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PART 100—PREFACE, MISSION AND OBJECTIVES

101 Preface

a. This Student Handbook contains the rules and regulations which together with the rules and regulations in the Howard University Bulletin (the “University Bulletin”) and Howard University Student Handbook (the “H-Book”) and regulations referenced therein, govern law students attending the Howard University School of Law.

b. The H-Book and the Bulletin contain and refer to the University’s academic policies, including the Student Code of Conduct, Student Privacy Rights, and other rules regarding student conduct, harassment, alcohol and narcotic use, parking, and more.

c. All Howard law students are subject to those rules and regulations to the extent those rules and regulations are applicable in the School of Law setting. All rules and regulations in this Student Handbook are to be read and construed in conjunction with the University Bulletin, the University H-Book, and any other rules and regulations referenced in these sources.

d. In the event of a conflict between a rule or regulation or standard in this Student Handbook and the University H-Book or University Bulletin, the University’s H-Book and University Bulletin shall control.

e. This Handbook also describes the School of Law’s academic requirements and the curriculum. The rules and regulations, academic requirements, and the curriculum are subject to change during the time a particular student attends the School of Law. Such changes will be adopted and implemented in such a manner as not to prejudice students who have relied on the provisions of this Student Handbook with respect to graduation requirements.

f. All law students are cautioned that changes will be made to the rules and regulations contained in this Handbook and, in some circumstances those changes will not be incorporated into the Handbook immediately. In such cases, an addendum to this Handbook will be issued from the dean’s office as soon as is practicable.

g. Additionally, please note that many useful guidance documents are attached as appendices to this Handbook. In the online version of this Handbook, these appendices are viewed as links.

102 The Mission and Objectives of the School of Law

102.1 University Mission

Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are through their teaching, research and service, committed to the development of distinguished, historically
aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

102.2 School of Law Mission

The following mission of the Howard University School of Law (the “School of Law”) derives from the University's mission.

Consistent with providing the professional leadership necessary to advocate and defend the rights of all, but particularly of African-American and other minorities, it is the mission of the School of Law to:

a. educate and enable students to develop their capabilities and skills as lawyers;

b. engage as an institution in the active pursuit of solutions to domestic and international legal, social, economic, and political problems that are of particular concern to minority groups; and

c. imbue its students with dedication to excellence and commitment to the solutions to those problems.

102.3 School of Law Objectives

The Faculty of the School of Law (“the Faculty”) has adopted the following educational objectives to accomplish the School of Law mission:

a. to provide students with a sound legal education;

b. to provide our students with the necessary knowledge and skills to be competent attorneys;

c. to afford our students an opportunity to become acquainted with and equipped in those areas of the law which will facilitate their involvement and effectiveness in community affairs;

d. to afford our students an opportunity to become acquainted with and equipped in those areas of the law relating to contemporary developments; and

e. to afford our students an opportunity to obtain practical legal training through participation in skills courses, externships, or clinical legal experience.
PART 200--THE SCHOOL OF LAW JURIS DOCTOR DEGREE PROGRAM

201 Requirements For The Juris Doctor Degree & Honors

201.1 Degree Requirements

To earn the Juris Doctor degree, a student must meet the following academic requirements within eighty-four (84) months after the student commenced law study:

a. successful completion of at least eighty-eight (88) semester hours of academic credit
b. successful completion of the required curriculum as described in Sections [need new section numbers];
c. achievement of a cumulative weighted grade-point average of at least 75.00; no outstanding failure (i.e., no failure in a course which has not been retaken and passed) in any required course, or in more than one elective; and
d. certification by Faculty as having satisfied the academic requirements of the University and the School of Law.

201.2 Requirements for Earning Graduation Honors

Honors are awarded to those students graduated with the following grade point averages (as determined without rounding to the next highest integer):

a. Summa Cum Laude 96.00
b. Magna Cum Laude 92.00
c. Cum Laude 89.00

201.3 Student Responsibility and Non-Waiver of Academic Requirements

a. Each student is responsible for insuring (1) that the student complies with all of the requirements for graduation and (2) that the student’s record accurately reflects that compliance, notwithstanding any provision in these rules, policies, and regulations which may seem to indicate the contrary, including but not limited to, provisions requiring faculty advisor or decanal approval of student programs.

b. Approval of a student’s academic program by a faculty advisor or by a member of the School of Law administration does not constitute a waiver of any of the requirements for graduation.
202.1 Juris Doctor Curriculum

202.1 First Year Requirements (J.D. class entering Fall 2016 only)

a. Fall
   - Contracts (year) 3
   - Torts (semester) 4**
   - LRRW (year) 2
   - Civil Procedure I (semester) 4
   - Total Credits (fall) 13

b. Spring
   - Contracts (year) 2
   - LRRW (year) 2
   - Constitutional Law I (semester) 3
   - Criminal Law (semester) 3
   - Real Property (semester) 4
   - Total Credits (spring) 14

Total Year Credit Hours: 27

202.2 Upper Division Course-Specific Requirements (12 credit hours)

- Constitutional Law II (3 credit hours) (Second Year Requirement – Fall only)
- Legal Writing II (2 credit hours) (Second Year Requirement – Fall or Spring; assigned alphabetically)
- Evidence (4 credit hours) (Second or Third Year Requirement)
- Professional Responsibility (3 credit hours) (Second or Third Year Requirement)

202.3 Upper Division Degree Requirements Not Tied to Specific Courses

[Class of 2016 and Class of 2017 only; 4-6 credit hours]
[Beginning with the class entering the JD program in Fall of 2016; 8-13 credit hours]

a. Legal Writing III (2-4 credit hours)

Legal Writing III (LWIII) is not specific course; instead, it is a significant scholarly writing requirement which can be met in work completed in a LWIII-eligible seminar, as an Independent Study project, or through the note and comment process of either the Howard Law Journal or the Howard Civil and Human Rights Law Review. To satisfy the LWIII requirement, each student must complete (1) in-depth research in a specialized area, resulting in (2) a written product that is a minimum of 25 double-Spaced pages (excluding footnotes or endnotes) in which the issues are fully analyzed and supportable conclusions articulated, and (3) is completed under the supervision of a full-time faculty member (not an adjunct or professor who is not a faculty member employed under full-time contract). The writing process must include a written, annotated outline and at least one
substantial draft in addition to the final draft of the paper submitted for credit. All work-product submitted for LWIII purposes must be reviewed by the faculty member who must provide feedback to the student timed so as not only to provide the student with a reasonable opportunity to revise the paper, but also to increase the likelihood that the student will successfully complete the LWIII requirement. Students may satisfy the LWIII requirement in either the second or third year. LWII is not a prerequisite for LWIII.

b. Skills Course Requirement [Class of 2016 and Class of 2017 only] (2 credit hours minimum)

Each student is required to complete at least one skills course (a minimum of 2 credits hours) selected from a set of courses certified by the School of Law Faculty as satisfying this requirement. No courses other than those certified by the School of Law Faculty will be counted for the purposes of satisfying the skills course requirement.

JD students may not earn more than 18 credits from skills courses. JD/MBA students may not earn more than 12 credits from skills courses.

c. Experiential Course Requirement (6 credit hours)1 [beginning with the J.D. class entering Fall 2016]

All students are required to complete a minimum of six credit hours of experiential coursework. This requirement can be satisfied in either a simulation course or a law clinic.2 All courses that can satisfy this requirement must be “primarily experiential in nature” and accomplish the following:

(i) “integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more...professional skills” identified by the American Bar Association as the minimum but essential competencies for “competent and ethical participation as a member of the legal profession.”3;
(ii) “develop the concepts underlying the professional skills being taught”;
(iii) “provide multiple opportunities for performance”; and

1This requirement goes into effect beginning with the J.D. class that enters the School of Law in the Fall 2016 semester.
2At this time, externships cannot be used to satisfy the experiential course requirement.
3ABA Standard 302. LEARNING OUTCOMES A law school shall establish learning outcomes that shall, at a minimum, include competency in the following: (a) knowledge and understanding of substantive and procedural law; (b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context; (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and (d) Other professional skills needed for competent and ethical participation as a member of the legal profession.
(iv) “provide opportunities for self-evaluation.”

The School of Law Faculty has certified a list of courses from which students can choose to satisfy the experiential course requirement. No courses other than those certified by the School of Law Faculty will be counted for the purposes of satisfying the experiential course requirement.

202.4 Elective Curriculum

In addition to the required courses, the curriculum includes an array of elective courses taught in lecture, seminar, and experiential formats, e.g. clinics and externships. A number of the courses provide opportunities for doctrinal and clinical faculty members to work collaboratively to help underscore the connections between the doctrinal work that tends to happen in classrooms and the experiential opportunities provided by the clinical and externship course offerings. See Appendix B for a listing and descriptions of all approved courses.

a. A JD student may not earn more than 18 credits from clinics and externship courses.
b. A JD/MBA student may not earn more than 12 credits from clinics and externship courses.

202.5 Independent Study

a. Purpose
   A student may apply for permission to register for an Independent Study course in order to conduct in depth study of a topic that cannot be fully explored or examined in regularly offered course.

b. Eligibility
   A student must satisfy the following requirements to be permitted to register for an Independent Study course:
   1. The student must have completed and passed a minimum of fifty-two credit hours.
   2. The student must have earned a minimum cumulative weighted grade point average of 80.00 at the end of the second year.
   3. The student must have the written agreement of a full-time faculty member to serve as the faculty advisor and supervise the project.
   4. The student must submit a written independent study proposal for approval to the Academic Joint Degree Programs Committee (“APC”).
   5. This proposal to the APC must be submitted the semester preceding the semester in which the student intends to commence independent study.
   6. The deadline shall be established by the Office of Academic Affairs and published to the student body via, inter alia, the official academic calendar.

---

4 ABA Standard 303(a)(3).
7. The format of the Independent Study proposal must be in accordance with guidelines established by the APC. See Appendix.

c. Limit on Independent Study Credit
   A student may not participate in more than one Independent Study course. A student may not earn more than two credits towards the Juris Doctor degree for Independent Study.

203 Special Programs

203.1 Study Abroad Programs

203.2 Programs Sponsored by Howard University School of Law
   The School of Law sponsors a study abroad program. Students must have a cumulative weighted grade point average of 75.00 at the time of application to be eligible to participate. See Appendix E for descriptions.

203.3 Other ABA-Approved Study Abroad Programs
   a. A student may request permission from the Student Affairs Committee to participate in an ABA-approved study abroad program offered through another ABA-accredited institution.
   b. Students must have a cumulative weighted grade point average of 78.00 at the time of application to be eligible to participate.
   c. The request for permission must be in writing and must include information about the program and the course intended to be taken. See Appendix E.
   d. Provisions of this Handbook regarding obtaining credit for courses taken at other schools must be followed for petitions to study abroad. See Appendix E.

203.4 Student Exchange Programs
   The School of Law offers a number of student exchange programs with the other ABA-approved law schools. See Appendix H for descriptions and requirements for participation.

203.5 J.D./M.B.A. Dual Degree Program
   The Howard University School of Law and the Howard University School of Business offer a J.D./M.B.A. dual degree program. The dual degree program is designed to permit a candidate to complete both degrees in 3 ½ to 4 years instead of the 5 years required to complete the programs separately.

203.5.1 Applying for the JD/MBA Dual Degree Program
   (a) Prospective students must apply to and be accepted into both the J.D. and the M.B.A. programs. Each application must be made separately according to the requirements of the School of Law and the School of Business.
(b) The specific requirements for applying to the School of Law and the School of Business are as follows:

<table>
<thead>
<tr>
<th>School of Law</th>
<th>School of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate from an undergraduate institution</td>
<td>Graduate from an undergraduate institution</td>
</tr>
<tr>
<td>Complete the LSAT</td>
<td>Complete the GMAT</td>
</tr>
<tr>
<td>Submit all required documents to the School of Law:</td>
<td>Submit all required documents to the School of Business:</td>
</tr>
<tr>
<td>- College Transcript</td>
<td>- College Transcript</td>
</tr>
<tr>
<td>- Personal Statement</td>
<td>- Personal Statement</td>
</tr>
<tr>
<td>- Resume</td>
<td>- Resume</td>
</tr>
<tr>
<td>- 2 Letters of Recommendation</td>
<td>- 2 Letters of Recommendation</td>
</tr>
<tr>
<td></td>
<td>Complete College-Level Calculus Course</td>
</tr>
</tbody>
</table>

(c) Current J.D. students are not eligible to apply for the M.B.A. program if they have completed more than 51 J.D. credits. There are absolutely no exceptions to this rule. Consequently, students are urged to begin to consider the J.D./M.B.A. dual degree program during their 1L year. Moreover, current J.D. students should apply no later than the Fall of their 2L year.

203.5.2 Allocation of Credits

a. To receive the J.D. and M.B.A. degrees, a student must complete a total of 110 credit hours. This total includes all of the separate degree requirements for both the J.D. and M.B.A. programs.

b. 1. **[Students entering the JD program before Fall 2016, only]** Seventy-one (71) credits must be completed in the School of Law. Thirty-nine (39) of these credits are earned in the following required courses: Torts (4); Civil Procedure (4); Constitutional Law I (3); Constitutional Law II (3); Contracts (5); Criminal Law (3); Evidence (4); Legal Methods (2); Legal Reasoning, Research and Writing (4); Professional Responsibility (3); and Real Property (4). A minimum of four (4) additional credits of required coursework are related to the Legal Writing III and Skills Course requirements. See §202.3.

2. **[Students entering the JD program in Fall 2016]** Seventy-one (71) credits must be completed in the School of Law. Thirty-seven (37) of these credits are earned in the following required courses: Torts (4); Civil Procedure (4); Constitutional Law I (3); Constitutional Law II (3); Contracts (5); Criminal Law (3); Evidence (4); Legal Reasoning, Research and Writing (4); Professional Responsibility (3); and Real Property
(4). A minimum of eight (8) additional credits of required coursework are related to the Legal Writing III and Experiential Course requirements. §202.3.

c. Thirty-nine (39) credits must be completed in the School of Business.

d. While no School of Business courses will count toward the 71 credit hours required to complete the J.D. degree, up to 12 credit hours of School of Business courses may be counted to meet the ABA minimum of 83 credit hours for the J.D. degree.

e. 1. [Students entering the JD program before Fall 2016] Credit received for externships and co-curriculars, i.e. law journals and moot court teams, cannot account for more than seven (7) of the 71 credit hours required for the J.D. degree. Therefore, J.D./M.B.A. students in School of Law externships and co-curriculars must ensure they successfully complete 64 credit hours of J.D. coursework excluding externships and co-curriculars.

   2. [Students entering the JD program in Fall 2016] Credits earned for law clinics count toward the six (6) credit experiential course requirement for the J.D. degree. Credits earned for externships and co-curriculars, i.e. law journals and moot court terms, will not satisfy the J.D. degree’s experiential course requirement. In addition, no more than one (1) credit hour earned for externships and co-curriculars will be counted among the 71 credits required to complete the J.D. degree. Therefore, J.D./M.B.A. students in School of Law externships and co-curriculars must ensure they successfully complete 70 credit hours of J.D. coursework excluding externships and co-curriculars.

203.5.3 The JD/MBA Curriculum

Traditionally, students complete their first two years of the J.D./M.B.A. dual degree program as full-time law students. The third year is spent at the School of Business as a full-time business student, and the fourth year is spent completing the remaining J.D. and M.B.A. requirements simultaneously.

The J.D./M.B.A. curriculum is as follows:

(a) Year One – 1L (entering the JD program in Fall 2016 only)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Torts (4 credits)</td>
<td>Constitutional Law I (3 credits)</td>
</tr>
<tr>
<td>Civil Procedure (4 credits)</td>
<td>Criminal Law (3 credits)</td>
</tr>
<tr>
<td>Contracts (3 credits)</td>
<td>Contracts (2 credits)</td>
</tr>
<tr>
<td>Legal Reasoning, Research and Writing</td>
<td>Legal Reasoning, Research and Writing (2 credits)</td>
</tr>
<tr>
<td>(2 credits)</td>
<td>Real Property (4 credits)</td>
</tr>
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</table>
(b) Year Two – 2L

After the 1L year, students must satisfy the following additional degree requirements:

- Constitutional Law II
- Legal Writing II
- Professional Responsibility
- Evidence
- Skills Course
- Legal Writing III (eligible seminars only)

With the exception of Constitutional Law II and Legal Writing II, students are free to take these remaining required courses in any order that they choose. Constitutional Law II must be taken during the Fall semester of the 2L year. Legal Writing II must be taken during either the Fall or the Spring semester of the 2L year. The semester in which this requirement must be satisfied depends on the first letter of the student's surname. Those students with surnames that start with letters from the first half of the alphabet are permitted to take Legal Writing II in the Fall semester of the 2L year. Students with surnames that start with letters from the second half of the alphabet are permitted to take Legal Writing II in the Spring semester of the 2L year.

(c) Year Three – M.B.A.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting</td>
<td>Principles of Information Systems</td>
</tr>
<tr>
<td>Statistics</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>Financial Management</td>
</tr>
<tr>
<td>Organizational Management</td>
<td>Productions &amp; Operations</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Students must also take Managerial Accounting and Microeconomics. These courses can be taken at any point before completing the fourth year of the program. In addition, students are permitted to enroll in elective courses of their choice.

(d) Year Four – 3L & M.B.A.

Students must take the courses listed in 4-104(b) & 4-104(c) in any order that they choose before completing the J.D./M.B.A. dual degree program. However, Strategic Management must be taken in the last semester of the M.B.A. portion of the dual degree program.

204 Co-Curricular Activities
a. Howard University School of Law sponsors a number of co-curricular activities for which students receive academic credit. The activities described below are part of the academic program of the school.

b. Students may not simultaneously participate in more than one co-curricular course.

204.1 Howard Law Journal

a. General
1. The Howard Law Journal is an academic journal which publishes articles concerning significant issues in the law.
2. The Journal is part of the academic program of the School of Law to which eligible students are invited to compete for membership. Upon successful completion of the requirements of the Journal, receive four (4) to six (6) credits toward the degree.
3. As part of the academic program, the Journal is under the supervision of the faculty.
4. The Journal experience is an intense one in which students both write articles and review, select, edit, and publish articles written by fellow students and articles submitted by others for possible publication. Membership on the Journal is one of the highest academic honors conferred by the School of Law.

b. Two-Year Commitment Requirement
1. Law Journal requires a two-year commitment by the student for which the student receives four (4) or more credits which are awarded pass/fail. The student must participate for the full two years to receive credit.
2. Students selected to serve as members of the Executive Editorial Board receive six (6) credits; non-executive editors receive five (5) credits. Credits are awarded at the end of the fourth semester of participation.

c. Satisfaction of Legal Writing III through Journal Participation
1. Journal participants may satisfy their Legal Writing III writing requirement by writing a comment, note, or article for the Journal. The comment, note, or article must be written under faculty supervision and must comply with all of the requirements of both LWIII and Journal.
2. As required for Journal, the student must earn a minimum grade of 85 on the paper to earn LWIII credit.
3. The writing must be supervised throughout the writing process by one faculty member.
4. The student cannot change the supervisor without the permission of the first supervising faculty member.
5. No academic credit in addition to the credits for Journal participation are given to satisfying LWIII through writing for the Journal.
6. A student may not earn independent study credit for a paper submitted for purposes of meeting the Journal writing requirement.

204.2 Human & Civil Rights Law Review

a. General
   1. Founded in 2015, *Howard Human & Civil Rights Law Review* ["HCR"] is a student-managed, faculty-supervised law review published by the Howard University School of Law. *HCR* focuses on issues related to human rights, civil rights, and international law. *HCR* holds an annual Symposium related to these issues, with the keynote speaker giving the Ferguson Lecture. *HCR* publishes an annual volume of the lectures given at the Symposium, together with articles from eminent scholars and practitioners, a student Note written by the winner of a nationwide competition, and Notes or Comments by *HCR* members.
   2. The HCR is part of the academic program of the School of Law to which eligible students are invited to compete for membership. Upon successful completion of the requirements of the HCR, receive four (4) to six (6) credits toward the degree.
   3. As part of the academic program, the HCR is under the supervision of the faculty.
   4. The HCR experience is an intense one in which students both write articles and review, select, edit, and publish articles written by fellow students and articles submitted by others for possible publication.

b. Two-Year Commitment Requirement
   1. HCR requires a two-year commitment by the student for which the student receives four (4) or more credits which are awarded pass/fail. The student must participate for the full two years to receive credit.
   2. Students selected to serve as members of the Executive Editorial Board receive six (6) credits; non-executive editors receive five (5) credits. Credits are awarded at the end of the fourth semester of participation.

c. Satisfaction of Legal Writing III through HCR Participation
   1. HCR participants may satisfy their Legal Writing III writing requirement by writing a comment, note, or article for the Journal. The comment, note, or article must be written under faculty supervision and must comply with all of the requirements of both LWIII and HCR.
   2. As required for HCR, the student must earn a minimum grade of 85 on the paper to earn LWIII credit.
   3. The writing must be supervised throughout the writing process by one faculty member.
   4. The student cannot change the supervisor without the permission of the first supervising faculty member.
   5. No academic credit is given in addition to the credits for HCR participation are given to satisfying LWIII through writing for the HCR.
A student may not earn independent study credit for a paper submitted for purposes of meeting the Journal writing requirement.

204.3 Moot Court Teams

a. General
   1. The School of Law has three competitive teams—the Charles Hamilton Houston National Moot Court Team, the Goler Teal Butcher International Moot Court Team, and the Huver I. Brown Trial Advocacy Moot Court Team.
   2. Each team hosts an internal competition at the end of which successful students are invited to join the teams. See Appendix I for a full description of the teams.

b. One-Year Commitment
   1. Participation on any of the moot court teams requires a one-year commitment by the student for which the student receives two credits which are awarded on a pass/fail basis.
   2. The student must participate for the full academic year to receive credit.
   3. Students may join a team in their second or third year.
   4. Students who participate on a team during their second year may continue to participate on the team during their third year for an additional two (2) credits.
   5. A student may participate on one moot court team during their second year, and may be permitted to compete for membership on a different team during their third year.
   6. Students must register for and attend the regularly scheduled class related to their respective team.
Part 300—ACADEMIC RULES, REQUIREMENTS, AND POLICIES

301 Construction and Coordination with other Rules
   a. Each rule and regulation set out in this part is to be read and construed in conjunction with all other rules and regulations of this and other parts of this Handbook, and with university rules and regulations.
   b. Many rules relating to university academic standards, student conduct, sexual harassment, alcohol and other chemical use, parking, student organizations, and other activities are promulgated and implemented at the university level rather than the law School of Law level.
   c. Students are charged with knowing and following those rules as well as the ones contained herein.
   d. This Handbook contains the rules and regulations which, together with the rules and regulations in the Howard University Bulletin and Howard University H-Book (and regulations referred to therein), govern law students attending the Howard University School of Law.
   e. The Howard University Bulletin and the Howard University H-Book contain or refer to the University's Academic Code of Student Conduct, rules regarding student conduct, harassment, alcohol and narcotic use, parking and more.
   f. All Howard Law students are subject to those rules and regulations to the extent those rules and regulations are applicable in the law school setting.
   g. All rules and regulations are to be read and construed in conjunction with all other rules and regulations in or referred to in these sources.
   h. In the event of a conflict between a rule or regulation or standard in this Handbook and the University's Academic Code of Student Conduct, the University's Academic Code of Student Conduct shall control.

302 Student Status, Grade Point Calculation, and Class Rank

302.1 Student Status and Course Credit Generally
   a. Students are advised that “full-time status” has different meanings in different contexts. For example, “full-time student” has a particular meaning for being eligible for financial aid and has a different meaning here for attendance as a full-time student at the School of Law. Furthermore, there are related rules regarding being “in residence” at the School of Law or at another ABA-approved school and those rules use different numbers of required credits. The differences are the result of several separate groups making rules to serve their own needs.
   b. This rule attempts to reduce the confusion by disclosing that (1) the number of credits for which a student is enrolled matters for a variety of purposes; (2) the number of credits required is different for the different purposes; and (3) this rule is concerned only with the School of Law academic status requirements.
   c. As used in this section the term “credit” will always refer to the number of credit-hours in which the student is enrolled for that particular semester. The term
credit does not relate to when the credits are to be earned.

- Example: Legal Reasoning, Research, and Writing is a year-long, first-year course for which the student will earn four (4) credits at the end of the year. For enrollment purposes, the student is allocated and billed for two credit hours for each semester, however the student will not receive a grade until the end of the second semester. To pass the course, the student must successfully complete the entire year. At the end of the first semester, the student will earn zero (0) credits. Upon successful completion of the entire year, the student will earn four (4) credits.

302.2 Full-time Status for General School of Law Purposes (JD class entering Fall 2016 only)

a. A full-time student is one who is registered for at least fourteen (14) credits in a semester. Students are cautioned that taking either fourteen (14) or fifteen (15) credits per semester after twenty-seven (27) credits earned in the first year will leave students between one (1) credit and five (5) credits short of the eighty-eight (88) credits required to earn the J.D. degree at the end of the typical three years of law school. Students are expected to plan their course schedules to ensure they earn a minimum of eighty-eight (88) credit hours to satisfy the School of Law’s J.D. degree requirements.

b. Every Juris Doctor student must enroll as a full-time student, unless permission to do otherwise has been granted by the dean’s designee.

302.3 Full-time status for tuition calculation purposes

a. This provision is subject to University rules, which may have changed since this rule was last adopted.

b. This provision is included here to advise students to seek assistance and clarification regarding whether they would be affected financially by taking too few or too many credits.

c. For tuition and financial aid purposes, a student who enrolls in ten to sixteen (10-16 credits) pays full-time student tuition.

d. A student, who takes fewer than 10 credits, provided permission was received to do so, pays on a per-credit basis.

e. Students taking more than 16 credits must pay a per-credit charge for each additional credit, over sixteen.

302.4 Credits Required and Student Status

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>Fewer than 23 credit hours completed and passed</td>
</tr>
<tr>
<td>Second year</td>
<td>23-51 credit hours completed and passed</td>
</tr>
<tr>
<td>Third year</td>
<td>52+ credit hours completed and passed</td>
</tr>
</tbody>
</table>
302.5 Upper-Division Student Defined

An upper-division student is any non-first-year student, including second-year students, third-year students, and graduate law students.

302.6 Effect of Failing a Course; Repetition of Failed Courses

a. Required courses
   A juris doctor student (including a dual degree candidate) who fails one or more required courses must successfully complete each failed course before the degree will be awarded. See also section [need new reference].

b. Elective courses
   1. A student who has a failing grade in a single elective course which has not been re-taken and passed need not repeat that course.
   2. A student who has received a failing grade in more than one elective course must repeat and successfully complete all but one of the failed elective courses.
   3. The grade earned upon repetition of a course supersedes the previous grade in the course for the purpose of determining whether the course has been passed, but all grades are used to determine the student’s cumulative weighted grade point average.

302.7 Reduced Course Loads

A student who wants to take fewer than twelve (12) credit hours in a semester must first obtain permission from the dean’s designee.

302.8 Course Loads Exceeding 16 Credits

a. A student who wants to take more than sixteen (16) credits in semester must first obtain permission from the dean’s designee.

b. However for purposes of this rule, a student may enroll in sixteen (16) credits in regular courses and may, in addition, enroll in a co-curricular course (i.e., law journal or one of the moot court competition teams) without obtaining prior approval.

c. A student may not enroll in more than sixteen (16) credits in addition to a co-curricular course under any circumstances.

d. The student should note that a charge will be charged on a per credit basis for credits in excess of sixteen in the semester in which the excess credit is taken.

