THE INTEGRATED CURRICULUM OF THE FUTURE: ELIMINATING A HIDDEN CURRICULUM TO UNVEIL A NEW ERA OF COLLABORATION, PRACTICAL TRAINING, AND INTERDISCIPLINARY LEARNING

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More opportunities to integrate experiential learning also equates to more members of the academy maintaining a steady foot upon known successful methods, such as the Socratic method. Despite such known successes, reality equally reflects known failures, such as the lack of bridges to practice, the inability to collaborate with other disciplines, and a below average attempt at soft skill training.

The new challenge is how legal educators will define success. The mediocre data provided by U.S. News and World Report continues to plague our ability to define success. Instead, the imperative analysis required for a successful integrated curriculum demands the understanding of hidden messages absorbed by law students in the formal curriculum. Notably, working backward to determine which character traits we want to see in future lawyers is the work of the future. Accordingly, we must design a curriculum for the future to ensure such traits are nourished and assessed throughout law school.

Ultimately, this article seeks to challenge traditional methods of assessment, specifically the final exam format and the grade and rank system. Such methods breed competition and elitism that have plagued our profession long enough. Instead, future curricula should require assessment based on large-scale collaboration, interdisciplinary techniques, and learned interpersonal skills. This shift in assessment

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should include fostering student development toward a post-convention- 
tional moral schema necessary to enrich our profession.

The challenge is how rapidly faculties are able to transform curric- 
ula to include such initiatives and showcase the strength of such de- 
sign. This change alone may cause entrenchment; however, the 
question is not whether faculties desire to sit and contemplate the best 
path for integrating skills. Rather, the larger momentum requires fac- 
ulties to take steps toward integrated curricula. Each school will ulti- 
mately choose a path unique to its culture, resources, and the 
outcomes desired by its faculty. This paper visualizes one path for cur- 
ricular integration but recognizes the many possible successes of other 
avenues.

I. A Future Curriculum Should Eliminate Negative Values 
   Hidden in the Traditional Curriculum and Instead 
   Restructure to Ensure Core Values are 
   Integrated and Assessed

The proverbial “shot across the bow” provided in the Carnegie 
Report warned of hidden messages lurking in law schools’ formal cur- 
ricula. An awareness of such messages conveyed both inside and 
outside the classroom is important to transform the curriculum. The 
role modeling of the professor is one of the most influential methods 
to communicate core values. Harmful messages are conveyed when 
colleagues conduct themselves in substandard measures or operate in 
non-collaborative silos. Beyond role modeling, the structure of the

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1 William M. Sullivan et al., Educating Lawyers: Preparation for the Profession of Law 29 (2007). Law students are influenced by both the formal and informal curriculum, as the “unexamined practices and interaction among faculty and students and of student life itself” impacts the formation of the professional identity. Id. at 29. Such entrenched aspects of legal education may actually cripple legal education.

2 See generally Hannah R. Arterian, The Hidden Curriculum, 40 U. Tol. L. Rev. 279 (2009). We educators sometimes ignore the reality that law schools are manifestly and completely educational institutions: our students are educated all the time, not just through their credited academic or experiential learning in faculty-approved courses.

3 Id. at 282 (“For three years, the faculty members are the most powerful exemplars students have before them. Many faculty members would like to deny the importance of role modeling, but such denial may suggest that the faculty member is deeply uncomfortable with the extra burden.”).

4 Id. at 283–87 (providing a list of both in-class and out-of-class faculty behavior that sends messages of negative professional values to students).
The Integrated Curriculum of the Future

The traditional curriculum fosters “caustic, paranoid, and overly competitive” behavior.5

The first-year experience begins with a dictated course load organized into fixed categories of law—Torts, Contracts, Property, Civil Procedure, or Constitutional Law—and students study through the myopic lens of appellate, redacted casebooks. The focus on assessment highlights skills, such as reading a written fact pattern, drafting a written response, spotting issues, and concisely providing an understanding of the legal doctrine.6

The message sent to first-year students is one that emphasizes lawyering as a process of reading, writing, and analyzing.7 All of these are traits imperative to lawyering. However, they are cast to the front of the stage as lone star qualities, while other lawyering skills imperative to building a case or a sustainable practice are left lurking in the shadows of the curriculum.8 If interpersonal skills are equal, why not integrate them into a course to assess such skills? If collaboration is important to the profession, why not judge that quality, as well?

