

PATHWAYS COURSE FOR LAW STUDENTS

*A LAW STUDENTS GUIDE TO OBTAINING THEIR DREAM JOB:
CHANGING THE STEREOTYPE OF WHAT IT MEANS TO BE A
SOUGHT AFTER CANDIDATE*

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Executive Summary

The main objective of the office of career services to assist current law students, recent graduates, and alumni in obtaining their dream job. The office of career services must facilitate an environment where students, graduates, and alumni can network and interview with prospective employers, but also prepare them with the necessary skills and techniques in order to obtain employment and how to be a lawyer. The implementation of this credit bearing curriculum with the target audience being first year law students is to not only facilitate the above mentioned need, but to give employers evidence of a well-rounded candidate. The one credit Pathways to Success curriculum will take place over the fall and spring semesters of the first year law students. Classes will meet once a week for 50 minutes, with occasional formal receptions in the evening. The curriculum will cover topics and soft skills within six competencies,

- (1). Financial Empowerment,
- (2). Expanding Industry Knowledge,
- (3). Building Your Personal Brand,
- (4). Developing Personal Health & Emotional Intelligence,
- (5). Strengthening Professional Judgment,
- (6). Giving Back to the Community.

The goal of the curriculum is to afford students with the necessary skills and knowledge to compete in the legal world and obtain their dream job. Although the national average of employment has risen from 87.5% in 2016 to 88.6%, in 2017 the known employment status was 33,966 graduates. The number of jobs found by graduates fell by more than 1,200 compared with 2016. (Collins, NALP) It has become increasingly harder for recent graduates to obtain employment with a shrinking legal market, especially for students not ranked in the top of the class. The curriculum will focus on strengthening soft skills and creating a well-rounded lawyer to give the student an advantage in the obtaining their dream job.

I, Shaani Budram, acknowledge I completed this assignment in the spirit of the Trinity Washington University policy regarding academic honesty and plagiarism.

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Introduction

Howard University was founded as a Historically Black University in 1867. The Howard University School of Law affectionately known as HUSL was founded in 1869. The mission of the law school is stated below:

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

Educate and enable students to develop their highest capabilities and skills as lawyers;

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

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

The law school strives to attain this mission by having the best professionals and education available to assist students in alignment with the mission. Most importantly, Howard School of Law is dedicated to producing "social engineers." As stated by Charles Hamilton Houston, "A lawyer's either a social engineer or...a parasite on society...a social engineer [is] a highly skilled, perceptive, sensitive lawyer who [understands] the Constitution of the United States and [knows] how to explore its uses in the solving of problems of local communities and in bettering conditions of the underprivileged citizens."

The Office of Career Services strives to assist students attain this mission by providing opportunities to interview with potential employers, expand their knowledge in regards to different areas of legal practice and regions to practice to in, as well as preparing them to be a well-rounded leader and attorney capable of excelling in any arena. The Office of Career Services department at Howard University School of Law seeks support in developing a credit bearing curriculum with formal programs and classes targeted at first year law students. This curriculum will help develop first year law students (soft) skills, expanding their industry knowledge in order to obtain employment successfully upon graduation. .

Population and Needs Assessment

The target population is the first year law students. The total number of students varies depending on the universities size, but for this process, we will be focusing on a university with a total of 420 students, with 130-140 students in each class year. The students within this population ages range

from 22 years of age to some older than 35 years of age. The demographics of the school are below. Law schools are a three year program with the exception in the JD/MBA program which is four years.

Table 1. Composition of Enrollment: 2015-2018

		1st Year	2nd Year	3rd Year	4th Year	Total
	Class Size	142	126	151	0	419
	Men	43	34	59	0	142
	Women	99	92	92	0	277
Hispanic/Latino	Men	4	2	4	0	7
	Women	3	11	7	0	19
White	Men	0	0	0	0	6
	Women	1	2	5	0	11
Black/African American	Men	35	30	53	0	118
	Women	84	73	75	0	216
NativeHawaiian/Other Pacific Islander	Men	0	0	0	0	0
	Women	0	0	0	0	0
Asian	Men	1	0	1	0	2
	Women	1	2	1	0	4
American Indian/Alaska Native	Men	0	0	1	0	1
	Women	0	0	1	0	1
2 or more races	Men	3	0	0	0	3
	Women	11	0	0	0	11
Persons with Disabilities	Men	0	0	2	0	2
	Women	0	0	0	0	0
Openly LGBT	Men	0	0	1	0	1
	Women	1	0	0	0	1
Non-Resident Alien	Men	1	1	0	0	2
	Women	1	2	1	0	4

The issue at hand is that out of each class only the top 15% - 25% of students are guaranteed positions once they graduate. This leaves more than half the student body without jobs due to their ranking within the university. The number of students who obtain and maintain employment after graduation affects the Law School’s standing with the American Bar Association, which affects our accreditation, which will ultimately affect our enrollment and funding. Our objective is to create a professionalism and leadership credit program to help our first year law students prepare for their careers and be marketable towards employers as “The New Standard” in requirements for what it means to be a sought after candidate. As mentioned before, although the national average of employment has risen from 87.5% in 2016 to 88.6% in 2017 of the known employment status of 33,966 graduates. The number of jobs found by graduates fell by more than 1,200 compared with 2016. (Collins, NALP) It has become increasingly harder for recent graduates to obtain employment with a shrinking legal market, especially for students not ranked in the top of the class.

Statement of the Problem

Obtaining employment upon graduation is not based solely on grades, and who is ranked highest in the class. It is a combination of grades as well as background/experience, personality, (soft) skills, flexibility, and adaptability. “While grades, class rank, and other academic indicia still compose an iron triangle of key credentials, firms also are focusing on life experiences and emotional qualities deemed to be just as critical to career success” (Mondics 2010, page#). It is important to highlight these areas when it comes to recruitment of the middle ranked students in the class. Out of 130 students, only a few students can be ranked Top 25%, roughly 30 students. What does this mean for the middle of the class students ranked between 25%-50%, roughly 100 students?

The culture of the legal profession is changing, and requirements must change with it. In order to change the stereotype of what the ideal candidate is, we must provide a substitute. “Incoming law students know far more about the world than previous generations” (Mondics 2012, page#). With this notion, we must strategize on how to best utilize these experiences to the advantage of the students. The credit bearing course will focus on a combination of formal programs and lecture series (classes). The curriculum will aim to help students become marketable and knowledgeable of what it means to be a lawyer, in one complete package.