- Examples:
  If, during the fall semester of the third year, a student enrolls in a co-curricular course in addition to 16 credits, the student will incur a charge for one additional credit even though the student will not earn the credit until completion of the spring semester.

  If, during the spring semester of the third year, a student enrolls in a co-curricular course in addition to 16 credits, the student will incur a charge for only one additional credit even though the student may be earning two credits (or four, five, or six for Journal) for
completion of the entire year (or two years in the case of Journal).

302.9 Irregular Program Schedules

a. A juris doctor student who either already is on or desires to take an irregular program schedule (as a result of transfer, readmission, reduced loads or overloads, or for any other reason) must secure approval of the student’s academic program at the beginning of each semester from the dean or dean’s designee.

b. A student whose academic program schedule was irregular, but no longer is, need not secure approval of those semesters in which a regular academic program is being pursued.

302.10 Six-Semester Residency Requirement

a. ABA accreditation standards require that juris doctor students complete six semesters either in residence at an ABA-approved school or at a law school program administered by an ABA-approved school (e.g. foreign study program).

b. A semester in residence is to be calculated in accordance with the ABA Standards.

302.11 Grade Point Average

a. At the end of each academic semester, an official cumulative weighted grade point average shall be calculated for every student registered in the School of Law.

b. This weighted average serves as the basis for each student’s academic status, e.g. the student’s classification and whether the student meets the applicable retention standards.

302.12 Class Rank

For juris doctor students, including those students in the dual degree program, class rank will be determined once each year after the conclusion of the spring semester. Please see Appendix J for more information regarding class ranks.

303 Registration, Add/Drop, Leave of Absence, Withdrawal from School

303.1 Registration Procedures and Requirements

a. The details of registration procedures and requirements are established by the School of Law and University administrators.

b. This Handbook describes the registration process in general and establishes certain regulations regarding registration.

c. Students are cautioned to obtain all necessary information and forms needed for registration and to follow the procedures established by the School of Law administration.
303.2 First-Year Students
   a. Each first-year student must register for and attend all of the prescribed first-year courses, except in a rare case presenting special or unusual circumstances.
   b. Requests under this provision are to be made in writing to the Student Affairs Committee which has final authority to act on the request.

303.3 Approval of Academic Programs for the Student's Second Year
   a. A first year student must obtain approval of the student’s first-semester second-year academic program from the student’s faculty advisor prior to registration.
   b. The student is required to meet with a faculty advisor at least once before or during the registration period. Approval by the faculty advisor does not constitute a waiver of the requirements for graduation.

303.4 Approval of Academic Programs for the Student’s Third Year
   a. Each second-year student must complete a degree program self-audit and secure approval to register from the dean’s designee prior to or during the spring registration period for the first semester of the student’s third year.
   b. The purpose of the self-audit is to help ensure that all requirements for graduation have been or will be met. Responsibility for compliance with the requirements for graduation rests on the student and cannot be waived by the dean’s designee's approval of the student’s academic program.

303.5 Add/Drop Period
   a. For fall semester the Add/Drop Period is five (5) school days at the start of the semester beginning with the first day of scheduled classes.
   b. For spring semester the Add/Drop period is seven (7) school days at the start of the semester, beginning with the first day of scheduled classes.
   c. Courses cannot be added after the Add/Drop Period at the start of each semester.
   d. Withdrawing from Courses after the Add/Drop Period
   e. After the end of the Add/Drop Period, an upper-division student may withdraw from a course or courses and receive a grade of “W” up to the end of period established by the University.
      1. The University establishes the deadline for withdrawing from a course.
      2. The student must obtain permission from the dean’s designee to withdraw from the course.
      3. Absent extraordinary circumstances, permission generally will not be granted if withdrawal from the course will reduce the student’s course-load below the minimum required credits.
   f. An upper-division student may not drop a first-year course in the absence of special or unusual circumstances. A request to drop a first year course is to be made in writing to the Student Affairs Committee which has final authority to act on the request.
   g. A first-year student may not drop a first-year course, except as provided under Section 302.7.
h. These provisions cannot be circumvented by the application of the 25% attendance rule. See Appendix L.

303.6 Auditing Courses
a. A student may audit a course only with the express permission of the instructor.
b. A student who attends a course or section in which the student is not duly registered shall not receive credit for that course.
c. The student may register for and take an audited course for credit at a later date.
d. For further restrictions of auditing a course, please contact the Associate Dean for Academic Affairs.

303.7 Leave of Absence
a. A student who wants to take a leave of absence must request the leave from dean’s designee. The request for the leave must be made in writing and must include an explanation of the reasons for the request.
b. A leave of absence without the need to apply for readmission will be granted for no more than two semesters, excluding the summer semester.
c. If a student wants or needs to be absent from school for more than two semesters, the student must withdraw from the school and then apply for readmission in accordance with the rules for readmission.
d. Once a student has been granted a one- or two-semester leave of absence, the student must complete the University's total withdrawal process.
e. This process is initiated in with the dean’s designee at the School of Law and completed on main campus. The student’s failure to complete this process can result in adverse financial consequences to the student.

303.8 Total Withdrawal from School
a. A student who wants to formally withdraw from school must comply with the rules of Howard University and of Howard University School of Law.
b. Check with the dean’s designee for specific instructions. Failure to comply with the procedures may preclude the student from being considered from readmission at a later date.
c. For more information about withdrawal and readmission, please see Appendix L.

303.9 Readmission after a Total Withdrawal
a. Procedures for readmission after a total withdrawal are established by the Student Affairs Committee. See Appendix L.
b. Law students should contact dean’s designee for readmission procedures.
304  Credit for Courses Taken at Other Law Schools

304.1 Prior Approval Required for Transfer Credit

a. Credit toward the juris doctor degree from Howard University School of Law will be granted for a course or courses taken another law school only if the student has obtained the written approval of the Student Affairs Committee prior to taking the course or courses.

b. The Student Affairs Committee has adopted standards and guidelines for the granting of such approval. Copies of the guidelines are available in the Office of Student Affairs.

c. Transfer credits will be granted only for a course in which the grade earned was at least a “C” (or a 70 on the Howard University School of Law grading scale).

d. Upon completion of the course(s), students is responsible for requesting that the host institution send an official transcript of the grades earned to the School of Law Records Office.

304.2 Limit on Transfer Credits

a. A student may not receive credit for more than thirty (30) hours taken at other institutions.

b. Effect of Transfer Credits on GPA
   Approved transfer credits will be applied toward the credit and course requirements for the degree, but will not be considered for the purpose of determining cumulative weighted averages.

c. Transfer Credits for Required Courses
   Permission to take any required course for transfer credit must be obtained from the Student Affairs Committee.

d. Permission will not be given unless each of the following conditions is met:
   1. the course is not being offered that semester at Howard University School of Law or there are extraordinary circumstances that prevent the student from taking the course at Howard University School of Law;
   2. the student cannot take the course the next time it is offered without undue hardship;
   3. the student has an extraordinary excuse for not taking or not passing the course prior to the petition;
   4. the course as offered at the other school is at least equivalent in subject coverage and hour content to the course offered at Howard University School of Law; and
   5. the course is being taught at or through an ABA-accredited law school.

304.3 Transfer Credits for Elective Courses

a. A student seeking transfer credit toward graduation for an elective course must submit a written request for permission to do so to the Student Affairs Committee.
b. Permission to receive transfer credit toward graduation for an elective course will usually be granted if each of the following conditions is met:
   1. a student petitioning to take a course at another law school must have a minimum cumulative weighted grade point average of 78.00 at Howard University School of Law at the time of the student’s petition; and
   2. the school where the class is to be taken must be ABA-approved.

305  Retention Standards

305.1 These retention standards govern all juris doctor students.

305.2 First-Year Juris Doctor Students
   a. Limit on Failed Course
      1. A juris doctor student completing the first year of residence in the School of Law is ineligible to continue in the school if the student fails three or more first-year courses.
      2. A student who becomes ineligible to continue under this rule may seek readmission in accordance with the rules regarding readmission to the School of Law.
   b. Minimum G.P.A. Required
      1. A juris doctor student who has a cumulative weighted average of less than 72.00 at the end of the first year is ineligible to continue at the School of Law.
      2. A student who becomes ineligible to continue under this rule may seek readmission in accordance with the rules regarding readmission to the School of Law.
   c. Second-Semester Academic Support Program (1L ASP)
      1. During the spring semester of the first year, the five (5) students with the lowest cumulative grade point averages in each of the three first-year sections must participate in the 1L ASP.
      2. Participants in the program do not receive any course credit for ASP classes.
      3. Participation in the program is a condition of continued enrollment at the School of Law for all students placed in the program.
      4. Students who participate in this program remain anonymous to the rest of the first-year class and will earn the same number of credit hours as their classmates.
      5. Failure to participate is a basis for dismissal. Successful participation and completion means no more than three unexcused absences, timely submitting assignments, and otherwise complying with the requirements set forth in the syllabus for the program.
305.3 Upper Division Students and Transfer Students

a. Limit on Failed Courses
   1. An upper-division juris doctor student, including a transfer student, who fails courses totaling six (6) or more credit hours in any one semester is ineligible to continue at the School of Law.
   2. A student who becomes ineligible under this rule may seek readmission in accordance with the rules regarding readmission to the School of Law.

b. An upper-division juris doctor student, including a transfer student, who has failed three (3) or more courses, including both first-year courses and upper-division courses, is ineligible to continue at the School of Law.

c. For purposes of this rule, each failing grade counts as a failing grade even if the same course is failed two or more times. For example, a student who fails Evidence once and fails Corporations twice would violate this rule.

d. A student who becomes ineligible under this rule may seek readmission in accordance with the rules regarding readmission to the School of Law.

f. Rule 302.6 addresses the effect of failing grades on student status for graduation.

305.4 Minimum G.P.A. Required

a. A juris doctor student who has a cumulative weighted average of less than 75.00 at the end of the fourth semester or thereafter is ineligible to continue at the School of Law.

b. A transfer student who has a cumulative weighted average of less than 75.00 at the end of any semester is ineligible to continue at the School of Law.

c. A student who becomes ineligible under this rule may seek readmission in accordance with the rules regarding readmission to the School of Law.

305.5 Probation after the End of the First Year

a. Definition
   1. A juris doctor student who has a cumulative weighted grade point average between 72.00 and 74.00 in exclusive, after the end of the first year is on probation and must comply with the requirements of the third-semester (upper-class) Academic Support Program.
   2. Probation shall terminate during the semester in which the student obtains a cumulative GPA of 75.

b. Third-Semester Academic Success Program (2LASP)
   1. Students on probation must participate in and successfully complete a non-credit, three-hour Academic Support Program in the fall of the second year.
   2. Successful participation and completion means no more than three unexcused absences, getting work in on time and otherwise complying with the requirements set forth in the syllabus for the Program.
   3. The syllabus will be given out at the beginning of the Program. In extraordinary circumstances, the Dean or the Dean’s designee may fashion an appropriate remedy where a student required to participate in this Academic Support Program.
Support Program fails to satisfy the requirements regarding attendance and timely submission of work.
4. Participants in the program do not receive any course credit for ASP classes.
5. Participation in the program is a condition of continued enrollment at the School of Law for all students placed in the program.
6. Students who participate in this program remain anonymous to the rest of the first-year class and will earn the same number of credit hours as their classmates.

305.6 Restriction and Requirements for Students on Probation

a. Restrictions and requirements apply when a student is placed on probation.
b. A student on probation may not:
   1. participate in co-curricular activities such as law journal and the moot courts;
   2. participate in extracurricular activities such as the Student Bar Association, and other student organizations, and volunteer work;
   3. earn a grade below 70.00 in any course while on probation;
   4. enroll in course exceeding 13 credits in the fall of the second year; or
   5. participate in an externship.
c. Probation Advisory
   1. Students on probation should be advised by the appropriate administrative official that engaging in outside work during that semester will make it difficult, if not impossible, to bring their averages up to 75.00 by the end of four semesters.
   2. Such students are not prohibited from working, but they should not do so, if at all possible.

306 Discipline and Termination for Failure to Meet Retention Standards

306.1 Automatic Termination for Failing to Meet Retention Standards

a. A student who is ineligible to continue at the School of Law for failing to meet retention standards is automatically discharged from the School of Law effective as of the end of the semester for which the disqualifying event occurred.
b. For example, if the student’s grade point average falls below the retention standard as result of courses taken in the fall semester, the student will be discharged from the School of Law as of the end of that fall semester.
c. This rule applies regardless of when grades or grade point averages are calculated or posted, and regardless of when the student is notified of the student's grades, the disqualifying event, or of the disqualification itself.

306.2 Discipline and Termination on Other Grounds

a. A student may be disciplined, including being dismissed from the School of Law, if he or she violates a policy or rule of Howard University or of the School of Law.
b. A student may also be disciplined or dismissed if the student engages in other unethical or unprofessional or illegal conduct.
c. Termination or other discipline on these grounds will be determined in accordance with the School of Law and University procedures for such matters.
d. See Part 400 of this Handbook and the University’s Student Code of Conduct and Judiciaries.

307 **Readmission**

307.1 **Eligibility for Readmission of a Student Who Voluntarily Withdrew**

a. A student who has voluntarily withdrawn from the School of Law may seek readmission by filing a petition for readmission with the Student Affairs Committee.
b. The petition must include the starting date, the date the student withdrew, the reason for the withdrawal, and the justification for readmission.
c. The dean’s designee shall provide guidelines related to the petition for readmission of students who voluntarily withdrew from the School of Law.

307.2 **Eligibility for Readmission of Dismissed Students**

A student who was dismissed from the School of Law under any of the provisions of this Handbook or other applicable rules and regulations of the School of Law or the University may seek readmission by following the procedures and meeting the standards established in Rule 307.5 below.

307.3 **Process for Readmission after Dismissal from the School of Law**

a. A student seeking readmission after dismissal must submit a written petition to the Student Affairs Committee.
b. The petition must provide the following information:
   1. The date and reason(s) the student withdrew or was dismissed from the School of Law;
   2. The reason(s) the student is applying for readmission;
   3. What efforts have been made by the student and/or what changes have occurred which makes the student more likely to succeed upon readmission; and
   4. Any other material specified in the standards and guidelines of the Student Affairs Committee. The guidelines are available from the Office of Student Affairs.

307.4 **Timing of Readmission after Dismissal**

a. A student dismissed from the School of Law may not be readmitted until that student has not been enrolled for at least two full semesters from the end of the semester in which the disqualifying event occurred.
b. For example, the period of time would run from the end of semester in which a third failing grade was received, not from the semester in which the student learned of the disqualification.
c. A student may reapply before the time has passed provided the start date for readmission would be after the student has sat out the required two semesters.
d. Summer semesters are not included in the calculation of the two semesters.

307.5 Criteria for Readmission

a. There are no hard and fast criteria for readmission and each case is to be decided upon its individual merits.
b. The following factors, though not the only factors, are relevant in deciding whether to readmit the student:

1. The likelihood that the student could raise his or her grades to meet the retention standard in one semester;
2. The efforts undertaken by the student to correct academic deficiencies or other problems or life circumstances which may have contributed to past performances in School of Law (e.g., taking tutorial courses in reasoning and writing, more secure financial arrangements); and
3. Prior readmission (e.g., a second bite at the apple is easier to obtain than a third).
4. A student seeking readmission should consult and comply with the standards and guidelines for readmission prepared by the Student Affairs Committee. The standards and guidelines are available in the Office of Student Affairs.

307.6 Review by Full Faculty

The Faculty, upon request of one or more members of the Students Affairs Committee, may review and act upon an application for readmission which the Student Affairs Committee has rejected.

307.7 Conditions Applicable to Students Readmitted After Academic Dismissal

a. The following conditions, restrictions, and requirements shall apply to a student who has been granted readmission after academic dismissal:
1. All grades previously received by readmitted students (including failing grades) will be counted in their cumulative weighted average, except grades received in Pass/Fail courses.
2. When the readmitted student has a cumulative weighted average of less than 75.00 at the time of readmission, that student has two semesters from the time of readmission in which to raise his or her average to 75.00 or better.
3. A student who has a cumulative weighted average of less than 75.00 at the end of two semesters after readmission is ineligible to continue at the School of Law.
b. A readmitted student shall be on probation.
c. Probation shall terminate during the semester in which the student obtains a cumulative GPA of 75.
d. The following conditions shall apply to a readmitted student on probation. A readmitted student on probation may not:
   1. participate in co-curricular activities such as law journal and the moot courts;
   2. earn a grade below 70 in any course while on probation, or
   3. participate in externship; and
   4. other conditions on readmission and remaining in good standing at the School of Law may be imposed at the discretion of the Student Affairs Committee.

308 Attendance Policy

308.1 Statement of Policy

   a. A student may not be absent from more than twenty-five percent (25%) of the regularly scheduled class hours for a course.
   b. Although this rule is established to accommodate some necessary absences (e.g., illness; family responsibilities; representing the school in various capacities, such as moot court competitions; and to a limited extent, job interviews), this rule should not be interpreted as a license to attend only seventy-five percent (75%) of the regularly scheduled class meetings.
   c. See Appendix K for a complete explanation of the rule.

309 The Grading System

309.1 Finality of Grades

   a. Grades are final when submitted to the Records Office for recording. There shall be no change or revision of final grades, except for good cause shown acceptable to the Associate Dean of Academic Affairs.
   b. For purposes of this section, good cause includes, but is not limited to, arithmetic computational error, failure to grade a portion of an examination, failure to properly credit a student for completion of work in circumstances such as an instructor or proctor or other agent misplacing a paper or other required product, and such other compelling reasons under which fundamental fairness requires a revision of the grade.

309.2 Numerical Grades

   a. The School of Law uses a numerical grading system with grades ranging from 50 to 100.
   b. The letter grade equivalents of the numerical grades are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>50-59</td>
</tr>
</tbody>
</table>
309.3 Pass/Fail Grades

a. A course may be designated by the faculty as a Pass-Fail course in which either the grade of “P” (Pass) or “F” (Fail) will be awarded.
b. Grades earned in Pass-Fail courses will not be included in the computation of the student's weighted grade point average.
c. An “F” received in a Pass-Fail course does count for all other purposes including retention standards (other than overall grade point average) and requirements for the degree.
d. Students should consult the professor’s syllabus to determine the minimum requirements to earn a passing grade.

309.4 Anonymous Grading

a. All end of semester examinations shall be graded anonymously to the extent possible.
b. Work other than final examinations and mid-year examinations in year-long courses need not be graded anonymously even though that work is counted in determining the final grade.
c. Work which often is not graded anonymously includes research papers, skills exercises, oral presentations, and other projects.

309.5 Timing of Final Written Examinations

For each course in which a final written examination is given, the final examination shall be given after the end of classes at the time and place scheduled by the Associate Dean for Academic Affairs.

309.6 Excuse for Not Taking an Examination

a. A student will not be excused from taking a final examination in any course, unless the student has been excused from taking the examination by the Associate Dean of Student Affairs or Associate Dean of Academic Affairs.
b. A student will be excused from taking an examination at the regularly scheduled time or, in appropriate cases, at the scheduled makeup time for students with exam conflicts, only under special or unusual circumstances.
c. The student must obtain permission before the examination date to take the examination at a time other than at the regularly scheduled time.
d. A student who fails to appear for an examination when it is scheduled and who has not received prior permission to be excused from the examination must report to the associate dean for student affairs as soon as possible after the examination was given and explain why the examination was missed.
e. If the Associate Dean is satisfied that the absence is due to illness or some other special or unusual circumstances, the Associate Dean may give the student permission to take a deferred examination. The makeup examination must be taken in sufficient time to comply with the rule on incompletes.
f. Employment will not be considered a special or unusual circumstance.
309.7 Effect of Absence from the Examination

A student who is registered in a course and fails to take the final examination for the course will automatically receive a failing grade of fifty (50), unless the student has been excused from the examination under Rule 309.6 above.

309.8 Re-examination

a. A student may be given only one final examination in each course each time the student takes the course.
b. A student may not be re-examined for a course for the purpose of raising the grade awarded on the first final examination.
c. If a student fails a course and retakes the course, the final examination given in the course when the course is retaken is not a re-examination in the same course within the meaning of this rule.

309.9 Final Papers and Final Projects—When Due

a. Subject to the rule on granting extensions for incompletes in seminars and other courses, the final paper or other project in a course is due on the last day of the examination period, unless the professor has shortened the time period.
b. If the professor sets a due date before the last day of the examination period, the professor must announce the date at the beginning of the semester and should state the date in the course syllabus.
c. Graduating Students—
   1. Final papers or other projects for all graduating students, including both juris doctor and LL.M. students, are due not earlier than the last day of classes, nor later than the last day of the first week of the 2L/3L examination period.
   2. If the professor sets a due date before the last day of the examination period, the professor must announce the date at the beginning of the semester and must state the due date in the course syllabus.
d. Other Papers and Other Work—Papers other than final papers and work other than final papers are due in accordance with the requirements of the particular professor in the particular course as set forth in the course syllabus or on the course web page.

309.10 Effect of Failure to Submit Papers or Other Work on Time

a. A professor may treat a final paper or other final project or work not submitted on time the same as missing a final examination, or he/she may impose any lesser penalty for lateness.
b. A professor may, in the discretion of the professor, penalize other papers or other work not submitted on time by lowering the grade (including assigning the paper or other work an “F”) on that individual paper or other work.

309.11 Incompletes

a. Incomplete grades may be assigned ONLY to students who, as a result of circumstances beyond their control (e.g., illness or family emergency) are unable to complete their coursework.
b. Although the student initiates the request for an incomplete grade, the decision to assign an incomplete grade rests solely with the instructor. If the student’s request is approved, the instructor establishes and submits specific “make-up” conditions on an Incomplete Grade Processing Form (IGPF).

c. Each incomplete designation (“I”) must be accompanied by an alternative grade.

c. Typically, the alternative grade will be an “F”, especially in cases where the final examination is the main determinant of the course grade. In such a case, the instructor of the record shall assign a grade of “I/55”.

d. The alternative grade will become the permanent grade, if the incomplete is not removed.

e. ALL INCOMPLETE GRADES must be completed by the student no later than the last day of classes of the semester in which the student is next in residence.

310 Grade Normalization

310.1 Grade Normalization Policy

a. HUSL has a policy of standardized grading based on approximately a B- curve for the first year and a B/B- curve for upper division courses.

b. The policy has both arithmetic mean requirements and grade distribution requirements.

c. The arithmetic mean and the grade distribution requirements are set according to the type of the class (first year or upper division) and the number of students enrolled in the class. For smaller upper division classes, there are no distribution requirements.

310.2 General Applicability of Grade Normalization Policy

a. This system is mandatory; it applies to all grades given to students in the J.D. and J.D./M.B.A. programs, but does not apply to students in the LL.M. program.

b. This system includes new retention standards and a modified degree requirement. Both are set out in Part III.

c. The system includes a modified honors requirement; students with cumulative School of Law grade point averages in the ranges specified herein-below shall be awarded honors, as indicated:

   89.00 -91.99 -- cum laude

   92.00 -95.99 -- magna cum laude

   96.00 -100.00 -- summa cum laude

310.3 First Year Required Courses—Grade Normalization

a. The arithmetic mean for all grades in first year courses must fall in the following range: 81.00 - 83.00.
b. All grades in first year courses must meet the following grade distribution standard:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 (A)</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>80-89 (B)</td>
<td>35%</td>
<td>50%</td>
</tr>
<tr>
<td>70-79 (C)</td>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>60-69 (D)</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>50-59 (F)</td>
<td>0%</td>
<td>5%</td>
</tr>
</tbody>
</table>

c. Teachers of the same subject are encouraged, but not required to collaborate in determining the mean and the distribution of the grades in their sections.

310.4 Evidence, Constitutional Law II, and Professional Responsibility

a. The arithmetic mean for all grades in the foregoing courses must fall in the following range: 82.00 - 85.00.

b. All grades in these courses must meet the following grade distribution standard:

<table>
<thead>
<tr>
<th>Grade</th>
<th>MIN</th>
<th>MAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 (A)</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>80-89 (B)</td>
<td>35%</td>
<td>60%</td>
</tr>
<tr>
<td>70-79 (C)</td>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>60-69 (D)</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>50-59 (F)</td>
<td>0%</td>
<td>5%</td>
</tr>
</tbody>
</table>

c. Teachers of the same subject are encouraged, but not required to collaborate in determining the mean and the distribution of the grades in their sections.

310.5 Upper Division Courses with 30 or More Students

a. The arithmetic mean for all grades in the foregoing courses must fall in the following range: 82.00 - 86.00.

b. All grades in these courses must meet the following grade distribution standard:

<table>
<thead>
<tr>
<th>Grade</th>
<th>MIN</th>
<th>MAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 (A)</td>
<td>10%</td>
<td>25%</td>
</tr>
<tr>
<td>80-89 (B)</td>
<td>30%</td>
<td>65%</td>
</tr>
<tr>
<td>70-79 (C)</td>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td>60-69 (D)</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>50-59 (F)</td>
<td>0%</td>
<td>5%</td>
</tr>
</tbody>
</table>

c. Teachers of the same subject are encouraged, but not required to collaborate in determining the mean and the distribution of the grades in their sections.
310.6 **Upper Division Courses with Fewer than 30 but more than 10 Students**

a. The arithmetic mean for all grades in the foregoing courses must fall in the following range: 83.00 - 88.00.

b. There is no grade distribution standard for these courses.

310.7 **Upper Division Courses with 10 or Fewer Students**

a. The arithmetic mean for all grades in the foregoing courses must fall in the following range: 80.00 - 90.00.

b. There is no grade distribution standard for these courses.

c. Teachers are encouraged, but not required, to conform with the requirements of Part VI in grading courses falling under this Part VII. Nonetheless, small class size can produce a relatively wide range of grades, as the requirements of this Part VII reflect.

310.8 **Grade Normalization Rounding Rules**

a. In cases where the arithmetic calculation of distribution ranges produces a fraction, a fraction equal to or greater than one-half (0.50) is to be rounded up to the next higher whole number.

b. A fraction less than one-half (0.50) is to be rounded down to the next lower whole number.

310.9 **Exclusion of LL.M. Students from Normalization Standards**

The work product of LL.M. students shall not be taken into account for any purpose whatsoever in applying the principles and rules of the normalization policy.

311 **Review of Examinations and Papers**

a. A student may review his or her student’s examination or paper with the course instructor only in the semester immediately following the semester in which the course was taken, provided the grade was posted before or during that following semester.

b. Each instructor may set reasonable limits on reviewing exams such as requiring that exams be reviewed in the first 30 days of the next semester, with the exception of exams taken during the summer.

b. Subject to the provisions of 309.1, the purpose of examination reviews is to learn the law and to learn how to write better School of Law exams in general, not to change the grade.

c. In the event that the student and the instructor, particularly in the case of visiting or adjunct or other temporary instructor, cannot arrange a mutually convenient time to review the final examination the student may submit a written request to the instructor with a copy to the associate dean of academic affairs within forty-five (45) days after the grades in that course are posted during the spring semester for examinations concluded during the Preceding summer semester and within
forty-five (45) days after the beginning of the summer semester for examinations concluded during the preceding spring semester.
e. An instructor is expected to review the examination or paper with the student within thirty (30) days after receipt of the written request.
PART 400--ACADEMIC CODE OF CONDUCT, POLICIES AND PROCEDURES

400.1 Policy

a. Law students are subject to the Howard University Academic Code of Student Conduct and to these rules.
b. The following provisions are primarily an adoption and elaboration of certain core provisions of the university code for the School of Law context.
c. Every student must be aware of and act in accordance with notions of scrupulous honesty in taking tests, in researching and writing papers, and in all aspects of the study and practice of law.
d. Any student who cheats or plagiarizes is subject to discipline by the University, as well as by the School of Law.