Instead, our students are left with the understanding that our profession values rank, competition, and exclusivity.9 Beyond the classroom, one need only analyze the on-campus interview process, which showcases a larger scale issue for our profession: value is based on a high grade point average (GPA), which is tethered to a final exam as-

6 Leslie Bender, Hidden Messages in the Required First-Year Law School Curriculum, 40 Cleve. St. L. Rev. 387, 393 (1992) (noting that the underlying message of the traditional law school curriculum is “that ‘law’ is more about general rules abstracted from the people and contexts than about the practical effectuation of ideals and problem-solving”).
7 Id. (noting that embedded messages in the curriculum “encourage students to assign intellectual priority to doctrinal categories over processes of law, of change, and over practical skills; to privilege litigation and courts over other methods and places for the resolution of disputes; to learn specific rules rather than reasoning techniques; and that the core of what all lawyers should learn is mostly private common law regulating economic relationships”).
8 Id. (“The traditional curriculum fails to send students messages about the practice of law, as if practice were not important. It obfuscates the reality that law is about interactions among individuals in families, in neighborhoods, workplaces, schools, and communities; between groups of people, and between people and institutions, like corporations, churches and governments.”).
9 Sullivan et al., supra note 1, at 31.
essment of legal doctrine and application of facts. This value then parleys into a competitive atmosphere and ultimately deteriorates collaborative training necessary for future practitioners.

The traditional case method, a signature pedagogy in law school, provides a focus on the instructor and few opportunities for students to interact with one another. Thus, students have little opportunity to express differing viewpoints and to receive guided instruction or observe model behavior during such interaction. The hidden message conveyed through the traditional curriculum is a focus away from clients and instead on redacted casebooks. The other “shadow” message in the first year analyzed in the Carnegie Report is the concern that the profession lacks “ethical substance,” as the case method “often forces students to separate their sense of justice and fairness from their understanding of the requirements of legal procedure and doctrine.”

II. Which Values Are Necessary for Tomorrow’s Lawyers and Which New Assessment Tools Are Required?

Reality dictates a slower pace for change, as we cannot simply cast aside the traditional assessment tools that measure a student’s ability to understand doctrine, analyze facts, and apply law. Instead, the future now requires assessment of “knowledge, skills, behaviors, and attributes of highly successful professionals.” Due to the marketplace’s changing landscape, law firms are now utilizing core competencies to assess their associates. The ability to handle stress, build a social network, and operate as a team player rank high on the scale of important values. Other values include “initiat[ion] and maint[enance of] strong work and team relationships,” “good judgment/common

11 Sullivan et al., supra note 1, at 31–32. (noting that the zero-sum game in law school creates hidden curricula and shapes professional formation in a negative manner away from self-reflection and larger social implications).
12 Id. at 49–50.
13 Id. at 50.
14 Id. at 57.
15 Id.
17 See Neil Hamilton, Law Firm Competency Models and Student Professional Success: Building on a Foundation of Professional Formation/Professionalism, 11 U. ST. THOMAS L.J. 6, 10 (listing in Table 2—“Most Common Values, Virtues, Capacities, and Skills from Analysis of Four Studies of the Competency Models of Individual Firms” results from a study of local firms and the top three listings of core competencies they value).
18 Id. at 18–19.
sense/problem solving,” and “business development/marketing/client retention” to name a few. But how do we assess those abilities in our students and provide formative feedback? Although marketplace changes now require more from our students, our educational assessment tools remain anchored to historic methods, such as a final exam. Instead, legal educators should begin integrating tools to assess students who are able to rise to challenges, are proactive in finding solutions, accept their own weaknesses, and adapt to perform at a higher level.

