

**University of Tennessee College of Law  
Concentration in Business Transactions**

| (You may write comments in the boxes below in addition to checking a box in the right columns.)               | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|-----------|------|------|------|-----------|
| The Concentration as a whole was:   |           | ✓         |      |      |      |           |
| The instructors' abilities to contribute to the Concentration was:  |           | ✓         |      |      |      |           |
| The ability of the Concentration to help develop your competence in transactional matters was:                |           | ✓         |      |      |      |           |
| The content of the Concentration was:   |           | ✓         |      |      |      |           |
| The contribution of class work and assignments to the overall understanding of the Concentration content was: |           | ✓         |      |      |      |           |
| The required courses' relevance to the actual Concentration were:   |           | ✓         |      |      |      |           |
| The ability of instructors to fully explain the course work was:  |           | ✓         |      |      |      |           |
| The reasonableness of assigned work was:  |           | ✓         |      |      |      |           |
| The relevance and usefulness of concentration content was:  |           | ✓         |      |      |      |           |
| The sequence of the course work was:  |           | ✓         |      |      |      |           |
| The reinforcement of key integration concepts was:  |           | ✓         |      |      |      |           |
| The level of interpersonal interaction, including group and team projects, was:                               |           | ✓         |      |      |      |           |

(over)

| (You may write comments in the boxes below in addition to checking a box in the right columns.) | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|-----------|------|------|------|-----------|
| The amount of skills training, including hands on activities, was:                              |           | ✓         |      |      |      |           |
| The fairness and uniformity the grades in different courses in the Concentration were:          |           | ✓         |      |      |      |           |
| The amount of knowledge of the material that you got from this Concentration was:               |           | ✓         |      |      |      |           |

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why? *No courses should be substituted or dropped*

*Bankruptcy should be added to the concentration as a required course. As clients (business clients) need to be counseled in all aspects of bankruptcy, this should be added.*  
 What was the most effective teaching tool for you that was used in the Concentration?

*Team or group projects - this is essential for practicing business law.*

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses?

*Drafting documents is a great evaluation method and should be used more often.*

Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration?

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why?

*Yes, as a deal lawyer, the concentration helped me.*

Additional Comments:

Please do not communicate with me in the future.

Name (optional): Al Bright, Jr. (class of 2003)

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| The relevance and usefulness of concentration content was:  |           | ✓         |      |      |      |           |
| The sequence of the course work was:  |           | ✓         |      |      |      |           |
| The reinforcement of key integration concepts was:  |           | ✓         |      |      |      |           |
| The level of interpersonal interaction, including group and team projects, was:                               |           |           |      | ✓    |      |           |

(over)

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|---|-----------|-----------|------|------|------|-----------|
| The amount of skills training, including hands on activities, was:                              |           | ✓         |      |      |      |           |
| The fairness and uniformity the grades in different courses in the Concentration were:          |           | ✓         |      |      |      |           |
| The amount of knowledge of the material that you got from this Concentration was:               |           | ✓         |      |      |      |           |

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why? *I thought most of the courses were relevant. Contract Drafting was probably the most useful course I took in law school.*

What was the most effective teaching tool for you that was used in the Concentration? *Drafting "real world" documents, over the past few years I have received praise for my drafting ability and it is no doubt due to skills acquired as a result of drafting these documents.*

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses? *One on one critique of work was the most effective way of learning.*

Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration? *Note emphasis on drafting and trying to incorporate core material from classes into documents. i.e. taking concepts from corporations and drafting documents to use those concepts.*

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why? *Yes, helpful exposure to a wide array of business areas.*

Additional Comments:

Please do not communicate with me in the future.

Name (optional): *[Signature]* Ed Soto

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| The instructors' abilities to contribute to the Concentration was:  |           |           | ✓    |      |      |           |
| The ability of the Concentration to help develop your competence in transactional matters was:                |           |           | ✓    |      |      |           |
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| The relevance and usefulness of concentration content was:  |           |           | ✓    |      |      |           |
| The sequence of the course work was:  |           |           | ✓    |      |      |           |
| The reinforcement of key integration concepts was:  |           | ✓         |      |      |      |           |
| The level of interpersonal interaction, including group and team projects, was:                               |           | ✓         |      |      |      |           |

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|---|-----------|-----------|------|------|------|-----------|
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| The fairness and uniformity the grades in different courses in the Concentration were:          |           | ✓         |      |      |      |           |
| The amount of knowledge of the material that you got from this Concentration was:               |           | ✓         |      |      |      |           |

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why?