400.2 Discipline for Violations

A student who violates a rule or rules of the University Academic Code of Conduct or these rules may be disciplined by being subject to one or more sanctions including, but not limited to, reprimand; failure of the affected work, exam, or paper; failure of the course; notation in the student's file; notice to bar examiners; and expulsion.

400.3 Cheating

a. Academic cheating is any intentional act of dishonesty in the fulfillment of academic course or program requirements.
b. Cheating includes but is not limited to using the assistance of any person, document, or other aid not explicitly authorized by the instructor or program involved.

400.4 Plagiarism

a. The full scope of cheating, plagiarism, and deceit cannot be clearly delineated.
b. Nonetheless, the central tenet is articulable and understandable: One must never present the work of another as one's own.
c. Copying from another in an exam, on a paper, or in other work violates this core principle.
d. Quotations from and citations to cases, statutes, treatises, law review articles, and other sources are common examples of using ideas and expressions from others.
e. The source of the quotations or paraphrase or idea must be properly credited.
f. One common problem area arises from paraphrasing.
g. Lengthy paraphrasing should be avoided.
h. Reordering paraphrased paragraphs does not shield one from the necessity of giving proper credit to the source of the ideas.
i. A single general citation at the end or beginning of a lengthy paraphrase does not adequately credit the source, although such a citation for a single sentence or proposition often will be adequate.
j. If a lengthy passage of a student's writing was largely inspired by and/or dependent on and/or consists of essentially a paraphrase of another's work, the student's citation should so disclose.
Another common problem arises from the use of certain ideas and terms which are so common in legal discourse (or general discourse) that no citation is needed.

For example, one need not use a citation for the proposition that the freedom of speech is one of our most cherished and important liberties. Nonetheless, a citation to a Supreme Court case or to Jefferson or to some other authority which discusses the point at greater length would be appropriate.

When there is the slightest doubt about the need for citation, the citation should be included.

400.5 **Seriousness of Academic Purpose**

a. To achieve its educational purposes Howard University School of Law must maintain an environment conducive to learning and to scholarly endeavors by both faculty and students.

b. Seriousness of academic purpose requires students to prepare daily, to complete assignments in a timely fashion, to attend class, to be punctual, and to participate in class.

c. Unexcused failure to meet one or more of these basic requirements may indicate a lack of seriousness of purpose and may subject a student to discipline.

d. Seriousness of academic purpose also encompasses appropriate conduct throughout the School of Law, the University, and the Washington, D.C. community.

400.6 **Employment**

a. The study of law, especially in the first year, is a full-time endeavor. Experience has proven that it is in the best academic interest of the student not to undertake a part-time job, especially during the first year of study.

b. Nonetheless, the School of Law faculty and administration recognize that some students must obtain part-time jobs to help defray expenses.

c. Consequently, the faculty has adopted a policy permitting part-time employment not to exceed 20 hours.

d. The faculty reserves the right to require any student engaging in outside employment to either reduce or terminate the employment if, in the judgment of the faculty, acting through the Student Affairs Committee, such reduction or termination is warranted in light of the student’s academic performance. Non-employment may be a specific condition of readmission of discharged students.

401 **Grievance and Disciplinary Procedures Under Academic Code of Conduct**

401.1 **Coordination with Procedures Specified in Particular Rules**

All matters for which a specific body is identified or a specific procedure is provided within these rules shall be handled according to that specific rule or the rules and the procedures of that particular body.

401.2 **Procedures under the University Academic Code of Student Conduct**

a. These procedures apply to allegations of academic violations.
b. For allegations of other types of student misconduct the procedures specified in the University Student Code of Conduct and Judiciary apply.

c. Any faculty member or School of Law administrator who believes that a student has violated the Academic Code of Conduct (e.g., by cheating or plagiarizing) shall assemble supporting evidence and identify additional witnesses to the infraction.

d. The faculty member or administrator shall report that information to the dean of the School of Law and to the director, if any (e.g., LRRW Program, Clinic, or LL.M.), of the program in which the infraction incurred.

e. The report shall be made as soon as practicable after discovery of the infraction.

f. Action by the Dean

1. Upon being notified of the alleged infraction, the dean or, if the dean designates another person to review the matter, the dean’s designee (e.g., associate dean for academic affairs) shall, as soon as is practicable, consider the weight of the assembled evidence.

2. If after reviewing the information and after consulting with the applicable program director, if any, the dean or dean’s designee believes that the matter should proceed further, the dean or dean’s designee shall take further action.

3. The dean or the dean’s designee (1) shall notify the accused student of the charge(s) against him or her; (2) shall set a time for a hearing before the student conduct committee; (3) shall notify, in writing, the student and the committee members of the time and place of the hearing; (4) shall notify the committee members of the identity of the accused student and of the nature of the charges; and (5) shall notify the affected faculty member(s), including in particular the faculty member reporting the possible infraction.

4. If the dean or dean’s designee believes the matter should not go further, the dean or dean’s designee will so notify the person reporting the infraction.

g. The Hearing of the charge(s):

1. At the hearing, the accuser and the student shall be allowed to present their evidence, including documents and witnesses.

2. The committee members may ask questions of the student and the accuser as well as of the witnesses.

3. This is an informal hearing at which no legal counsel is allowed for either side. The standard of proof shall be substantial evidence with the burden of persuasion on the accuser.

h. Action following the Hearing:

1. After the hearing, the committee shall, in closed session, vote by secret ballot to sustain or reject the charge(s).

2. If the charges are sustained, the committee shall then consider and recommend to the dean the disciplinary penalty.

i. The Dean’s further action:

1. As soon as practicable after receipt of the results of the hearing, including the committee’s recommendation, the dean shall notify the student, the accuser, and any program director involved of the results.

2. The dean shall notify the said persons of the following: (1) the results and recommendations; (2) the student’s right to appeal directly to the dean to contest any disciplinary penalty recommended by the committee; and (3) the
time by which the appeal to the dean must be taken (five working days from the date of receipt of notification).

j. Action following the Appeal:
   1. After hearing the appeal, if any, from the student, the dean shall determine the appropriate penalty.
   2. The dean may accept, reject, or modify the recommendation of the committee. The dean's decision is final. The decision shall be communicated to the student as soon as practicable.

k. The Penalty:
   1. The minimum penalty shall be no credit for the course assignment or examination.
   2. A more severe penalty such as failure of the course or suspension or expulsion from the University may be imposed in appropriate cases.

402  Student-Initiated Academic Grievance Procedure

402.1 Statement of Applicability
   a. The student grievance procedures of the University are to be followed when applicable.
   b. For purposes of applying those grievance procedures within the School of Law, program directors (e.g., LRRW Program Director, Clinic Director, and LLM. Program Director) will be treated as department chairpersons.
   c. The University procedures are reproduced immediately below with minor adaptations to the School of Law situation.

402.2 The Informal Process to Address Student-Initiated Academic Grievances
   a. A student who believes he or she has been aggrieved must first seek resolution of the dispute through an informal process with the other party involved in the dispute. For example, a student concerned about a grade should first meet with the instructor who graded the student's work.
   b. If the student is unable to resolve the dispute with the other party directly, then the student must bring the matter to the attention of the director of the program or department, if applicable (e.g., LRRW Program, Clinic Program, Library, or LLM. Program), or to the Associate Dean of Academic Affairs if there is no appropriate director. The Director should attempt to resolve the dispute informally through meeting(s) with the parties involved individually, jointly, or both.
   c. Disputes not resolved by the relevant directors and disputes, which arise concerning matters for which there is no director who would be responsible are to be brought to the associate dean for academic affairs. The associate dean for academic affairs or other dean's designee will seek to reach an informal resolution through mediation between the parties.
   d. If the mediation by the associate dean for academic affairs or dean's designee fails, then the matter is to be referred to the School of Law Grievance Committee for review through the formal process.
402.3 The Formal Process to Address Student-Initiated Academic Grievances

a. Student grievances, which are consigned to the Student Grievance Committee, must be specified in writing and given to the dean or the dean’s designee.
b. A student’s written statement, along with supportive evidence, constitutes a case document, which will be submitted to each member of the committee.
c. The second party to the dispute is also requested to provide the Office of the Dean with his or her account of the matter in dispute, which becomes a part of the case document that is forwarded to the committee.
d. The Student Grievance Committee is the required to set a date for convening a meeting to hear the case(s) as expeditiously as possible.
e. After the date has been set, each party to the dispute is sent a certified letter, which informs him or her of the charges, and date of the meeting as well as a statement requesting his or her presence.
f. During the hearing, the student presents his/her case; after, the accused party is allowed to present the other side. Each side is permitted to have witnesses.
g. Following the hearing, members of the committee after deliberation on their assessment of the case reach a decision as to how the case should be resolved.
h. The committee’s decision is sent to the Dean of the School of Law in the form of a recommendation.
i. The Dean then informs the student in writing of the decision, which may be based upon the committee’s recommendation or upon a modification of it the Dean may accept, reject, or modify the recommendation of the Committee. The Dean shall then provide written notice of the decision to the following: the student, the other party, the Committee, the relevant program (if any).

403 Grievances Relating to Faculty

All matters involving allegations of faculty misconduct (as distinguished from an academic grievance) shall be presented to the dean of the School of Law or the associate dean of academic affairs for further handling in accordance with applicable University and School of Law procedures.
404 Student Complaint Policy

a. Any student with a complaint or concern, that implicates one or more of the Standards for Approval of Law Schools, should bring the complaint or concern to the attention of the Associate Dean of Student Affairs and Admissions.

b. The Student Complaint Form, located in Appendix N, must be completed to initiate a complaint for investigation.

c. If the complaint concerns the actions or behavior of the Associate Dean of Student Affairs and Admissions, then the matter will be brought to the attention of the Associate Dean of Academic Affairs.

d. If the complaint is to be filed with the Associate Dean of Academic Affairs then the responses, set forth below, will be provided by the Associate Dean of Academic Affairs.

e. Upon receipt of a formal complaint, the Associate Dean of Student Affairs and Admissions shall contact the student who filed the complaint, and the Associate Dean shall initiate an investigation.

f. For the purposes of this Policy, the “initiation of an investigation” may include directing the student’s complaint to an existing Law School or University complaint or grievance procedure.

g. If the complaint is re-directed, the student’s completion of the form located in Appendix N shall suffice to initiate the student’s complaint or grievance under such existing Law School or University complaint or grievance procedure.

h. If there is an existing complaint or grievance procedure, and such procedure contains a provision for the appeal of the student’s complaint or grievance, that appeal, if any, shall apply to a complaint or grievance initiated under this Policy.

i. This Policy, however, shall not create any new complaint or grievance procedure; nor shall this Policy add to, delete, or modify any existing Law School or University complaint or grievance procedure.

j. The Associate Dean of Student Affairs and Admissions shall provide a written response to the complaint within 30 days, unless notice of a need for additional time is provided to the student.
k. If the Associate Dean finds that the complaint or grievance is covered by an existing Law School or University complaint or grievance procedure, the written response to the student will be in accordance with the procedures of that existing complaint or grievance procedure.

l. The Associate Dean's response to a complaint or grievance filed pursuant to this Policy shall, in any case, inform the student of the next step(s) in the process to resolve the complaint or grievance. In addition, the written response shall convey the relevant facts and circumstances discovered thus far during the investigation.

m. In no case shall a complaint or grievance be deemed untimely because the complaint or grievance was initiated by the student pursuant to this Policy rather than through an existing Law School or University complaint or grievance procedure.
PART 500—J.D. /M.B.A. PROGRAM

5-101 The JD/MBA Dual Degree Program

501.1 General
The Howard University School of Law and the Howard University School of Business offer a J.D./M.B.A. dual degree program. The dual degree program is designed to permit a candidate to complete both degrees in 3 ½ to 4 years instead of the 5 years required to complete the programs separately.

5-102 Applying for the JD/MBA Dual Degree Program

(a) Prospective students must apply to and be accepted into both the J.D. and the M.B.A. programs. Each application must be made separately according to the requirements of the School of Law and the School of Business.

(b) The specific requirements for applying to the School of Law and the School of Business are as follows:

<table>
<thead>
<tr>
<th>School of Law</th>
<th>School of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate from an undergraduate institution</td>
<td>Graduate from an undergraduate institution</td>
</tr>
<tr>
<td>Complete the LSAT</td>
<td>Complete the GMAT</td>
</tr>
<tr>
<td>Submit all required documents to the School of Law:</td>
<td>Submit all required documents to the School of Business:</td>
</tr>
<tr>
<td>- College Transcript</td>
<td>- College Transcript</td>
</tr>
<tr>
<td>- Personal Statement</td>
<td>- Personal Statement</td>
</tr>
<tr>
<td>- Resume</td>
<td>- Resume</td>
</tr>
<tr>
<td>- 2 Letters of Recommendation</td>
<td>- 2 Letters of Recommendation</td>
</tr>
</tbody>
</table>

(c) Current J.D. students are not eligible to apply for the M.B.A. program if they have completed more than 51 J.D. credits. There are absolutely no exceptions to this rule. Consequently, students are urged to begin to consider the J.D./M.B.A. dual degree program during their 1L year. Moreover, current J.D. students should apply no later than the Fall of their 2L year.

5-103 Allocation of Credits

(a) To receive the J.D. and M.B.A. degrees, a student must complete a total of 105 semester hours. This total includes all of the separate degree requirements for both the J.D. and M.B.A. programs.

(b) 66 credits must be completed in the School of Law, at least 44 of which are earned in required courses. The remaining 39 credits must be completed in the School of Business.
(1) No School of Business courses will count toward the 66 credits required to complete the J.D. degree.

(2) No School of Law courses will count toward the 39 credits required to complete the M.B.A. degree.

(c) Credit received for law clinics count toward the 22 elective credits permitted for the J.D. degree.

(d) Credit received for externships and co-curriculars, i.e. law journals and moot court teams, cannot account for more than two of the 66 credit hours required for the J.D. degree. Therefore, J.D./M.B.A. students in School of Law externships and co-curriculars must ensure they successfully complete 64 credit hours of J.D. coursework excluding externships and co-curriculars.

5-104 The JD/MBA Curriculum

Traditionally, students complete their first two years of the J.D./M.B.A. dual degree program as full-time law students. The third year is spent at the School of Business as a full-time business student, and the fourth year is spent completing the remaining J.D. and M.B.A. requirements simultaneously. The J.D./M.B.A. curriculum is as follows:

(a) Year One – 1L

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Methods (2 credits)</td>
<td>Constitutional Law I (3 credits)</td>
</tr>
<tr>
<td>Torts (4 credits)</td>
<td>Criminal Law (3 credits)</td>
</tr>
<tr>
<td>Civil Procedure (4 credits)</td>
<td>Real Property (4 credits)</td>
</tr>
<tr>
<td>Contracts (3 credits)</td>
<td>Contracts (2 credits)</td>
</tr>
<tr>
<td>Legal Reasoning, Research and Writing (2 credits)</td>
<td>Legal Reasoning, Research and Writing (2 credits)</td>
</tr>
</tbody>
</table>

(b) Year Two – 2L

After the 1L year, students must satisfy the following additional degree requirements:

- Constitutional Law II
- Legal Writing II
- Professional Responsibility
- Evidence
- Skills Course
- Legal Writing III (eligible seminars only)

With the exception of Constitutional Law II and Legal Writing II, students are free to take these remaining required courses in any order that they choose. Constitutional Law II must be taken during the Fall semester of the 2L year. Legal Writing II must be taken during either the Fall or the Spring semester of the 2L year. The semester in which this requirement must be satisfied...
depends on the first letter of the student’s surname. Those students with surnames that start with letters from the first half of the alphabet are permitted to take Legal Writing II in the Fall semester of the 2L year. Students with surnames that start with letters from the second half of the alphabet are permitted to take Legal Writing II in the Spring semester of the 2L year.

(c) Year Three – M.B.A.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting</td>
<td>Principles of Information Systems</td>
</tr>
<tr>
<td>Statistics</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>Financial Management</td>
</tr>
<tr>
<td>Organizational Management</td>
<td>Productions &amp; Operations</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Students must also take Managerial Accounting and Microeconomics. These courses can be taken at any point before completing the fourth year of the program. In addition, students are permitted to enroll in elective courses of their choice.

(d) Year Four – 3L & M.B.A.

Students must take the courses listed in 5-104(b) & 5-104(c) in any order that they choose before completing the J.D./M.B.A. dual degree program. However, Strategic Management must be taken in the last semester of the M.B.A. portion of the dual degree program.

5-105 Transferability of Grades

a. The credits for approved courses taken at the School of Business transfer and count toward meeting the School of Law graduation requirements.

b. The grades received from the School of Business Administration are not used for determining class rank, honors, GPA, entitlement to grants and scholarships, etc.
PART 600—MASTERS OF LAWS PROGRAM

601 General
The School of Law offers a Master of Laws (L.L.M.) degree for foreign attorneys and foreign law graduates.

602 Governing Rules
Unless the context otherwise requires, L.L.M. students are subject to all rules and regulations contained in other parts of this Guide as well as all university rules and regulations.

603 Purposes
The L.L.M. Program is designed:

a. To offer outstanding foreign lawyers and law graduates an opportunity to expand their knowledge of the law and legal processes and to engage in legal research;

b. To enrich the School of Law by exposing its community to non-American lawyers and legal cultures and to contribute to the ongoing re-examination and reinforcement of American law through the comparative method;

c. To bring international acclaim and repute to the School of Law and the University;

d. To contribute to the training for developing nations of judges, legal counselors, government officials, professors of law and private practitioners;

e. To afford the University the opportunity to translate on a global scale its commitment to the training of people who will be the leaders in the development of those who are the underdeveloped and dispossessed;

f. To afford the School of Law the opportunity to provide its inimitable training in the uses of law for the political, social and economic advancement of underdeveloped groups and states;

g. To prove in-depth comparative legal perspectives on the basic law courses (such as Contracts, Tort, Property, Criminal Law, and Civil Procedure); and

h. To transmit a working understanding of the fundamental of private (commercial) and public international law.

604 Degree Requirements
To receive the Master of Laws (L.L.M.) degree, a graduate student must meet the following requirements within three years of the student's initial enrollment:

a. Successfully complete 24 credits in approved courses;

b. Successfully complete the course titled “Introduction to the U.S. Legal System”;

c. Successfully complete a Graduate Thesis;

d. Achieve a cumulative weighted average of at least 77.00 at the time of graduation;

e. Be certified by the faculty as having satisfied the academic requirements of the University and the School of Law;

f. Have completed one academic year in residence as a graduate student at the School of Law. This residency requirement must be fulfilled during the first year of the student's enrollment; and
g. Settle all financial and other obligations to Howard University and the School of Law.

605 LL.M. Course of Study

605.1 LL.M. Required Coursework

a. LL.M. students must successfully complete 24 semester hours (credits) of coursework, including two required courses.
b. The required courses for the LL.M. students are the Introduction to the U.S Legal System and the Graduate Thesis.
c. Students must earn the remaining credits from among those courses offered by the School of Law that are open to graduate students. All courses must be approved by the director of the LL.M. program.

605.2 LL.M. Writing Requirement

The writing requirement is a graduate thesis of three, four, or five credits that is supervised by the director of the LL.M. program.

605.3 Other LL.M. Requirements

a. Minimum grade for credit
   In order to get credit in any course (including Legal Methods), a candidate must earn a grade of no less than 70.00 in that course. Any grade below 70.00 will be considered a failing grade.
b. Limit on Failed Courses
   1. An LL.M. candidate who fails two or more courses in one semester is ineligible to continue at the School of Law.
   2. An LL.M. candidate who has received three (3) or more failing grades during his or her entire School of Law time, including failing the same course more than once is ineligible to continue at the School of Law.
   3. If a student has passed a previously failed course, the original failure still counts toward the three-failed limit.
c. Viability of Courses
   Except upon written recommendation of the director, based upon special examination of the candidate, no course that was pursued more than three years prior to the term in which the student presents herself/himself for the final examination will be credited toward the fulfillment of the requirements for the degree.

606 Registration and Other Formal Requirements

Registration
1. Each student is responsible for properly registering for courses. The student must obtain the approval of the director of the LL.M.
2. Program for the proposed registration before or during the registration period.
3. All courses must be approved by the LL.M. program director.
LL.M. Program Formalities

a. Each student may be expected to meet with an official from the Office of International Student Services.
b. Each student is responsible for ensuring that all copies of the Graduate Student Progress Form are up-to-date.
c. Students are advised that strict rules govern these matters as well as changes of program; minimum and maximum student loads, withdrawal from the School of Law, and readmission to the School of Law.
d. Students are responsible for familiarizing themselves with these, and other, regulations of the graduate program.
PART 700--CONSTRUCTION, INTERPRETATION, AND AMENDMENT

701 Construction
   a. All rules and regulations are to be read and construed in conjunction with all other rules and regulations in or referred to in this Handbook and with University regulations and rules.
   b. In the event of a conflict between a rule or regulation or standard in the Handbook and the University's Academic Code of Student Conduct, and the University's Academic Code of Student Conduct shall control.

702 Authority to Interpret
   Subject to the authority of the Board of Trustees, the School of Law faculty has final authority on matters of interpretation of this Handbook.

703 Amendments
   a. Except for matters relating directly to degree requirements, this Handbook may be amended and revised by a majority vote of the full-time faculty of the School of Law subject to the approval, when necessary, of the president of the University.
   b. Prior to any regular meeting, or any special meeting of the faculty called to consider any proposed amendment or revision, a copy of the proposed amendment or revision shall have been sent to the president of the University, each member of the faculty and the president of the Student Bar Association at least fifteen (15) days in advance of the meeting.
   c. Amendments to or revisions of degree requirements require the approval of the Board of Trustees.
PART 800--APPENDICES

APPENDIX A--COURSE NUMBERS AND COURSE TITLES
APPENDIX A-2--LWIII REQUIREMENTS
APPENDIX B--COURSE DESCRIPTIONS
APPENDIX C--APPROVED SKILLS COURSES
APPENDIX D--JD/MBA PROGRAM
APPENDED COURSES
APPENDIX E--STUDY ABROAD/STUDY AWAY
APPENDIX F--FAMILY LAW CERTIFICATE PROGRAM
APPENDIX G--CLASS MURAL FORMAT
APPENDIX H--STUDENT EXCHANGE PROGRAMS
APPENDIX I--MOOT COURT TEAMS
APPENDIX J--CLASS RANKS
APPENDIX K--ATTENDANCE POLICY
APPENDIX L--WITHDRAWAL
APPENDIX M--TITLE IX STATEMENT
APPENDIX N—STUDENT COMPLAINT FORM
### Required Courses