Better assessment tools should include testing through various methods to ensure achievement of specific learning objectives. Notably, other professions, such as medicine, utilize various assessment tools. A future curriculum should retain traditional exams, but it should also integrate assessment through reflective writing assignments that provide an opportunity for formative feedback on ethical formation. In addition, required collaborative simulations should be used to test a student’s ability to work with others and build emotional connections. Essentially, these new assessment tools should include methods to ensure students are achieving a higher development of moral identity and ethical formation and are prepared for modern practice, which requires a heavy focus on client development.

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19 Id. at 6.
20 SULLIVAN ET AL., supra note 1, at 167.
21 The assessment for Foreign Civil Service is an interesting model to study, as there are three levels of assessment, including a written test, personal narrative, and oral assessment. See Foreign Service Officer, U.S. DEP’T OF STATE, http://careers.state.gov/officer/selection-process (last visited Nov. 7, 2013). Notably, the day-long oral assessment portion includes specific quality measures, such as composure, working with others, resourcefulness, and cultural adaptability. See Foreign Service Officer Qualifications—13 Dimensions, U.S. DEP’T OF STATE, http://careers.state.gov/uploads/4c/e8/4ce8ce99d45087fc22dbd582ebab88f7/3.0.0_FSO_13_dimensions.pdf (last visited Nov. 7, 2013).
22 MOLLY COOKE ET AL., EDUCATING PHYSICIANS: A CALL FOR REFORM OF MEDICAL SCHOOL AND RESIDENCY 104 (2010) (“Medical knowledge is associated with both comprehension and reasoning ability and is located within the cognitive domain.”). Assessment areas and tools used in medical education include: formal knowledge; clinical performance; focused observation; clinical performance exam; write-up of patient history with discussion of the patient’s problem; critique of journal article; evaluations by faculty, residents, peers, and staff; patient logs; and portfolios. Id. at 105.
23 Neil Hamilton & Verna Monson, Answering the Skeptics on Fostering Ethical Professional Formation (Professionalism) 20 PROF. LAW., no. 4, 2011, 3, 5 (articulating leadership qualities including “self-awareness, trustworthiness, responsibility to serve others, inspirational vision and persuasion skills to gain others’ support”).
The University of St. Thomas’ Hollaran Center is a leading force in publishing work to better understand ethical professional formation. More simulation and problem design research is needed to advance students’ stages of ethical formation from an early period of formation—that predominately found in middle and high school students, which is focused on egocentric views—to an upper level identity—that of a person “not easily swayed by social influence or group membership” and who has a “strong internalized moral compass.”

The challenge in legal education is integrating learning objectives that focus on ethical formation and core value learning objectives.

III. UNVEILING A NEW FIRST-YEAR EXPERIENCE: A 1L YEAR FOCUSED ON COLLABORATION AND INTERPERSONAL SKILLS

Transforming the traditional routine of assessment, ranking, and competitive on-campus interviews requires the elimination of a common denominator—grades. A future curriculum should alter the first-year experience to eliminate the “shadow pedagogy” and instead focus on core competencies and values attributable to a higher development of ethical formation.

A. The Case to Eliminate Grades and Rank in the First Year

The grade and ranking system creates a competitive atmosphere, which is counterproductive to student learning and a thoughtful pedagogy constructed to reinforce core values. Grading on a curve further exacerbates the issue of assessment in higher education and professional development. However, shifting the paradigm of faculty who are “deeply convinced of the value of this assessment procedure” is a key obstacle to effectuating this change. Faculty understand that

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26 SULLIVAN ET AL., supra note 1, at 163–66.
27 Id. at 168 (“Grading on the curve is often coupled with a tacit belief that there is little possibility of doing much more than sorting in the first place, since there is little possibility of raising the performance of all or most students.”).
28 Id.; see also The Crimson Staff, Harvard Law School Adopts Pass-Fail Grading System, HARV. CRIMSON (Sept. 26, 2008), http://www.thecrimson.com/article/2008/9/26/harvard-law-school-adopts-pass-fail-grading/. In an email by Dean Kagan to the student body, she stated “[t]he faculty believes that this decision will promote pedagogical excellence and innovation and further strengthen the intellectual community in which we all live.” Id. Also, Yale Law School maintains a pass/fail system for first-year courses. Id.
the “intensity that the development of student competence demands” inevitably increases individual faculty workload. This additional workload is not attractive at a time when administrative duties are heightened and staff reductions are a reality.