The problem will be convincing employers that the candidates whom have gone through this curriculum are worthy of their organization, with evidence to back up the claim; although, some professions have progressed overtime in regards to their hiring methods and practices. Most of the prestigious and older firms and organizations, stick to traditional methods of hiring, i.e only seeking candidates from top schools who are within the top of the class. Adding the course as a mandatory requirement for all first year students is a step forward in changing this hiring practice. The common notion is that law school teaches about the law, but it does not teach you how to be an attorney. The “hot topics” during the National Association of Law Placement, Law Student Development conferences is how law schools can prepare their students to be ready for the workplace. In 2018 the NALP, Law Student Professional Development Section put together a book to assist schools in creating a “New Model” in developing students for the workplace and to educate employers on the curriculum that is being afforded to students (McBride 2017).

Another problem will be convincing faculty of the value of this credit bearing course and the justification for the mandatory nature. Beginning to target only the first year law students, is a step in the right direction. It will be a trial run for our students to balance learning the law while also developing their professional side.

Theory for Change

Theory of Change is essentially a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. It is focused in particular on mapping out or “filling in” what has been described as the “missing middle” between what a program or change initiative does (its activities or interventions) and how these lead to desired goals being achieved (Rossi 2017, page#).

For the Office of Career Services, our missing middle consists of (1) developing sought after candidates, (2) adding value to the methods used to professionally develop the students, (3) changing the hiring practices of firms and/or organizations. There are a lot of moving parts in order to succeed in the professional development of students; however, they are all connected and build off one another. Human Resources Theory is a general term for the strategies, tactics, and objectives used by business owners and managers to administer policies and procedures related to employees. In order to change the stereotype, we must first change the method of which employers hire. The HR theory varies from business to employer to institution. However, the HR model for legal hiring is archaic and has not changed since the beginning of the hiring practice for law community. One assumes if you hire the top candidate from the top school he/she will produce top results. However, this is not always the case there are many factors that can and will influence a candidate’s performance potential, and their overall longevity at the firm.

The Human Resource Theory is broken down into four main objectives; cost effectiveness, leveraging potential, matching needs, and maintaining good relationships. This is the basic foundation for most hiring practices, for our purpose we must alter and add new practices, tactics and strategies. For the first objective; cost effectiveness, this primarily focuses on competitive pay rate and benefit packages, as well as training and professional development programs. The second objective, leveraging potential, refers to effectiveness, efficiency, and how that relates to the balancing of work. You never want to overwork your employee nor do you want to not challenge them enough that they get bored and want to move on. The third objective is matching needs. This is a delicate balance of matching the company’s needs and the employee’s skills and career objectives. This is the most important objective in the HR theory. Here is where the “old school” thought of top school top candidate comes into to play. When pre-screening potential candidates employers look to see, if student resumes do not have the certain key words, such as top 10%, moot court team, etc. In the eyes of the “old school” hiring practices they lack the tools necessary to start the race. The employer can be honest about what they are looking for and better explain in detail the candidate that would

best fill the position by not using general terms, but by using factors that can contribute to the company's overall success. The employer should furnish what they are looking for and better explain in detail the candidate that would best fill the position; by using factors and not general terms.

An example of this new hiring criteria could be. "Hiring decisions are based on many factors, including demonstrated evidence of high academic performance in legal and undergraduate studies and outstanding judgment with a commitment to high professional standards." Current language of such criteria would be, "When assessing applicants, the firm looks at the totality of each candidate's traits and background. The criteria includes: Law Review or other journal Moot court Previous work experience Evidence of Core Competencies: Ownership, Professional Excellence, Service and Teamwork and Client Focus Strong interpersonal skills Extracurricular activities demonstrating leadership abilities." This method allows students who may not have been considered in the race, now able to at least be interviewed, so they are allowed a chance to express their own goals and objectives and how that will relate to the company's overall goal and objectives. The fourth objective; maintaining relationships, i.e. stakeholders, is a big reason why you want to focus on hiring candidates that fit with the overall companies goals. Stakeholders consist of hiring partners, hiring managers, recruiting coordinators, or a hiring committee. Anyone who will benefit from the hiring of the student. You want to keep the stakeholders happy, and constantly having to go back to objective one, to alter the budget or add a new benefits package because the candidate you went after with generalized hiring criteria has left due to not connecting with objective three; will not only increase the budget, but make the stakeholders weary of your choices. One alteration I would like to make to objective four is to add continued relationships with law schools. Law schools, especially small ones like Howard, know their students on an intimate level. We work as a family, and we know the strengths and weaknesses of our students. We can be the most useful tool in your hiring model, in regards to how a particular candidate will not only fit in regards to your company's overall objectives and goals, but also your company's culture, and the students career path. It will be useful to help plan their potential growth with the company in order to keep track of hiring needs for the future.

In order to change the stereotype of what it means to be a sought after candidate we will be utilizing Kotter's 8 step process for successful organizational change. The intended population is the first year law students. The total number of students varies depending on the universities size, but for this process, we will be focusing on a university with a total of 420 students, with 130-140 students in each class year. The students within this population ages range from 22 years of age to some older than 35 years of age.

Kotter's 8-Step Process

John P. Kotter is known as the foremost speaker on the topics of Change and Leadership (Cawsey, 2015). His work and research has helped organizations achieve successful transformations. With his creation of the 8-step process, Dr. Kotter's insight will assist in our change efforts for the students, the school, and employers.

Dr. Kotter's 8-step process involves (Cawsey, 2015):

- Step 1: Create a Sense of Urgency
- Step 2: Build a Guiding Coalition
- Step 3: Form a Strategic Vision and Initiatives
- Step 4: Enlist a Volunteer Army
- Step 5: Enable Action by Removing Barriers
- Step 6: Generate Short-Term Wins
- Step 7: Sustain Acceleration
- Step 8: Institute Change

The Pathways to Success Professionalism course will engage each step of Dr. Kotter's process and it will result in changing the stereotype of what it means to be a "top candidate." In order to create a sense of urgency, we will have an open discussion forum for all students with topics to include students expressing their concerns about obtaining a job after graduation, our expectations of our students, and also how we plan to change this narrative of why this is an important issue. Students are also welcomed to discuss the type of programs and seminars they wish to add to the yearlong course. As mentioned before, this course is only for the first year law students. The open forum will include second year and third law students. The inclusion of second and third year law students is to hear their experiences of participating in on campus interviews, and their suggestions on how to improve the process, and what needs to be removed or added to achieve success.

Step 1: Create a Sense of Urgency

We also need to create a sense of urgency within firms and organizations. The plan will be to collect data via survey and/or a firm's website in regards to their "numbers." We would like to track the flow of their "top" candidates, (1) how they are faring in regards to work, (2) how they are adapting to the culture of the organization, (3) If they have already moved on from a firm for a better offer (4) how long did they stay at the organization. We compare this information to candidates who were hired who did not rank in the top of the class. The information we gleam from this data should help us

compare candidates and see where there are similarities, differences, and how we can utilize this information to change hiring methods and practices.

