

School of Law  
Faculty Meeting  
November 12, 1979  
4:00 p.m., Conference Room

MINUTES

Present: Adamson, Browde, Desiderio, DuMars, W. Ellis, Fink, Flickinger, Goldberg, Gonzales, Hart, Hermann, Kovnat, MacPherson, Martinez, Minzner, Muir, Norwood, Occhialino, Schwartz, Senescu, Simson, Teitelbaum, Weidner, Winograd; Student Representatives Carabajal, Otten, Valdez; Camp

The meeting was called to order by Dean Desiderio; minutes of the meeting of October 29, 1979, were approved. The Dean made announcements regarding:

- a. The University of Bridgeport and the University of Maine are seeking deans;
- b. Just after the faculty meeting of November 26, 1979, there will be a meeting of the Committee on Promotion and Tenure;
- c. The University of Arizona will host next summer's CLEO Institute and is looking for faculty;
- d. The faculty Appointments and Recruitment Committee will attend the convention in Chicago in order to open negotiations for possible slots;
- e. Faculty was asked to submit exam material to the secretaries at least one week before the examination is to be given;
- f. The Bondurant scholarship program supervisors have been selected by the committee. These supervisors will convene after the present meeting.
- g. The recently-distributed forms listing students receiving veterans benefits must be completed and returned by November 14.

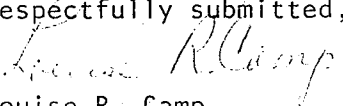
Faculty then tackled the first agenda item, a new course, "Teaching Law to High School Students." Teitelbaum, Chairman of the Curricula Committee, distributed the proposal (attached). After discussion, Flickinger moved, and Occhialino seconded, that the proposal be adopted, subject only to assurance of outside funding. Motion carried.

A Curriculum Proposal (attached), the second agenda item, was spawned at the Taos meeting in September. The vote was postponed until faculty members can submit to the Curricula Committee their proposals for courses, especially noting useful ideas for the first year component.

In the offing: (a) a meeting with Stuart Novins, former CBS correspondent, on Monday, November 19, at 4:00 p.m. (b) a presentation by Henry Weihofen, Professor of Law Emeritus, on "The Insanity Defense," on November 14, at 8:30 a.m. (c) final dress rehearsals of the Moot Court team will be on Tuesday, November 13, at 2:30 and at 8:30 p.m. (d) MALSA is sponsoring a presentation of two one-act plays on Friday, November 16, at 7:30 p.m.

Meeting adjourned.

Respectfully submitted,

  
Louise R. Camp  
Sec'y

## CURRICULUM PROPOSAL

The following is a proposal for significant alteration in the law school curriculum. It derives in concept from discussions within the faculty over several years which embodied, expressly or implicitly, a number of assumptions about the role and performance of this and other law schools. Certain of these assumptions should be set forth at the outset.

1. Legal education should be both general and specific. It is first an intellectual endeavor with, for persons who undertake the practice of law, a significant applied aspect.

2. The intellectual component of law is in the truest sense interdisciplinary. It comprises philosophy (and particularly ethics and logic); history (social, intellectual, economic and political); economics (macro- and micro-); sociology; psychology; and most of a liberal arts curriculum. Natural science is also, and increasingly, of consequence to law.

Moreover, the study of law is not only permissibly but innately interdisciplinary. Whereas the study of some fields may be joined to reveal points of agreement and divergence, a complete study of law ought not be divorced from matters arising in philosophy, history, and a variety of other fields.

3. The intellectual aspect of law also presupposes an ability to understand and replicate the process by which legal actors operate. It is not enough to recognize legal argument; students must be sufficiently immersed in the method of argument (and all of its components, such as the nature of legal institutions) that he or she can engage, accurately and persuasively, in argument.

4. Legal education also requires basic familiarity with the body of existing law. This is important not only to exemplify the method of law, but also to learn what issues are distinctively presented by the various areas of law and as a kind of "bibliography" course. Students should become familiar with the issues and sources of authority in a variety of areas, so that--when problems in those areas arise--they know something about how to undertake the research and analysis that will be required.

5. The practical aspect of legal education is intimately related to its intellectual aspect. Representation of clients requires the capacity to interpret and create law in a specific situation. Without this ability, no nonintellectual skills will suffice. However, the practical aspect also presupposes a working knowledge of the nonlegal context in which clients identify and face legal problems, of methods of communicating with them,

and of the legal system in operation. Accordingly, legal education should include a significant applied component.