What was the most effective teaching tool for you that was used in the Concentration?

Actual drafting of documents

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses?

Critique of documents

Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration?

Intellectual property

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why?

That's a painful thought. Probably not. I was not able to secure a transactional job, and wish I had a little broader education.

Additional Comments:

Please do not communicate with me in the future.

I now do lots of things I wish I had a least been introduced to, such as work. comp. and intellectual property. of course that would have required knowledge of the future. Still, broader is probably better.

Name (optional): John C. Hisman

**University of Tennessee College of Law  
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| The ability of the Concentration to help develop your competence in transactional matters was:                | ✓         |           |      |      |      |           |
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| The relevance and usefulness of concentration content was:  | ✓         |           |      |      |      |           |
| The sequence of the course work was:  | ✓         |           |      |      |      |           |
| The reinforcement of key integration concepts was:  | ✓         |           |      |      |      |           |
| The level of interpersonal interaction, including group and team projects, was:                               | ✓         |           |      |      |      |           |

(over)

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| The amount of knowledge of the material that you got from this Concentration was:               | ✓         |           |      |      |      |           |

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why?

What was the most effective teaching tool for you that was used in the Concentration?

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses?

Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration?

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why?

*No. My profession now requires more trial practice skill.*

Additional Comments:

Please do not communicate with me in the future.

Name (optional): T. Joseph Lynch

**University of Tennessee College of Law  
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| The ability of the Concentration to help develop your competence in transactional matters was:                |           | ✓         |      |      |      |           |
| The content of the Concentration was:   |           | ✓         |      |      |      |           |
| The contribution of class work and assignments to the overall understanding of the Concentration content was: |           | ✓         |      |      |      |           |
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| The ability of instructors to fully explain the course work was:  |           | ✓         |      |      |      |           |
| The reasonableness of assigned work was:  |           | ✓         |      |      |      |           |
| The relevance and usefulness of concentration content was:  |           | ✓         |      |      |      |           |
| The sequence of the course work was:  |           | ✓         |      |      |      |           |
| The reinforcement of key integration concepts was:  |           |           | ✓    |      |      |           |
| The level of interpersonal interaction, including group and team projects, was:                               |           |           | ✓    |      |      |           |

(over)

| (You may write comments in the boxes below in addition to checking a box in the right columns.) | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|-----------|------|------|------|-----------|
| The amount of skills training, including hands on activities, was:                              |           |           | ✓    |      |      |           |
| The fairness and uniformity the grades in different courses in the Concentration were:          |           | ✓         |      |      |      |           |
| The amount of knowledge of the material that you got from this Concentration was:               |           | ✓         |      |      |      |           |

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why? *To be most effective, students should be required to take both Representing Enterprises and Transactional Tax Planning. I don't think Income Tax should be a prereq to corporate tax. Every class should have more practical assignments - i.e. reading actual contracts, more drafting, issue spotting in agreements.*

What was the most effective teaching tool for you that was used in the Concentration? *contract drafting and critique of same*

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses?

*Also, many exams became transactional experience is most objective. I would have benefited from more assignments that were evaluated and less case law. I rarely read any case law in my practice.*

Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration? *Possibly add Bankruptcy, and a more hands on Real Estate class. Also, an advanced drafting class taught by an attorney with lots of actual experience in the field.*

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why?

*Yes, absolutely. These courses were more effective in preparing me for actual practice than my prior classes. I think the concentration could be better, but it seems to give a more ~~practical~~ practical education than a lot of schools.*

Additional Comments:

Please do not communicate with me in the future.

Name (optional): Jessica Anderson

**University of Tennessee College of Law  
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| The Concentration as a whole was:   |           | X         |      |      |      |           |
| The instructors' abilities to contribute to the Concentration was:  |           | X         |      |      |      |           |
| The ability of the Concentration to help develop your competence in transactional matters was:                |           |           | X    |      |      |           |
| The content of the Concentration was:   |           |           | X    |      |      |           |
| The contribution of class work and assignments to the overall understanding of the Concentration content was: |           |           | X    |      |      |           |
| The required courses' relevance to the actual Concentration were:   |           |           | X    |      |      |           |
| The ability of instructors to fully explain the course work was:  |           |           | X    |      |      |           |
| The reasonableness of assigned work was:  |           |           | X    |      |      |           |
| The relevance and usefulness of concentration content was:  |           |           | X    |      |      |           |
| The sequence of the course work was:  |           |           | X    |      |      |           |
| The reinforcement of key integration concepts was:  |           |           | X    |      |      |           |
| The level of interpersonal interaction, including group and team projects, was:                               |           |           | X    |      |      |           |