Step 2: Build a Guiding Coalition

The Office of Career Services department will partner with The Office of Student Affairs and other departments as needed in order to show students this is a university wide change rather than just a departmental one. We will also bring in the student organization presidents to bring their concerns and have input in creating the course not to overshadow the student voice with the administrative one. In order to gain traction within this community for our proposed new hiring methods, we will need to form a coalition within the law community, employers and legal professionals who agree with our new methods. Either because they themselves, have hired our students based on our suggestion of digging deeper within the class or because they understand the benefits of our course. This coalition will help us show other employers the benefit of our program.

Step 3: Form a Strategic Vision and Initiatives

Our vision is to assist students in finding their dream job. We will accomplish this by preparing the students with the necessary skills that will help cater to their strengths and improve their weaknesses. We will also accomplish this vision by educating employers on the need for looking beyond grades. The HR theory of objective 3, will have to be modified depending on each employer in order to be sure their company's objectives are being actively used in their hiring process. Our volunteer army will consist of those within our coalition as well as supports within the university. The law community is vast, but still small enough if you align yourself with the right people, who can mentor you and/or help you connect you with others who are in the field of law you wish to practice in. Connections we have made with employers and other law schools within the district will help push our cause further. As mentioned in the HR theory objective four, building and maintaining relationships with law schools will be an invaluable asset to the hiring process. However, bias and nepotism must be avoided, we assume each employer will follow their ethical policies establish within the company. Accordingly, each university will provide their ethical policy upon request, which can be viewed on the law school website.

Step 5: Enable Action by Removing Barriers and Step 6: Generate Short-Term Wins

The American Bar Association requires each law school to give statistical information regarding the graduation class, before they graduate, six months after they graduate, and one year from graduation, in order to best judge the state of employment. Although having high percentile employed is a long-term goal, utilizing the similar statistical checkpoints will help us set up a time frame for our short term goals. . For example, we can collect "in-house" statistics, where students complete a survey

to show if they are working their 1L summer, during the school year, 2L summer, or externships. Our main focus will be to find if our pathways course helped them to achieve this opportunity. Additionally, we would collect feedback from employers we were able to convince to change their hiring methods and what we can do to continue growing and strengthen the relationship. The first few implementations of the course will run as an alpha and beta testing, with updates and improvements to follow depending on feedback, critiques, and the overall functionality and helpfulness of the program for students and employers.

Step 7: Sustain Acceleration

In order to keep the movement going once we gain traction with students and employers, we will begin highlighting top individuals in the course with an awards ceremony. Where we allow students to invite an employer from one of the panels or possibly their employer to give thanks and to serve as a platform to express how the course and the employer has been beneficial to them, as well as to show incoming students how the process works and gives them a goal to strive towards. Kotter's eighth step of institutional change will come once the curriculum is approved and a part of the curriculum.

Course Design

The Pathways to Success Course (Pathways) is a professionalism and leadership credit bearing course developed to help our students prepare for their careers. It allows students to gain insight from various members of the profession, on how to successfully approach and build their careers. Designed with input from agencies and organizations that hire and work directly with our students, the course operates similarly to a Continuing Legal Education program where students will learn legal theory and practical experience through a series of courses (seminars) and formal programs. Skills Training and Professional Development workshops will be offered as lecture series or seminars. Each incoming class at Howard University School of Law is divided into three sections, Section 1, Section 2, and Section 3. All students within a particular section, especially during their first year of law school, have the same class schedule. The Pathways course will follow the same design as any introduction course all students are required to take. Students will receive a grade of pass or fail. Classes and seminars will meet twice each week of the semester for 50 minutes. Topics for each class/seminar will be based on the six competency categories. Grading is based on attendance and completion of required assignments throughout the semester, (See appendix A). The final result will be shaped around six overarching categories that are instrumental to career success.

The Competency Categories are:

1. **Financial Empowerment** provides students with essential tools necessary to achieve financial prosperity.
2. **Expanding Industry Knowledge** encourages students to explore career paths and career fields to identify the best fit for their personality, values, and interests.
3. **Building Your Personal Brand** provides students with the skills to establish and maintain a positive professional reputation and take advantage of their professional networks.
4. **Developing Personal Health & Emotional Intelligence** encourages students to recognize the importance of their own well-being and the impact on academic and career success.
5. **Strengthening Professional Judgment** informs students of their ethical and financial obligation within law school and beyond.
6. **Giving Back to the Community** cultivates a sense of personal responsibility and helps students understand the importance of community and their role in it, continuing the Howard Law 150-year tradition of developing social engineers.

Goals

The goal of the curriculum is to afford students with the necessary skills in order to compete not only with their classmates but the thousands of recent law graduates. The curriculum will provide, but is not limited to workshops, boot camps, etc. with topics focused on:

- Gaining marketable experience while in school;
- Identifying the type of skills and experience you want/need in order to pursue work in those areas;
- How to develop a strong connected network (Keel, 2015).

Goal 1: Successful Completion

Objectives

- To complete the Pathways course successfully, students must pass all classes from at least five of the six competency.

Goal 2: Understanding

Objectives

- Understand the implication of the programs to current student life, as a practicing attorney, and future mentor or leader.

- Understand how the lack of knowledge or skills can and will impact performance and career growth.

Goal 3: Implementation

Objective

- Implement the skills and techniques learned in each program to help build new relationships, obtain dream job, and mature as a young professional.

Theoretical Model

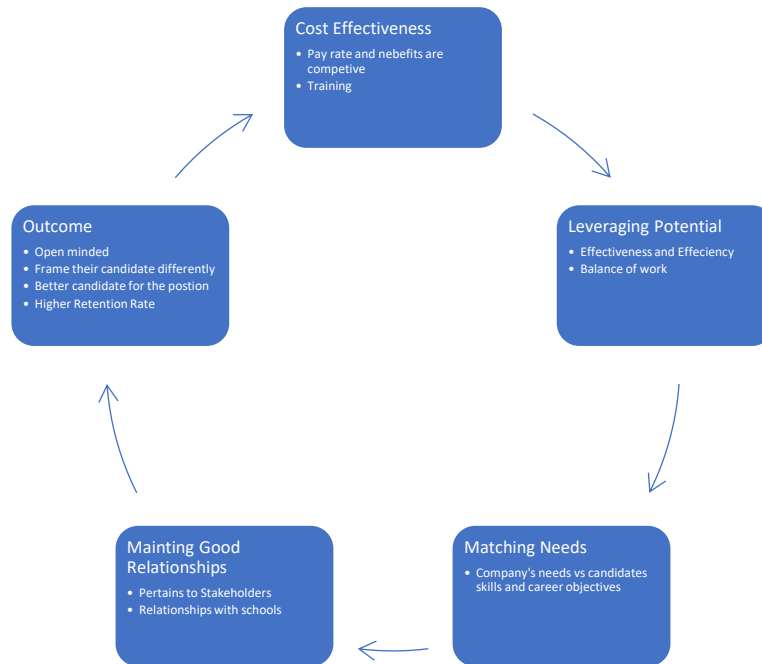


Figure 1. Theoretical model of the program.