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>NUMBER OF CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>619</td>
<td>Civil Procedure I (First Year)</td>
<td>4</td>
</tr>
<tr>
<td>612</td>
<td>Constitutional Law I (First Year)</td>
<td>3</td>
</tr>
<tr>
<td>621</td>
<td>Constitutional Law II (Second Year Fall Semester)</td>
<td>3</td>
</tr>
<tr>
<td>615</td>
<td>Contracts (First Year, Two Semesters)</td>
<td>5</td>
</tr>
<tr>
<td>616</td>
<td>Criminal Law (First Year)</td>
<td>3</td>
</tr>
<tr>
<td>629</td>
<td>Evidence (Second Year)</td>
<td>4</td>
</tr>
<tr>
<td>611</td>
<td>Legal Methods/Civil Rights (First Year)</td>
<td>2</td>
</tr>
<tr>
<td>613</td>
<td>Legal Reasoning, Research, &amp; Writing (First year, Two Semesters)</td>
<td>4</td>
</tr>
<tr>
<td>654</td>
<td>Legal Writing II (Second Year, Fall or Spring Semester)</td>
<td>2</td>
</tr>
<tr>
<td>630</td>
<td>Legal Writing III (Second or Third Year)</td>
<td>No additional credit besides credit given for the seminar</td>
</tr>
<tr>
<td>687</td>
<td>Professional Responsibility (Second or Third Year)</td>
<td>3</td>
</tr>
<tr>
<td>614</td>
<td>Real Property (First Year)</td>
<td>4</td>
</tr>
<tr>
<td>617</td>
<td>Torts (First Year)</td>
<td>4</td>
</tr>
<tr>
<td>---</td>
<td>A skills course (Second or Third Year)</td>
<td>Any course designated (sk) or listed on Appendix C</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>NUMBER OF CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>623</td>
<td>Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>904</td>
<td>Adoption Law: Theory, Policy, and Practice (CD)</td>
<td>3</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>733</td>
<td>Advanced Antitrust Seminar (CD)</td>
<td>3</td>
</tr>
<tr>
<td>670</td>
<td>Advanced Corporate Problems (sk)</td>
<td>3</td>
</tr>
<tr>
<td>997</td>
<td>Advanced Criminal Seminar (CD)</td>
<td>3</td>
</tr>
<tr>
<td>720</td>
<td>Advanced Entertainment Law (CD)</td>
<td>3</td>
</tr>
<tr>
<td>625</td>
<td>Advanced Legal Research (sk)</td>
<td>3</td>
</tr>
<tr>
<td>901</td>
<td>Advanced Topics in Patent Law (CD)</td>
<td>3</td>
</tr>
<tr>
<td>620</td>
<td>Advanced Torts*</td>
<td>3</td>
</tr>
<tr>
<td>701</td>
<td>African and Customary Islamic Law ^</td>
<td>3</td>
</tr>
<tr>
<td>627</td>
<td>Agency, Partnership, and Unincorporated Business Organizations</td>
<td>3</td>
</tr>
<tr>
<td>638</td>
<td>Alternative Dispute Resolution (sk)</td>
<td>3</td>
</tr>
<tr>
<td>803</td>
<td>Alternative Dispute Resolution Clinic (sk)</td>
<td>3</td>
</tr>
<tr>
<td>713</td>
<td>American Election Law and Policy (CD)</td>
<td>3</td>
</tr>
<tr>
<td>626</td>
<td>Antitrust Law</td>
<td>3</td>
</tr>
<tr>
<td>639</td>
<td>Appellate Advocacy (sk)</td>
<td>3</td>
</tr>
<tr>
<td>710</td>
<td>Broker/Dealer Regulation</td>
<td>3</td>
</tr>
<tr>
<td>996</td>
<td>Child, Family and the State (CD)</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>953</td>
<td>Church and State (CD)</td>
<td>3</td>
</tr>
<tr>
<td>800</td>
<td>Civil Litigation Clinic/DC Law Students In-Court Program ^ (sk)</td>
<td></td>
</tr>
<tr>
<td>666</td>
<td>Civil Procedure II-Complex Litigation</td>
<td>3</td>
</tr>
<tr>
<td>721</td>
<td>Civil Rights Clinic (sk)</td>
<td>3</td>
</tr>
<tr>
<td>705</td>
<td>Civil Rights Planning (sk)</td>
<td>3</td>
</tr>
<tr>
<td>752</td>
<td>Clean Air And Climate Change (CD)</td>
<td>3</td>
</tr>
<tr>
<td>---</td>
<td>Clinics (see specific clinic names)</td>
<td></td>
</tr>
<tr>
<td>632</td>
<td>Collective Bargaining and Arbitration ^</td>
<td>3</td>
</tr>
<tr>
<td>633</td>
<td>Commercial Paper</td>
<td>2</td>
</tr>
<tr>
<td>634</td>
<td>Communications Law ^</td>
<td>3</td>
</tr>
<tr>
<td>635</td>
<td>Comparative Law</td>
<td>3</td>
</tr>
<tr>
<td>637</td>
<td>Conflicts of Laws</td>
<td>3</td>
</tr>
<tr>
<td>906</td>
<td>Constitution and Democracy (CD)</td>
<td>3</td>
</tr>
<tr>
<td>744</td>
<td>Contemporary Development in Securities Regulations II</td>
<td>3</td>
</tr>
<tr>
<td>950-956</td>
<td>Contemporary Problems and Developments in the Law ~ (CD)</td>
<td>3</td>
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<tr>
<td>684</td>
<td>Copyrights</td>
<td>3</td>
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<tr>
<td>640</td>
<td>Corporations</td>
<td>3</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<td>-------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>641</td>
<td>Creditors’ and Debtors’ Rights and Remedies *</td>
<td>3</td>
</tr>
<tr>
<td>804</td>
<td>Criminal Justice Clinic (sk)</td>
<td>12 credits over one year</td>
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<tr>
<td>991</td>
<td>Criminal Justice Enforcement (CD)</td>
<td>3</td>
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<tr>
<td>955</td>
<td>Criminal Law Enforcement (CD)</td>
<td>3</td>
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<tr>
<td>642</td>
<td>Criminal Procedure I</td>
<td>3</td>
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<tr>
<td>643</td>
<td>Criminal Procedure II*</td>
<td>3</td>
</tr>
<tr>
<td>950</td>
<td>Critical Race Theory</td>
<td>3</td>
</tr>
<tr>
<td>698</td>
<td>Current Development in U.S. Supreme Court Jurisprudence</td>
<td>3</td>
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<tr>
<td>636</td>
<td>Cyber Law Seminar</td>
<td>3</td>
</tr>
<tr>
<td>719</td>
<td>Disability Rights Law*</td>
<td>2</td>
</tr>
<tr>
<td>669</td>
<td>Domestic and International Sales</td>
<td>3</td>
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<tr>
<td>727</td>
<td>Education Law</td>
<td>3</td>
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<td>Educational Inequality Law and Applied Research (CD)</td>
<td>3</td>
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<td>Employee Benefits (ERISA) (CD)</td>
<td>3</td>
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<tr>
<td>645</td>
<td>Entertainment Law</td>
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<tr>
<td>740</td>
<td>Entrepreneurship, Law and Policy (CD)</td>
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<tr>
<td>653</td>
<td>Environmental Law^</td>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
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<tr>
<td>743</td>
<td>Environmental Law Clinic Externship (sk)</td>
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<tr>
<td>653</td>
<td>Environmental Justice</td>
<td>3</td>
</tr>
<tr>
<td>691</td>
<td>Equal Employment Law Seminar</td>
<td>3</td>
</tr>
<tr>
<td>643</td>
<td>Estate and Gift Taxation</td>
<td>3</td>
</tr>
<tr>
<td>739</td>
<td>Estate Planning (CD) (sk)</td>
<td>3</td>
</tr>
<tr>
<td>706</td>
<td>Externship (sk)</td>
<td>4 credits fall or spring/ 6 credits summer</td>
</tr>
<tr>
<td>718</td>
<td>Fair Housing Clinic I and II (sk)</td>
<td>4 credits per semester</td>
</tr>
<tr>
<td>716</td>
<td>Fair Housing Externship (sk)</td>
<td>4</td>
</tr>
<tr>
<td>647</td>
<td>Family Law</td>
<td>3</td>
</tr>
<tr>
<td>---</td>
<td>Family Law Certificate Program (Description)</td>
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<tr>
<td>993</td>
<td>Family Law Practice (sk)</td>
<td>3</td>
</tr>
<tr>
<td>680</td>
<td>Federal Courts</td>
<td>3</td>
</tr>
<tr>
<td>649</td>
<td>Federal Criminal Law</td>
<td>3</td>
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<tr>
<td>662</td>
<td>Federal Income Taxation of Individuals</td>
<td>3</td>
</tr>
<tr>
<td>742</td>
<td>Federal Indian Law (CD)*</td>
<td>3</td>
</tr>
<tr>
<td>664</td>
<td>Gender and the Law</td>
<td>3</td>
</tr>
<tr>
<td>643</td>
<td>Environmental Law Clinic Externship (sk)</td>
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<tr>
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<td>Environmental Justice</td>
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<tr>
<td>691</td>
<td>Equal Employment Law Seminar</td>
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<tr>
<td>643</td>
<td>Estate and Gift Taxation</td>
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<td>Estate Planning (CD) (sk)</td>
<td>3</td>
</tr>
<tr>
<td>706</td>
<td>Externship (sk)</td>
<td>4 credits fall or spring/ 6 credits summer</td>
</tr>
<tr>
<td>718</td>
<td>Fair Housing Clinic I and II (sk)</td>
<td>4 credits per semester</td>
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<tr>
<td>716</td>
<td>Fair Housing Externship (sk)</td>
<td>4</td>
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<tr>
<td>647</td>
<td>Family Law</td>
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<td>Family Law Certificate Program (Description)</td>
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<tr>
<td>680</td>
<td>Federal Courts</td>
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<td>Federal Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>662</td>
<td>Federal Income Taxation of Individuals</td>
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</tr>
<tr>
<td>742</td>
<td>Federal Indian Law (CD)*</td>
<td>3</td>
</tr>
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<td>664</td>
<td>Gender and the Law</td>
<td>3</td>
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<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>907</td>
<td>Genetics and the Law (CD)*</td>
<td>3</td>
</tr>
<tr>
<td>665</td>
<td>Government Contracts*</td>
<td>3</td>
</tr>
<tr>
<td>976</td>
<td>Health Law (CD)</td>
<td>3</td>
</tr>
<tr>
<td>964</td>
<td>Health, Race, and Law (CD)</td>
<td>3</td>
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<tr>
<td>994</td>
<td>Hedge Funds, Private Equity Funds and Other Private Funds (CD)</td>
<td>3</td>
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<tr>
<td>987</td>
<td>Higher Education and the Law (CD)</td>
<td>3</td>
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<td>979</td>
<td>Housing and the Public Interest (CD)</td>
<td>3</td>
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<tr>
<td>973</td>
<td>Housing Discrimination</td>
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<tr>
<td>725</td>
<td>Housing Litigation (sk)</td>
<td>3</td>
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<tr>
<td>656</td>
<td>Immigration Law</td>
<td>3</td>
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<tr>
<td>700</td>
<td>Independent Study</td>
<td>2</td>
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<tr>
<td>658</td>
<td>Insurance Law ^</td>
<td>3</td>
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<tr>
<td>811</td>
<td>Intellectual Property/Trademark Clinic (sk)*</td>
<td>3 per semester</td>
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<tr>
<td>738</td>
<td>Internal Revenue Service Externship</td>
<td>4</td>
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<tr>
<td>668</td>
<td>International Business Transactions</td>
<td>3</td>
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<tr>
<td>667</td>
<td>International Economic Law</td>
<td>3</td>
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<td>722</td>
<td>International Environmental Law (CD)*</td>
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<td>661</td>
<td>International Law</td>
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<td>672</td>
<td>International Law of Human Rights</td>
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<tr>
<td>807</td>
<td>International Moot Court (sk)</td>
<td>3</td>
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<td></td>
<td>Introduction to Investment Management</td>
<td>3</td>
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<tr>
<td></td>
<td>Law and Practice (CD)</td>
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<tr>
<td>810</td>
<td>Investor Justice and Education Clinic*</td>
<td>4</td>
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<tr>
<td>673</td>
<td>Jurisprudence*</td>
<td>2</td>
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<tr>
<td>674</td>
<td>Labor Law*</td>
<td>3</td>
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<tr>
<td>675</td>
<td>Land Development and Planning^</td>
<td>3</td>
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<tr>
<td>659</td>
<td>Land Finance^</td>
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<tr>
<td>678</td>
<td>Law and Aging</td>
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<tr>
<td>676</td>
<td>Law and Economic Analysis^</td>
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<td>679</td>
<td>Law and Medicine^</td>
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<td></td>
<td>Law and Religion</td>
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<tr>
<td>677</td>
<td>Law and Social Science^</td>
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<tr>
<td>805</td>
<td>Law Journal (two-year commitment)</td>
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<td>At least 1 per semester</td>
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<tr>
<td>660</td>
<td>Legal Accounting*</td>
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<tr>
<td>681</td>
<td>Legal Drafting (sk)</td>
<td>3</td>
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<td></td>
<td>Legal history (CD)</td>
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<tr>
<td>611</td>
<td>Legal Method/Civil Rights</td>
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<tr>
<td>708</td>
<td>Legal Problems in International Relations^</td>
<td>3</td>
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<tr>
<td>613</td>
<td>Legal Reasoning, Research, and Writing</td>
<td>4</td>
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<tr>
<td>737</td>
<td>Marshall Brennan Seminar (year course)</td>
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<tr>
<td>729</td>
<td>Maryland Law in National Perspective (CD)</td>
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<td>682</td>
<td>Municipal Law</td>
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<tr>
<td>806</td>
<td>National Moot Court (sk)</td>
<td>1 per semester</td>
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<tr>
<td>683</td>
<td>Negotiating, Interviewing and Counseling (sk)</td>
<td>3</td>
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<tr>
<td>741</td>
<td>Non-Profit Organizations (CD)*</td>
<td>3</td>
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<td>686</td>
<td>Patent Law</td>
<td>3</td>
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<tr>
<td>729</td>
<td>Predatory Lending^</td>
<td>2</td>
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<tr>
<td>685</td>
<td>Pre-trial Litigation Practice (sk)</td>
<td>3</td>
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<td>708</td>
<td>Problems of World Order</td>
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<td>982</td>
<td>Products Liability (CD)*</td>
<td>3</td>
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<tr>
<td>675</td>
<td>Property II: Introduction to Land Finance and Development</td>
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<td>689</td>
<td>Race, Law and Change*</td>
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<td>692</td>
<td>Remedies</td>
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<td>751</td>
<td>Sales</td>
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<td>693</td>
<td>Sales and Secured Transactions</td>
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<td>Securities Offerings, Registration and Disclosure (CD)</td>
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<td>791</td>
<td>Secured Transactions</td>
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<td>726</td>
<td>SEC Externship (sk)</td>
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<tr>
<td>694</td>
<td>Securities Regulation</td>
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<td>744</td>
<td>Securities Regulations II (CD)</td>
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<td>Social Justice Lawyering</td>
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<td>Sustainable Development (CD)</td>
<td>3</td>
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<td>Tax Policy Seminar (CD)</td>
<td>3</td>
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<td>903</td>
<td>Terrorism and the Law (CD)</td>
<td>3</td>
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<td>The History and Development of the U.S. Department of Justice: Understanding Modern Federal Prosecutorial Policy and Discretion (CD)</td>
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<td>724</td>
<td>Trademark Law</td>
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<tr>
<td>703</td>
<td>Trial Advocacy- Civil (sk)</td>
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<td>703</td>
<td>Trial Advocacy- Criminal (sk)</td>
<td>2</td>
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<tr>
<td>698</td>
<td>United States Supreme Court Jurisprudence (CD)</td>
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<tr>
<td>651</td>
<td>Wills, Trusts &amp; Estates</td>
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APPENDIX A-2
LWIII REQUIREMENTS

A-200 The Legal Reasoning, Research, and Writing Program

The curriculum includes a mandatory Legal Reasoning, Research, and Writing Program (LRRW Program) composed of three parts: Legal Reasoning, Research & Writing; Legal Writing II; and Legal Writing III.

A-201 Legal Reasoning, Research, & Writing

The first part of the LRRW Program is Legal Reasoning, Research & Writing (LRRW), a four-credit, year-long, first-year course. LRRW teaches the fundamentals of legal reasoning including legal analysis, factual analysis, rule application, analogical reasoning, and synthesis; the basic sources and methods of legal research; and some basic forms of legal writing including objective memoranda of law, client opinion letters, and trial court motion practice briefs. In addition, it includes a strong dose of professionalism and introduces other skills including interviewing, negotiating, and document drafting.

A-202 Legal Writing II

The second part of the LRRW Program is Legal Writing II (LWII), a required two-credit, semester-long course which must be taken either in the fall or spring of the student’s second year unless the student failed LRRW, in which case the student must take LW II in the year immediately following successful completion of LRRW. LW II is designed to reinforce and deepen the students’ knowledge of and ability to perform factual analysis, legal analysis, legal reasoning, legal research, and writing. The primary project is writing and rewriting an appellate brief on relatively difficult legal issues.

A-203 Legal Writing III

(A) Legal Writing III (LWIII) is not a particular course; instead, it is a significant scholarly writing requirement which can be met in a number of ways. To satisfy the LW III requirement, each student is required to complete, under the supervision of a full-time faculty member (not an adjunct or other instructor who is not a faculty member employed under a full-time faculty contract), (1) in-depth research in a specialized area, resulting in (2) a written product in which the issues involved are fully analyzed and supportable conclusions articulated. Typically, the LWIII requirement is satisfied in the student’s third year.

(B) To satisfy the LWIII requirement, the written product must meet the following conditions: (1) The written product must be completed under the supervision of a full-time member of the faculty who has agreed to assist the student; (2) A minimum
grade of 75 must be earned on the written product; (3) The written product must use proper legal citation form, give proper attribution to the work of others, and be the equivalent of no less than twenty-five (25) double-spaced, typewritten pages with customary margins (or 7500 words); and (4) Each student is required to submit an outline or outline substitute (such as a thesis statement and annotated bibliography) and at least one draft of the written product to the supervising faculty member prior to submission of the completed written product.

(C) The written product requirement may be satisfied by a writing which meets the foregoing requirements prepared (a) in a seminar course; (b) in connection with meeting the requirements of membership on the Howard Law Journal; or (c) in an independent study course.

(D) Subject to the rules governing incompletes, the completed written product is to be submitted to the supervising faculty member at the time set by the faculty member, but in no event shall it be submitted later than the last day of scheduled third-year classes for the final semester of the Student’s final year. Students cannot change the supervising faculty member without the permission of the original supervising faculty member.

(E) All Students must complete a legal-writing-paper disclosure form which identifies the course, Independent Study, or Journal in which they either have completed or intend to complete this requirement. The student must submit the form to the Associate Dean for Student Affairs no later than two months prior to graduation. The form must be signed by the faculty member who supervised, who is supervising, or who has agreed to supervise and grade the student’s written product.

(F) No credits toward meeting the graduation credit requirement are given for a LWIII writing.
APPENDIX B
COURSE DESCRIPTIONS

Administrative Law (600-623) - 3 Credits
(Prerequisite - Constitutional Law I)
This course considers the implementation of legislative policy through the administrative process and addresses the structure, functions, powers and procedures of administrative agencies and their relationship to the courts, with emphasis upon the regulations consistent with the protection of liberty under law.

Adoption Law: Theory, Policy and Practice (CD) (LWIII) (600-904) - 3 Credits
This course offers a survey of adoption law. Students will learn historical and contemporary perspectives of adoption law including the application, selection and approval processes; and, facets of various types of adoption such as intercountry, transracial, transcultural, stepparent, second-parent, kinship, and same-sex adoptions. Also, recent developments in adoption law such as post-adoption contact, amendments of confidentiality statutes, and efforts to eliminate barriers to adoption (i.e., extravagant expenses and discriminatory agency policies) will be discussed. In this interdisciplinary course, law students will discuss psychological and sociological consequences of adoption as well as statutes, cases and regulations that govern adoptions and the lawyers’ role throughout the adoption process. Expectations: Students will make an oral presentation to the class and write a paper on an adoption issue of their choice. In addition, students will participate in a community project such as creating a public service announcement to encourage citizens to adopt older children and children of color (children who represent the largest groups of available children in the United States) or a script and presentation for a One Child/One Church announcement for local churches.

Advanced Antitrust Seminar (LWIII) (600-733) (CD) – 3 credits
(Prerequisite – Antitrust)
Antitrust law has become a global endeavor in the last quarter century. Although the United States boasts the oldest antitrust enforcement system in the world, today over 100 countries have antitrust statutes and enforcement agencies, and many, like the United States, either have or are planning to implement private rights of action to complement public enforcement of those laws. One of the great challenges in the world of antitrust, therefore, is to integrate and coordinate those global efforts. Another challenge is to develop competition policies adequate to meet the needs of the rapidly changing, global industries of the information age. Advanced antitrust will build on the basic antitrust course to explore these new and growing dimensions of competition policy. Topics will include: (1) the challenges and complexities of public and private antitrust litigation; (2) utilizing economic evidence and the standards of proof in antitrust cases; (3) advanced merger analysis; (4) antitrust and intellectual property; (5) international antitrust, with special emphasis on competition policy in the European Union and in transitioning and developing countries. We will make use of our presence in Washington to invite guest speakers from government and the private sector to join in our discussions. The course will be taught as a seminar, and final grades will based on a combination of class participation, a significant research paper, and a presentation of the paper topic to the full class towards the end of the semester. Students in
the course will be eligible to seek Legal Writing III credit for their papers. Prior course work in economics is not required, but completion of the basic antitrust course is a prerequisite.

**Advanced Corporate Problems (Skills) (600-670) - 3 Credits**  
(Prerequisites -Corporations and Federal Income Taxation of Individuals)  
This business-planning course combines advanced work in corporations and federal taxation. Students examine simulated problems that present a variety of corporate and tax issues for analysis and resolution. Students are required to prepare memoranda on certain aspects of the issues under consideration and selected corporate documents to complete the transactions for their clients.

**Advanced Legal Research (Skills) (600-625) - 3 Credits**  
This course offers a detailed and comprehensive examination of all legal research resources in all formats, including an in-depth comparative study of manual and computerized research. The course combines class lectures with research assignments on general and specialized topics so that the student can develop a research strategy and analyze research results. Examinations are given.

**Advanced Entertainment Law (CD) (LWIII) (Seminar) (600-720) - 3 Credits**  
(Prerequisite: Entertainment Law)  
This seminar will focus on substantive problems and issues in contemporary entertainment law and will explore in depth the protection of intellectual property, contractual problems, statutory protection, tax implications, and business relationships in the entertainment field among other areas. A substantial research and writing project on an entertainment law subject, as approved by the professor, is required.

**Advanced Criminal Law Seminar (CD) (LWIII Eligible) (600-997) – 3 Credits**  
This seminar will offer an in-depth study of federal fraud and public corruption prosecutions – with some emphasis on the Jack Johnson prosecution concerning the former county executive of Prince Georges County – as well as the possible emerging scandals in the District of Columbia government. It is advisable that students have a very strong interest in criminal law and procedure, and it is extremely helpful, but not required, that students have taken either Criminal Procedure II and/or Federal Criminal Law. This seminar will presume an understanding of the criminal justice process beyond what is required for the Criminal Law course. A research paper is required for this course.

**Advanced Topics in Patent Law (CD) (600-901) * – 3 Credits**  
This seminar course will address advanced topics in patent law, with emphasis given to social engineering and public service issues. We believe that the U.S. Constitution is designed to provide the ultimate in social engineering, affording profit and business opportunities to all who invent patentable inventions regardless of race, religion, gender, sexual orientation, and national origin. The student will obtain an intense appreciation of how patent law can benefit his or her community in the distribution of wealth and capital and will examine factors such as cost, which may impede those who are underrepresented and disadvantaged. For example, taking the business of beauty care as a model, we will explore why U.S. patents are sought and how those patents overcome barriers to market entry, considering what cost
barriers exist. Each session of the course seeks to confront legal structure underlying the Patent Statute, 35 U.S.C. §§ 1 et seq., with its social and economic cost. In its Constitutional origins, the Patent Statute reflects an abiding, liberal conviction that inventions conceived by the human mind (if sufficiently useful, new, and non-obvious) constitute a form of personal property—and that the benefit of their use may exclusively be claimed and exploited by their creator, irrespective of his or her race, creed, or national origin. In practice, however, individual’s exercise of the exclusive personal property right conferred by the Patent Statute often conflicts with other important social and economic interests. For example, well-intentioned efforts to regulate the Patent system according to the calculus of social or economic utility may generate perverse disincentives to innovate. These competing legal, social, and economic interests continually struggle to balance the patent rights of individual inventors with the public interest in developing affordable products embodying patentable inventions. Illustrating this dialectical process, we will focus on topics such as the move to “break” pharmaceutical patent protection in developing nations; the evolution of patent rights on living organisms—including aspects the human genome—and the rights of all people to the benefits of such inventions; the patentability of methods of doing business; the creation of exclusive rights over industry standards; and the expansion of the patent right to exclude under the so-called doctrine of equivalents.

**Advanced Torts (Seminar) (600-620) - 3 Credits**
This course explores a limited number of torts and torts concepts in depth. Coverage may vary from year to year and from instructor to instructor.

**African and Customary Islamic Law (600-701) – 3 Credits**
This rarely offered course describes and analyzes the concepts and institutions of traditional African and Islamic Legal Systems and their adaptation and development in the independent states.

**Agency, Partnership and Unincorporated Business Organizations (600-627) - 3 Credits**
This course presents an analysis of the legal nature of agency and partnership relationships and the rights and obligations arising from them. The doctrine of respondent superior is also examined.

**Alternative Dispute Resolution (Skills) (600-638) - 3 Credits**
This course surveys the various methods for resolving disputes without formal litigation. Methods considered will include mediation, arbitration, summary jury trials, and negotiation. The theories for deciding when to choose which method and the procedural rules and tactical concerns governing each method will be the focus of class discussion. Students also will have the opportunity to practice some of the ADR techniques.

**Alternative Dispute Resolution Clinic (Skills) (year-long course) (600-803) - 8 credits**
(Prerequisite - Alternative Dispute Resolution)
You can only register for this course with the approval of the Clinical Program. The ADR Clinic has a classroom component as well as an actual case-handling component. The classroom component includes two seventy-five (75) minute periods per week in the
form of a seminar. During the classroom component, Students learn about the choices that lawyers make (often without reflection) about the processes available for the resolution of the disputes brought to them by their clients. One of the goals of the classroom component is to deepen the students’ understanding of conflict and the lawyer’s role in its resolution. The theoretical perspective for the course would draw from a diverse range of scholarly work, not only from law, but from anthropology, business, communications, environmental studies, cognitive and social psychology, sociology, urban planning and other disciplines. Through the use of simulated exercises, the classroom component also will give students an opportunity to learn how to represent clients in dispute resolution processes other than litigation. Finally, Students will learn the skills necessary to function as an effective third-party in various disputes. The seminar also will allow Students to explore the legal issues which are extant in the still-emerging field of alternative dispute resolution. Some examples of the issues to be explored (by no means exhaustive) in the seminar component are: (1) the problem of power imbalance between disputants in mediation; (2) the meaning of confidentiality in mediation; (3) the need for certification and or licensing of mediators; (4) the ethical issues in mediation; and (5) the role of culture and diversity in the field of alternative dispute resolution.

**American Election Law and Policy (LWIII) (CD) (600-713) - 3 credits**
This course considers ways in which the law governing the political process affects and reflects political power relationships. Particular emphasis will be placed on the role of the election process in enhancing or retarding goals of social justice. Topics covered will include at least some of the following: the right to vote, voter disenfranchisement; minority vote dilution; campaign finance; Bush v. Gore; reapportionment; political parties; ballot propositions. No background in politics or political science is required.

**Antitrust (600-626) - 3 Credits**
Antitrust law concerns the development and structure of free markets and the processes whereby governments regulate competition. The primary focus of the course is the historical development of the economic and legal concepts of monopoly and competition, with particular emphasis on their current judicial interpretation under federal antitrust laws. (An economics background is not required.)

**Appellate Advocacy (Skills) (600-639) - 3 Credits**
(Prerequisites- Civil Procedure 1, Evidence, LRRW, Legal Writing II)
This skills course teaches the construction and designation of an appellate record, the preparation of brief, standards of review on appeal, and oral argumentation of a case on appeal.

**Broker/Dealer Regulation (600-710) – 3 Credits**
This course examines the regulatory framework governing the operations and sales practices of broker/dealers and investment advisers. It also provides an introduction to the U.S. financial markets and basic investment skills. The course will cover the role of the Securities and Exchange Commission ("Commission") and its oversight responsibilities with respect to self-regulatory organizations (SROs), with an emphasis on the National Association of Securities Dealers, Inc. (NASD) and the New York Stock Exchange (NYSE). The rules of the NASD and the NYSE will be examined to determine how the securities industry regulates itself. This course will also evaluate the appropriate role of securities industry organizations in the regulatory framework of the U.S. financial markets.

**Child, Family and the State (CD) (Seminar) (600-996) – 3 Credits**
This course will examine the conflict between parents and the government in maintaining authority over children. The course will also consider the degree to which the law treats children as autonomous rights-bearing individuals and the degree to which it sees children as dependent objects of state and parental control. To that end, students will look at law and policy governing parent rights, child abuse and neglect, foster care, adoption (domestic and international), education, and juvenile justice. Alice Miller's works will be the analytical lens through which students will not only examine these issues, but also think about how laws can be changed and policies to create a better, non-violent world for children and families. A research paper is required in this course. There are no prerequisites for this course but students are strongly encouraged to have had Family Law.

**Church and State (CD) (LWIII) (600—953) – 3 Credits**

This course examines the history, meaning and purpose of the Establishment and the Free Exercise of Religion Clauses contained in the First Amendment to the Constitution of the United States. America, from colonial times, has experienced religious diversity. The nature of that diversity, however, has changed over time, and so have our views about the political, economic, and legal consequences of that diversity. It is the ultimate purpose of this course to arrive at some defensible notions about the strengths and weaknesses of American church-state law, as informed by the Religion Clauses, and as interpreted by the U.S. Supreme Court.

**Civil Litigation Clinic/D.C. Law Students In-Court Program (600-800) ↑ (year-long course) (Pass/Fail) - 12 Credits**

(Prerequisites -Civil Procedure I and Evidence) (Skills)

You can only register for this course with the approval of the Clinical Program. This clinic is a yearlong program in which the first semester is devoted to academic orientation, including simulated skills exercise demonstrated through video presentations. During the second semester, academic coverage and litigation activity relate to landlord/tenant, consumer, and small claims representation. Students handle cases under the supervision of a staff attorney.

**Civil Procedure I (600-619) - 4 Credits**

First Year Required Course

This fall semester course introduces the first year law student to the modern system of civil litigation with particular emphasis on the federal Rules of Civil Procedure. Particular topics may vary, but will generally include the basis features of an adversarial system for dispute resolution and its alternatives, pleading, joiner of claims and parties, discovery, pretrial and post-trial motion practice, and concepts of personal and subject matter jurisdiction.

**Civil Procedure II ~ Complex Litigation (600-666) (LWIII) - 3 Credits**

(Prerequisite -Civil Procedure I)

This course explores topics in civil procedure not normally covered in Civil Procedure I. Although the subject matter may vary, topics generally will include the nature and definition of complex litigation; joinder, particularly the use of class actions; multidistrict or parallel litigation; discovery; and judicial management of complex litigation. Emphasis will be placed on identifying practical solutions to the problems posed by complex civil litigation in light of competing policy interests.
Civil Rights Clinic (Skills) (600-721) - 6 Credits
You can only register for this course with the approval of the Clinical Program.
The Civil Rights Clinic (CRC) litigates on behalf of indigent clients in civil rights and social justice cases. Students in the clinic represent pro se plaintiffs in federal and state appeals before the United States Court of Appeals for the D.C. Circuit, the United States Court of Appeals for the Fourth Circuit, and the District of Columbia Court of Appeals. Cases include a range of civil rights matters such as employment and housing discrimination, police brutality, denial of full voting rights, unconstitutional prison conditions, and procedural barriers that preclude indigent litigants from effective access to the courts. Students work with faculty in classroom-seminar and clinical-practice settings to review the trial court record, prepare the appendix for appeal, consult with client, research and write the appellate briefs, and prepare and conduct oral argument when such argument is granted by the court. The pedagogical goal of the Clinic is for students and faculty to critically examine the analytical and linguistic challenges of effective courtroom advocacy, the legal and strategic considerations of the appellate process, the ethical and professional obligations of client representation, and the social and political implications of civil rights advocacy.