(over)

| (You may write comments in the boxes below in addition to checking a box in the right columns.) | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|-----------|------|------|------|-----------|
| The amount of skills training, including hands on activities, was:                              |           |           | X    |      |      |           |
| The fairness and uniformity the grades in different courses in the Concentration were:          |           |           | X    |      |      |           |
| The amount of knowledge of the material that you got from this Concentration was:               |           | X         |      |      |      |           |

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why?

What was the most effective teaching tool for you that was used in the Concentration?

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses?

Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration?

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why?

Additional Comments:

Please do not communicate with me in the future.

Name (optional): \_\_\_\_\_

**University of Tennessee College of Law  
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|---|-----------|-----------|------|------|------|-----------|
| The Concentration as a whole was:   | X         |           |      |      |      |           |
| The instructors' abilities to contribute to the Concentration was:  | X         |           |      |      |      |           |
| The ability of the Concentration to help develop your competence in transactional matters was:                | X         |           |      |      |      |           |
| The content of the Concentration was:   | X         |           |      |      |      |           |
| The contribution of class work and assignments to the overall understanding of the Concentration content was: | X         |           |      |      |      |           |
| The required courses' relevance to the actual Concentration were:   | X         |           |      |      |      |           |
| The ability of instructors to fully explain the course work was:  | X         |           |      |      |      |           |
| The reasonableness of assigned work was:  | X         |           |      |      |      |           |
| The relevance and usefulness of concentration content was:  | X         |           |      |      |      |           |
| The sequence of the course work was:  | X         |           |      |      |      |           |
| The reinforcement of key integration concepts was:  | X         |           |      |      |      |           |
| The level of interpersonal interaction, including group and team projects, was: <i>In my 3L classes</i>       | X         |           |      |      |      |           |

(over)

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|---|-----------|-----------|------|------|------|-----------|
| The amount of skills training, including hands on activities, was:  | X         |           |      |      |      |           |
| The fairness and uniformity the grades in different courses in the Concentration were: <i>except for BA</i> | X         |           |      |      |      |           |
| The amount of knowledge of the material that you got from this Concentration was:                           | X         |           |      |      |      |           |

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why? *I would make contract drafting a 3 hour course (I was class of 01 - this may be different now)*

What was the most effective teaching tool for you that was used in the Concentration? *I liked the project-based hands on work in contract drafting & representing enterprises*

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses? *I think a lot of the BT classes are graded using bell curve vs. advocacy track so it is harder to keep GPA up. I think either all classes should have the same median grade, or none of them should use curve.*

Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration? *> contract drafting*

Is there a seminar for people who want to pursue a corporate job? *If not - I think that would be beneficial.*

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why?

*absolutely. I thought most of the teachers were great and I use a lot of what I have learned in my current job.*

Additional Comments:

Please do not communicate with me in the future.

Name (optional): Jennifer Shumate Williams '01

**University of Tennessee College of Law  
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| The Concentration as a whole was:   | ✓         | <del>✓</del> |      |      |      |           |
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| The content of the Concentration was:   | ✓         |              |      |      |      |           |
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| The reasonableness of assigned work was:  |           | ✓            |      |      |      |           |
| The relevance and usefulness of concentration content was:  | ✓         |              |      |      |      |           |
| The sequence of the course work was:  | ✓         |              |      |      |      |           |
| The reinforcement of key integration concepts was:  |           |              |      |      |      |           |
| The level of interpersonal interaction, including group and team projects, was:                               | ✓         |              |      |      |      |           |

*of course  
it was harder  
than advoc.  
concentration*

*???*

Warning  
 No word  
 processor  
 used. Not responsible  
 for misspellings  
 or mark-outs.

| (You may write comments in the boxes below in addition to checking a box in the right columns.)   | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|-----------|------|------|------|-----------|
| The amount of skills training, including hands on activities, was:  | ✓         |           |      |      |      |           |
| The fairness and uniformity the grades in different courses in the Concentration were: <i>When I was there we had to work harder than advocacy to get good grades</i> |           |           |      | ✓    |      |           |
| The amount of knowledge of the material that you got from this Concentration was:   | ✓         |           |      |      |      |           |

Note - this is not a criticism of Business Track. It is a criticism of advocacy

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why? ~~Yes, I would like to see the following courses removed from the concentration: Property, Evidence, and Business Law. I only remember 3 really awful classes during my whole time there and none were ~~any~~ business classes.~~

Anstey - Property - very political Prof. Responsibility - guess who  
 White - Evidence - bad - plus final was too long, then she gave the class more time... only I had worked hard to finish  
 What was the most effective teaching tool for you that was used in the Concentration? on time. AHHH! Skill Mad!!!