### First Semester, First Year

Our present theory, widely shared among law schools, is that the first year and particularly the first semester should be devoted to education concerning legal method. While "substantive" courses such as Contracts and Family Law are listed in the curriculum, it is generally agreed that coverage of substantive material is of little importance. Rather, these courses are intended as vehicles for studying the methods of legal reasoning, analyzing legal institutions, teaching something about advocacy, introducing policy analysis, and the like.

The proposed curriculum continues this focus on legal method but suggests that it be studied directly and not through the medium of substantive subject areas. Reliance on what are labeled as substantive courses is misleading in that it suggests to students that a, if not the, prime concern is to learn "Contracts" or "Family Law," rather than analytical methods and institutional operations. Certainly, the former becomes dominant at examination time; the use of Gilbert's only makes sense if the course is considered largely an exercise in acquisition of legal rules. Moreover, no substantive course is uniformly well suited to inquiry concerning legal method and institutions. We choose areas which presumably are relatively well suited to these inquiries, but they still impose artificial limits which are inconsistent with what we seek to accomplish in the first semester of law school.

In place of the current curriculum, a series of components addressing methods of legal analysis, the nature of legal institutions, and like matters should be adopted. Most if not all of these components would draw upon lines of case analysis or statutory development, but they would not be courses in Contracts, Family Law, or Civil Procedure. Any given component might use Contracts cases, but would do so because those cases illustrate some analytical scheme or some institutional method; the same component might draw as well on cases from any other appropriate area of law. Nor would these components necessarily be of equal or approximately equal length. There is no special reason for having four "courses" of three or four hours each; a component should have whatever number of teaching hours it requires, without any relationship to the hours given other components. The semester would therefore comprise some 210 hours of classes, divided variously among components.

The subject matter of first-semester components might include the following:

1. Formal Legal Analysis. This broad heading refers to a number of approaches to the study of the character of judicial

opinions and the methods of reasoning used in the common law system. It might include some exposure to formal logic, a study of the nature of precedent and its place in legal argument, an inquiry into legal constructions and fictions, consideration of the sources and uses of policy in legal decisionmaking, and/or a variety of other devices for examining modes of legal analysis. [For an oversimplified summary of a few of the techniques that might be taught and illustrated, see the attached Introduction to Legal Argument.]

2. The Relationship of Case Method to Legislative Activity. This is also a gross component, which could be subdivided into, for example, consideration of (A) the respective competence of courts and legislatures, and (B) the techniques of interpretation used by courts in dealing with legislation, including (i) interpretation of statutes which are unintentionally ambiguous and (ii) of those which expressly delegate to courts or community the task of defining terms (e.g., "reasonable" or "seasonable").

3. The Relationship of Social and Intellectual History to Legal Development. This component might study the relationship of history or culture to the development of one or more areas of law. An approach of this sort has been used with, for example, state regulation of parent-child relationships, the rise of corporate groups, welfare law, and various other areas. The context of law could be examined through such components and, concomitantly, something of the culture in which we operate will emerge.

4. Traditional Jurisprudence. Examination of various philosophical foundations for legal analysis could be included in the first semester and be played off against issues arising in connection with other components.

5. Everything that I have omitted, including Advocacy in some form, that addresses the ways in which courts reach their conclusions, lawyers participate in that process, and laws are created and developed.

#### Second Semester, First Year

It would be justifiable to continue the approach described above for two semesters, and perhaps that would be the preferable thing to do. For present purposes, however, I would suggest devoting the second semester to an application of analytical and institutional skills and knowledge in the framework of five courses. For this purpose, courses of the kinds usually found in the first semester (or first year) of law school-- Contracts, Torts, and any other courses that contain a substantial analytical component--would seem appropriate. It would also seem appropriate to include a course or two that focuses on the processes by which courts deal with legislative authority,

so that this aspect of the first-semester curriculum can be explored more thoroughly.

This semester ought serve as a transition from the initial period of direct concentration on legal method to the second year, in which students would be exposed to a considerable body of substantive law. The use of "analytical" courses would permit further development of skills but, if the first semester accomplishes some part of its purpose, greater coverage will be possible than is presently true of first- (or even second-) semester courses.

### The Second Year

The second year of law school should be devoted primarily to acquisition of substantive law. That would not, of course, be its sole direction; substantive courses can be and frequently are taught analytically. However, the basic curriculum for a second-year student would be at least five subjects each semester which would emphasize relatively broad knowledge of the issues, sources of authority, and analytical method in each subject. This is, of course, very much like our present second-year program.