Civil Rights Planning (Skills) (LWIII) (600-665) - 3 Credits
(Prerequisites - Constitutional Law I & II)
This course is an introduction to the practical, procedural, and substantive planning engaged in by lawyers helping to develop remedies for violations of the rights of minorities and women. These remedies include litigation, legislative and regulatory advocacy, demonstrations, and public information campaigns. Students will write a research paper on the strategy and tactics of civil rights lawyering, based not only on library work but also on interviews with civil rights practitioners, which the instructor will arrange. Possible topics include “traditional” areas such as education, housing, voting and employment. Eligible topics also include newly-arising areas such as police brutality, racial profiling, hate crimes, media stereotypes, environmental racism, “consumer” racism, disparate application of penal laws, census undercount, application of immigration laws, educational discrimination in integrated contexts, and under funding of minority schools.

Clean Air and Global Climate Change: Law, Policy and Social Justice (CD) (Seminar) (600-752) – 3 Credits
This is a seminar course with a truly international perspective, focusing on one of the hottest topics of our day. Climate change policy is likely to affect each of us, personally and professionally, for decades to come and have an impact on almost every facet of the global economy. This class will provide a chance to explore the development over the past two decades of climate change science and global climate policy (including the UN Framework Convention on Climate Change, the Kyoto Protocol, the Montreal Climate Change Summit, the reports of the Intergovernmental Panel on Climate Change, and the Copenhagen Climate Change Summit schedule for this coming December). Course participants will also examine the history and foundational elements of domestic clean air law, and the relationship of existing clean air law and policy to the issue of climate change, including ongoing efforts in Congress to adopt climate change legislation in the U.S. As an integral component of these inquiries, students will explore the challenging, and often overlooked social justice implications of clean air and climate change policy. The course will be interactive in nature,
and informed by readings, multi-media presentations, and guest speakers, and will in many cases examine critical policy issues as they are being debated in real time. Environmental Law, Environmental Justice, International Environmental Law and/or the Environmental Law Clinical Externship are recommended prerequisites, but not required.

Clinics
Please refer to each individual clinic for specific descriptions. Below is a list of clinical programs available at or through the Law School:

♦ Alternative Dispute Resolution Clinic
♦ Civil Rights Clinic
♦ Criminal Justice Clinic
♦ D.C. Law Students in Court
♦ Externship Program
♦ Fair Housing Clinic
♦ Investor Justice Clinic
♦ Intellectual Property/Trademark
♦ Marshall Brennan Program

Collective Bargaining and Arbitration↑ (Skills) (600-632) - 3 Credits
(Prerequisite - Labor Law)
This course studies the collective bargaining process and the role of arbitration in establishing and maintaining the legal rights and duties of the employer and the union.

Commercial Paper (600-633) - 2 Credits
This course concerns negotiable instruments and their position in modern commercial transactions, with special emphasis on commercial paper as payment devices in sales transactions.

Communications Law (Seminar) ↑ (600-634) - 3 Credits
This course surveys the legal and practical problems in the practice of communications law before the Federal Communications Commission.

Comparative Law (LWIII) (600-635) - 3 Credits
This course presents a comparative study of legal principles and selected institutions of non-common law systems. Aspects of the history, sources, methods, civil and criminal procedure, legal education, judicial system, codification and law of obligations are studied. A significant focus will be on the civil law tradition in its modern context, including its use and modification in third world or socialist countries.

Conflicts of Laws (600-637) - 3 Credits
(Prerequisites - Civil Procedure I, Constitutional Law I & II)
This course presents the body of principles relating to transactions with elements in more than one state. The problem of choice of law will be examined with respect to marriage and
divorce, property, contacts, wrongs, and procedure, with consideration given to constitutional issues, the jurisdiction of courts and the enforcement of foreign judgments.

**Constitution and Democracy (CD) (600-906) - 3 Credits**  
(Prerequisite: Constitutional Law I)  
Democracy is the first principal of the Constitution: Its preamble begins with "We the People" and proceeds to set forth "justice," the need for "domestic tranquility," and the promotion of the "general welfare" as its core purposes. The Civil War Amendments expanded the initially limited understanding of the first principal. This course will explore a range of issues in the light of that expanded first principal and those core purposes. The struggle for racial justice, gender equality, individual liberty, educational opportunity – all challenge the promise of democracy contained in the preamble to the Constitution. We will explore issues historically and in depth to try and understand today's challenges to democracy and our Constitution. There will be a paper required for this course. This course is not eligible for LWIII credit.

**Constitutional Law I (600-612) - 3 Credits**  
First Year Required Course  
This spring semester course examines the basic structures of the U.S. constitutional system, the historical development of the Supreme Court as an institution, the philosophical justifications for the exercise of judicial review and judicial authority of judges in a democratic society, and the various methods of legal reasoning that are brought to bear in interpreting the Constitution. Among the topics to be examined are judicial review, the commerce power and other powers of Congress, separation of powers, and economic liberties and redistribution (the contracts and the taking clauses).

**Constitutional Law II (Prerequisite -Constitutional Law I) (600-621) - 3 Credits**  
Upper Level Required Course  
This required fall-semester, second-year course examines the constitutional norms of equal protection and due process with a focus on such issues as racial discrimination, sex discrimination, abortion, voting rights, and disproportionate burdens on the poor. The course may also examine some questions of freedom of speech, press, association, and/or religion.

**Contemporary Developments in Securities Regulation II (600-744) - 3 Credits**  
(Prerequisites - Securities Regulation I or Broker/Dealer Regulation or Corporations)  
Securities Regulation II explores all aspects of the U.S. Securities & Exchange Commission's ("Commission") enforcement process, from both the government and private practitioner's perspective, with emphasis on the Commission's procedures in first conducting an investigation and then either settling or litigating an enforcement action. Through selected examples of significant enforcement actions, the course will stress the private practitioner's counseling considerations at strategic junctures in the enforcement process. The variety of actions available to the Commission, in different venues, and the breadth of related remedies available in those actions, will be a particular focus, as will the issues that arise in litigating an enforcement action. Also, this course will include discussion and analysis of current, cutting-edge issues in securities regulation, litigation of enforcement actions, developments in self-regulatory organization enforcement, and criminal prosecutions under the federal
securities laws. Finally, this course will provide an excellent opportunity to meet and establish relationships with leading private practitioners in the securities industry and senior members of the Commission’s staff.

**Contemporary Problems and Developments in the Law (Seminar) - 3 Credits**
*(Prerequisite - will vary with topic and professor) (600-950 to 956)*

This seminar will explore selected contemporary problems or developments in the law. Topics will vary, and may be drawn from a wide range of doctrinal areas, including, but not limited to, torts, property, contracts, civil procedure, criminal law and procedure, and constitutional law. Topics considered may also include developments that span several doctrinal areas, e.g., critical legal studies, critical race theory, law and literature, etc. The problems or developments to be considered during a particular semester shall be posted prior to registration so that students will have notice of the course content. The courses are typically listed as “CD” on the course schedule followed by the title of the course. Some “CD” courses are offered only once and others are offered on a regular basis. “CD” courses that are offered on a regular basis are listed below:

♦ Adoption Law: Theory, Policy and Practice
♦ Advanced Antitrust Seminar
♦ Advanced Topics in Patent Law
♦ American Election Law and Policy
♦ Criminal Law Enforcement
♦ Advanced Entertainment Law
♦ Entrepreneurship, Law and Policy
♦ Estate Planning
♦ Health Law
♦ Higher Education and The Law
♦ Maryland Law In National Perspective
♦ Non-Profit Organizations
♦ Products Liability
♦ Securities Regulation II
♦ Sustainable Development
♦ Terrorism and the Law

“CD” courses offered once on an irregular basis are listed below:
♦ Constitution and Democracy
♦ Diversity and the Global Capital Markets (Seminar)
♦ Federal Indian Law
♦ Genetics and the Law
♦ Hedge Funds, Private Equity Funds and Other Private Funds
♦ International Environmental Law
♦ Law and Bioethics (Seminar)
Contracts (600-615) – 5 Credits
First Year Required Course
This year-long course teaches the law of contracts, including intent, offer and acceptance, capacity, consideration, contracts under seal, third party beneficiaries, assignments, the Statute of Frauds, performance and breach, discharge, illegal contracts and damages in contract actions.

Copyrights (600-684) - 3 Credits
This course surveys the basic copyright law under the Copyright Act of 1976, as amended, to include computer software and to conform to the requirements of the Berne Convention. The course also surveys basic trademark law, including the Lanham Act. Key concepts such as copyrightable subject matter, the scope of exclusive rights, fair use, ownership issues, infringement, federal preemption of state actions, and international copyright and trademark issues are studied.

Corporations (600-640) - 3 Credits
This course introduces the modern law of private corporations, including corporate organization, finance and management, dissolution, merger and reorganization, the rights and duties of subscribers, directors, shareholders and creditors.

Creditors' and Debtors' Rights and Remedies (600-641) - 3 Credits (Prerequisite - Contracts)
This course examines state and federal laws which govern the legal rights and relationships between debtors and creditors in consumer and commercial transactions. Both non-judicial debtor/creditor dispute resolution options and the range of judicial mechanisms and remedies available under law, including, but not limited to, the federal bankruptcy statute, are examined. The course is intended to familiarize the student with the salient legal issues pertinent to debt creation, collection, and/or satisfaction, the socioeconomic equities and objectives of debtor/creditor law in general and of the Bankruptcy Code in particular, and the differing economic and social policies implicated in resolving personal/consumer and commercial debt issues.

Criminal Justice Clinic (Skills) (600-804) – 6 Credits (Total of 12 credits for the year) (Prerequisites - Evidence, Civil Procedure, Criminal Procedure I)
You can only register for this course with the approval of the Clinical Program.
The Criminal Justice Clinic (CJC) is a one-year clinical course for which a Student receives twelve (12) credits. The classroom portion of this clinic includes two (2) seminar sessions per week each of which is two (2) hours in duration. These sessions are co-taught and include review of substantive criminal law and procedure, skill set practice sessions, mock trials, and case rounds. All skill practice sessions, mock trials, and case rounds sessions include case analysis and strategizing, and reflection on representation and skill development. The legal work includes representing indigent individuals charged with criminal misdemeanors in the District of Columbia. The students, with the assistance and guidance of the CJC faculty, are
responsible for all aspects of client representation from preparation of the case (investigation, client consultation, drafting and filing of pleadings and plea bargaining) to appearing before the Court at all stages of the proceedings.

**Criminal Justice Enforcement (CD) (Seminar) – 3 Credits**  
*(Prerequisite: Criminal Procedure I)* *(600-991)*  
Scholars and activist have questioned whether criminal Law and its enforcement inure to the benefit of all segments of the U.S. population, and have used a variety of methodologies to expose race, gender, and class bias. In addition, many have questioned the punitive model of addressing undesirable conduct and the increasing power given to the state to investigate and detain. This course will cover debates over certain substantive areas of law, including Domestic Violence and Rape, and debates over police power, including “Driving While Black” detentions and the Consent-to-Search exception to the Fourth Amendment. Some controversies over punishment may also be addressed, including the Death Penalty and the Restorative Justice Movement that imports aspects of the South African Truth Commission. Students will be given an opportunity to choose a final paper topic that interests them, whether it focuses on an area of substantive criminal law, punishment, or the procedures police use to investigate crime. Topics are not limited to the subjects taught in class. Papers must include a critical component, and students will be prepared for this by readings and class discussions throughout the course. There will be smaller writing assigned to provide opportunity for feedback before the final paper is due. Grades will be based upon (1) class participation, (2) a presentation to the class on your paper topic, and (3) written assignments including a final paper.

**Criminal Law (600-616) – 3 Credits**  
*First Year Required Course*  
This spring semester course provides an introduction to the basic principles of the substantive criminal law, as well as the elements of some common crimes to illustrate those basic principles. Topics covered will include, among others, actus reus, mens rea, homicide, self-defense, conspiracy, and attempts. The course emphasizes the skill of statutory interpretation and a comparison between common law and the Model Penal Code approaches to criminal liability.

**Criminal Law Enforcement (CD) (Seminar) (LWIII) - 3 Credits**  
*(Prerequisite - Criminal Law)* *(600-955)*  
This course focuses on substantive problems and issues in contemporary criminal law. A substantial research and writing project on a criminal law subject is required.

**Criminal Procedure I (600-642) - 3 Credits**  
This course covers primarily pre-trial constitutional issues of criminal procedure and some significant discussion of the exclusionary rule and related statutes. Topics covered include searches and seizures, confessions, line-ups and photo-spreads, the right to counsel, and grand jury representation.

**Criminal Procedure II (600-643) – 3 Credits**
This course covers primarily trial and post-trial criminal procedure doctrines, as well as some pretrial doctrines not covered in Criminal Procedure I. Topics covered will include bail, speedy trial, guilty pleas, joinder and severance, jury selection, effective assistance of counsel, sentencing, double jeopardy, and collateral attack. Criminal Procedure I is not a prerequisite. This course is highly recommended for those contemplating criminal practice.

**Critical Race Theory (600-950) (LWIII) (Seminar) – 3 Credits**
This course challenges the orthodox legal representation that law is neutral and objective. Readings and class discussion will examine the way in which the concept and importance of race had been silently embedded in the law such that it influences most decision making, yet remains invisible to the conscious mind of the law maker. The readings are centered on the experiences of Africans and their descendants in the United States, however, discussions will also focus on the experience of immigrants of color and the ways in which interpretations of “race” impacted and continue to impact their experiences in the U.S. This is a jurisprudence course. Students will be expected to read the law and engage in philosophical discussion regarding the development and application of the law.

**Current Development in U.S. Supreme Court Jurisprudence* (600-698) - 3 Credits**
(Prerequisite - Constitutional Law I) (LWIII)
This course is a 3-credit experiential seminar, in which students work in-role to adjudicate a selected sample of cases currently pending before the United States Supreme Court. At the beginning of the semester, students are provided with the actual briefs that have been filed with the Court and for which oral arguments have been scheduled. Over the course of the semester, students in the role of “Justices” review the briefs, research the authorities cited therein, and meet as a court during regularly scheduled conference sessions to consider cases in turn, vote on an outcome, and assign drafters of majority and concurring and dissenting opinions. With each completed set of written opinions, students reconvene with faculty in seminar meetings to reflect on the decisions and the issues they raised. While the selection of cases for the course will necessarily vary depending on the Supreme Court’s current docket, it is expected that the course will take up cases in constitutional law, criminal law, civil liberties, civil procedure, federalism and administrative law. The pedagogical goal of the course is to use the Court’s docket not only as a tool for teaching theories of legal interpretation, analytical reasoning, writing skills and oral presentation, but also as a means of examining the Court’s institutional role in addressing questions of social and political import and controversy. Like the theoretical ideal of Supreme Court itself, the course benefits from and welcomes a diverse range of student backgrounds, philosophies and perspectives.

**Cyber Law 3 Credits (LWIII) (600-636) – 3 credits**
This seminar course examines the body of jurisprudence, including the relevant state and federal statutes, which govern the legal rights and relationships arising in connection with the development, use, and dissemination of computer software, digital information, and similar kinds of intellectual property, in private, consumer and commercial transactions, as well as the use of traditional forms of intellectual property in new technological media and formats. Students are encouraged to consider and/or propose in their paper topics unique questions regarding these socio-legal challenges, including any special implications for
disempowered or disenfranchised groups, such as the problem of the “Digital Divide”, and the beneficial resolution of such issues in a modern commercial society. This course is eligible for Legal Writing III Credit.

**Disability Rights Law (600-719) – 2 credits**
This course will examine the rights and responsibilities arising from major federal statutes that prohibit discrimination against persons with disabilities, as well as administrative procedures, litigation rights and potential remedies. Focus will be paid to the Americans with Disabilities Act (ADA), specifically the areas of Employment (Title I), Public Accommodations (Title III) and Governmental Services and Programs (Title II), as well as the Fair Housing Act (FHA) and the Individuals with Disabilities Education Act (IDEA). Readings, discussions, and speakers will focus on the definition of disability, the requirements for making reasonable accommodations and providing effective communication, medical exams and disability-related inquiries, individualized education plans, and program access requirements. There is a research paper required for this course. This course is not eligible for LWIII credit.

**Domestic and International Sales (600-669) - 3 Credits**
This course studies the law applicable to international sales (importing and exporting) and presents the transnational aspect of international trade. The course covers transnational issues (e.g., formation, warranties, breach, payment, remedies), financing (e.g., letters of credit), bills of lading, import restrictions and requirements, and dispute resolution, as well as other aspects of international sales. The U.N. Convention on the International Sales of Goods will be the focal point for certain aspects of the course.

**Education Law (600-727) – 3 credits**
Education Law will focus on the constitutional and statutory law that both constrains and empowers public elementary and secondary schools. The course will explore public education from two perspectives: that of the school and that of the student. From the school’s perspective, the course will cover the First, Fourth and Fourteenth Amendments’ grants of authority to and constraints of power of public schools, including establishment of religion, curriculum choices, searches and seizures, and antidiscrimination. From the students’ perspective, the course will explore their rights of equal protection, due process, freedom of speech, special education accommodations, and access to an adequate or high quality education. This will entail analysis of the same above referenced constitutional amendments, but will also include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Individuals with Disabilities Education Act, state constitutional education clauses, and the Leave No Child Behind Act.

**Educational Inequality Law and Applied Research (CD) (Prerequisite: Education Law) – 3 Credit**
The course will engage students in legal, empirical and social science research in specific categories of educational inequality. These areas of inequality include student achievement, access to high quality teachers, special education, access to high quality curriculum, school funding, and discipline. Students’ tasks over the course of the semester will be to develop the necessary facts and social science to assess the extent to which race and poverty are the causes of these inequalities. Students will then prepare reports and memorandum that
provide the context for evaluating whether these inequalities are deprivations of students’ legal rights. However, no single student will cover all of these areas of inequality. Based upon student interests and research needs, the professor will assign each student to focus on one to two areas. Finally, students will work in conjunction with the professor to prepare final reports and studies to be disseminated to the wider educational community. Students will be evaluated through research and writing assignments and class participation. The research and writing assignments include at a minimum: one legal memorandum, one data compilation and evaluation, and an annotated bibliography of social science. Some assignments will require students to work in teams and provide regular updates to the professor. Students’ class participation grade will be based on students’ effective collaboration with and contribution to their team, and their professionalism in terms of effort, communication, timeliness, and responsiveness in interacting with the professor.

**Employee Benefits (ERISA) (CD) – 3 Credits**
This course will provide students with an overview of the regulatory scheme governing employer sponsored arrangements to provide retirement income and/or health and/or training benefits for employees (employee benefit plans) under the Employee Retirement Income Security Act of 1974 (ERISA). The course will focus on the fiduciary provisions of part 4 of Title I of ERISA including reporting and disclosure obligations, fiduciary status/duties, prohibited transactions, exemptions, enforcement and civil remedies. In addition, the course will provide a brief overview of parts 6 and 7 of Title I of ERISA which relate to group health plans. 

**Entertainment Law**
This course explores the protection of intellectual property, contractual problems, statutory protection, and tax implications, examining business relationships in the entertainment field.

**Entrepreneurship, Law and Policy (CD) (600-740) - 3 credits**
The purpose of the course is to teach law students how to practically apply the wide and varied body of legal principles involved in establishing and expanding a business venture. The course will primarily explore the role of law in the entrepreneurial process in the following legal areas: corporate law, agency law, business organizations’ law, intellectual property law, small business administration law, tax law, franchise law and the law which governs efforts to raise capital. The course will also discuss related topics such as how to write a business plan and how to finance and market the emerging business. The course will require that students choose a particular business they wish to establish, write a business plan for the proposed venture, determine how they will market the business, determine what must be done to make the business financially viable, draft articles of organization for the proposed business, determine how they will finance the particular business, obtain the necessary forms to obtain financing, evaluate whether they will need to obtain trademarks, copyrights or patents for the business, and determine who will be responsible for the preparation of such items as taxes, income statements and balance sheets. The students may choose from several types of businesses they wish to start including a law firm, a title company, other personal service businesses (e.g., a cleaning business), a franchised business (Subway, Dunkin Donut, etc.), a retail outlet, or other types of businesses. Relevant guest speakers will discuss how they established, expanded and maintained their particular business enterprise throughout the years.
Environmental Law (Seminar) (600-653) - 3 Credits
This course deals with the various laws and regulations relating to waste disposal, smog and pollution control, conservation, aesthetic zoning, birth and population control, abortion, and nuclear testing. The constitutional implications of ecology and the development of a body of law dealing with the myriad problems of it will be investigation and Studied.

Environmental Law Clinic Externship (Pass/Fail) (Skills) (one semester course) (600-743) - 4 Credits
You can only register for this course with the approval of the Clinical Program.
Howard Law’s Clinical Law Center has entered into a unique collaboration with the National Resources Defense Council (NRDC), a nationally recognized environmental advocacy and litigation firm with a variety of initiatives in many areas of environmental and public health, to establish an environmental law clinical program at the school. This Externship will accept up to a maximum of eight (8) students per semester. Students will receive 4 credits for successful completion of the course and be graded on a pass/fail basis. While there are no prerequisites for the course, some recommended companion courses are administrative law, environmental law, sustainable development and environmental justice. Students must submit applications to the Clinical Law Program during the regularly scheduled application period and will be interviewed by the Clinic Director or attorneys from NRDC. While third year students are preferred, second year students with a particular interest in this field of law will be considered. Participants will work under the supervision of attorneys at the Natural Resources Defense Council office in Washington, D.C. Approximately 10-15 hours of work per week is required. Typical issues for research may include protection of Washington D.C.’s drinking water, Anacostia River issues, energy efficiency, global warming, public health, clean air, water pollution, and environmental justice litigation. Students will be required to attend a two-hour session a week that are devoted to a discussion of environmental law and policy and include a substantive presentation by a NRDC attorney or a distinguished visiting speaker. One session per semester will be dedicated to a moot court exercise relating to a pending environmental case or timely issue. Each student will be expected to give a brief presentation to the class during the second half of the semester on an important environmental law or justice issue.

Environmental Justice (Seminar) (600-653) – 3 Credits
This course will focus on the interaction of the environmental and the civil rights laws as they relate to the issues of human health safety and welfare for minorities and our communities. In the course, we will trace and analyze the history of hazardous waste sitting in the majority and minority communities, the results of the application of the environmental laws and the various civil rights laws of the sitting problem and the recent involvement of the Executive and EPA to police agency action in sitting hazardous waste facilities in our communities. Based upon our assigned readings, information from the lectures and seminar discussion, we will attempt to crystallize the relevant issues and devise alternative solutions to those issues. The student will be required to submit a paper oriented toward finding a solution to some aspect of the multifaceted problem of environmental justice.
Equal Employment Law (Seminar) (600-691) - 3 Credits
(Prerequisites: Constitutional Law I & II)
This course presents full coverage of the wide range of laws and regulations governing employment discrimination and an analysis of their interrelationships. The following laws are considered: The Fifth and Fourteenth Amendments; The Civil Rights Act of 1986; Title VII of 1963; The National Labor Relations Act; The Age Discrimination in Employment Act; Federal Executive Orders dealing with Equal Employment; Equal Employment provisions in other federal laws; selected local and state laws.

Estate and Gift Taxation (600-646) - 3 Credits
(Prerequisite: Federal Income Taxation of Individuals)
This course involves the study of provisions of the Internal Revenue Code applicable to federal estate and gift taxes. Special attention is given to marital deductions, joint interests and life insurance.

Estate Planning (CD) (Skills) – 3 credits
(Prerequisite: Wills, Trusts & Estates)
This is a three credit, skills course in which students will study wills, trusts, future interests and some tax in a law office context. Students will be expected to prepare documents that are part of the estate planning process.

Externship (600-706) (Pass/Fail) 4 Credits (Fall or Spring) - 6 Credits
(Summer) (Summer/Fall Program)
Students must have approval of the Clinical Program to register.
The Externship Program provides second and third year law students with exciting and varied learning opportunities in the work world through law-related field work. Students are placed with governmental or administrative agencies, public interest or legal service provider organizations, with members of the judiciary or, in limited instances, private law firms. Students work for one semester in a field placement under the supervision of an attorney, and participate in an Externship seminar, which draws upon their work experience and enriches their understanding of the law, legal institutions, and the role of lawyers. The goal of the Externship seminar is to encourage student reflection on the practice of law, strengthen basic lawyering skills, and sensitize students to issues involving ethics and responsibilities. Seminar requirements include weekend attendance at the Externship seminar and the maintenance of a reflective journal of the student's field work activities.

Evidence (Prerequisite: Civil Procedure) (600-629) - 4 Credits
Upper Level Required Course
This required upper level course teaches the system of rules by which the admission of proof at the trial of a lawsuit is regulated, including judicial notice, hearsay, the qualifications and privileges of witnesses, the conduct of examinations, the competency, relevancy and materiality of evidence, legal presumptions and the burden of proof, and the functions of judge and jury Evidence is a prerequisite for other courses such as the clinics.

Fair Housing Clinic I and II (Skills) (600-718) – 4 Credits per semester
You can only register for this course with the approval of the Clinical Program.
The Fair Housing Clinic has two sections, to accommodate students who wish to take a second semester of the clinic. The basic program is offered as a four-credit, semester long clinical course open to a maximum of 8 students. An advanced program is offered to a select number of prior clinic students who have excelled in the basic program and who obtain student bar licenses to enable them to work on more casework. The Clinic includes a classroom component, and various fieldwork experiences to include participation in outreach activities, citizen and attorney training programs, various practice simulations and culminating in the production of a mock trial, to be professionally produced and used as a training vehicle for future clinic classes at Howard Law and around the country. The Classroom component consists of two, one and one half hour seminars each week, during which students will study various aspects of the provision of public and private housing in the United States, including the laws prohibiting discrimination, according to race, gender, disability, family size, etc. Particular emphasis is placed on the Fair Housing Act of 1968 and amendments of 1988, as well as the Americans with Disabilities Act and other state and local proscriptions on discrimination in housing. Students also assist the Supervising Attorney with the increasing number of walk-in housing referrals and work on investigations in a limited number of actual cases currently pending before the D.C. Office of Human Rights. FHC students are expected to work on a number of Education and Outreach projects throughout the term. These programs are planned, designed and implemented by the students and focus on many issues impacting residents fair housing rights and responsibilities. Additionally, there are a number of initiatives that are permanent parts of the program that students work on, including the staffing of the Resource Centers, participation in the filming of the mock trial training video, participation in the production of the Moot Court Competition, etc.

**Fair Housing Externship (Pass/Fail) (600-716) - 4 Credits**

You can only register for this course with the approval of the Clinical Program.