Activities

Participants (employers) for each of the weekly seminars depend on alumni relations, and relationships developed with different firms and legal organizations. As well as their availability during each week. Participants are given a schedule during the summer before school starts to address availability and classes they wish to speak on. Participant size can vary from a solo speaker to a panel of individuals exceeding no more than four. Each participant is contacted directly via the Legal Outreach Assistant and placed accordingly to their area of expertise.

Participants (students) are required to attend each class and pass submitted assignments given.

Link to Objectives

Please refer to Appendix A, for the course Syllabus that will identify which of the six competences each weekly seminar will cover.

Expected Outcomes for participants

- The expected outcome on the employers are as follows:
 - build and maintain a relationship with our current First Year Law Students;
 - understand the different ways a sought after candidate is portrayed;
 - value the course program and consider it as a hiring criteria against other law students.
- The expected outcome on the students are as follows:
 - understand the introduction to the legal field;
 - utilize the skills learned and the contacts made to further expand their network and net worth;
 - understand the different ways a sought after candidate is portrayed.

Program Plan and Implementation

The general approach for implementing the Pathways Course to be completed on time and effectively, the Office of Career Services in partnership with other departments will utilize the four phases of the project life cycle: Initiation, Planning, Execution, and Closure.

Milestones and Tasks

Initiation

The *Pathways Course Initiation Phase* is the pivotal point to determining if the plan is sustainable and finding out exactly how the ideas are being received. During *project initiation*, Office of Career Services (OCS) develops the concept of what the Pathways Course will entail, and determines the individual or departmental roles to complete the tasks (Meredith, Mantel, and Shaffer 2015). At this stage, OCS and collaborating departments are deciding which firms, organizations, and individuals will participate in the lecture and formal programing, as well as they will discuss the timelines, contacts, professional networks. Eventually, they will get to work on the course itself.

Planning

During *Pathways Course Planning Phase*, it is very helpful if each department Dean and members of the faculty understands the duties of the Office of Career Services. The *planning phase* encompasses

discussing activities, costs, risks, and scheduling timeframes and adjustments. OCS will be able to use the designated \$36,000 budget to accommodate all expenses for the “Programming” section of our departmental budget.

Execution

The *Pathways Course Execution Phase* is where OCS provides the selected Dean of the Law School, Assistant Deans, Directors, Assistant Directors, and Administrative Assistants from collaborating offices and IT personnel with the required deliverables to complete the course outline before the beginning of the Academic year. *Pathways Course Execution* is a great time to seek and resolve any lingering concerns or questions from the collaborating departments and various individuals down the pipeline as well. It is critical to maintain an open line of communication, which helps to bridge morale between the departments.

Closure

During The *Pathways Course Closure Phase*, OCS and the Dean of the Law School and Assistant Dean of Academic Affairs will meet once again to discuss in detail the launch of the course and review the initial participants in the process. At *closure phase*, all issues must be discussed with a resolution in mind. Once *project closure* is completed, it is time to showcase the course schedule to the Office of the Dean, and the Assistant Dean of Academic Affairs and then go live with the course. (See Appendix B and C for Pathways Course Schedule)

Timeline and Gantt Chart

As we merge from initiation into closure, having a concise schedule is critical to the success of the course as well as clear concise communication between all departments within the university, for the overall benefit of the new professional development for students.

Table 2. Pathways Course Detailed Timeline

Phase	Personnel	Timeline	Assigned Tasks
Planning	OCS Department & Office of Student Affairs	April 2, 2019- May 1, 2019	Seminars and formal programs developed for each of the 6 competencies. Network with firms, organizations, and alumnus to locate speakers and presenters. Budget concerns regarding food, materials, fairs, other expenses.
Initiation	AA	June 7, 2019- July 9, 2019	Materials: Syllabus, PowerPoint, Overview of course for each semester and each seminar.
Planning	OCS & Deans & Faculty	July 10, 2019- July 15, 2019	Review mock Syllabi and overview of course for the year.

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Execution	OCS Department & Student Affairs	July 17, 2019- July 20, 2019	Review each seminar and formal program and confirm all participants. Coordinate all receptions and corresponding food order and materials.
Execution	OCS & AA	July 25, 2019- July 26, 2019	Prepare seminar packet: course overview, update online class schedule (all things pertaining to the first day of orientation when schedules are handed to 1L's)
Execution	Operations	July 25, 2019- July 30, 2019	Set up seminar/classroom equipment: A/V Set up parking passes.
Execution	AA	July 27, 2019- December , 2019	Confirmation emails for all participants. (Ongoing throughout the semester.)
Closure	OCS & Deans	August 1, 2019	Finalize Syllabus and submit formal course.

Table 1. Pathways Course Timeline by Milestones

Pathways Course Gantt Chart			
START DATE	END DATE	DESCRIPTION	DURATION (days)
4/2/19	5/1/19	Planning Part 1	29
6/7/19	7/9/19	Initiation	32
7/10/19	7/15/19	Planning Part 2	5
7/17/19	7/20/19	Execution Part 1	3
7/25/19	7/26/19	Execution Part 2	1
7/25/19	7/30/19	Execution Part 3	5
7/27/19	12/1/19	Execution Part 4	124
8/1/19	8/1/19	Closure	0

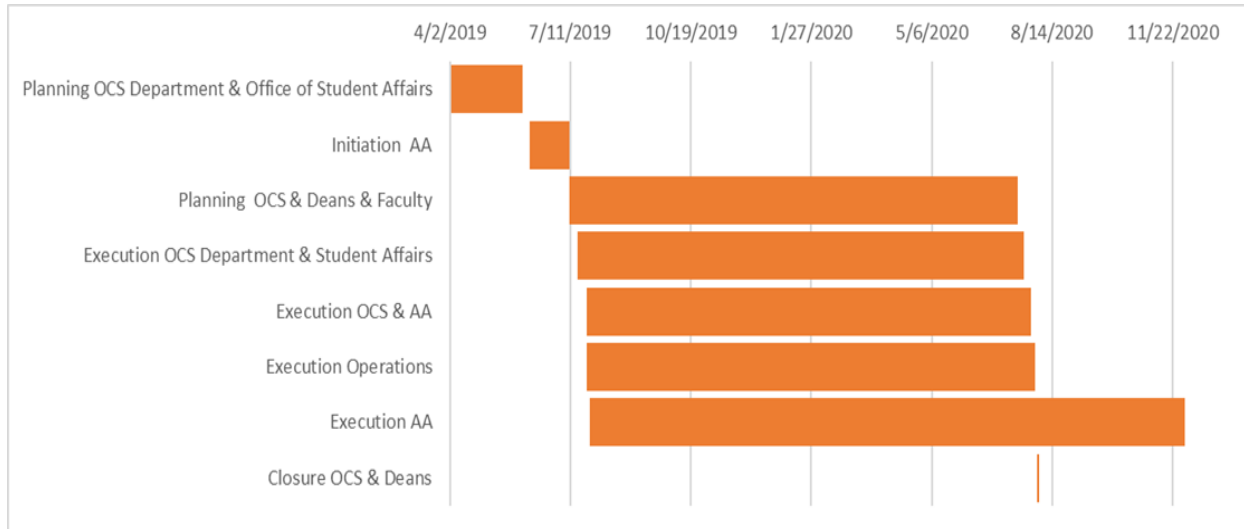


Figure 2. Pathways Course Gantt Chart.