### NON-ACADEMIC EXPERIENCE; REAL WORLD LEARNING

I learned a great deal from Transactions.

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses? Looking back, I remember the classes where I was pushed. I also got my best grades in those. For instance BA with Hemingway; Land Acq with Stein; secured transactions with Lloyd. I think the reason that I did better in those than others is because some in the class would get lazy and it would show. You shouldn't be able to skim, show up at class and then blow the top off of an exam because you were an English major in undergrad. Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration?

Is there an energy law class? That would be a cool elective.

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why?

Yes, I still have no desire to be in court. I knew this when I applied and it was one reasons I applied to UT from out of state.

Additional Comments:

Please do not communicate with me in the future.

Let's get lunch some time 632-7834

Name (optional): Brad Peters

**University of Tennessee College of Law  
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| The sequence of the course work was:  |           | ✓         |      |      |      |           |
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| The amount of skills training, including hands on activities, was:                              |           | ✓         |      |      |      |           |
| The fairness and uniformity the grades in different courses in the Concentration were:          | ✓         |           |      |      |      |           |
| The amount of knowledge of the material that you got from this Concentration was:               | ✓         |           |      |      |      |           |

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why? *Introduction to Business Transactions was the least useful for me, but I can understand its place in the concentration (and Professor Lloyd found many ways to make the course interesting)*

What was the most effective teaching tool for you that was used in the Concentration?

*The sequencing of the courses allowed concepts to build gradually and enabled students to gain increasing confidence.*

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses?

*Papers and projects are more useful for me, while tests have never accurately represented my interest / aptitude for a particular subject*

Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration?

*I would have liked more real estate coverage - but perhaps that's due to my landing a job in that industry!*

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why?

*Absolutely - the material is engaging, & the professors who teach it are top notch!*

Additional Comments:

Please do not communicate with me in the future.

Name (optional): \_\_\_\_\_

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| The contribution of class work and assignments to the overall understanding of the Concentration content was: |           | ✓         |      |      |      |           |
| The required courses' relevance to the actual Concentration were:   |           | ✓         |      |      |      |           |
| The ability of instructors to fully explain the course work was:  |           | ✓         |      |      |      |           |
| The reasonableness of assigned work was:  | ✓         |           |      |      |      |           |
| The relevance and usefulness of concentration content was:  |           | ✓         |      |      |      |           |
| The sequence of the course work was:  |           | ✓         |      |      |      |           |
| The reinforcement of key integration concepts was:  |           |           | ✓    |      |      |           |
| The level of interpersonal interaction, including group and team projects, was:                               |           |           | ✓    |      |      |           |

(over)

| (You may write comments in the boxes below in addition to checking a box in the right columns.)  | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|--|-----------|-----------|------|------|------|-----------|
| The amount of skills training, including hands on activities, was:<br><i>varied by class</i>   |           |           | ✓    |      |      |           |
| The fairness and uniformity the grades in different courses in the Concentration were:<br><i>fairness &amp; uniformity w/ Advocacy was not</i> |           |           | ✓    |      |      |           |
| The amount of knowledge of the material that you got from this Concentration was:  |           | ✓         |      |      |      |           |

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why?

*None which I took*

What was the most effective teaching tool for you that was used in the Concentration?

*practical teaching by way of examples & requiring drafting.  
The capstone <sup>(represent)</sup> course was by far the best example of being given a task similar to that of a 1st yr associate*

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses?

*constructive criticism of actual work was most useful  
Least useful were presentation grades*

Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration?

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why?

*yes, I knew advocacy was not my area and this Concentration provided the ability to be able to speak the lingo & have practical experience*

Additional Comments:

Please do not communicate with me in the future.