The Law School has received a substantial grant from the U.S. Department of Housing and Urban Development to design, organize and operate a fair housing legal-clinical program and to develop fair housing legal curricula that will train and educate law students and lawyers about fair housing rights and obligations. Howard Law's new Fair Housing Clinical Program will be a model that can be replicated at any law school in the country, and will offer innovative and cutting-edge academic programming, including expanded course work in housing and civil rights and a clinical program open to second and third year law students that will train future fair housing lawyers and allow them to work on real life cases while still in school. Students will be involved in every aspect of the Program, including its training and education programs. Other innovative aspects of Howard Law’s new Fair Housing Clinical Program will include:

♦ A Legal Clinic focusing on the provision of legal assistance and the training of law students in the substantive law, advocacy, policy and litigation of fair housing cases;

♦ A Peoples Civil Rights Law School for community members;

♦ An Attorney Training Program that gives practicing attorneys the opportunity to enhance their skills and knowledge of the housing litigation;

♦ Staffing and operation of a Resource Center and website that is easily accessible to the public;
♦ Production of a mock trial training video, with the use of student and focus group juries, that can be used in a variety of academic and training venues;
♦ Sponsoring a series of curriculum development training programs for other HBCU Law Schools: and
♦ Sponsoring a Moot Court Competition for law school students on fair housing related issues and a Scholar-in-Residence Program, wherein a nationally-recognized legal scholar in housing will meet with student groups and faculty to discuss issues that affect the provision of fair housing at the national level.

**Family Law (600-647) - 3 Credits**
This course concerns the formation and dissolution of family relations, including marriage, annulment, judicial separation and divorce, and rights and duties of husband and wife and parent and child.
Family Law Certificate Program. See Appendix F.

**Family Law Practice (CD) (600-993) – 3 Credits**
This course provides an overview of the practice of family law with a reasonably in-depth study of the substantive law principles relating to child custody, spousal and child support, and property rights. The law and practice relating to Premarital Agreements and Marital Settlement Agreements are also covered. Professional dealings with the client and opposing counsel, ethical considerations, tax and other issues commonly involved in family law cases are identified and considered throughout the course. The course will be most valuable to students who are considering a professional involvement in family law.

**Federal Civil Rights Law: History and Philosophy (CD) – 3 Credits**
(Prerequisites: Constitutional Law I and II)
This course examines the history and philosophy of federal civil rights legislation and case-law in the United States. Generally, American civil rights law may be divided into two main historical and philosophical periods: the post-Civil War Reconstruction constitutional amendments and legislation from approximately 1866 to 1877, and the modern civil rights movement beginning in earnest in 1964. By focusing on key legislation, cases and social developments during both periods, the course will explore whether and how Congress, the courts and American society have kept or broken faith with the constitutional ideal of respect for human rights and equality. Students interested in the Civil Rights Clinic are also strongly urged to consider this course prior to or simultaneously with applying for the Clinic.

**Federal Courts (600-680) - 3 Credits**
(Prerequisites- Civil Procedure, Constitutional Law I)
This course critically examines the structure and authority of the federal courts. With a particular emphasis on the role the federal courts have historically played in vindicating federal constitutional and statutory rights, the course focuses on the persistent tensions that have arisen between the federal courts, the other branches of the federal government, and the States. Topics will generally include: the origins and scope of the power of federal judicial review, justifiability, the statutory and constitutional bases for federal court jurisdiction, Congress’ role in controlling the jurisdiction of the federal courts, the power of the federal
courts to review state high court decisions and to enjoin state court proceedings, and civil rights litigation pursuant to Section 1983.

Federal Criminal Law (600-649) - 3 Credits
This course considers federal criminal law issues regarding federal criminal jurisdiction, and federal criminal statutes such as RICO, CCE, mail fraud, false statements, money laundering, and Federal Sentencing Guidelines.

Federal Income Taxation of Individuals (600-662) - 3 Credits
This course is an introductory study of the federal taxation of individuals. Topics examined include identification of the taxpayer, concepts of gross income, deductions, exemptions, adjusted gross income, and credits. Consideration will be given to the goals of the tax law and the interaction of the legislative, executive, and judicial branches of the government in the making, interpreting, and administering of the tax law.

Federal Indian Law* (Seminar) (CD) (600-742) - 3 Credits
This course will introduce students to the fundamental principles of federal Indian law and how that body of law defines the relationship between American Indian Tribes, the States and the federal government. Indian Tribes are recognized as sovereign entities in the federal constitution. The Constitution does not create tribes, but it does recognize Indian Tribes as sovereign governments. Indian people are the only race in America with a specific title of the United States Code that defines and dictates their relationship to the world around them. From the Indian Non-intercourse Act of 1834, through the Indian Citizenship Act of 1934, to the Indian Civil Rights Act of 1968, and current legislation, Congress wields tremendous influence over the lives of Indian people. Indian tribes are governments, many with land bases (reservations), which retain all of the inherent powers of a sovereign except for those removed by the plenary power of Congress, specifically given up by treaty, or which have been held to be “inconsistent with their status as domestic dependent sovereigns.” The course will interweave the history of the development of the United States and its relationship to the Native peoples that were indigenous to what is now America with the development of American Indian policy and law as demonstrated through statutory and case law. The course will be taught as a seminar with a heavy emphasis on group discussion of the principles and reasoning of each case. There is no casebook for the course – all assigned reading materials will be distributed to students in advance of the first class on a CD. This course is not eligible for LWIII credit.

Food and Drug Law – 3 Credits
This course introduces the student to the laws which have developed pursuant to the regulations in interstate commerce of food and drugs; identifies and isolates those legal theories, such as adulteration and misbranding, which are central to an understanding of the Federal Food, Drug and Cosmetic Act, and also exposes the student to the particular set of legal enforcement tools including injunctions, seizures, criminal penalties, and recall used by the federal government in approving regulating the interstate traffic in foods and drugs.

Gender and the Law (LWIII) (600-664) - 3 Credits
This course considers the effect of feminist jurisprudence and gender on the development of American law, legislative reforms and judicial doctrines, current civil rights issues, and the
various judicial legislative, and administrative strategies that will be more effective in advancing the civil rights of women.

**Genetics and the Law* (CD) (600-907) - 3 Credits**
This interdisciplinary seminar, examines the impact of genetic research and technologies on law and public policy in the United States. Topics to be explored in this seminar include eugenics, employment discrimination using genetic testing, the use of genetics in the criminal justice system, the CSI effect, informed consent and genetic testing, privacy and confidentiality problems raised by genetics, genetic discrimination legislation, the use of genetics in family law, and the impact of genetics on the definition of race. This course will have speakers from an interdisciplinary group of faculty from Howard and faculty from other universities who are experts in the field of genetics and law. This course will have a paper requirement; however, this course is not eligible for LWIII credit.

**Government Contracts (600-665) - 3 Credits**
This course is a survey of the law governing the placement and administration of federal government contracts. Topics covered include methods of awarding contracts; legal requirements for competition; concepts of responsiveness and responsibility; types of contracts; Minority Small Business, Small Business, and Women-owned Business programs and other federal socio-economic programs related to procurement; key contract provisions including Disputes and Changes Articles; contract termination; remedies and procurement litigation, guest lecturers as appropriate.

**Health Law (CD) (Seminar) (600-976) - 3 Credits**
This course will provide an introduction and overview to the specialty of health law. The course will examine some of the legal issues concerning access to health services, health care financing which includes the legal structures for delivery of health services, the role of the federal and state governments, and the substantive and process rights of patients and providers in the way that health care is delivered today. Students will also examine, in a limited way, how the legal and financing systems define and impact quality of care. Finally, students will examine some of the political, legal and social issues that arise in the context of HIV/AIDS.

**Health, Race & Law (CD) (Seminar) (600-964) – 3 Credits**
This seminar will focus on the challenging problem of health disparities in the United States. The issue of health disparities impacts communities of color and requires an examination of health indices, socio-political and economic factors. A paper will be required for this course.

**Hedge Funds, Private Equity Funds and Other Private Funds (CD) (No prerequisites) – (600-994) - 3 Credits**
This course will provide an in-depth look at the structure of, and law applicable to private funds, which are pooled investment vehicles designed to operate outside of the scope of the U.S. Federal securities laws. Among the investment vehicles to be studied are hedge funds, private equity funds, and venture capital funds. The course will begin with an examination of the exclusions and exceptions under the U.S. Federal securities laws on which private funds and their managers seek to rely in operating beyond the reach of those laws. The
course will then turn to a consideration of the ever-increasing regulations from private funds formed under U.S. law and their sponsors and managers cannot escape. The next segment of the course will center on business, tax and marketing considerations faced when organizing and operating private funds. The last segment will include a “how-to” class devoted to the drafting of the documents underlying private funds and a class examining “hot button” issues of the day for private fund sponsors and managers. There will be written assignments and an exam for this course.

**Higher Education and the Law (CD) (Seminar) (600-987) – 3 Credits**
This course explores some of the legal issues concerning institutions of higher education, including campus liability that may involve privacy and misconduct issues, fiduciary responsibilities of the university and campus safety and welfare. A research paper will be required for this course.

**Housing and the Public Interest (CD) CRN #88775 (600-979) – 3 Credits**
This course will examine the key statutes, cases, and policy issues and debates that have emerged in the last century in housing law from a public interest perspective. One of the primary focal points would be how the federal government and state governments have sought over the years to provide an adequate stock of safe, decent, and affordable housing of various types to the public free of discrimination, bias, and other barriers to housing for minority groups and the poor. In seeking to understand this pursuit, the course will examine early exclusionary zoning cases, the battle over racial covenants, the development of public housing through the Housing Act of 1937, the formation of FHA, the battle over segregation in housing, integration, HUD, fair housing, the expansion of tenant rights under landlord-tenant law in various jurisdictions, rent strike cases, right to housing efforts, the Gautreaux litigation and policy developments from that case, up until the modern era where wealth creation and home ownership has become a new area of focus for policymakers, advocates, and the business community.

**Housing Discrimination (600-973) - 2 credits**
This course will focus on discrimination in the areas of private and federally subsidized housing, provide an overview of current federal and state housing programs and will examine the major housing rights of low income persons, including tenant’s rights, the rights of mortgage loan and rental applicants. There will be a focus on discrimination on the basis of disability and race/ethnicity under the Americans with Disability Act (ADA), the Fair Housing Act (FHA) and other federal anti-discrimination laws. The course will also examine the litigator’s role in representing different parties involved in HUD programs, parties involved in discrimination suits and will examine how lawyering skills are utilized and essential to address systemic violations of housing rights, such as racial and other forms of discrimination in the provision of shelter, housing and neighborhood revitalization. The class will study the role of the lawyer-lobbyist in shaping and promoting housing laws, as well as the administrative lawyer in representing clients before the U. S. Department of Housing and Urban Development and other federal and state agencies. The course will also examine the issue of Gentrification. This course is not eligible for LWIII credit.
Housing Litigation (Skills) (600-725) - 3 Credits
This course will provide an overview of current federal and state housing programs and will examine the major housing rights of low-income persons, including tenant’s rights, the rights of mortgage loan and rental applicants. The course will also examine the litigator’s role in representing different parties involved in HUD programs, parties involved in discrimination suits and will examine how lawyering skills are utilized and essential to address systemic violations of housing rights, such as racial and other forms of discrimination in the provision of shelter, housing, and neighborhood revitalization. The class will study the role of the lawyer-lobbyist in shaping and promoting housing laws, as well as the administrative lawyer in representing clients before the Department of Housing and Urban Development and other federal and state agencies. The course will require students to draft and submit pleadings, investigative plans, testing analysis and debriefing memos and other written materials that will chart the progress of a housing discrimination case, from its initial stages through some aspects of actual litigation.

Immigration Law (600-656) - 3 Credits
This course surveys the major laws and issues relating to immigration law and policy.

Independent Study (LWIII) (600-700) - 2 Credits
See the requirements for Independent Study in the Student Affairs Guide. Permission is required to register and receive credit for independent study.

Insurance Law↑ (600-658) - 3 Credits
This course presents a broad study of the law of insurance with special emphasis on the scope and effect of the insurance contract, insurable interests, warranties, representatives, waiver and estoppel.

Intellectual Property/Trademark Clinic* – 3 Credits
(Prerequisite: Trademark Law)
Howard University is 1 of only 16 law schools selected to participate in the United States Patent and Trademark Office’s (USPTO) Law School Clinic Certification Pilot Program. As a result, this Intellectual Property and Trademark Clinic (IPTC) was created in Spring 2011. Each successful IPTC applicant must separately apply to the USPTO’s Office of Enrollment & Discipline for their temporary practice number. The IPTC has two (2) components. The seminar component includes in-depth classroom discussions on the federal trademark registration process. For the practical component, under strict supervision, the student-attorneys represent actual clients (i.e., individuals and/or small businesses) in their attempts to secure trademark registrations with the USPTO. *Students must be selected to participate in the IPTC. Visit the Clinical Law Center to pick up an application and description of the process to be eligible for the IPTC.

Internal Revenue Service Externship (pass/fail) (600-738) – 4 Credits
You can only register for this course with the approval of the supervising faculty member.
The seminar course exposes students to the practices, policies and procedures of the IRS, as well as the substantive tax laws that govern the work of the Service. Externs secure a field placement with the IRS’ General Counsel’s Office here in Washington, DC and are assigned to work on a variety of projects. Howard IRS Externs focus on excellence in governmental and public interest lawyering, social justice issues and professional responsibility. These key components are echoed in the work done at the field placement, as well as during the weekly 75-minute required classroom seminars taught by Professor Gresham. The IRS Externship is a four (4)-credit course graded on a Pass/Fail basis. Students are required to work 15-20 hours per week for at least 13 weeks (or other requirement set by Professor Bullock). Students may not get paid for any portion of the field placement for which they are receiving credit. Evaluation will be based on the student’s performance at the placement site (by the law school supervisor and the field supervisor), participation in classroom seminars, periodic reviews of the student’s journal, written work and/or other assignments by the supervising professor.

International Business Transactions (LWIII) (600-668) - 3 Credits
This course will explore the law applicable to doing business internationally: the nature of overseas business (e.g., agency, branch, subsidiary); transfer of capital and technology - tax issues; regulation of investment and property by host governments; and dispute settlement. Applicable statutes, U.N. and OECD codes of conduct and other agreements will be studied. Specific case studies will be used.

International Economic Law (Seminar) (600-667) - 3 Credits
This course Studies the nature, sources, and origin of international economic law and its impact on national law and policy. It covers Selected multilateral agreements, such as the General Agreement on Tariffs and Trade, as well as the laws and disputes resulting from their implementation. Particular attention is paid to the role of multilateral institutions such as the International Monetary Fund, World Bank, and the United Nations. The specific focus of the course may vary from year to year.

International Environmental Law (600-722) - 3 Credits
(Prerequisite – Environmental Law)
This course will survey international environmental law. It will begin with a brief review of the sources of international law. Major international environmental law themes and principles will be discussed, including public participation, the interaction of citizens with national and international law and with international institutions, tensions between the objective of strong environmental governance and difficulties of harmonization and coordination between stakeholders, and balancing environmental criteria with economic concerns and sovereignty issues. Specific topics to be addressed include key international agreements (Persistent Organic Pollutants (POPs), Climate Change, ozonedepleting substances, etc.), trade and environment, sustainable development and the contribution of poverty alleviation, environmental justice, and protection of human rights to international environmental law. This class will be supplemented by practitioners with extensive experience in treaty negotiation, international dispute settlement procedures, human rights
advocacy, and legislative interpretation. Class discussion is required and the final grade will be based on class participation and a final paper. This course is not eligible for Legal Writing III credit.

**International Law (600-661) - 3 Credits**
This course introduces the basic principles and structures of international law and international legal institutions.

**International Law of Human Rights (Seminar) (LWIII) (600-672) - 3 Credits**
This course explores human rights as a subject of international law; the development in international law of human rights obligations on states both respecting their own citizens and citizens of other states; the interrelationship between civil and political rights and economic and social rights; the international and regional legal framework for individual and collective human rights. Emphasis will be on cases addressing human rights violations and the issues raised under international laws protecting human rights.

**International Moot Court Team (pass/fail) (year-long course) (Skills) (600-807) - 2 Credits**
(Prerequisite LRW)
The International Moot Court Team course is designed to guide interested students through the process of preparing for the Jessup International Moot Court Competition and other international competitions, if interest and class size permit or warrant participation in more than the Jessup competition. In the fall basic principles of international law are taught and approaches to analyzing the problem and writing the briefs are discussed. A competition is held to determine who will represent the school in which international moot court competitions.

**Introduction to Investment Management Law and Practice (CD) – 3 Credits**
This course provides an introduction to the law and practice relating to mutual funds, investment advisers, and other money managers. It focuses on the regulation of mutual funds and other investment companies under the Investment Company Act of 1940 and the Investment Advisers Act of 1940. The course begins by addressing important threshold questions of who or what is an investment company or investment adviser. It examines the laws and policies applicable to SEC registration, disclosure, conflicts of interest, governance, advertisements, distribution channels, fees, and other aspects of fund and adviser operations. Also, various types of investment companies and advisory services will be discussed, including closed-end funds, business development companies, money market funds, asset allocation programs, and services to retirement plans. Finally, the course includes consideration of the hot topics of the day in investment management law, such as new initiatives in fund disclosure, potential misuse of material, non-public information by advisers, and mergers and acquisitions involving money managers.

**Investor Justice and Education Clinic* (600-810) - 4 Credits**
Students must be selected to participate in this clinic.
The Investor Justice and Education Clinic (IJEC) continues Howard University School of Law’s (Howard Law) historic mission of being on the cutting-edge in the fight for civil rights...
by facilitating economic parity for minorities and the traditionally disadvantaged. IJEC was established with a $250,000 grant from FINRA, which recognized that Howard Law was uniquely situated to provide critical investment skills and knowledge and legal representation to the traditionally disadvantaged. IJEC is the only such clinic in the greater Washington DC area and will utilize a two-pronged approach to facilitate economic parity for minorities and the traditionally disadvantaged: (1) it will provide legal services to investors who do not have the financial resources to obtain legal counsel and (2) it will provide investor education and community outreach to traditionally underserved communities.

**Jurisprudence (Seminar) * (600-673) - 2 Credits**
This course is an introduction to the origin and development of the theories and philosophies of law including the perspectives of the Natural Law, the analytical and pure theory of law schools, the Historical and Sociological schools, and the American Realists as influencing our legal thought.

**Labor Law* (600-674) - 3 Credits**
This course studies of the historical development of labor laws, the labor injunction, the constitutional aspects of picketing and strikes, collective bargaining, arbitration, and dealings between unions and members. Special attention is given to the Sherman, Clayton, Norris-LaGuardia and Taft-Hartley Acts.

**Land Development and Planning (600-675) ↑ - 3 Credits**
This course explores the methods and problems of private and public land-use controls including topics on the planning, regulation, allocation, conservation, development and renewal of urban land and its environs by private legal arrangements, the courts, and legislatures. (Property II is usually offered rather than this course on the schedule. See that course description).

**Land Finance (600-659) ↑ - 3 Credits**
This course considers legal principles related to real estate finance, including mortgages, installment land contracts, mechanics; and materialmen's liens, government financing aids, such as loan and mortgage insurance, and government regulation of private lending institutions. (Property II is usually offered rather than the course on the schedule. See that course description).

**Law and Aging (LWIII) (600-678) - 3 Credits**
This seminar focuses upon the unique concerns of the aging population and the law, with emphasis on such topics as commitment and guardianship proceedings, estate planning, private pensions, social security, Medicare, Medicaid, nursing homes and age discrimination.

**Law and Economic Analysis ↑ (Seminar) (600-676) - 3 Credits**
This course surveys current developments with respect to the expanding role of economic analysis as a guide for the formulation of legal rules through critical analysis of competing political, economic, and social policy goals. Illustrative cases may be drawn from such areas as contract, property and tort, government regulation, the criminal justice system, and the civil litigation process. (An economics background is not necessary).
Law and Medicine (LWIII) ↑ (600-679) - 3 Credits
This course explores the areas in which law and medicine intersect, with special emphasis on protection of the patient’s legal rights, medical malpractice, consent, respondent superior as it relates to hospitals and employees, charitable immunity, good Samaritan statutes, malpractice (liability) insurance, hospital privileges and recent trends in the medico-legal area.

Law and Religion (CD) (Seminar) – 3 Credits
In this seminar students will explore a few of the problems arising from the interactions of law and religion. A portion of the course will examine in some depth the United States Constitutional law concerning free exercise and establishment. International and comparative approaches will be used to help inform our understanding of these two areas. Issues of the role of religion and religious discourse in civic action (including legislation, judicial determinations, and executive action (e.g., funding social services through faith-based organizations) will be addressed. Particular issues to be addressed will vary from year to year depending upon current events, student interest, and the professor’s assessment of significant concerns. Issues can include religion in employment settings, evolution/creationism in schools, sex education, abortion, rights relating to sexual orientation, ownership of church property when a congregation breaks away from a hierarchical church, power and propriety of the courts to decide issues relating to religious organizations, limits and demands of tolerance and free speech in public school contexts, and more. The course is a seminar with students doing and presenting research papers on topics they select in consultation with the professor. Grades will be based upon (1) class participation, (2) paper presentation to the class, and (3) final paper.

Law and Social Science ↑ (LWIII) (600-677) - 3 Credits
This course reviews the methodology of the social sciences (other than economics) so that future practitioners can use and understand social science research in representing clients. The course focuses on two primary roles for social science in the law: (I) using social science to create new law and (2) using social science to prove facts. The application of this methodology to a broad range of substantive legal areas will be examined, e.g., torts, constitutional law, criminal law. Prior training in social science methodology is not necessary.

Law Journal - 4-6 Credits upon successful completion of 4 semesters participation. (Pass/fail) (600-805)
Membership on the Law Journal has traditionally been one of the highest honors awarded to students at the School of Law. To qualify for membership students must meet the class rank requirements, complete a writing competition, and be invited to participate. The Journal is student-edited, but it is also an academic program. Training of new members occurs in part at a weekly class. To fulfill their obligations to Journal, members must keep their GPAs above 85, complete all assigned Journal work, and author a note or comment of “publishable quality. Law Journal is a two year commitment. Students must commit to and complete all 4 semesters of work on the journal to receive credit. Students on the Journal can earn a total
of 4 to 6 credits. Most students earn 4 credits (Pass/Fail) but student editors and members of the Executive Board earn either 5 or 6 (Pass/Fail) total credits.

**Legal Accounting* (600-660) - 3 Credits**
This course teaches accounting theory and procedure in legal contexts, the analysis of problems of corporate and business finance and the interpretation of financial statements.

**Legal Drafting (Skills) (600-681) - 3 Credits**
This course teaches drafting techniques for non-litigation settings. Steps in the drafting process, canons of construction, style considerations, the plain language movement, and principles of organization are taught through textual readings, class discussion, and the study of legal documents. Students are required to complete selected drafting exercises.

**Legal History (CD) (Seminar) – 3 Credits**
This course covers the legal history of the United States, from the colonial era through and including the Supreme Court decision in Brown v. Board of Education, with an emphasis on understanding cases in their societal context. It also covers the methods of conducting legal research in a manner suitable for scholarly publication, and students will be expected to complete a substantial research project.

**Legal Method/Civil Rights (600-611) - 2 Credits**
*First Year Required Course*
This fall semester course will introduce students to legal methodology, using both constitutional and statutory civil rights cases. The course will provide instruction in the basics of legal analysis, specifically: (1) how to read, brief, and synthesize cases; (2) how to apply rules to facts; and (3) how to interpret statutes.

**Legal Problems in International Relations (Seminar) (600-708) - 3 Credits**
This interdisciplinary seminar deals with interrelated novel problems confronting international law and related disciplines. Different topics will be examined from year-to-year with participation by other University faculty members and graduate students. Topics might include, e.g., the evolving international order systems relating to communications, information and economic relations; the development of the resources of the exosphere; the role of law, legal education and legal systems in the process of economic and social development; changing notions of state sovereignty and state and diplomatic functions, privileges and immunities.

**Legal Reasoning, Research, and Writing (600-613) (year-long course) - 4 Credits**
*First Year Required Course*
This yearlong course teaches students the basics of legal reasoning, research, and writing through a series of research and writing exercises. Students learn how to use available research resources including computer-assisted research. Writings include objective legal memoranda, client letters, and advocacy briefs. Students are also introduced to some aspects
of lawyering including representing clients and the role of the lawyer in the legal system. Oral argumentation is also introduced.

Legal Writing II (600-654) - 2 Credits
(Prerequisite - Legal Reasoning, Research, and Writing)
Upper Level Required Course
This required second-year, single-semester (either fall or spring) course builds upon and reinforces the reasoning, research, and writing skills taught in LRRW. It explores methods of persuasion both in speech and in writing. Students are required to research and write and rewrite an appellate brief on a relatively sophisticated problem. A final oral argument on the brief after participating in or observing numerous practice arguments concludes the course.

Legal Writing III - Credits
(Prerequisite - Legal Reasoning, Research, and Writing)
Upper Level Required Course
This paper requirement must be completed before graduation. See the description of the legal writing program in the Student Affairs Guide for a more complete description of this requirement.

Marshall Brennan Seminar (year-long course) (600-737) – 3 Credits per semester
This program trains second- and third-year law students to teach courses on constitutional law and juvenile justice in public high schools in the District of Columbia and Maryland. The program is founded on a philosophy that “constitutional literacy is rooted in the belief that students will profit for a lifetime from learning the system of rights and responsibilities under the U.S. Constitution. Many citizens do not participate and feel disengaged from politics. The Marshall-Brennan Fellows work with teachers, administrators and lawyers to teach students their rights as citizens, the strategic benefits of voting, how lawmaking occurs and other fundamental constitutional processes.” Students must apply and be accepted to participate in the year-long Marshall-Brennan Program. Students accepted into the program are expected to attend the weekly class offered by American University and carry out their teaching assignment in a satisfactory manner. Students who participate in other co-curricular activities or clinical programs such as the Howard Law Journal, Moot Court or Criminal Justice Clinic, cannot receive credit for the Marshall Brennan Program. Each student must submit a twenty (20) page paper on a Constitutional issue of his or her choosing subject to approval of the HUSL instructor.

Maryland Law In National Perspective (CD) (600-729) – 3 Credits
Maryland Law in National Perspective is a bar preparation course that provides students with many opportunities to write and critique essays for the MD Bar. This course provides a highly intensive writing experience for students and incorporates constituent aspects of the “Writing Across the Curriculum” format currently utilized in several courses at Howard University Law School. In-class and take-home writing exercises, employing the “writing-to-learn” methodology, are designed to strengthen students’ ability to express coherent, well-reasoned and well-organized legal and factual analysis in a variety of substantive contexts. The course is by an accomplished group of guest lecturers comprised of Maryland judges, law professors and practitioners, whose broad range of experience and expertise uniquely qualifies them to provide a comprehensive survey of the trends and features of Maryland
law. Students will take the essay portion of the MD bar exam as the final exam for the course. Students are provided with personalized critique on their performance on the exam before the end of the course. In addition to essays, students take MBE & MPT components of the exam. Mini-Course – 1 Credit A mini-course is an innovative one-credit hour course that allows students to sample a variety of legal topics or skills with specialists drawn from the D.C. metropolitan area, visiting scholars or judges. These courses are also offered by Howard Law faculty who wish to explore new areas of the law or an already established topic within the faculty member’s field of specialty. These courses can meet twice a week for 75 minutes over the course of 10 class periods or once a week for 21/2 hours over 5 weeks during the semester.

In a mini-course, faculty could assign students a project, short paper or series of short discussion papers, an oral presentation or other activity as the basis for the grade in the course. All course work for the mini-course must be completed by the end of the semester. Mini-courses are designated as “MC” on the schedule distributed by the Office of Academic Affairs. Students register for the mini-course like any other course in the curriculum. However, in the fall term, the mini-course will begin in September and end before the end of the semester, unlike the full semester course. In the spring term, the mini-course begins at the end of January and ends before spring break in March.