The final exam format provides a preset end-of-the-semester grading schedule for faculty, so all other responsibilities are accomplished throughout the semester. However, legal education is focused on faculty scheduling rather than student preparation. The entire marketplace and legal climate are in flux; therefore, we must retool to better equip future lawyers. To continue to rely on a single assessment tool developed over a hundred years ago—a tool that unequivocally dominates the selection process for long-term employment—negatively impacts legal education and arguably the profession as a whole and no longer makes sense. It is time to drastically change the methods we use to assess learning objectives.

To further make the case for eliminating grades in the first year, one core value intrinsic in our profession is the idea that professional formation transpires in a continuum, not as an instant magical moment of transformation. It is important to convey to our students the idea that one “strives to realize, over a career, the ethics of aspiration—the core values and ideals of the profession including internalizing the highest standards for the lawyer’s professional skills and ethical conduct.” By eliminating grades in the first year, we reinforce that importance by motivating students to continually aspire and achieve. Similarly, medical education recognizes professional formation as a fundamental goal in education. We hinder student growth through the grading process.

29 SULLIVAN ET AL., supra note 1, at 167.
31 SULLIVAN ET AL., supra note 1, at 169 (noting that the use of grading on a curve is traceable to Harvard in the 1870s and results in “an essential aid for potential employers in their hiring decisions”).
32 Id. at 172 (comparing medical education’s forms of assessment utilizing academic testing for basic knowledge but utilizing a variety of methods, such as narrative and specific task analysis).
33 Neil Hamilton, Professionalism Clearly Defined, 18 Prof. Law., no. 4, 2008, at 4, 8.
34 COOKE ET AL., supra note 22, at 41 (identifying “professional formation as the fundamental goal of the learning process” and defining such formation as an “ongoing, self-reflective process involving habits of thinking, feeling and acting”) (citing DELESE WEAR & BRIAN CASTELLANI, THE DEVELOPMENT OF PROFESSIONALISM: CURRICULUM MATTERS 605 (2000)).
By reducing the focus on grades in the first year, the polarization process that occurs after the first semester dissipates and allows for longer periods of engagement and motivation.35 Adopting a pass/fail standard similar to Yale and Harvard creates a productive environment, which motivates and fosters a deeper sense of success. This will also transform a student’s transcript and force legal employers to modernize their own hiring tools in order to identify other traits beyond rank on which to base hiring decisions.

**B. Replace Grading with Simulated Exercises Designed to Assess Collaboration, Core Values, and Conceptual Knowledge**

To think we can change our entrenched system overnight is naïve. Over the next several years, schools will need to create paths toward integrated curricula developed from core competencies and values important for their students. Schools, however, will not wholly abandon the final exam format, but will instead provide different formats for assessment to understand student development.

For example, the use of simulations as a form of assessment is one potential path. Imagine, for instance, a first-year Civil Procedure course where students are required to attend four practicums tethered to the class. The first practicum would offer an overview of the world outside of a redacted casebook and would focus on enabling students to understand a court docket, pleadings, and case files. After several weeks into the first semester, a second practicum would offer students an opportunity to actually draft a complaint or answer, providing time to understand practice guides, drafting techniques, and filing procedures. A third and fourth practicum would introduce another layer of complexity, incorporating client interviewing skills, discovery practice, and then maybe a supplemental complaint to incorporate another first-year class, such as Property. This “practice time” creates opportunities for students to learn by doing while exposing them to the complexity of practice. Students would not be graded in the practicums but would be offered formative feedback to help them develop methods for improvement and best practices.