Communication Outreach

The Pathways Course will be communicated via established email listservs, and internal email communications. The course and its programs and evening receptions will be marketed via posters, blog posts, Facebook, and through other internal resources. For outside communication, in regards to participants (employers) and to garner interest in participating, who will use established connections on local and nationwide databases, as well as professional networking events.

Organizational Resources

Human Resources

The Office of Career Services will spearhead any decisions, strategies, developments, and roadblocks. The Office of Career Services will work in partnership with different departments and collaborators with respect to specific programs in order to have an inclusive and well-rounded approach. As mentioned before input and suggestions are welcomed from the faculty as well as the students. We want the program to benefit not only the institution but also the students as they progress in their law school career and thereafter.

Facilities and Physical Resources

Classroom spaces, conference suites, dining halls, and other reception spaces have been noted in the Pathways Course Syllabus (See Appendix A). All programs held on campus are all fully equipped with furniture and technical equipment. Any additional materials will be requested through our on staff IT department and facilities department.

Knowledge and Information Sharing

Our University utilizes Outlook for staff/faculty emails and Gmail for all student emails. All facilities request are submitted via a third party web portal. All IT/AV requests are submitted via a general outlook email address. All planning documents and timelines are stored in a shared google drive for The Office of Career Services. Any documents pertaining to specific programs and events will be shared with participants and departments when necessary. All emails are scanned for security purposes and all attachments go through a similar process to prevent and spam or viruses. Our department practices an open flow of communication and information sharing. We build on a collaborative approach for all ideas and methods.

Privacy and Data Security

All emails are scanned for virus and malware. Privacy and data security is handled by Howard University's main campus operations. All attachments are scanned via a "FTP" process, from the central hub on main campus. Access to emails and the shared drive are via passwords that are changed every 90 days for security purposes. Private and personal information related to the student or the employer are strictly confidential and are not shared. For example, we must ask permission from each student to share their contact information with an employer and vice versa. In most cases employers will send us information and we relay it on their behalf to the students.

Budget

Table 3. Program Budget.

	<u>Amount</u>	<u>Occurrence</u>
<u>Budget</u>	36,000	Adjust annually
<u>Programming</u>	<u>Amount</u>	<u>Occurrence</u>
Food and Gift Budget (Seminars, Workshops, Receptions)	15,000	Annually
Job Fairs (Various Minority Fairs and Public Service Career Fair)	4,500	Annually
HPILS Donation	13,500	Annually
On Campus Interview- Lunch	2,500	Annually
Misc.	500	Annually
<u>Total</u>	36,000	

Budget Justification

Food and Gift Budget (Seminars, Workshops, Receptions)

Lunches are provided for certain programs and workshops (held on some weekends) to help with student moral of the mandatory 1 credit course. Receptions with mocktails, a Practice Area Marketplace, and a 1L Reception are planned to help students (1) navigate within a networking event

while eating (2) Please stakeholders and participants from firms and organizations. Gifts of branding and marketing strategy of the law school to participants so they will always have our students in mind.

Job Fairs

Outside of the Pathways Course, we still help our students navigate the legal world by participating in local jobs fairs or paying the registration fee for smaller minority fairs around the country.

HPILS Donation

Our donation as well as others during an auction assist with expenses for those students in an unpaid internship over the summer. We value our students experience and being able to cultivate professional networks.

On Campus Interviews- Lunch

In the first week of August before the Rising 2L's begin formal classes, they participate in a week long, on campus, interviewing event where students can upwards to 25 or more interviews in one week. Providing lunch allows students to stay focus, eat, and take a break before they begin their afternoon interview schedule.

Assessment and Evaluation

The assessing of the Pathways Course will be broken down in two sections, one part for the employers and the other for the students. Each employer will receive a survey after the event and/or seminar. Each employer participating in our fall on campus interviews, interviewing the rising Second Year Class of Law students will also receive a survey, as well as organizations who hire our first year law students. The second part for the students will be broken divided into two surveys per semester, one during the midterms and one during finals. Students will also receive a survey after they complete their first summer of employment.

Employers/Participants

Each employer/participant will receive a survey after each event and/or seminar. The survey will follow a standard ranking of 1-5, with five being the highest. Questions will range from the usefulness of the class, effectiveness, relatability to the actual practice, and a fill in the blank for feedback/criticism. Examples include, "How does this class translate to the real world of law practice?" The survey for employers who participate in on campus interviews will again rank from 1-5, with five being the highest. Questions will range from preparedness of the student, interview skill level, resume/application

quality, overall performance, and a fill in the blank for feedback/criticism. The final survey will be for employers who hire our students. The survey will rank from 1-5, with 5 being the highest. The questions will range from, how prepared the student is for practice life, knowledge of soft skills, ability to blend with company culture, and fill in the blank for feedback/criticism.

Students

Each semester students will receive two surveys, one during midterms, and one during finals. The survey will rank from 1-5, with five being the highest. Questions will range from the usefulness of the class, effectiveness, relatability to the actual practice, and a fill in the blank for feedback/criticism. The second survey given after the first summer of employment will gauge from the student prospective readiness for the position based on the skills learned from classes taken during their first year of law school. The survey will rank from 1-5, with 5 being the highest. The questions will range from, how prepared the student is for practice life, knowledge of soft skills, ability to blend with company culture, and fill in the blank for feedback/criticism.

All data collected from the Google forms survey will be converted to excel format for interpreting. Having each survey use the same ranking formula of 1-5, with five being the highest helps us compare and assess each class, interview, and job performance. The higher the score the better the program, the better the program the better the student should perform in an interview, and in turn be able to perform with great aptitude on the job with little to know training from the organization. Each feedback/criticism will be collected and sorted into categories as it relates to perform, structure, behavior etc. Which will then be used when revising the curriculum for the following year.