**Municipal Law (600- ) – 3 Credits**
This course deals with the study of laws relating to the organization, development, control and maintenance of cities, towns, and communities, with special emphasis on black communities. The legal problems involved in decentralization are discussed. An investigation is under taken of the laws, ordinances and regulations involving municipal services and the constitutional implications regarding them.

**National Moot Court (pass/fail) (Skills) (600-806) (year-long course) - 2 Credits per year**
The National Moot Court Team represents the school in various competitions across the country. Students are selected for participation on the National Moot Court Team in accordance the National Moot Court Team rules. The primary means of selection is through participation in the Charles Hamilton Houston Moot Court Competition. The Charles Hamilton Houston Moot Court Competition is held in the fall of each year and is open to all second and third year students. The top participants in the competition are invited to Join National Moot Court Team. Participating students are required to attend the moot court class. Students are awarded one credit pass/fail for each semester of participation in Court, up to a maximum of four (4) credits in two years.

**Negotiating, Interviewing, and Counseling (Skills Course) (600-683) - 3 Credits**
This course considers the ethical and practical roles of the attorney in interviewing witnesses and clients, in counseling clients, and in negotiating. Theories of effective interviewing, counseling, and negotiating, including a study of the underlying psychological processes, will be addressed. Students will be required to participate in simulations.

**Non-Profit Organizations* (CD) (LWIII) (600-741) - 3 credits**
This course surveys the law of nonprofit organizations. It will analyze the major aspects of federal and state law affecting the governance, operation, and tax-exempt status of nonprofits. Topics in this course include, but are not limited to, policies behind the creation and use of nonprofit organizations to meet unmet needs in the public and private sectors, the co-dependency of the nonprofit, government and private business sectors, and the regulatory framework for managing the behavior of nonprofit organizations. In addition to a basic survey of the law of nonprofit organizations, the course considers issues in contemporary urban development and the strategic use of non-profits to stabilize communities, to provide needed services, and to create and transfer wealth. Interdisciplinary perspectives, as well as, public policy issues will be addressed. A course in tax law is not a requirement for enrollment in this course. The issues will be reviewed broadly, including non-technical perspectives. The course itself will provide a sufficient survey of the tax law needed to understand the issues presented. This course is eligible for LWIII credit.

**Patent Law (600-686) – 3 Credits**
Introduction to the United States Patent Law. Topics to be covered will include patentable subject matter, problems of utility, novelty, non-obviousness, disclosure and enablement. The course will conclude with a study of problems of infringement and remedies thereof.

**Patent Practice and Enforcement (CD) (Skills) (Mr. George Pappas, Partner, and Mr. Paul Berman, Partner, Covington & Burling LLP) (No prerequisites, but recommend Introduction to Intellectual Property or Patent Law.) – 3 Credits**
This course takes students through the applicable law and the skills necessary to enforce patents. The course has a number of hands-on in class skills exercises dealing with standing, expert testimony, a special Marksman hearing, motions in liming, and more. In addition, three or four writings to be graded are required showing understanding of and facility with the skills being taught. Substantive subjects covered include: jurisdiction, venue, pleadings, discovery, expert testimony, claim construction, pre-trial, trial, and appellate practice, and remedies (including monetary and injunctive relief). Special considerations about practice before the International Trade Commission and issues of mediation and arbitration are also presented.

**Predatory Lending↑ (600-723) - 2 Credits**
**(Prerequisite - Property II)**
This course will explore many aspects of general real estate law, including the purchase and sale of residential real estate; legal and equitable rights, responsibilities, liabilities, and remedies of buyer, seller, broker, escrow agent, attorney, title examiner, abstractor, and lender, with a particular focus on predatory lending schemes and policies. Attention will also be paid to types of lenders and financing, structure of the mortgage loan and required documents, as well as title examinations and insurance, surveys, recording processes, settlements and closings. The course will examine the recent and major case rulings and settlements in predatory lending litigation, along with an analysis of currently pending litigation. Remedies for discriminatory practices and upon default by either party to the transaction will also be studied.
Pre-trial Litigation Practice (Skills) (600-685) – 3 Credits
(Prerequisite-Civil Procedure I)
This course focuses on the development of skills, strategies, and techniques required for effective pretrial lawyering. By integrating practice and theory through various simulation problems, the course emphasizes both written and oral skills development. Exercises will include the interviewing and counseling of clients; case management and planning, including development of case theories, both factual and legal; the formulation and drafting of pleadings; the drafting and presentation of motions; fact gathering techniques, including formal discovery; deposition strategy and taking; and the negotiation and settlement of disputes.

Problems of World Order (LWIII) (600-) – 3 Credits
This seminar addresses topics that affect the legal and social order of the world. During the spring 1996 semester the topic will be “Knowledge, Technology and Development.” After considering the different views about the role of knowledge and intellectual property in the development of nations, the class will examine the law (domestic and international) that classifies, protects and enforces rights in/to patents, trademarks, copyrights, trade secrets and other forms of knowledge. In doing so attention will be paid to the views of developing countries, for example, their regulation of technology transfer and their positions during the World Trade Organization and Law of the Sea negotiations and in regional organizations. The class will end with a technology transfer case study. A paper will be required.

Products Liability* (CD) – 3 Credits
The course on Products Liability principally focuses on legal theories that permit recovery for persons or property injured or damaged by a product. Many of the most notable tort actions in recent times have been Products Liability litigation – for example, Asbestos, Tobacco, Firestone Tires/Ford Explorer, Breast implants, DES, Agent Orange are just a few of the product areas that have engendered significant litigation and raised unique and challenging issues in Tort and contract law. Students will closely examine established and emerging theories of recovery and defense in Products litigation. These cases raise special litigation problems related to establishing proof of causation, the role of experts in establishing causation, and developing novel strategies for assigning responsibility among manufacturer, wholesaler, distributor, retailer, purchaser and the injured party. Students will also consider and discuss proposals for reforms by the States and the Federal Government - much of the tort reform efforts affect concepts/legal theories that are relied upon in Products Litigation. Finally, students will also look at International perspectives on Products Liability law.

Professional Responsibility (600-687) – 3 Credits
Upper Level Required Course
This required upper level course teaches the traditions of the legal profession, its obligations in a democratic society, including problems of charity practice, representation of minority groups, and unauthorized practice, fee determination, bar organization and function, and the canons of legal ethics and disciplinary action.

Property II: Introduction to Land Finance and Development (600-675) – 4 Credits
(Prerequisite: Property I)
This is an intermediate course in real estate law. The course explores and discusses legal principles related to real estate conveyancing, finance, planning and development.

Race, Law and Change* (Seminar) (600-689) - 3 Credits
This course considers the impact of race on the development of American law legislative reforms and judicial doctrines, current civil rights issues, and examines the various judicial, legislative, and administrative strategies that will be most effective in vindicating and advancing civil rights.

Real Property (600-614) - 4 Credits
First Year Required Course
This spring semester course teaches real property law, including transactions in land, estates and rights in realty; landlord/tenant relationships and problem; and land conveyance and use controls.

Remedies (600-692) - 3 Credits
This course provides a substantive and procedural integration of equitable and legal remedies, including extraordinary writs and focusing primarily upon damages and other relief for the enforcement of contract, tort and trust rights.

Sales (600-751) – 3 Credits
(Prerequisite: Contracts I and II)
This is a course in advanced private law. It principally deals with the sales aspect of commercial transactions governed by Article 2 of the Uniform Commercial Code. This course also explores different ways in which private law statutes promote social policy, and provides students an opportunity to engage in rigorous statutory analysis. Coverage includes: contract formation and readjustment; general obligations of the buyer and seller; contract performance; risk of loss; warranties; breach, repudiation and excuse; remedies; and federal legislation affecting these issues. While the focus of the course is on sales law under Article 2, reference will also be made to analogous provisions of U.C.C. Article 2A, “Leases” and the United Nations Convention on Contracts for the International Sales of Goods (“CISG”).

Sales and Secured Transactions (600-693) - 4 Credits
This course provides an integrated study of the law of sales including C.I.F., F.O.B. and other sales agreements, and the law governing modern commercial credit transactions including embracing sales financing and security devices, with special emphasis on the Uniform Commercial Code Articles 2 and 9.

Securities Offerings, Registration and Disclosure (CD) (Prerequisites: Securities Regulation I or Corporations) – 3 Credits
This course examines the provisions of the Securities Act of 1933 and the Securities Exchange Act of 1934 and rules adopted by the SEC as they relate to offerings of securities and public reporting requirements for issuers with securities registered with the SEC. This examination will include the concept of materiality, the principles of integrated disclosure,
and the line item disclosure requirements of SEC regulations. In addition, there will be guest speakers comprised of SEC Commissioners, SEC Senior staff, and private practitioners in the law of corporate finance. The grade in this course will be based on a project, a short paper and class participation.

**Secured Transactions (600-791) – 3 Credits**

This course surveys the law of raising funds by granting security interests in personal property. Security interests affect the creditor’s rights if the debtor is unable to repay the loan; as a result, they significantly affect the terms on which capital can be raised. They affect industries ranging from traditional manufacturing to high tech start-ups; they also play a role in consumer loans. The course focuses primarily on Article 9 of the Uniform Commercial Code, but also considers the federal Bankruptcy Code, the federal intellectual property statues, and other state and federal laws that are applicable.

**SEC Externship (pass/fail) (600-726) - 4 Credits**

You can only register for this course with the approval of the supervising faculty member. Students who are accepted into the program are placed in the SEC’s Law Student Observer Program and “provides exposure to the workings of the Commission and to the regulation of securities and securities markets.” or approved securities regulations agencies. Externs are assigned to one of the Commission’s Divisions or Offices at its headquarters in Washington, D.C. where they are matched to specific Commission staff to work on projects such as investigations of industry and issuer practices, administrative and civil enforcement actions, drafting of proposed statutes and rules, and analyzing international securities regulations and rules and must establish a working schedule with their supervisors. Externs are required to attend educational seminars taught by senior Commission staff and prominent members of the private securities bar on a weekly basis. The SEC Externship provides an exceptional opportunity to learn about aspects of securities law and practice otherwise unavailable at HUSL. HUSL Externs will be exposed to excellence in governmental and public interest lawyering, which facilitates development of insights into the skills required for lawyering unobtainable in a conventional classroom. Additionally, students are required to attend and participate in a weekly 75- minute seminar taught at the Law School. The seminar focuses on a variety of issues and topics including, but not limited to, an overview of the mission and operations of the U.S. Securities and Exchange Commission, ethics in securities law practice, development of lawyering skills, problems arising at the placement site, discussion of other issues relating to placements, and career opportunities for securities lawyers. The SEC Externship is a four (4)-credit course graded on a Pass/Fail basis. Students are required to work 15-20 hours per week for at least 13 weeks. Students may not get paid for any portion of the field placement for which they are receiving credit. Evaluation is based on the student’s performance at the placement site (by the law school supervisor and the field supervisor), participation in classroom sessions, periodic reviews of the student’s journal, and other assignments by the professor.

**Securities Regulation (Prerequisite - Corporations) (600-694) - 3 Credits**

This course focuses on federal securities laws. It explores the application of these laws to the distribution and trading of securities and the duties of participants in the securities transactions.
Securities Regulation II (CD) – 3 Credits  
(Prerequisites: Securities Regulation I Broker/Dealer Regulation) 
Securities Regulation II explores all aspects of the U.S. Securities & Exchange Commission’s ("Commission") enforcement process, from both the government and private practitioner’s perspective, with emphasis on the Commission’s procedures in first conducting an investigation and then either settling or litigating an enforcement action. Through selected examples of significant enforcement actions, the course will stress the private practitioner’s counseling considerations at strategic junctures in the enforcement process. The variety of actions available to the Commission, in different venues, and the breadth of related remedies available in those actions, will be a particular focus, as will the issues that arise in litigating an enforcement action. Also, this course will include discussion and analysis of current, cutting-edge issues in securities regulation, litigation of enforcement actions, developments in self-regulatory organization enforcement, and criminal prosecutions under the federal securities laws. Finally, this course will provide an excellent opportunity to meet and establish relationships with leading private practitioners in the securities industry and senior members of the Commission’s staff. Skills Course Upper Level Required Course Students must successfully complete an approved skills course before graduation. A Skills course is designated as “SK” on the course schedule. Only a course designated as “SK” will satisfy the skills requirement. See Appendix C for a list of approved skill courses.

Social Justice Lawyering* (600-732) – 3 credits 
Social Justice Lawyering will address the unique personal, political, ethical, legal and practical issues that law students will face as public interest attorneys. The course will reinforce the reasons why they may choose such a future, provide a realistic context for what this choice entails and, most important, begin to equip them with the skills, mental orientation, and knowledge that will be necessary for them to make the decisions in practice. The course will begin with an assessment of what social justice law means and how various participants fit within it. Students will be asked to evaluate attorney’s roles and, thus, their own in the enterprise. This role will be defined in light of the role that clients must and do play. To facilitate the understanding of these roles, different concepts of the attorney-client and attorney-community relationship will be examined, also paying particular attention to the professional responsibility dimensions. Throughout this subject, students will also learn of the personal and legal barriers that they will face in choosing to be a social justice lawyer and then actually practicing as one. Next, students will learn how social justice values are translated into law, legal complaints, remedies and policies. They will also come to appreciate the power that courts hold and how attorneys must strategically call upon that power. Finally, the course will explore social justice lawyering through specific contexts, including but not limited to education, voting, housing, employment, and gender.

Sustainable Development (CD) (LWIII) (600-902) - 3 Credits 
This course is an introduction to the practical, procedural, and substantive planning engaged in by lawyers helping governments and nongovernmental organizations that seek to balance economic development and the eradication of poverty with conservation of natural resources in developing countries and in underdeveloped regions of developed countries. Students will write a research paper on the strategy and tactics of lawyering for sustainable development, based not only on library work but also on interviews with practitioners.
**Tax Policy Seminar (CD) – 3 Credits**

This course will examine the intersection of race, gender and class in shaping current tax structure and policy. Through selected readings, we will explore emerging issues of fairness, social justice and distributive justice within the growing literature of critical race theory and feminist theory. After a brief introduction to tax policy concepts and vocabulary, we will examine the philosophical foundations for various conceptions of justice in taxation. We will then focus on relevant tax scholarship where students will be assigned to read and to present their views on law review articles that provide a critique of tax policy as it relates to issues of race, gender and class. Seminar topics include issues of equity (i.e., the proper distribution of tax burdens), economic efficiency, and administrative feasibility. The course will also consider issues of wealth creation and retention, philanthropy, the tax treatment of low-income families and promoting civil society. Students will be required to complete a substantial research paper on a tax policy issue approved by the professor.

**Terrorism and the Law (CD) (600-903) - 3 Credits**

Fear of terrorism has likely wrought long-lasting, perhaps permanent, changes in both civil and criminal law. These changes are multi-faceted, encompassing new domestic statutes and regulations, revised constitutional doctrines, and increased attention to international law. A growing number of law firms are developing specialized departments on the law of terrorism, and some knowledge of that law is a prerequisite for practice in a wide range of fields, from criminal prosecution and defense, to banking, insurance, tort claims, government contracts, and civil rights practice. This course provides an introductory overview of the basics of the law of terrorism and will cover such topics as torture, military commissions, NSA warrantless surveillance, material witness warrants, enemy combatants, the new crime of material aid to terrorist organizations, religious profiling, suppression of dissenters’ free speech, governmental invasion of the attorney-client privilege, the laws of war, government secrets, suspicion-less detentions, and treason. The course will be taught as a fusion of a regular course and a seminar. Students will have two options for grading: taking only a final examination, counting for the majority of the course grade, or still taking a final exam (counting for a much smaller percentage of the final grade) and also doing a research paper complying with the requirements of Legal Writing III. The choice is entirely up to each student, but those who wish to use the course for Legal Writing III credit must tell the professor on the first day of class.

**The History and Development of the U.S. Department of Justice: Understanding Modern Federal Prosecutorial Policy and Discretion (CD) (Seminar) – 3 Credits**

Did you know there was no U.S. Department of Justice until 1870? This seminar will provide an intensive focus on the modern Justice Department, and the centralization of federal prosecutorial policy. We will study DOJ statistics, and published policy directives setting forth federal prosecutorial policies and priorities. We will also study the origins of the key divisions in the Justice Department, including the Civil Rights Division. This seminar is structured so that students can chose whether they wish to write a research paper that satisfies the Legal Writing III requirement or wish to do an intensive research project that does not satisfy the Legal Writing III requirements. There are no prerequisites—although
Federal Criminal Law and/or Advanced Criminal Procedure will be extremely helpful and are strongly recommended.

**Torts (600-617) - 4 Credits**
*First Year Required Course*
This fall semester course begins with an historical view of the evolution of torts focusing on the concepts of trespass and trespass on the case. The course then proceeds to examine the legal basis for liability and the policy underlying such liability for civil wrongs. Thereafter the course explores liability for the wrongful invasion of the legally protected interest of another, focusing on the major specific intentional torts and negligence.

**Trademark Law - 3 Credits**
This course will provide an in-depth examination of federal and state trademark law, within the context of an overview of the law of unfair competition. The course will consider the rights held in trade dress, unregistered indicia of source, federal trademark registration, trademark infringement, dilution and the right of publicity. There will be an emphasis on the practical aspects of counseling clients in trademark selection, protection and enforcement. Familiarity with the basic concepts of intellectual property law is preferred and those who have taken Introduction to Intellectual Property Law will have an advantage though the Introduction course is not a prerequisite.

**Trial Advocacy - Civil (pass/Fail) (Skills) (600-703) - 2 Credits**
*(Prerequisites - Civil Procedure; Legal Reasoning, Research and Writing I)*
This semester course includes a demonstration of the civil trial of an action and common trial techniques; provides participation in simulated pre-trial practice, leading and strategy. It is oriented toward providing a laboratory experience in the presentation and introduction of evidence.

**Trial Advocacy – Criminal (Pass/Fail) (Skills) (600-703) - 2 Credits**
*(Prerequisites - Criminal Law; Legal Reasoning, Research and Writing I)*
This semester course includes a demonstration of the criminal trial of an action and common trial techniques; provides participation in simulated pre-trial practice, leading and strategy. It is oriented toward providing a laboratory experience in the presentation and introduction of evidence.

**United States Supreme Court Jurisprudence (CD) (Seminar) - 3 Credits**
*(Prerequisite: Constitutional Law I)*
This course is a 3-credit experiential seminar, in which students work in-role to adjudicate a selected sample of cases currently pending before the United States Supreme Court. At the beginning of the semester, students are provided with the actual briefs that have been filed with the Court and for which oral arguments have been scheduled. Over the course of the semester, students in the role of “Justices” review the briefs, research the authorities cited therein, and meet as a court during regularly scheduled conference sessions to consider cases in turn, vote on an outcome, and assign drafters of majority and concurring and dissenting opinions. With each completed set of written opinions, students reconvene with faculty in seminar meetings to reflect on the decisions and the issues they raised. While the
selection of cases for the course will necessarily vary depending on the Supreme Court’s current docket, it is expected that the course will take up cases in constitutional law, criminal law, civil liberties, civil procedure, federalism and administrative law. The pedagogical goal of the course is to use the Court’s docket not only as a tool for teaching theories of legal interpretation, analytical reasoning, writing skills and oral presentation, but also as a means of examining the Court’s institutional role in addressing questions of social and political import and controversy. Like the theoretical ideal of Supreme Court itself, the course benefits from and welcomes a diverse range of student backgrounds, philosophies and perspectives.

**Wills, Trusts & Estates (600-651) - 4 Credits**
This course addresses the doctrines of the law of interstate succession, wills, trusts, future interests and fiduciary administration which shape the non-commercial transmission of management of wealth at death or during life.

**Mini Courses**

This is a list of the trend of mini-courses offered at the law school since 2009. There is no guarantee that these courses will be offered again or with any regularity. These descriptions are examples of types of mini-courses in curriculum.

**Asian Americans and the Law**
This course is a survey of the legal history of Asian Americans, broadly defined to encompass both Asian immigrants and native-born citizens, including individuals and communities of mixed backgrounds, which are transnational, or are otherwise difficult to categorize, from the early nineteenth century to the present, within the context of United States history more generally. A component of the course will consider Afro-Asian peoples. Students write a paper for this course.

**Climate Change and the Kyoto Protocol**
This mini-course will introduce students to the concepts of global warming and climate change, looking at the scientific, political and regulatory aspects of these related issues. Specifically, the course will describe the regulatory regimes governing climate change on the regional, state, and local levels in the United States and then review the progress of regulation and legislation on the federal level. In addition, the course will focus on the Kyoto Protocol, an international agreement on climate change that expires in 2012. This discussion will be particularly timely as the next Conference of the Parties to work on a post-2012 agreement will take place in Mexico beginning at the end of November 2010.

**Criminal Motions Practice**
This course provides the student with the opportunity to prepare some of the standard motions made in criminal defense practice such as a motion to suppress evidence. Although there is no prerequisite for this course, the professor strongly recommends that the students have taken Criminal Procedure I.

**Employee Benefits (ERISA)**
This introductory mini-course will provide students with an overview of the regulatory scheme governing employer sponsored arrangements to provide retirement income and/or health and/or training benefits for employees (employee benefit plans) under the Employee
Retirement Income Security Act of 1974 (ERISA). The course will focus on the fiduciary provisions of part 4 of Title I of ERISA including reporting and disclosure obligations, fiduciary status/duties, prohibited transactions, exemptions, enforcement and civil remedies. In addition, the course will provide a brief overview of parts 6 and 7 of Title I of ERISA which relate to group health plans.

**Federal Indian Law**
This course will introduce students to the fundamental principles of federal Indian law and how that body of law defines the relationship between American Indian Tribes, the States and the federal government. Indian Tribes are recognized as sovereign entities in the federal constitution. The Constitution does not create tribes, but it does recognize Indian Tribes as sovereign governments. Indian people are the only race in America with a specific title of the United States Code that defines and dictates their relationship to the world around them. From the Indian Non-intercourse Act of 1834, through the Indian Citizenship Act of 1934, to the Indian Civil Rights Act of 1968, and current legislation, Congress wields tremendous influence over the lives of Indian people. Indian tribes are governments, many with land bases (reservations), which retain all of the inherent powers of a sovereign except for those removed by the plenary power of Congress, specifically given up by treaty, or which have been held to be “inconsistent with their status as domestic dependant sovereigns.” The course will interweave the history of the development of the United States and its relationship to the Native peoples that were indigenous to what is now America with the development of American Indian policy and law as demonstrated through statutory and case law.

**International Environmental Law**
This seminar class will cover the key aspects of international environmental law. It will begin with a discussion of the concept of sustainable development, followed by a review of the sources of international law. We will then discuss the major international environmental law themes and principles, including public participation, the interaction of citizens with international institutions, economic concerns relating to environmental protection and sovereignty issues. Specific topics to be addressed include: international law of biodiversity, climate change and human rights and the environment. Class lectures may be supplemented by distinguished guest practitioners in the field. Due to the current topical nature of many of the subjects, some assignments may be rearranged in the schedule.

**Juvenile Justice Law**
This course will introduce students to some of the most pressing issues in juvenile justice. Students will learn about seminal Supreme Court cases concerning the rights of youth accused of committing crimes. The course will explore a range of juvenile justice policy problems, including systemic racial and ethnic disparities, the role of schools as feeders into the justice system, quality of--and access to--counsel for youth in delinquency cases, the transfer of youth to the adult criminal justice system, and conditions of confinement within juvenile correctional facilities. Policy solutions to these problems will be examined.

**Lawyering from the Heart: Law in the Public Interest**
This course is designed to offer students an introduction through legal study and practical experience models, the importance, and path to a career or work as a public interest attorney. The course will encourage students to focus on developing their own professional identity and career goals. Through readings, journal and discussion, students will explore fundamental questions of meaning and purpose in living a life of service in the law. The course will examine leading cases and movements orchestrated by public interest lawyers as well current issues that public interest lawyers must consider as they decide to embark upon service in the law. There will be a pro bono practicum as a part of this course.

Military Law
The Supreme Court has recognized that "the military is, by necessity, a specialized society separate from civilian society" and that "the military has, again by necessity, developed laws and traditions of its own during its long history." Military law concerns itself predominately but not exclusively with criminal sanctions and process that govern the conduct of military personnel. This course will examine the evolution of military criminal law, how it is practiced today in peace and in war under the Uniform Code of Military Justice, and its relationship to American societal and legal norms. It will also consider how the military has reacted to various issues affecting its structure and culture, and how the courts have responded. The course will include up to four graded assignments that may include short memos, responses to exercises, and, potentially, a short oral presentation.

Race, Gender and the Law: The Life and Work of Pauli Murray
This course is specially designed to commemorate the 140th Anniversary of Howard University School of Law by closely examining the intersectionality of race, gender and the law through learning about the extraordinary life of Howard University Law graduate Pauli Murray. Pauli Murray was a 1944 graduate of Howard Law School who later became a civil rights lawyer, author of highly influential essays and books, and the first African American woman to become an Episcopal priest.

Social Media and the Law
In this seminar, students will explore why and how online activity challenges traditional approaches to law and procedure, given the collision of interests in and around the virtual nature of the Internet. As technologies that rely upon user-generated content (including Facebook, MySpace, Twitter, Wikipedia, Second Life, blogs/vlogs, podcasts, and “mashups”) increasingly appear in civil lawsuits and criminal prosecutions, this seminar will provide a foundation for understanding the current state of law, as well as assisting the student in creating a cutting edge legal framework regarding social media problems (such as security, privacy, defamation, intellectual property rights). Topics will include speech, discovery, cybercrimes, anonymity (versus privacy), virtual agreements, citizen journalism, and political activism. Online etiquette and ethics will also be explored, as well as the professional trends regarding advising clients, employees, and employers regarding the potential pitfalls and benefits of social networking use.
Superfund
In the 1960s and 1970s, much attention focused on contaminated sites with the horror of Love Canal in NY and the Valley of the Drums in Kentucky. In 1980, Congress passed a law known as the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA) or the “Superfund.” This course will provide students with a basic understanding of this law, its liability provisions, and scope of coverage and limitations. This statute provides a regulatory framework to protect human health and the environment from historic toxic or hazardous sites due to inappropriate or illegal contamination by companies.

The Contemporary Public Defender
This course will trace the right to counsel from the pre-Gideon movement to the Supreme Court edict and subsequent limitations and enlargements. There will be a review of the work traditionally assigned to public defenders, burdens on the system, and initial and contemporary challenges confronting public defenders with some emphasis on the portrayal of public defenders in the news and entertainment media. We will look at modern day efforts by institutional public defenders to address these challenges and burdens, including community defenders, bundling civil legal services, prisoner reentry focuses, and instituting work standards. A substantial amount of the course would focus on institutional and other problems still facing public defenders, as well as the antiquated systems still in place in many states for the appointment of counsel, which raise access to justice issues and perpetuate unequal treatment of under-represented individuals in our society.

The Law of Modern Arbitration
An increasing number of disputes today are resolved in arbitration, a contractual process in which the parties agree that the decision of a private third party shall be the final and binding resolution their dispute. There is only a limited right of judicial review of the arbitration award. This course will explore the legal sources and limitations of arbitration as it has evolved and developed in modern times. In this survey course, students will be exposed to the basic concepts necessary to understand the arbitration process by looking at its development in the labor-management context, the commercial context, the statutory claims context, and the international context.

The Legal Memorandum
The Legal Memorandum is a course that will focus on developing a well-crafted analytical memorandum of law. This course is another opportunity to focus on sharpening your writing skills.