35 **SULLIVAN ET AL.**, supra note 1, at 163 (“The danger with using inter-student competition as a primary motivation is that in a situation in which, by deliberate plan, all cannot excel, the school faces an endemic problem of retaining student interest and effort after the first cut, which is decisive, is made at the end of the first year.”).
At the end of the semester, students would prepare for a three-pronged assessment. Students would still take an academic exam on the doctrinal subject matter in each class to ensure conceptual knowledge and critical thinking. However, students would also complete a final simulation and a reflective paper. Students would compile a portfolio showcasing all areas of assessment: (1) doctrinal knowledge final exam; (2) simulation video; and (3) reflective paper. The portfolio would become a new assessment tool for legal educators and potential employers rather than grades and rank.

The first final exam would test knowledge competency in a traditional format: essay, multiple choice, or short answer. The exam would require issue spotting, application of law to facts, and knowledge competency—exactly what professors already assess in traditional final exams. This would allow professors to remain steadfast to a signature pedagogy and doctrinal tradition, thereby causing minimal disruption to course design. Similar to the Yale/Harvard model, students would receive a pass/fail on this final exam.

In addition to the final exam, students would also submit a final simulation and reflective paper. The final simulation would incorporate the learning objectives in the earlier semester practicums and model collaborative design among first-year professors. The simulation would place the student in the role of a lawyer to emphasize interpersonal skills and relationship building through interaction with clients. Essentially, all first-year professors and clinical faculty would have a hand in designing the final simulation. Overall, the simulation would test first-year doctrine through an intersection in areas of law, essential lawyering skills, ethics, and professionalism. By modeling collaborative behavior among faculty, positive messages transpose hidden messages and foster active learning. This modern course structure provides a format for a deeper understanding that the practice of law is complex and requires collaboration through cooperative interpersonal skills.

To better equip our students in this modern age, coursework should require more sophisticated use of technology. The final simulation would require students to produce and edit a video and possibly a narrative through electronic comments or a PowerPoint presentation. This reflective narrative provides an additional assessment tool.

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36 Cooke et al., supra note 22, at 106–07 (noting the use of video observation as a method of assessment, utilizing a “checklist of specific behaviors [and] ratings of inter-
based on core value learning objectives tailored toward attainment of a higher professional moral schema. The reflective assignment would require complex design to assess those students who possess a higher sense of moral judgment through their responses. The highest echelon of students would respond with a sense of justice, fairness, and duty while the lower half of students would reflect upon personal interest and immature notions of bargaining to get what they want.\(^{37}\)

This road toward such an integrated curriculum requires a high level of collaboration, articulated objectives, and required assessment by professors. Some skeptics may attack such a vision, critiquing it as impossible to design with such a high level of collaboration or insisting that it is impossible to assess notions of justice and fairness. In response, one must simply look to several areas of practice to see lawyers collaborating in very complex ways, including national collaboration in multidistrict litigation, global collaboration in negotiation and transactional settings, and social collaboration in preventative lawyering on policy issues. The reward is a more engaged and collaborative student body with a high level of development toward admirable traits desired in our profession.

**IV. UNVEILING A NEW SECOND-YEAR EXPERIENCE: A 2L YEAR FOCUSED ON INTEGRATED PRACTICE TIME, COMPLEX SIMULATIONS, AND BRIDGES TO PRACTICE**

After the first-year experience unveiled above, students would better understand the complexity of practice and be more engaged in the learning process. Therefore, the second year should add more complexity in addition to required classes in the traditional curriculum. Upper-level elective classes would be tethered to externships and also “practice time” to provide more experiences to absorb concepts and essential lawyering skills. This “practice time” in the form of a complex simulation requires extensive collaboration among doctrinal faculty, field placement supervisors in externships, practitioners, clinicians, and writing faculty. For assessment, students would be tested through periodic simulations building in complexity. Practice time would be

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37 Hamilton & Monson, supra note 23 (describing the three schemas of moral reasoning and judgment with the lowest form reflecting simplistic egocentric reflections and the highest form encompassing concepts of justice, fairness, duty, and the evolution of morality).
offered as lab time to prepare for the final simulation. There would also be periodic reflective assessment through electronic journals that students would submit to adjunct practitioners who would provide meaningful critiques about practice and also form a bridge to practice and a mentoring opportunity.