A modification of this approach would be to increase coverage in at least one of these semesters by developing short (e.g., two-hour) survey courses, of which a student could take six or seven. It may be that some courses lend themselves to such modification and others do not. There is no reason to require that all substantive courses take this form, but their development should be encouraged so that an introduction to issues and sources of authority in a greater number of areas would be made available.

### The Third Year

The third year should serve as a period of applying skills and knowledge learned and of transition to practice. It will probably be necessary for a student to take during this year a few--two or three--substantive courses of the kind principally directed to second-year students. However, the major part of the third-year curriculum (and I would think something like two-thirds of that curriculum) should comprise two groups of courses: (1) applied problems of some complexity (such as the Business Planning course now given, or simulated problem exercises), and (2) client contact/practice courses. One or more formal written products should be completed in connection with each of the first group of courses.

Although it might be preferable to allocate these groups of courses to the first and second semester respectively, that does not seem practicable having regard to the burden it would place on current clinical programs. Moreover, the simulated and

"real" clinical activities might well actively supplement each other in some cases. The former would allow in-depth exploration of one or more complex problems, requiring the student to execute in a formal and detailed fashion the skills and knowledge he has gained thus far. Although clinical cases cannot be made systematically as complex as simulations, they offer some kinds of experience that no simulation can convey and, therefore, further expand the student's appreciation of client representation and legal practice.

#### A Note On Timing

Plainly, curriculum transition of this kind cannot be implemented next year or even the year after. The components that comprise the first semester must be developed, not only in principle but in detail. Moreover, it might well be desirable to pre-test components either with first-year students or upper-class students before the program is put into place. The same can be said of the third-year Problems courses, for which materials and format must be developed and tried. Perhaps three years would be a realistic estimate of the time required for the transition, but this is only practicable if those years are spent in active planning and development.

#### Faculty Resources

Availability of resources for curriculum innovation has been a continuous practical concern. This section of the proposal seeks to describe available resources (Table I) and to match those resources against the demands posed by the revised curriculum (Table II).

For purposes of a faculty resources survey, it is necessary to establish a mock curriculum, which is the only function of the specificity that follows. Although particular courses or kinds of courses are listed, they are only intended as illustrations and each reader should substitute his or her own particular preferences at each stage.

With respect to the first semester of the first year, the proposed curriculum will require fewer faculty resources than the present scheme. This year, we invest sixteen faculty, each quarter-time, in the first semester: Family Law--2; Contracts--2; Civil Procedure--2; Advocacy--6; Programmed Studies--2; Legal History--2. With the proposed curriculum, I think 12 faculty quarters would surely suffice, and could be used in one of several ways. My own preference would be either to have six faculty members responsible for the first-semester curriculum for each of whom that responsibility would satisfy their entire teaching requirement for the semester, or to have four faculty members allocated entirely to the first-semester, first-year curriculum with four others teaching, for one-half their semes-

ter load, various components of the first-semester curriculum. In either scheme, the first-year students would be divided into groups of 16 or 25, respectively, under the supervision of a faculty member to whom they can go for advice and assistance. Of course, no faculty member would teach all components of the first-semester curriculum, although he or she would have to be generally familiar with those components in order to assist the students he or she supervises.

The second semester, first year would occupy ten quarters of faculty time, which is approximately the situation now.

The third-year curriculum would require development and coverage of a number of "Problems" courses, which ought be limited in enrollment (e.g., 16). If each student were to take two such courses, we would need 12 or 13 such courses. If each took three, we would need 18 or 19 such courses. Each course would be a quarter faculty load. The Practice/Skills courses are now taught by the clinical staff, whose resources seem adequate to the third-year needs under the proposed curriculum.

Put together, the first-year curriculum would require 22 faculty quarters, and the third-year curriculum (excluding Practice/Skills courses) would occupy 18 quarters. That leaves, from the 70 total quarters available from "classroom" teaching resources (Table I), 30 quarters to cover the rest of the curriculum (that is, the second-year coverage courses, of which students could take two or three in the third year). As Table II indicates, there are presently 32 courses not taught by adjunct faculty in this component, one of which (Evidence/Trial Practice) must be considered two courses. If we are to cover all of these courses in the future--which may or may not be thought necessary--and if we are to section any of these courses, some increase in faculty resources will be required. How great that increment must be depends on the extent to which sectioning and flexibility are thought desirable or necessary. For purposes of barely satisfying programmatic requirements, the increment need not be very great: two additional faculty members would provide eight additional quarters, which in turn should allow sectioning of a few large enrollment or prerequisite courses. Further sectioning, greater scheduling flexibility, and a broader curriculum (particularly in the second year) necessarily imply a larger increase in faculty resources.