Sustainability

Initial funding for the program, will be from registration fees for the on campus interviews for private firms held the first week of August every year as well as pre-on campus interview resume collects, in which employers receive application packets before on campus interviews employers receive their application packets. Funding will also be from sponsorship for hospitality tables and suites, as well as firm sponsored events during the Practice Area Marketplace, and Annual Private Sector 1L Reception. All funding comes from yearly private interviewing events and sponsorships. Most firms are dedicated to recruiting our students and forming relationships. Law firms and major organizations or business' want to market their name to students as early as possible. The purpose of this branding/marketing (1) students want to interview with them (2) they are able to connect and cultivate the narrative of their organization to the students. In order to achieve this awareness firms annually sponsor events,

on campus interviews, hospitality suites, and receptions. Continual funding if needed, can and will be handled through the Dean of the Law School through private donors and government assistance.

Summary

As stated before the main objective of the Office of Career Services is to assist current law students, recent graduates, and alumni in obtaining their dream job. In order to help our students achieve their goal we will create a credited year long course titled Pathways to Success. The completion of the course will assist first year law students in understanding and implementing six competencies, financial empowerment, expanding industry knowledge, building your personal brand, developing health & emotional intelligence, strengthening professional judgment, and giving back to community. The curriculum will afford students with the necessary skills in order to compete with their classmates and other law students, recent graduates, and alumni from across the country. The skills training and professional development will be offered as a lecture series, seminars, or formal receptions. The course is one credit, and will be taken once a week for 50 minutes per week. Successful completion is graded as a pass or fail. However, assessment of the curriculum will be determined via surveys for each employer/participant and student. The goal of the course is to give our students a fighting chance in a world that often only looks at a part of the picture rather than the whole. Changing the stereotype of a sought after student will take time but is worth it to change the nature of the legal world for the better.

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Appendices

Appendix A: Course Syllabus

Course Syllabus for the Spring and Fall Semesters for First Year Law Students (1Ls).

<u>August</u>	Day	Title	Category	Blurb
First Week	Mon	MM: Meditation	Developing Personal Health and Emotional Intelligence	Meditation definitely reduces stress. And too much stress is bad for your health. Learn simple techniques to add a little focus to your day.
Formal Program (all sections meet as one)	Thu	Meet The Employers		
<u>September</u>	Day	Title	Category	Blurb
First Week	Thu	Time Management	Strengthening Professional Judgment	Dr. Brian Hedgeman, JD (class of 2018) completed and defended his doctoral dissertation during is 1L fall semester. How did he manage to balance both rigorous programs? Join us for a session on tips, tricks, apps, and programs to maximize your efficiency and manage your time.
Second Week	Thu	Reformative Justice with DA Krasner	Expanding Industry Knowledge	
Third Week	Tues	Election Protection/Polling	Giving Back to the Community	
Fourth Week	Tues	Fair & Just Prosecution Program	Expanding Industry Knowledge	Did you come to law school to make a difference? Were you inspired by the legacy of social engineers that walked the HUSL halls before you? Often students know they want to do well in the world but are not' sure what that might mean. Come hear from a group of public interest attorneys as they discuss their careers.
First Week	Thu	Working On Capitol Hill	Expanding Industry Knowledge	The opportunities on the Hill for lawyers and law students are numerous and multifaceted. However, as the actual work on Capitol Hill is often conducted in small, autonomous personal and committee offices, obtaining a position requires more networking and persistence than some other types of legal employment. This program will explore employment opportunities in federal legislation and

				policy and lobbying/government relations; offer job-hunting advice; and suggest resources that may prove helpful in your search.
Second Week	Mon	Surviving an Unpaid Summer Internship	Financial Empowerment	
Third Week	Thu	Schiff Writing Part 1: Finishing Touches: Revising, Editing, and Proofreading Your Own Work	Building Your Personal Brand	Julie Schragger, Counsel and Legal Writing Coach at the law firm Schiff Harden, LLP, has been developing associate and partner writing for years and joins us tomorrow to share her insight with you. Many college students write papers and turn in their first drafts. That process doesn't work in law school! In this session, you'll learn how to review your work so that your final paper demonstrates that you are smart, thoughtful, precise, and careful. Don't leave your memo or next writing assignment to chance!
<u>October</u>	Day	Title	Category	Blurb
First Week	Tues	Your Employment Options, Your money	Financial Empowerment	
Second Week	Mon	MM: Wellness Fair	Developing Personal Health and Emotional Intelligence	
Third Week	Tues	National Lawyers Guild Training	Giving Back to the Community	
Formal Program (all sections meet as one)	Wed	National Mental Health Day: The Struggle is Real	Developing Personal Health and Emotional Intelligence	
Fourth Week	Mon	MM: Be wise, Be Well	Developing Personal Health and Emotional Intelligence	
First Week	Thu	Perfecting Your Professional Image	Building Your Personal Brand	
Formal Program (all sections meet as one)	Fri	OCS Day	NOT Pathways	
Second Week	Tues	Running for Office: Taking a Political Career Path with your JD	Expanding Industry Knowledge	

Third Week	Thu	Federal Defenders Presentation - Capital Habeas Meeting	Expanding Industry Knowledge	The program where federal defenders from across the country come in to talk about their work.
Fourth Week	Mon	Careers in Civil Rights	Expanding Industry Knowledge	Do you have a burning desire for social justice and want to use your law degree to advance civil rights, but don't know where to start? Come hear from a panel of civil rights attorneys who are making a big impact in the field of criminal justice reform, voting rights, educational advocacy and economic empowerment.
Formal Program (all sections meet as one)	Tues	Mocktail Reception: EVENING	Building Your Personal Brand	The number one reason for students not attending receptions last year was that they did not know what to do when in that environment. Going to receptions will make you more competitive in (and more knowledgeable of) the job market. This is the program that will help you create a strategy with the comforting guidance of alumni.
<u>November</u>	Day	Title	Category	Blurb
First Week	Thu	How to Live on a Public Service Salary	Financial Empowerment	
Formal Program (all sections meet as one)	Thu	P.A.M. Practice Area Marketplace: Evening	Expanding Industry Knowledge	The biggest OCS event of the semester! 40+ attorneys (both private and public interest/sector) will be on campus representing 20+ practice areas. Now is your chance to walk up to them ask what being a lawyer in a particular field is like! Worth 20 Pathways points
Second Week	Mon	MM: Stress Management	Developing Personal Health and Emotional Intelligence	
<u>January</u>	Day	Title	Category	Blurb
Second Week	Tues	Your Reputation and the Legal Profession	Building Your Personal Brand	Your reputation is the most important part of your legal career. It unlocks the secrets of promotions, leadership positions, and opportunities. It is your key to becoming a true "Howard Lawyer." You are building a BRAND, let us help you with that.
Third Week	Fri	Not just a Number w/ AccessLex	Financial Empowerment	
Fourth Week	Tues	In-House Panel: So You Want to go In-House?	Expanding Industry Knowledge	The role of today's in house counsel, primarily for the public, global enterprise. The rise in importance of in house counsel is one of the most