Practically, the design of such a curriculum seems like a scheduling nightmare. However, the core required upper-level courses such as Evidence or Criminal Procedure would be tethered to an externship, such as a judicial placement. Upper-level electives such as Environmental Law would also be tethered to an externship. Professors could design their syllabi in such a manner to allow for strategic stopping points to integrate simulations or court observations. Students would be assessed on a substantive area of law and an essential lawyering skill. Collaboratively, the experienced practitioner (the field placement supervisor in the externship) and professor could design a series of simulations to assess key objectives for the semester. After each simulation, the student would be required to submit a reflective journal, wherein the experienced practitioner and professor would provide critiques. As the course progressed, each simulation would include another layer of complexity but still build on the previous assessment of prior skills. The final assessment would include measures of practical training, intellectual understanding of the law, and further development of a post-conventional moral schema similar to the first-year experience but with a focused collaboration with practitioners in the field.

Notably, this second year offers opportunities to practice interpersonal and essential lawyering skills. Additionally, students observe practitioners in a context outside the classroom but are able to reflect upon the observations inside the classroom.

V. UNVEILING A NEW THIRD YEAR: A 3L YEAR WITH A REQUIRED CLINICAL EXPERIENCE AND AN INTERDISCIPLINARY FOCUS ON PROVIDING LEGAL SERVICES TO CLIENTS

In contrast, the third year should provide an opportunity for full immersion through a required clinic. This requirement would provide another form of assessment based on a student’s clinical performance, thereby allowing a future employer to evaluate skill development. The experience would build social justice awareness as a key theme of lawyering to highlight the core value of public service. Students would build confidence in skill development and possibly close the access-to-
justice gap upon graduation. Intertwined in the clinic experience, a student should also develop an understanding of insights from other fields, such as social sciences, economics, business, and history. Students should learn how to solve legal problems through collaboration with scholars in other fields, further transforming the future.

A. The Required Clinic Experience for All Students Is Administrative and Provides an Opportunity to Transform the Profession

Ideally, the mission in this new era of legal reform should focus on transforming the profession rather than climbing in rank by a published report from a magazine. “[T]he subject of legal education reform is how to effectively craft new teaching models in order to effectuate the mission of graduating law students to be justice-focused public citizens while satisfying academic requirements and proficiencies.”38 Similar to medical school, legal clinical rounds focus on care to the person and may fill the gap necessary to provide legal services in a community.39 Unlike medical education, however, our formal professional education lacks a core value of client care.40 By requiring clinical experience, a school endorses this core value and enhances a student’s skill development. A clinical experience provides full immersion, skill building, and professional and ethical formation. Students begin to understand the real consequences for professional decisions.41 Beyond the educational mission, law clinics offer access to justice in their community, which is equally important to model for

39 Id. at 5 (“In medical education, skills instruction that maximizes patient care is the end game, while in legal education there is not necessarily a similar client-centered focus.” (citing Jennifer Bard, “Practicing Medicine and Studying Law:” How Medical Schools Used to Have the Same Problems We Do and What We can Learn from Their Efforts to Solve Them, 10 Seattle J. for Soc. Just. 135 (2011))).
40 See Cooke et al., supra note 22, at 34 (“The clinical work and the other professional activities of physicians are social practices, and physicians must be prepared to work in relationship with their patients and with other professionals and nonprofessionals in clinics, medical centers, and communities. Care of patients is an interpersonal endeavor, involving transactions between clinicians and patients, which even in a simple clinical situation involves many people, let alone in more complex settings where an array of specialist from a variety of fields are engaged.”).
41 Deborah Maranville et al., Re-vision Quest: A Law School Guide to Designing Experiential Courses Involving Real Lawyering, 56 N.Y.L. Sch. L. Rev. 517, 520 (2012) (“As experiential legal educators, we teach our students that making sound professional judgments requires a careful, deliberative process in which we identify alternatives, evaluate each of them, choose from among them, and, after we implement our choices, reflect on and assess the results.”).
students.\textsuperscript{42} Such a curriculum models behavior and sends a transparent message that our profession requires access to justice and stands behind educating students to provide client care.