Table I

Classroom Faculty Available:

Hart	4/4
Browde	2/4
Deloria	1/4
Desiderio	1/4
DuMars	4/4
J. Ellis	4/4
W. Ellis	4/4
Fink	1/4
Flickinger	4/4
Goldberg	4/4
Gonzales	2/4
Kovnat	4/4
MacPherson	1/4
Minzner	4/4
Muir	4/4
Occhialino	4/4
Parnall	4/4
Romero	4/4
Schwartz	4/4
Stelzner	4/4
Teitelbaum	4/4
Utton	2/4

Total 70/4 (17-1/2 Full Slots)

Clinical Faculty Available

Gonzales	2/4
Hermann	4/4
MacPherson	3/4*
Martinez	4/4
Norwood	4/4*
Simson	4/4*
Total	21/4 (5+ Full Slots)

\*For purposes of curriculum proposed here, applied skills courses (e.g., Trial Practice, Interviewing & Counseling) are treated as clinical courses.



Table II

Curriculum

Faculty Requirements  
(in Quarter Professors)  
(Total = 70 quarters)

1st Semester, 1st Year:

6 full time	12
4 full time and 4 half time	

2nd Semester, 1st Year:<sup>1</sup>

Criminal Law (2 sections)	10
Contracts (2 sections)	
Property (2 sections)	
Torts (2 sections)	
Constitutional Law (2 sections)	

2nd Year (+ 3rd-year coverage courses)

Family Law  
 Business Associations I  
 Business Associations II  
 Administrative Law  
 Commercial Transactions  
 Constitutional Law II  
 Civil Procedure  
 Criminal Procedure  
 Evidence  
 Evidence/Trial Practice (2)  
 Federal Income Taxation  
 Water Law  
 Federal Jurisdiction  
 Wills & Trusts  
 Consumer Law (#)  
 Natural Resources  
 Land Transfer & Finance (#)  
 Ethics  
 Property II  
 Real Estate Planning (#)  
 Mining Law  
 Remedies  
 Poverty Law  
 State & Local Government (#)  
 International Law  
 Community Property  
 Conflict of Laws  
 Creditors Rights  
 Estate & Gift Taxation  
 Labor Law  
 Oil & Gas  
 Antitrust  
 Comparative Law  
 Environmental Law  
 Indian Law  
 Taxation of Natural Resources (#)

30 available (not including  
adjuncts)

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33 courses

Table II (Cont'd)

<u>Curriculum</u>	<u>Faculty Requirement (in Quarter Professors)</u>
<u>3rd Year:</u>	
<u>Problems Courses:</u> <sup>2</sup>	
Legal Process	18
Business Planning	
Estate Planning	
Law & Medicine	
Rights of Children	
Mental Health & Mental Retardation Law (Others to be developed)	
<p>(If each student takes two problems courses of limited enrollment (e.g., 16) we would need 12 or 13 such courses. If each took three, we would need 18 or 19 such courses.)</p>	
<u>Practice/Skills Courses:</u>	
All field clinical programs	Clinical Faculty
Trial Practice courses (except where combined with Evidence)	
Interviewing and Counseling	
Wills Drafting	
Law Office Management	
Lawyering Theory and like courses	
<hr/>	
Total = 70 Quarters	

<sup>1</sup>These courses are only suggested to give some idea of the demands on faculty at each stage of the curriculum. Any other group of courses would serve as well for this purpose.

<sup>2</sup>This is an exemplary listing reflecting courses presently in the curriculum. Some might have to be slightly recast in format; some not. Other courses presently listed in the second-year curriculum might be suited to become Problems courses, and obviously new courses will also have to be developed.

#Presently taught by adjunct faculty members.