The Prosecutor and the U.S. Constitution
This course will provide students with an opportunity to examine the way prosecutorial discretion is exercised with an emphasis on the Fourth, Fifth, and Sixth Amendments. There will be discussion on prosecutor and police relations, the Confrontation Clause (with specific emphasis on witness intimidation and child abuse) and on discovery and disclosure. In addition, there will be some attention given to the Eighth Amendment with discussion about bail and the death penalty.
APPENDIX A-2

LWIII Requirements

A-200 The Legal Reasoning, Research, and Writing Program

The curriculum includes a mandatory Legal Reasoning, Research, and Writing Program (LRRW Program) composed of three parts: Legal Reasoning, Research & Writing; Legal Writing II; and Legal Writing III.

A-201 Legal Reasoning, Research, & Writing

The first part of the LRRW Program is Legal Reasoning, Research & Writing (LRRW), a four-credit, year-long, first-year course. LRRW teaches the fundamentals of legal reasoning including legal analysis, factual analysis, rule application, analogical reasoning, and synthesis; the basic sources and methods of legal research; and some basic forms of legal writing including objective memoranda of law, client opinion letters, and trial court motion practice briefs. In addition, it includes a strong dose of professionalism and introduces other skills including interviewing, negotiating, and document drafting.

A-202 Legal Writing II

The second part of the LRRW Program is Legal Writing II (LWII), a required two-credit, semester-long course which must be taken either in the fall or spring of the student’s second year unless the student failed LRRW, in which case the student must take LW II in the year immediately following successful completion of LRRW. LW II is designed to reinforce and deepen the students’ knowledge of and ability to perform factual analysis, legal analysis, legal reasoning, legal research, and writing. The primary project is writing and rewriting an appellate brief on relatively difficult legal issues.

A-203 Legal Writing III

(A) Legal Writing III (LWIII) is not a particular course; instead, it is a significant scholarly writing requirement which can be met in a number of ways. To satisfy the LW III requirement, each student is required to complete, under the supervision of a full-time faculty member (not an adjunct or other instructor who is not a faculty member employed under a full-time faculty contract), (1) in-depth research in a specialized area, resulting in (2) a written product in which the issues involved are fully analyzed and supportable conclusions articulated. Typically, the LWIII requirement is satisfied in the student’s third year.

(B) To satisfy the LWIII requirement, the written product must meet the following conditions: (1) The written product must be completed under the supervision of a full-time member of the faculty who has agreed to assist the student; (2) A minimum
grade of 75 must be earned on the written product; (3) The written product must use proper legal citation form, give proper attribution to the work of others, and be the equivalent of no less than twenty-five (25) double-spaced, typewritten pages with customary margins (or 7500 words); and (4) Each student is required to submit an outline or outline substitute (such as a thesis statement and annotated bibliography) and at least one draft of the written product to the supervising faculty member prior to submission of the completed written product.

(C) The written product requirement may be satisfied by a writing which meets the foregoing requirements prepared (a) in a seminar course; (b) in connection with meeting the requirements of membership on the Howard Law Journal; or (c) in an independent study course.

(D) Subject to the rules governing incompletes, the completed written product is to be submitted to the supervising faculty member at the time set by the faculty member, but in no event shall it be submitted later than the last day of scheduled third-year classes for the final semester of the Student’s final year. Students cannot change the supervising faculty member without the permission of the original supervising faculty member.

(E) All Students must complete a legal-writing-paper disclosure form which identifies the course, Independent Study, or Journal in which they either have completed or intend to complete this requirement. The student must submit the form to the Associate Dean for Student Affairs no later than two months prior to graduation. The form must be signed by the faculty member who supervised, who is supervising, or who has agreed to supervise and grade the student’s written product.

(F) No credits toward meeting the graduation credit requirement are given for a LWIII writing.
APPENDIX C
APPROVED SKILLS COURSES

The approved courses to satisfy the skills course requirement are listed below. The faculty may, from time to time, change the list of courses which qualify as skills courses.

♦ Advanced Legal Research
♦ Advanced Corporate Problems
♦ Alternate Dispute Resolution (course)
♦ Alternate Dispute Resolution Clinic Counseling
♦ Appellate Advocacy
♦ Civil Rights Clinic
♦ Civil Rights Planning
♦ Criminal Justice Clinic
♦ D.C. Law Students in Court (LSIC) ↑5
♦ Environmental Law Clinic Externship
♦ Externships
♦ Estate Planning
♦ Fair Housing Clinic
♦ Fair Housing Externship
♦ Family Law Practice
♦ Federal Capital Litigation↑
♦ Housing Litigation
♦ Intellectual Property/Trademark Clinic
♦ International Moot Court
♦ Interviewing, Negotiating and
♦ Investors Justice Clinic
♦ IRS Externship
♦ Legal Drafting
♦ National Moot Court
♦ Patent Law Practice & Litigation
♦ Pretrial Litigation
♦ SEC Externship
♦ Trial Advocacy – Civil
♦ Trial Advocacy – Criminal
♦ Trial Advocacy Moot Court

5↑ Approved course, but offered irregularly.
Appendix D

JD/MBA PROGRAM APPROVED COURSES

NOTE: At the time of printing of this publication, this Appendix D of the Student Affairs Guide was under revision. For the current program description and degree requirements, please contact the associate dean for academic affairs.
Howard University School of Law is pleased to offer a summer program of law at the University of Western Cape, in Cape Town South Africa.

The program is approved by the American Bar Association and will allow students to earn up to six semester hours of law school credit while becoming familiar with the new South Africa. The program offers an opportunity for students to witness firsthand the historic legal and political changes in South Africa, in what is sure to become a leading political and economic power center in the region. A unique aspect of the Howard program is the opportunity it provides for interaction with South African law students and graduates who also participate in the program.

**Study in South Africa - A Unique Setting**

The program will be conducted at the University of Western Cape in Cape Town, one of the most beautiful cities in the world. Cape Town is the legislative capital of South Africa. Cape Town is located on the southern tip of the African continent with the Atlantic Ocean to the West and the Indian Ocean to the East. The city is surrounded by mountains with the majestic Table Mountain in the background. A thriving metropolis, the city is well-connected by mass transportation to the rest of southern Africa.

**Eligibility**

Applicants from the United States must hold a bachelor's degree and be in good academic standing at an ABA-approved school of law. They should have completed one year of law study. Professionals holding a J.D. or LL.B. Degree, or other advanced degree (from either the United States or another country), are also invited to apply.

**Admissions**

[http://www.law.howard.edu/657](http://www.law.howard.edu/657)
To apply, candidates should complete the application form. Student applicants must submit a letter of good standing from the Dean of their respective law school. Legal professionals must submit a copy of their diploma or official law school transcript. All applicants are requested to submit curriculum vitae or resume with the application.

The application fee is $50.00 and must accompany the application in the form of a cashier's check or money order. The fee cannot be waived and is non-refundable.

Deadline for application is April each academic year. Applications will be accepted after the due date so long as there are slots available.

**Schedule and Course of Study**

Three courses, of two credits each, will be offered. Students may enroll for all three courses (although two courses are recommended, as this will enable more time for study and exploration of the area). All students will be required to enroll for a minimum of two courses.

All courses are taught in English by outstanding teachers from both the United States and South Africa.

Two of the three courses will be presented each day. Each course will meet for 14 sessions of two hours each. The specific course meeting times may be altered from time to time to accommodate the schedules of special guest lecturers.

A written examination will be administered in each course, for which pass/fail grades will be assigned. A percentage (%) grade will be issued if the student’s law school so requires. The percentage grade translates as follows: A 90-100; B 80-89; C 70-79; D 60-69.

Transcripts will be sent to each school by the Registrar of Howard University upon completion of the session and you completing a transcript request on line at www.howard.edu.

Acceptance of any credit or grade for any course taken in the program is subject to determination by the student's law school. Students wishing to use credits earned for accelerated graduation should consult with their school.

In addition to the three courses offered, there are limited noncredit internships with law firms, NGO's and human rights organizations.

**Courses**

Various courses are offered each year. Please consult current application and brochure material for up to date course listing.
Faculty

Various faculty teach each year. Please consult current application and brochure material for up to date faculty listing.

Accommodations

Participants will be housed in two and three bedroom apartments just off Cape Town or near downtown. Participants may be staying at separate apartment complexes which are approximately 10 minutes apart. Each room will be shared by two persons. The apartments are fully furnished with linen, cutlery, and dishes.

Accessibility

In general, accommodations for disabled persons are not widely available in South Africa. University of Western Cape buildings are generally accessible to individuals with disabilities. Cape Town and certain aspects of the tour may not be accessible in all circumstances. All inquiries in this regard should be directed to the program director.

Medical Insurance

Every student must have some form of medical insurance coverage which applies in South Africa and submit proof, in writing, to Howard University before entering the program.

You are encouraged to find out from your health insurance provider whether they provide coverage for overseas medical expenses. Even if you are covered, you are encouraged to take a credit card and claim forms for emergencies as some treatment facilities require payment at the time of treatment. If you do not have medical coverage, you must obtain coverage before you depart the United States.

Insurance may be bought at reasonable rates from:

1. International Student Identification Cards. You should apply at any Council Travel Office. Call 1-800-40-STUDY
2. Travel Guard International provides travel insurance that includes medical insurance. They can be contacted at 1-800-826-1300.

Visas

United States citizens usually do not require tourist visas when visiting South Africa for less than ninety days.

If you have any questions concerning visas, please contact the South African Embassy in Washington, D.C., at (202) 966-1650.
Cost of Program

The cost of the program for each student is $5790.00. This sum includes tuition (for two or three courses), cost of books and class materials, housing, tours, and internal transportation (where applicable). The cost does not include the $50 non-refundable application fee. The fees are paid as follows:

1. A non-refundable registration fee of $600 is due two weeks following your acceptance into the program. The fee will reserve your place and accommodations in the program and a dormitory room.
2. A second non-refundable amount of $800 is due by April 2,
3. The balance of $4,390.00 is due by May 3,

Payment may be processed to the University by cashier’s check, money order or credit card. All cashier’s checks should be made payable to Howard University School of Law and will be accepted by mail. Credit card payments are accepted for MasterCard, Visa, and American Express. Please be sure to complete the authorization form and return it with the application. Any student who has an outstanding balance as of June 05, 2015 will be charged a late fee of $500.

Estimated Expenses

In addition to the cost of the program, you will have the following expenses which can only be estimated at this time:

<table>
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<th></th>
<th>$</th>
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<tr>
<td>Air Fare</td>
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<td>Meals</td>
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</table>

Air-Bookings

You are encouraged to make your air reservations ahead of time to get the best possible rate. Instead of booking directly with the airline companies, check the internet and travel sections of your newspapers such as the New York Times and/or the Washington Post for travel wholesalers who sometimes offer cheap trips to South Africa. As was the case last year, the program organizers will reserve a block of seats on a flight leaving from one or two major U.S. cities at a further discounted rate. Participants in the program will be informed by late February about the discounted group rate. Those traveling with the group will be picked up from the airport and be transported to their apartments.
Financial Aid

Student applicants should contact the Financial Aid Office at their respective schools to inquire about funding sources available. Students who plan to apply for aid should begin early as possible (late January or February) to ensure that funds are available by payment due dates.

If you apply for financial aid and your law school enters into a consortium agreement with Howard University, you will need to pay your registration fee of $600 to secure your spot in the program. The rest of your fees will be due when your financial aid is disbursed but no later than ten days before the start of the program. You are responsible for ensuring that your school disburses your financial aid before the start of the program.

Cancellation

Program fees are non-refundable.

If prior to its commencement the program is canceled, all fees advanced by students will be returned within 20 days after the date of cancellation.

If there are significant changes in the course offerings or other aspects of the program, applicants who have paid a deposit or registered and/or of prior to the commencement of the program, a U.S. State Department Travel Warning is issued for the Cape Town area, or the cape area of South Africa is declared an “Area of Instability,” all registrants will be notified promptly and given an opportunity to withdraw from the program. A full refund of all fees or deposits advanced will be returned 21 days after notice of withdrawal.

For More Information

Additional information concerning the program will be sent to those accepted in the program.

If you have any further questions, please do not hesitate to call the Office of Admission at (202) 806-8008/8009, fax (202) 806-8162 or the program director, Professor Ziyad Motala, at (202) 806-8044, e-mail zmotala@law.howard.edu or write to us at:

OFFICE OF ADMISSIONS
HOWARD SUMMER ABROAD PROGRAM
IN SOUTH AFRICA HOWARD UNIVERSITY SCHOOL OF LAW
2900 Van Ness Street, N.W.
Washington, D.C. 20008

We look forward to having you for what offers to be an exciting and stimulating program in South Africa.
APPENDIX F
FAMILY LAW CERTIFICATE PROGRAM

I. Purpose and Goal
The Certificate is offered to HFLS members to acknowledge the legal education, work, community service and law school activities that they have engaged in during their tenure at the Howard University School of Law (HUSL) as well as to acknowledge that they have a demonstrated interest in the specialty of Family Law. When they receive the Certificate, award recipients will be able to place the award on their resume. Their active involvement in the HFLS as well as their academic accomplishments in taking several Family Law and Family-Law related courses and acquiring legal experience will help them to obtain employment in this practice area.

II. Qualifications
To obtain a Certificate, each candidate must: Be an active member of the Family Law Society; Be a current member (have paid membership dues unless a hardship waiver has been granted); Be a graduating third year student; and, Complete all other Howard University School of Law’s requirements for the Juris Doctorate degree.

III. Course, Activity, and Grade Requirements
A. General Curricular Requirements

Each certificate candidate must satisfy all of the following requirements:

♦ Complete at least eighteen (18) credit hours of Family Law and Family Law related courses (courses in which a significant amount of class time is devoted to discussion of family law issues such as property ownership) that appear on the list of approved courses below in addition to the required course of Family Law. Candidates strongly are advised to select as many bar courses from the list of approved courses as possible.

♦ Complete at least one approved Family Law seminar that requires writing a substantive paper (one that satisfies Legal Writing III requirements) on a Family Law topic. Approved seminars are listed below. A certificate candidate must submit a copy of the paper that will be considered for satisfaction of this requirement with the certificate application. Candidates may use the same paper to satisfy HUSL’s Legal Writing III requirement and the certificate requirement.

♦ Complete a total of fifteen (15) hours of community service during the candidate’s three years of study at HUSL. Students must complete one legal internship or externship to fulfill a substantial part of this entire requirement to gain practical knowledge of Family Law and for resume enhancement.

♦ Earn a minimum grade of 80 or above in the Family Law survey course.

♦ To qualify, an externship or internship must last for at least one semester during an academic term or at least eight weeks during the summer. Externships and internships must comply with all other requirements set forth in the Howard University School of Law Student Affairs Guide.

♦ For certificate purposes, the candidate is not required to receive credit for the externship or internship. However, the candidate’s satisfactory completion of the
externship or internship requirements must be documented with a letter from a supervising attorney or judge.

- HUSL students must take all required courses at HUSL. As the HUSL curriculum develops, additional courses may be approved for satisfaction of certificate requirements. Any additional courses or consortium courses (those offered at preapproved law schools) must be pre-approved by the Associate Dean of Student Affairs and the HFLS faculty advisor.

- When the HFLS faculty advisor receives a completed application for a certificate, the (Records Office) personnel to obtain certification that the candidate has completed requisite courses and, where applicable, the Records Office will certify that the candidate has met the grade requirement.

IV. Additional Course Offerings

The certificate program as described herein is self-contained. Ample electives which candidates may select for completion of certificate requirements already are offered. The only potentially anticipated change in the proposed program at this time is that if relevant courses are added to the curriculum, students may enroll in those courses and receive credit for successful completion of those added courses. Periodically, the Associate Dean of Academic Affairs and the faculty advisor will confer to ensure that the program is functioning properly.

V. Community Service Requirement

Candidates must complete a total of fifteen (15) hours of community service during their three years of study at HUSL. For consideration, the community service must be in support of families. Service in the legal field, such as participation in the Alternative Spring Break program, is preferred but not required. Satisfactory completion of a legal externship or judicial internship with a family court judge will satisfy this requirement. Lists of volunteer opportunities, local family courts, and family law attorneys will be posted on the HFLS TWEN site. For these purposes, documented community service will be construed broadly. For example, a candidate may volunteer at a soup kitchen that serves families or organize a toy drive for children in a local community.

VI. Admission requirements:

A. Eligibility Requirements

To obtain a certificate, each candidate must:

- Be an active member of the Howard Family Law Society (HFLS);
- Be a current member (have paid membership dues unless a hardship waiver has been granted);
- Be a graduating third year student at HUSL who is in good academic standing; and,
- Complete all other HUSL requirements for the Juris Doctorate degree.
Transfer students (students who transfer from other accredited law schools to HUSL) who provide documented proof of satisfactory completion of comparable listed courses may apply for a certificate if they meet all certificate qualifications. Such students are encouraged to seek advisement from the faculty advisor regarding eligibility for the certificate as soon as possible after enrollment in a course of study at HUSL.

B. Application Process
The Family Law Certificate Program Application will be posted on the HFLS TWEN site. Interested students must meet with the faculty advisor at least once and as early as possible for advisement, to discuss certificate requirements and to ensure that the student will qualify for a certificate. Upon completion of certificate requirements, the candidate must download the application and complete it. The following items:

1) a certified transcript from the Office of Student Affairs’ Records Office,
2) an appropriate seminar paper, and
3) a letter of completion for an externship or internship must be presented with the application. After the candidate receives the Registrar’s verification, the candidate shall submit the application to the HFLS faculty advisor for final approval.
4) After the faculty advisor advises interested students about qualifications and eligibility requirements, the student solely is responsible for ensuring that he or she has complied with all certificate requirements in a timely manner. VI. Proficiency examinations will not be required.

VII. Enrollment in courses at other University departments
Although interdisciplinary projects and educational lectures are planned and encouraged, this program will not require students to enroll in courses in other departments of the University.

VIII. Academic Policies
A. Grades: The certificate candidate must earn a grade of at least 80 (B) in the Family Law course and at least 75 (C+) in all other approved courses.
B. Time for Completion of Requirements: Satisfaction of the certificate requirements must occur during the candidate’s three years of study at HUSL. At its regular faculty meeting for certifying that students are qualified for graduation, the faculty will certify that the certificate candidates qualify for certificates. Qualifications shall include satisfaction of all certificate requirements and passing grades for all courses except for the grade of at least 80 that is required in Family Law.
APPENDIX G
CLASS MURAL FORMAT

The Class Mural will be formatted alphabetically by the students’ last names. There will be no special designations for class officers, student organizations, co-curricular participation, clinic participation, or any other type of affiliation.
APPENDIX H

STUDENT EXCHANGE PROGRAMS

University of Maine School of Law

The Exchange Programs are an opportunity for Howard Law Students to visit at law schools where we have established a formal relationship to facilitate the student visit.

Students interested in pursuing a visit through the Exchange Program must be upper class students in the upper half of his or her class. The Exchange student will take the equivalent of a full course load at the host institution for one semester.

Exchange students pay tuition and fees to their home institutions but enjoy the same privileges and services as regular students at the host institution. Students are responsible for their own living arrangements and expenses.

Requests to participate in this program will be processed through the Office of Student Affairs at: 202-806-8006

University of Vermont Law School

After a quarter-century of evolution, modern environmental law now pervades business, government, and personal decisions. Our global economy is united by a perspective on the environment that demands increasing attention from the law. Environmental lawyers are called on to grapple with difficult legal, scientific, and economic questions.

In response to those developments, Howard University School of Law developed a formal exchange program with the Vermont Law School and its renowned Environmental Law Center, whereby students are permitted to attend the other institution in any one semester.

If interested then apply by contacting the Office of Student Affairs at: 202-806-8006

University of New Mexico School of Law

The Exchange Programs are an opportunity for Howard Law Students to visit at law schools where we have established a formal relationship to facilitate the student visit.

Students interested in pursuing a visit through the Exchange Program must be upper class students in the upper half of his or her class. The Exchange student will take the equivalent of a full course load at the host institution for one semester.

Exchange students pay tuition and fees to their home institutions but enjoy the same privileges and services as regular students at the host institution. Students are responsible for their own living arrangements and expenses.

Requests to participate in this program will be processed through the Office of Student Affairs at: 202-806-8006
APPENDIX I
MOOT COURT TEAMS

(A) National Moot Court Team
The National Moot Court Team represents the school in various competitions across the country. Students are awarded one credit pass/fail Rev. August 2012 20 for each semester of participation in Court, up to a maximum of 4 credits in two years. Participating students are required to attend the moot court class. Students are selected for participation on the National Moot Court Team in accordance with the National Moot Court Team rules. The primary means of selection is through participation in the Charles Hamilton Houston Moot Court Competition. The Charles Hamilton Houston Moot Court Competition is held in the fall of each year and is open to all second- and third-year students. The top participants in the competition are invited to Join National Moot Court Team.

(B) International Moot Court Team
The International Moot Court Team represents the school in the Jessup International Moot Court Competition and other moot court competitions related to international law. Students are selected for the various teams on the basis of their performance in the Goler Teal Butcher International Moot Court Team Competition. Under Jessup rules participation on the Jessup team is open to all students, but participation in the class is highly recommended since the class includes specific instruction on information relating to writing international competition briefs and some international law. Students interested in participating on an International Moot Court Team for credit must enroll in the International Moot Court Team class. Enrollment in the class is subject to the approval of the course instructor. Students are awarded two credits (pass/fail) for successful completion of the yearlong course.

(C) Trial Advocacy Moot Court Team
The Huver I. Brown Trial Advocacy Moot Court Team represents the school in various moot court trial competitions throughout the nation. Students earn two credits per year on a pass/fail basis. The Trial Advocacy Moot Court Team meets regularly for one hour each week, with extended practices when preparing for competition. Students receive lecture and instruction from practicing attorneys on fundamentals of trial skills, as the students prepare for competitions in which they will try a fictitious case from beginning to end. New team members are selected during the annual intra-school competition in which first- and second-year students vie for a place on the team of no more than twenty members.
APPENDIX J
CLASS RANKS

Class Rank For juris doctor students and J.D./M.B.A. students, class rank will be determined once each year after the conclusion of spring semester.

(A) Stand-Alone GPA and Stand-Alone Rank
(1) A student’s “Stand-Alone” GPA refers to the students grade point average for the particular term referenced.
(2) A student’s “Stand-Alone Rank” refers to the student's rank for the particular term referenced. The Stand-Alone Rank is based on the Stand-Alone GPA.

(B) Cumulative GPA and Cumulative Rank
(1) A student’s “Cumulative GPA” refers to the students overall grade point average based upon all courses taken from the time the student entered the law school through the last term in which the student took classes.
(2) A student’s “Cumulative Rank” refers to the student's overall rank based upon all courses taken from the time the student entered the law school through the last term in which the student took classes.

(C) Transfer Grades Excluded
A student’s grades accepted by the law school for transfer credit are not included for purposes of calculating the student's grade point average.

(D) Examples
(1) Stand-Alone GPA and Rank
(a) A student’s Stand-Alone GPA and Rank for the second year would be based upon the students grades earned in the fall and spring semesters of the second year, excluding all grades earned during the first year.
(b) A student’s Stand-Alone GPA and Rank for the spring semester of the second year would be based upon the student’s grades for the spring semester of the second year, excluding all grades earned during the first year and the fall semester of the second year.

(2) Cumulative GPA and Rank
A student’s Cumulative GPA and Rank at the end of the second year would be based upon all of the students grades earned in the fall and spring semesters of the first year and the fall and spring semesters of the second year.

(E) Note Regarding First-Year GPA and Rank
At the end of a student’s first year, the student’s Stand-Alone GPA Rev. August 2012 28 and Rank are the same as the student's Cumulative GPA and Rank.
## APPENDIX K
### ATTENDANCE POLICY

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<th>Course</th>
<th>Faculty/Instructor</th>
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<td>ADR</td>
<td>Watkins</td>
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<td>4</td>
<td>5</td>
<td>W 6:00-9:00</td>
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<td>Woods</td>
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<td>4</td>
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<td>Advanced Legal Research</td>
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<td>4</td>
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<td>Gavil</td>
<td>43</td>
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Please see the website for the updated attendance policy.
APPENDIX L
WITHDRAWAL

STEPS FOR COMPLETING A TOTAL WITHDRAWAL

Students who find it necessary to withdraw from all of their classes for the current semester or for a subsequent semester for which they have already registered must complete a Total Withdrawal Request Form. This form must be submitted by the end of the 12th week of classes for the semester in which they wish to withdraw. The withdrawal form and instructions are available from the dean or advisory center of each school or college. Students who are physically unable to complete the withdrawal in person, students who are administratively withdrawn, and students who have special needs due to extenuating circumstances should contact their dean’s office or advisory center for assistance.

Students considering a total withdrawal should note the following:

- The effective date of the withdrawal will be the date on which EM/Records receives the completed withdrawal request form.

- By registering for courses, students accept financial responsibility for payment for those courses and for any other charges incurred while they are enrolled.

- Financial aid may be adjusted or canceled as a result of withdrawal and may require repayment of loan funds. Adjustments to financial aid awards will be calculated according to University and Federal refund guidelines based on the official withdrawal date.

- Once the withdrawal has been completed, students will receive a grade of “W” for each course.

- Students who reside in University housing are required to check out of their residence hall within 24 hours of completing the total withdrawal process.

- Completing a total withdrawal from the University requires that students surrender all University property, including, but not limited to library books, room keys, computer cards, and identification/access cards.

- Students who complete a total withdrawal from the University must apply for or request readmission to the University by published deadlines. The procedure for readmission depends on the length of the student’s absence from the University.

Students should report first to the office of the dean or advisory center of their school or college to obtain a Total Withdrawal Request Form, and to discuss the reasons for and the implications of the withdrawal. Students who decide to continue with the withdrawal process should have the withdrawal form signed by their dean or the dean’s designee, obtain readmission instructions, and then proceed as follows to the offices that correspond with their student status:
• Veterans, students with disabilities, and students who have judicial stipulations should report to the Office of Special Student Services, Suite 725, Howard Center

• International students must report to the Office of International Student Services, Rm. 119, Blackburn Center

• Students who reside in University housing must report to the Office of Residence Life, Tubman Quadrangle

• Students who received any type of financial aid (including scholarships, grants, and loans) must report to the Office of Financial Aid, Scholarships, and Student Employment, Rm. 205 Administration Building to discuss the effect of withdrawal on their award(s) and potential financial aid over payment

• All students must report to the Office of Student Financial Services, Rm. 218, Administration Building to discuss the status of and adjustments to their account.

• All students must report to EM/Records, Rm. 104 Administration Building to submit the completed Total Withdrawal Request form and surrender their Capstone Card.
APPENDIX M
TITLE IX STATEMENT

Howard University is committed to providing students with educational opportunities free from sexual harassment, sexual violence and discrimination based upon gender, gender expression, gender identity, sexual orientation, or marital status.

In furtherance of this commitment, the University strives to maintain an environment in which all members of the University Community are: (a) judged and rewarded solely on the basis of ability, experience, effort, and performance; and (b) provided conditions for educational pursuits that are free from gender-based coercion, intimidation, or exploitation.

All students, staff and faculty are required to review the Howard University Title IX policy in its entirety http://www.howard.edu/secretary/documents/400-005TitleIXPolicyonProhibitedSexualHarassmentandGender-BasedDiscriminationRevised.pdf
APPENDIX N
STUDENT COMPLAINT FORM

Please click on the link below to fill out the Student Complaint Form.

Howard University School of Law Student Complaint Form