Many administrators shirk the thought of required clinical education because of the presumed cost or hierarchical restructuring. Robert Kuehn’s recent article, however, demonstrates that clinical education is not cost prohibitive, and potentially seventy-nine percent of schools have the capacity to easily implement it as a requirement.\textsuperscript{43} Yet the cost of legal education continues to rise, which reinforces hidden messages that faculty scholarship and salaries are more valuable than access to justice issues in the community or student skill development.\textsuperscript{44}

B. An Interdisciplinary Vision Integrated into a Required Clinical Experience

A focus on interdisciplinary problem solving, which further emphasizes collaboration beyond just the legal field, is equally necessary for a future curriculum. Students should understand the importance of preventative lawyering and how to incorporate various methods beyond the law to resolve a dispute.\textsuperscript{45} Students should learn that lawyers might not always have an answer to the problem.

Those law schools located within the physical surroundings of a university campus may be able to better foster collaborative integration with other fields. To do so, a new architectural concept is necessary for


\textsuperscript{44} Id. at 9 (quoting Professor Peter Joy’s conclusion that the most significant factor in rising costs includes lower teaching loads and higher salaries for faculty) (citing Professor Richard Neumann, stating that the “cost of legal education is substantially higher in part because of the large subsidy students pay, via their tuition, for faculty scholarship”). It is arguable that one law review article per year may have an attributable cost of $88,000. \textit{Id.}

\textsuperscript{45} Bryant G. Garth, From MacCrate to Carnegie: Very Different Movements for Curricular Reform, 17 Legal Writing 261, 275 (2011) (“Law schools have trouble welcoming the insights of the social sciences on their own terms.”). Also, law schools would be stronger if we hired empirical sociologists or economists to work on topics such as professionalism. \textit{Id.}
law schools, providing a format for scholars to observe and critique.\textsuperscript{46} For example, imagine a future law school building that includes a series of observation rooms similar to a teaching hospital’s surgery room. Students and scholars may observe courtroom trial tactics, negotiations, transactional drafting conference rooms, and client interviews without interrupting the simulation. Students and scholars could peruse a calendar of events for observation time provided university-wide and then discuss in the classroom. Much like an artist’s studio or an interactive museum, observers eager to study the discipline would be able to watch the simulations and read the explanatory materials. To foster discussion among observers, intermission points should be designed with guided explanatory comments on a particular learning objective. To further organic collaboration university-wide, the observation room should incorporate amenities similar to a faculty lounge to provide a comfortable atmosphere that invites discussion. Observers, specifically professors, would begin to see pathways for interdisciplinary approaches and naturally incorporate such learning objectives into their classrooms.

VI. Why Not Add a Year? Imagine a Four-Year Law School Experience

There is much discussion about eliminating the third year of law school.\textsuperscript{47} The legal profession, however, is woefully lacking in years of formative education when compared to other professions.\textsuperscript{48} The hierarchical tension among legal educators is cultivated by insufficient time in the curriculum to accomplish all of the learning objectives in each curriculum program or course.

Since law firms are no longer willing to invest in training and state bar associations are responding to the lack of training in various manners, some schools are proactively responding to the need by imple-


\textsuperscript{48} See, e.g., Dr. Kimberly Boland, Program Dir., Professor of Pediatrics & Vice Chair for Med. Educ., Univ. of Louisville, Perspectives from Other Disciplines, Plenary Discussion at Second National Symposium on Experiential Education in Law (June 14, 2014) (discussing formative, practical education in the medical profession).
menting incubator programs attached to the law school similar to medical residencies.49

Imagine adding one more year of law school as an alternative to the bar. This idea is not a revolutionary concept, as New Hampshire provides an opportunity for honors students to seek admission through an alternative bar.50 By requiring a fourth year for professional development and licensing, the profession comes together and bridges a gap. This fourth year could also serve as an access to justice medium, providing further transformation in how people perceive lawyers.

VII. CONCLUSION

The modern era in legal education allows us to visualize a new curriculum. Each law school faculty may visualize a different path toward integration, but the critical hurdle is overcoming intellectual paralysis. A key component to experiential education is learning from the experience. Our only path toward improvement requires an arduous journey, a strong imagination, and work ethic.