THE UNIVERSITY OF NEW MEXICO

DATE: November 12, 1979

TO: The Faculty

FROM: The Curriculum Committee

SUBJECT: Proposal for University of New Mexico School of Law's involvement in teaching law in Albuquerque's high schools

The proposal to add a course to the curriculum which would permit law students to participate in the teaching of law courses to high school students has certain attractions:

1) Service Function: The Law School could expand its educational role to encompass the teaching of law to non-lawyers. There is a need for such programs if they are well designed and taught. Existing programs in the high schools are taught by non-lawyers. Active involvement by the law school not only will demonstrate our interest and concern in non-traditional forms of legal education, but also will likely improve the existing program by providing skilled, well-trained law students to assist in the design and implementation of the educational program.

2) Educational Function: The course would offer a small number of students a unique opportunity to master substantive information, to consider broad policy questions and to prepare presentations of legal materials to a non-traditional audience. Taught well, the academic component of the program can develop into one of the finest small group educational experiences in the law school. The usual seminar requirement of a substantive research paper assures that the program will have educational value. The opportunity to teach students law will provide a unique challenge to the law students.

Because the faculty will select the adjunct professor who will teach the course and supervise the law students, there is adequate assurance that the potential educational benefits of the program will be realized.

3) Outside Funding of Course: The salary of the adjunct professor hired to teach the course will be paid by a grant. This provides the Law School with an opportunity to experiment with curriculum innovations at no financial cost to the Law School.

4) Opportunity for Review: The proposed program will be funded for only two semesters. Thereafter, the Law School will simply terminate the program unless the faculty is convinced that the benefits of the program justify the expenditure of law school funds to continue the course. A few students (10 maximum) will obtain minimal academic credit (2 credit hours) during the two semesters of this experimental program's existence. Little harm can come from such experimentation; much good can result.

The reservations which generated negative sentiment on the Street Law Project stemmed from the following concerns:

1. Could a qualified instructor with sufficient time, energy and academic commitment, be found within the time available?
2. Could the course be designed to have sufficient intellectual and academic value; especially in the writing component?
3. Would student interest be sufficient to produce both an adequate enrollment and adequate commitment throughout the course?

M E M O R A N D U M

To: Robert Desiderio, Dean, University of New Mexico School  
of Law  
Professor Ted Occhialino, Chairman, Committee on University  
Community and Bar Relations  
Professor Rob Schwartz

From: Melinda Smith, Project Coordinator, Law for Living Project,  
State Bar of New Mexico (LEAA funded law related education  
project)

Subject: Proposal for University of New Mexico School of Law's  
involvement in teaching law in Albuquerque high schools

Date: September 26, 1979

In an effort to implement law-related education in New Mexico, the Law for Living Project was created with funds made available by the Law Enforcement Assistance Administration to the Administrative Office of the Courts and the State Bar of New Mexico. The establishment of a law school - high school project that is described below would be a step in achieving some of the project's goals for the Albuquerque area. Our project is being assisted by the National Street Law Institute, which is an outgrowth of a clinical program at Georgetown University School of Law. The clinical program created a law student in the classroom model which has been so successful that it has been replicated in 25 other law schools in the country.

Following the recommendations made at our June meeting with Cynthia Kelly, a representative of the National Street Law Institute, I am submitting an outline of a program based on the Georgetown model in which law students would receive academic credit for their involvement in law classes in Albuquerque high schools.

Goals

- A. The goals of such a program for high school students would include the following:
1. To provide a practical understanding of law and the legal system which will be of use to students in their daily lives;
  2. To improve understanding of the fundamental principles and values underlying the Constitution, laws, and the legal system;
  3. To promote awareness of current issues and controversies relating to law and the legal system;
  4. To reduce alienation and increase feelings of efficacy in relation to the legal system;
  5. To provide an opportunity to consider and clarify attitudes toward the role that law, lawyers, law enforcement officers, and the legal system play in our society;
  6. To enhance the development of critical thinking, reasoning, problem solving, and communication skills.

- B. Teaching law in high schools will provide law students a unique opportunity to enrich their own legal education while contributing to the education of high school students. An underlying principle of this program is that one of the most effective ways of learning is through teaching. The program is designed to assist law students in the development of:
1. Knowledge of the practical substantive law in the areas criminal, juvenile, consumer, family and individual rights law with particular emphasis on New Mexico statutes, issues, and cases;
  2. Knowledge of the structure of federal and local court systems, local legislative process, and administrative process;
  3. Knowledge of and facility in using the procedure and evidence of general trial processes, and various legal proceedings relevant to each area of law studied;
  4. Ability to explain law and the legal system to non-lawyers and to lead non-lawyers to recognize legal problems and select remedies;
  5. Understanding of and sensitivity to perceptions of the legal system held by youth;
  6. Skill and confidence in oral presentation;
  7. Ability to perceive and analyze issues in a balanced manner;
  8. Increased proficiency in legal research through preparation of a chapter in substantive law to be included in a supplement on New Mexico law.

