possible.

Only after all third year students have been placed are second year students' preference forms considered. The process is the same, except, of course, there are fewer available positions in the classes.

If there is only one limited enrollment course you wish to take, you should indicate as your second preference "wait-list" for that course. In this way, if the course is filled when your name is drawn, you will be assigned to the highest available position on the wait-list.

If you wish to take more than one limited enrollment course, you must decide whether, as a second preference, you would rather be wait-listed for your first preferred course or assigned, if space is available, to your second preferred course.

Example: Let's say you wish to take Class #1, and your form is drawn after the class already has reached its limit. If you indicate "wait-list" for Class #1" as your second choice, you would be assigned to the first available position on the wait-list.

If, however, you indicate as your second choice "Class #2" and positions are available in that class, you would be assigned to Class #2, and your form would be set aside, and you would not be given a place on the wait list for class #1.

You could still be on the wait-list for Class # 1 if you indicate as "Choice # 3" on the form to be wait-listed for Class # 1, but that choice would not be considered until your form comes up again in the next round of the process. Charlene will satisfy only one preference per student per lottery round.

Wait-listing is NOT automatic. You will be wait-listed for a particular course only if you so request. If you have questions about the lottery, please see Charlene Carpenter.

Note to students submitting lottery forms where more than one section of a course is being offered. Once you are selected for a section of a course, you are no longer eligible for a position in, or on the wait-list for, a second section of that course. In the interest of fairly allocating the limited number of positions in these courses, we have adopted this policy so that Student A will not be able to occupy two class positions for the same course while numerous students are wait-listed. ***If you do not list a section, Charlene will assign you to a section (and usually the less popular section to try to keep enrollment as even as possible).***

Also note: The drop/add period for limited enrollment classes will end one week from the first day of classes. Charlene will send an e-mail to you if an opening becomes available; you have 24 hours to reply to that email. If she does not hear from you, the next student on the wait-list will be notified, and you will NOT get the class.

LIMITED ENROLLMENT LOTTERY FORM
Fall Semester, 2009

Student's Name: _____

M# _____

You may submit only one form. Multiple forms for the same student will not be considered.

During the Fall 2009 SEMESTER I will be a: 2L 3L 4L Visiting: Yes No

1. If you wish to take only one limited enrollment course/seminar, you should indicate as your second choice "wait list" for that course.
2. If you wish to take more than one limited enrollment course, you must decide whether, as a second preference, you want to be wait-listed for your first preferred class or assigned to your second preferred class. The former gives you a higher place on the wait list for your first choice class; the latter gets you into your second choice class. **PLEASE NOTE: Wait-listing is NOT automatic. You will only be placed on the wait list if you so request.**

REMEMBER: *Charlene cannot register you for conflicting limited enrollment classes. Be sure to preference higher the one you want the most.*

	Name of Course	Professor Name	Call Number
First Choice			
Second Choice			
Third Choice			
Fourth Choice			
Fifth Choice			
Sixth Choice			
Seventh Choice			
Eighth Choice			

Comments:

DUE to Charlene Carpenter in Room 201N by **NOON, Thursday, April 9**

Character Fitness and Employment Update Form

Semester/Year: _____

Students are obligated to update the information in their student file every semester. This information is only used for processing state bar forms and verification of our compliance with ABA rules.

Please note that your registration is not complete without this information.

Employer Information Update: ABA Standard 304(f) provides that a student may not work in excess of 20 hours per week in any semester in which the student is enrolled in more than 12 class hours.	
Are you employed at this time: Yes <input type="checkbox"/> No <input type="checkbox"/>	Employer Name:
Employer Phone:	Hours Employed Per Week:

1. Have you ever been disciplined, placed on probation, suspended, or expelled by an educational institution? (explain fully)	No <input type="checkbox"/> Yes <input type="checkbox"/>
2. Have you ever been discharged or asked to resign by any employer? (explain fully)	No <input type="checkbox"/> Yes <input type="checkbox"/>
3. Have you ever filed or been the subject of a petition for bankruptcy? (explain fully)	No <input type="checkbox"/> Yes <input type="checkbox"/>
4. Have you been or are a party to or otherwise involved (except as a witness) in:	
a. any criminal or quasi-criminal action or legal proceeding (including, but not limited to, a misdemeanor, minor misdemeanor, traffic offense, or felony)? (explain fully)	No <input type="checkbox"/> Yes <input type="checkbox"/>
b. any action or legal proceeding in a juvenile court? (explain fully)	No <input type="checkbox"/> Yes <input type="checkbox"/>
5. Do you have outstanding or unpaid fines, court costs, or tickets, including those for traffic or parking violations? (explain fully)	No <input type="checkbox"/> Yes <input type="checkbox"/>
6. Have you ever been suspended, disqualified, or disciplined as a member of any profession? (explain fully)	No <input type="checkbox"/> Yes <input type="checkbox"/>
7. Are disciplinary actions or criminal charges pending against you? (explain fully)	No <input type="checkbox"/> Yes <input type="checkbox"/>
8. Have you ever been court-martialed or dishonorably discharged from the military? (explain fully)	No <input type="checkbox"/> Yes <input type="checkbox"/>
9. Have you ever had to discontinue your college education or full-time employment for more than 30 days for any reason? (explain fully)	No <input type="checkbox"/> Yes <input type="checkbox"/>

I certify that the information I have provided on this form is complete and accurate.

Student Printed Name

Student Signature

Date

Please complete and return to Charlene Carpenter in Room 201N