				<p>important developments in the profession in the past twenty-five years.</p> <p>The panel will explore key roles in house counsel play, including advising boards of directors and senior management, meeting corporate compliance and disclosure obligations, conducting internal investigations, structuring transactions, managing disputes and purchasing outside legal services. These roles implicate challenging regulatory, ethical, privilege, and liability issues.</p> <p>Come hear a distinguished panel of HUSL graduates discuss these exciting careers!</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> • What it means to be “in-house” counsel • Structure of in-house law departments • Responsibilities of in-house counsel • Working Together: Deciding on in-house vs. outside counsel • Getting hired as an in-house litigator
First Week	Thu	Alternative Careers	Expanding Industry Knowledge	You have probably heard it said many times, “a law degree is valuable, even if you do not want to practice law.” But, what can you do with a law degree besides practice law in a traditional legal environment? There are many options available and deciding upon a nontraditional legal career should be a thoughtful process. There are pros and cons to beginning your career outside of a traditional legal practice and this program will help you get started in determining if an alternative legal career is right for you!
Second Week	Thu	Catholic Charities Training	Giving Back to the Community	
Third Week	Mon	MM: Healthy Eating	Developing Personal Health and Emotional Intelligence	
February	Day	Title	Category	Blurb
First Week	Mon	MM: Getting Enough Sleep to Stay Woke	Developing Personal Health and Emotional Intelligence	
Second Week	Thu	Schiff Writing Series Pt. 2	Building Your Personal Brand	As law students and then lawyers, you frequently get new assignments and new cases to work on.

				<p>Sometimes you are asked to research and write about topics that are completely unfamiliar. Join Julie Schragger of Schiff Hardin for a workshop on “Getting Started: How to Approach a New Legal Writing Assignment.”</p> <p>We’ll discuss strategies to help you tackle a new assignment, including identifying the issues, focusing your research, organizing your thinking, and outlining your brief or memo.</p>
Third Week	Tues	Careers in Academia	Expanding Industry Knowledge	This program will demystify the various questions surrounding the hiring process for academia and will provide honest answers and advice for what it takes to be a professor and how to best position yourself now for such a career.
Formal Program (all sections meet as one)	Tues	1L Reception: EVENING		
Fourth Week	Thu	Expungement Training	Giving Back to the Community	The Expungement Clinic's mission is to clear DC criminal records for low-income residents. The Expungement Clinic works to seal criminal records for eligible individuals and to teach the community about record-sealing in the District. The only way to seal a DC criminal record is to submit a civil motion to the court. This motion often requires a complicated legal analysis of an individual's record and/or a strong legal argument regarding the facts of a specific arrest. It is very difficult for someone without legal expertise to file a successful sealing motion, particularly because the government often opposes the motion to seal. Once an offense is successfully sealed, the record will be completely removed from the public database and will not show up on most background checks.
First Week	Tues	Speaking Like a Lawyer	Strengthening Professional Judgment	How to write a professional email to a client, to a supervisor, and to a peer. How to keep supervisors informed of your progress or mistakes (i.e., checking-in). Best practices for taking/soliciting assignments (e.g., taking notes vs. listening; asking follow-up questions) Location

Second Week	Thu	Ethics in Social Media	Strengthening Professional Judgment	
Third Week	Thu	Negotiating your Salary	Strengthening Professional Judgment	With John Woods
<u>March</u>	Day	Title	Category	Blurb
First Week	Mon	MM: TBD	Developing Personal Health and Emotional Intelligence	
Second Week	Tues	Evaluation Process: Receiving Feedback & Having Difficult Conversations	Building Your Personal Brand	A closer look at how summer interns/associates and junior attorneys are evaluated. What are the expectations at each level? How do you solicit feedback effectively? Students will be given examples of evaluation criteria.
Third Week	Tues	How to Deal w. Micro-aggressions in the Workplace	Strengthening Professional Judgment	
Fourth Week	Thu	Real Talk: Life at Big Law	Expanding Industry Knowledge	
Formal Program (all sections meet as one)	Sat	Bootcamp		For both private and public split
Second Week	Mon	Psychology of financial decisions	Financial Empowerment	
Third Week	Tues	Road to zero	Financial Empowerment	
Fourth Week	Thu	Ensuring Summer Success Pt. 1: How to Excel at your Summer Internship	Building Your Personal Brand	Our annual program where students get practical advice on how to approach your summer position at law firms or in the public sector.
<u>April</u>	Day	Title	Category	Blurb
First Week	Mon	Coming Out in the Workplace	Developing Personal Health and Emotional Intelligence	We will have a panel of diverse individuals share their experience being openly LGBTQ in the legal profession and what that looks like. We will frame our discussion around personal experiences, both positive and negative, and allow the conversations to flow. We will also allow time for the panelist to give advice to the students, and also offer suggestions on how you navigate the legal profession as an LGBTQ lawyer and an ally.

Second Week	Tues	Confidentiality for Law Students	Strengthening Professional Judgment	
Third Week	Thu	Ensuring Summer Success Pt. 2: Perfecting Research Skills	Building Your Personal Brand	<p>Shine this summer!</p> <p>Are you ready for your summer internship?</p> <p>Join us as we give a refresher on how to manage research assignments. We'll reflect on our past experiences in the firm and corporate world working with summer associates, and offer advice collected from HUSL students who have come before you.</p> <p>Wherever you land, you'll spend a lot of time doing legal research, and be expected to hit the ground running!</p> <p>Thanks to the LRRW program, you have a strong understanding of the basics. Now's the time to polish those skills to get that glowing reference! Your friendly law librarians have a proven track record of coaching HUSL students, and want to help you shine this summer.</p>
Fourth Week	Mon	Investing with the Rog	Financial Empowerment	
First Week	Tues	Schiff Writing Series Pt. 3	Building Your Personal Brand	Figure out how to adapt what you've learned in legal writing to your first summer legal experience. We'll discuss how to create a document that helps your reader by focusing on understanding your audience, reaching a well-reasoned conclusion, and writing clearly and concisely.
Formal Program (all sections meet as one)	Wed	Pathways Awards Ceremony		

Appendix B: Course Schedule: Fall 2019

Course schedule for First Year Law students, and how the Pathways Course will merge into their other required courses for the Spring Semester.