#### Structure of Program

This proposal suggests a pilot model to be implemented in January 1980, in which either one or two second and third year law students would be assigned to a law class in five or six Albuquerque high schools. The needs and sophistication of the teacher would determine the number of law students assigned to the classroom. Three high schools in which law classes are currently being taught - Del Norte, Cibola, and Rio Grande - have agreed to participate in this proposed program. Community School, which does not have a law class, will also participate. Manzano and Albuquerque high schools are also considering taking part in the pilot program. The law students and teachers would form teaching teams which would plan and conduct lessons following a uniform but somewhat flexible curriculum plan.

Law students would be required to attend a weekly two-hour seminar in which substantive law and teaching methods would be covered. The seminars would prepare law students for their teaching duties. Topics covered in the seminar would correspond to the content of the high school law classes, but some flexibility would be allowed in the choice and length of units to be taught. The following is a preliminary outline of the proposed seminars:

- Introduction to law            2 sessions
  - Court structure and procedures
  - Lawmaking
  - How to get a lawyer
  - Attorney-client interview
  - Introduction to teaching strategies: role play, simulation, case study, inquiry
- Criminal law and procedures        3 sessions
  - State and federal statutes
  - Juvenile justice system
  - Conducting a mock trial
  - Teaching strategies for criminal law
- Consumer law            2 sessions
  - State and federal statutes
  - Consumer redress
  - Teaching strategies
- Discussion: teaching experiences, problems    1 session
- Individual rights/Constitutional law        2 sessions
  - Constitutional rights
  - Issues in New Mexico
  - Contemporary issues and cases
  - Teaching strategies
- Family law            2 sessions
  - State and federal statutes
  - Teaching strategies
- Evaluation        1 session
  - Techniques to evaluate student performance
  - Program evaluation

Planning and orientation meeting would be held to finalize the structure and content of the seminar and the high school classes, and to outline objectives and procedures. A representative of the National Street Law Institute will be available to attend a planning meeting the third week in October in Albuquerque. Another representative will be able to lead an orientation session in January for law students, teachers, Law School faculty and others involved in January. In addition, the National Street Law Institute will fund a trip to Georgetown University for the adjunct professor to receive training in the techniques and procedures of implementing the seminar.

### Staffing

1. Project Coordinator  
As project coordinator for the LEAA funded program, I would assume responsibility for: teaching the pedagogical component of the seminar (one quarter of seminar time); handle administrative and scheduling tasks; coordinate planning for seminar meetings; observe law students teach and informally evaluate their use of teaching techniques.

2. Adjunct professor

An adjunct would be hired by the University of New Mexico School of Law with funds provided by the National Street Law Institute. He or she would have the responsibility of: planning the substantive portion of the seminars with the project coordinator; conducting portions of the seminar; attending all planning, orientation, and seminar meetings; evaluating students' written work and teaching in legal areas.

3. Volunteer attorneys/law professors

Three or four attorneys or professors would be asked to present brief discussions of certain areas of law during seminar meetings. Each volunteer would be asked to participate only once during the semester.

Funding

On September 19, 1979, the National Street Law Institute agreed to provide funds for an adjunct professor and for the purchase of materials for two semesters of program implementation, beginning in January, 1980. This grant would be made directly to the University of New Mexico School of Law. A formal proposal prepared by the Law School and the State Bar project would have to be submitted by the middle of October 1979.

Materials

The curriculum materials used in the high school course would be Street Law: A Course in Practical Law, and its accompanying Teacher's Manual, written by the National Street Law Institute. Supplementary materials will also be provided. Law students will in addition be required to read articles on issues and cases related to areas of substantive law covered in the seminar.

Requirements for Law Students

1. Attend all orientation and seminar meetings
2. Attend high school classes 3 days per week for 3 units of credit
3. Plan and conduct lessons with team teacher
4. Do required readings in preparation for seminars and classes
5. Research New Mexico law in preparation for teaching and for the preparation of a supplement to the Street Law materials.
6. Write one paper of seminar quality.

Evaluation

The adjunct professor would be responsible for evaluating students' written work and seminar performance. Coordinator would informally evaluate students' teaching performance. Grading would be on a credit/no credit basis.