Time	Day(s)	Course	Type of Course	Credit	Instructor	Rooms
9:10 am – 5:00 pm	F/Sa/Su	CD: Developing a	Experiential	1	Carter	HH3
9:10 am – 10:00 am	M/T/Th	Constitutional Law	Required	.5	Section 2	HH1
9:10 am – 10:00 am	F	Independent Study	3L only/Restricted	2	Crooms-Robinson	HH 106
9:10 am – 10:20 am	M/T/Th	CD: Business Torts	Lecture/Bar	4	Rogers	LL101
9:10 am – 10:20 am	M/T/Th	Torts	IL/Required	4	Section 3	HH 4 HH 3
9:10 am – 11:00 am	T/Th/F	Torts	IL/Required	.5	Section 1 Dark§2	HH 2
9:10 am – 11:00 am	F	LRRWI/Research	IL/Required	.5	Capatosto/Santos	LL 101
9:10 am – 11:00 am	T/Th	CD: Gender, Sex,	Seminar/LWIII	3	Rosario-Lebrón	G-103
9:10 am – 11:00 am	T/Th	Law of Modern	Lecture	3	LaRue	LL 400
9:10 am – 11:00 am	T/Th	CD: National	Seminar/LWIII	3	Johnson	HH 216
9:10 am – 11:00 am	F	IRS Externship	3L only/Experiential/	4	Thomas	HH 4
9:10 am – 11:00 am	M	Introduction to U.S.	Required for LLM students	2	Johnson	HH 216
9:40 am – 11:30 am	W	Criminal Defense Externship	Experiential/Restricted Enrollment	4	Ross	G-103
9:40 am – 11:30 am	W	Civil and Human Rights Clinic I/II	Experiential/Restricted Enrollment	6	Hansford/Quereshe	G-113
10:10 am – 11:50 am	M/T/Th	Constitutional Law	Required	3	Crooms-Robinson §2	HH 1
10:10 am – 11:50 am	W	LRRWI	IL/Required	.5	Section 1 Section 2 Section 3	HH 3 HC 224 HH 2
10:10 am	Th	Trial	Experiential	2	Outlaw	HH B04
10:10 am	W	Bar Skills	Bar	2	Foster	HH 4
10:10 am – 11:50	F	Legal Writing II	Required	2	Bawa §3 VanWye	G-101
10:10 am	W	Advanced Legal	Experiential	3	Ballard-Thrower	LL101
10:40 am	F	LRRWI/Research	IL/Required	N/A	Capatosto/Santos	LL 101
11:10 am	M/T/Th	Constitutional Law	Required	3	Motala §3	LL 101
11:10 am	M/T/Th	CD: Commercial	Lecture/Bar	3	Mtima	HH 1
11:10 am	M/T/Th	Family Law	Lecture/Bar	3	Olivares	G-113
11:10 am	T/Th	Federal Criminal	Lecture	3	Kurland	G-101
11:10 am	T/Th	Civil Procedure	Lecture	3	Gavil	HC 119
11:10 am	T/Th	Securities	Lecture	3	Nichols	HC 224
11:10 am	T/Th	Sustainable	Seminar/LWIII	3	McDougall	G-103
11:10 am	T/Th	Licensing	Experiential	3	Jamar	HC 215
11:10 am	T/Th	CD: Selected Topics	Seminar/LWIII	3	cunningham	G-111
11:40 am – 12:30	M/T/Th	Contracts	IL/Required	3	Bruckner§2 Terry§1	HH 2 HH 3
12:40 pm	T	Howard Law Journal	Restricted Enrollment		Gavil	HH 1
12:40 pm	T	Howard Civil &	Restricted Enrollment		Hansford/Johnson	HH 1

Appendix C: Course Schedule: Spring 2020

Course schedule for First Year Law students, and how the Pathways Course will merge into their other required courses for the Spring Semester.

Time	Day(s)	Course	Type of Course	Credit Hours	Instructor	Classroom
9:00 am - 5:00 pm	S	ADR Mediation Training	Experiential	3	Section 2	Off-site
9:10 am - 10:00 am	M/T/Th	Remedies	Lecture/Bar	3	Section:1	HH2
9:10 am - 10:00 am	T/Th	Contracts	1L/Required	2/5	Section 2 Section 3	HH3 HH4
9:10 am - 10:00 am	F	Independent Study	3L only/Restricted Enrollment/LWIII	2	Crooms-Robinson	N/A
9:10 am - 10:00 am	M/T/Th	Environmental Law	Lecture	3	TBA	TBA
9:10 am - 10:25 am	T/Th	CD: Law of Modern Arbitration II	Lecture	3	Section 2	ND110
9:10 am - 10:25 am	T/Th	CD: Legal Spanish	Lecture	3	Section 2	HC119
9:10 am - 11:00 am	F	IRS Externship	3L only/Restricted Enrollment/Experiential	4	Section 3	N/A
9:10 am - 12:00 pm	W	Entertainment Law	Lecture	3	Ivory~3	HC224
9:40 am - 11:30 am	W	Civil and Human Rights Clinic I & II	Experiential/Restricted Enrollment	6	Section 1, 2, 3	HCG106
9:40 am - 11:30 am	W	CD: Criminal Defense Externship	Experiential/Restricted Enrollment	6	Section 2	ND110
10:10 am - 11:00 am	M/T/Th	Antitrust	Lecture	3	Section 3	HCG113
10:10 am - 11:25 am	T/Th	Federal Criminal Civil Rights	Lecture	2	Section 1	TBA
10:10 am - 11:50 am	W	Pathways Course	1L/Required	.5	Section 1 Section 2 Section §3 Section §3 Section §2 Section §1	HH3 HCG113 HH2 HH1 HC119 HCG101
10:10 am - 11:50 am	W	Bar Skills	Lecture/Bar	2	Section 1, 2, 3	HH4
10:10 am - 11:50 pm	F	Legal Writing II	1L/Required	.5	Section 1 Section 2 Section 3	HCG105 HCG113 TBA
10:40 am - 11:55 am	T/Th	CD: Islamic Law	Lecture	3	Section 3	HH216

PATHWAYS COURSE FOR LAW STUDENTS

10:40 am - 11:55 am	T/Th	Securities Regulation II	Lecture	3	Section 2	TBA
11:10 am - 12:00 pm	M/T/Th	Education Law	Lecture	3	Section 1	HC119
11:10 am - 12:00 pm	M/T/Th	Family Law	Lecture/Bar	3	Section 2	LL101
11:10 am - 12:25 pm	T/Th	CD: Criminal Justice Enforcement	Seminar/LWIII	3	Section 2	HCG111
11:10 am - 12:25 pm	T/Th	Broker/Dealer Regulation	Seminar	3	Section 3	HCG113
11:10 am - 12:20 pm	M/T/Th	Property	1L/Required	4	Section 1 Section 2 Section §3	HH4 HH2 HH1
11:10 am - 12:25 pm	T/Th	Copyrights	Lecture	3	Section 3	TBA
11:10 am - 12:25 pm	T/Th	Immigration Law	Lecture	3	Section 2	HC215
11:10 am - 12:25 pm	T/Th	Professional Responsibility	Required	3	Section 1	HH3
11:40 am - 12:30 pm	M/T/Th	Federal Income Tax	Lecture/Bar	3	Section 2	HC 224
12:30 pm - 1:30 pm	T	Law Journal	Restricted Enrollment		Section 3	HH4