*Representing Enterprises  
& the practical tips + practice tips given were the best in law school*

Name (optional): Kate Diack Flippen

**University of Tennessee College of Law  
Concentration in Business Transactions**

| (You may write comments in the boxes below in addition to checking a box in the right columns.)               | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|-----------|------|------|------|-----------|
| The Concentration as a whole was:   |           | ✓         |      |      |      |           |
| The instructors' abilities to contribute to the Concentration was:  |           | ↓         |      |      |      |           |
| The ability of the Concentration to help develop your competence in transactional matters was:                |           |           |      |      |      |           |
| The content of the Concentration was:   |           |           |      |      |      |           |
| The contribution of class work and assignments to the overall understanding of the Concentration content was: |           |           |      |      |      |           |
| The required courses' relevance to the actual Concentration were:   |           |           |      |      |      |           |
| The ability of instructors to fully explain the course work was:  |           |           |      |      |      |           |
| The reasonableness of assigned work was:  |           |           |      |      |      |           |
| The relevance and usefulness of concentration content was:  |           |           |      |      |      |           |
| The sequence of the course work was:  |           |           |      |      |      |           |
| The reinforcement of key integration concepts was:  |           |           | ↓    |      |      |           |
| The level of interpersonal interaction, including group and team projects, was:                               |           | ✓         |      |      |      |           |

(over)

| (You may write comments in the boxes below in addition to checking a box in the right columns.) | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|-----------|------|------|------|-----------|
| The amount of skills training, including hands on activities, was:                              |           | ✓         |      |      |      |           |
| The fairness and uniformity the grades in different courses in the Concentration were:          |           |           | ✓    |      |      |           |
| The amount of knowledge of the material that you got from this Concentration was:               |           | ✓         |      |      |      |           |

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why?

The courses on taxation could stand to be "retooled." I find that I remember very little of what was taught in those courses.

What was the most effective teaching tool for you that was used in the Concentration?

I found the small group assignments to be the most engaging and effective. Too many courses outside the concentration utilized the lecture format which numerous studies have shown to be less successful in actually teaching students.

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses?

Grading per assignment tends to be more reflective of real world conditions than end-of-term exams. Areas of improvement can be more readily identified that way, but there is no question that it requires a larger time commitment on the part of the instructor.

Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration?

The Concentration could be enhanced by tying the coursework more closely to the work done by the Business Law Clinic. The capstone course, in particular, was excellent. Perhaps there are ways to expand that capstone course.

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why?

Yes, but I would have been more outspoken about the need to create parity in the grading between the Business Concentration courses and those taken by students in the advocacy concentration.

Additional Comments:

Please do not communicate with me in the future.

- Consider using electronic surveys in the future (www.surveymonkey.com, etc.)
- There should be an entry in the online "College of Law Index" for "Concentration in Business Transactions"
- Keep up the good work! I'm glad to see you all are continuing to strengthen the Concentration.

Name (optional): Nathan Batts

**University of Tennessee College of Law  
Concentration in Business Transactions**

| (You may write comments in the boxes below in addition to checking a box in the right columns.)               | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|-----------|------|------|------|-----------|
| The Concentration as a whole was:   |           |           | X    |      |      |           |
| The instructors' abilities to contribute to the Concentration was:  |           |           | X    |      |      |           |
| The ability of the Concentration to help develop your competence in transactional matters was:                |           |           | X    |      |      |           |
| The content of the Concentration was:   |           | X         |      |      |      |           |
| The contribution of class work and assignments to the overall understanding of the Concentration content was: |           |           | X    |      |      |           |
| The required courses' relevance to the actual Concentration were:   |           |           | X    |      |      |           |
| The ability of instructors to fully explain the course work was:  |           |           | X    |      |      |           |
| The reasonableness of assigned work was:  |           |           | X    |      |      |           |
| The relevance and usefulness of concentration content was:  |           | X         |      |      |      |           |
| The sequence of the course work was:  |           |           | X    |      |      |           |
| The reinforcement of key integration concepts was:  |           |           | X    |      |      |           |
| The level of interpersonal interaction, including group and team projects, was:                               |           |           | X    |      |      |           |

(over)

| (You may write comments in the boxes below in addition to checking a box in the right columns.) | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|-----------|------|------|------|-----------|
| The amount of skills training, including hands on activities, was:                              |           |           | X    |      |      |           |
| The fairness and uniformity the grades in different courses in the Concentration were:          |           |           | X    |      |      |           |
| The amount of knowledge of the material that you got from this Concentration was:               |           |           | X    |      |      |           |

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why?

What was the most effective teaching tool for you that was used in the Concentration?

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses?

Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration?

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why?

Additional Comments:

Yes - This is a vital concentration. I graduated in 2001, so the concentration was brand new with you getting it started. Prior to the concentration, UT was more litigation minded.

Please do not communicate with me in the future.

Name (optional):

Kolin Holladay (2001)

Keep up the good work and let me know if I can do anything for you or the program in the future.

**University of Tennessee College of Law  
Concentration in Business Transactions**

| (You may write comments in the boxes below in addition to checking a box in the right columns.)               | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|-----------|------|------|------|-----------|
| The Concentration as a whole was:   |           | ✓         |      |      |      |           |
| The instructors' abilities to contribute to the Concentration was:  |           | ✓         |      |      |      |           |
| The ability of the Concentration to help develop your competence in transactional matters was:                |           |           | ✓    |      |      |           |
| The content of the Concentration was:   |           |           | ✓    |      |      |           |
| The contribution of class work and assignments to the overall understanding of the Concentration content was: |           |           | ✓    |      |      |           |
| The required courses' relevance to the actual Concentration were:   |           |           |      | ✓    |      |           |
| The ability of instructors to fully explain the course work was:  |           |           | ✓    |      |      |           |
| The reasonableness of assigned work was:  |           | ✓         |      |      |      |           |
| The relevance and usefulness of concentration content was:  |           | ✓         |      |      |      |           |
| The sequence of the course work was:  |           |           | ✓    |      |      |           |
| The reinforcement of key integration concepts was:  |           |           | ✓    |      |      |           |
| The level of interpersonal interaction, including group and team projects, was:                               |           | ✓         |      |      |      |           |

(over)

| (You may write comments in the boxes below in addition to checking a box in the right columns.) | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|-----------|------|------|------|-----------|
| The amount of skills training, including hands on activities, was:                              |           |           | ✓    |      |      |           |
| The fairness and uniformity the grades in different courses in the Concentration were:          |           | ✓         |      |      |      |           |
| The amount of knowledge of the material that you got from this Concentration was:               |           | ✓         |      |      |      |           |

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why?

More real estate law, more taxation choices,  
 Add a req. for ~~discovery~~ Discovery / Trial Prep (see comments)

What was the most effective teaching tool for you that was used in the Concentration?

group projects, hands on projects

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses?

more uniform contract drafting classes (I don't feel like I had as good an experience as others)

Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration?

Securities & International law (tax, customs, etc.)

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why?

Yes - the classes were informative & I learned a lot about practicing transactional law

Additional Comments:

Please do not communicate with me in the future.

Transactional students should have priority for required classes like Advocacy. There should be some sort of trial prep class to b/c not many jobs have

potential prep. (If not required, encourage students to take the class)

Name (optional):

Hane-Louis Staples

**University of Tennessee College of Law  
Concentration in Business Transactions**

| (You may write comments in the boxes below in addition to checking a box in the right columns.)  | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|--|-----------|-----------|------|------|------|-----------|
| The Concentration as a whole was:  |           | ✓         |      |      |      |           |
| The instructors' abilities to contribute to the Concentration was:   |           | ✓         |      |      |      |           |
| The ability of the Concentration to help develop your competence in transactional matters was:   |           |           | ✓    |      |      |           |
| The content of the Concentration was:  |           | ✓         |      |      |      |           |
| The contribution of class work and assignments to the overall understanding of the Concentration content was: <i>many classes were basically only one grade - a single final</i> |           |           |      | ✓    |      |           |
| The required courses' relevance to the actual Concentration were:  |           | ✓         |      |      |      |           |
| The ability of instructors to fully explain the course work was:   |           |           | ✓    |      |      |           |
| The reasonableness of assigned work was:   |           |           | ✓    |      |      |           |
| The relevance and usefulness of concentration content was:   |           |           | ✓    |      |      |           |
| The sequence of the course work was:   |           |           | ✓    |      |      |           |
| The reinforcement of key integration concepts was:   |           |           |      | ✓    |      |           |
| The level of interpersonal interaction, including group and team projects, was: <i>Representing Enterprises &amp; Drafting were only classes with group projects</i>             |           |           |      |      | ✓    |           |

*group projects*

(over)

| (You may write comments in the boxes below in addition to checking a box in the right columns.)   | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|-----------|------|------|------|-----------|
| The amount of skills training, including hands on activities, was: <i>Rep. Enterprises &amp; Drafting were largely the only classes that were excellent</i> |           |           |      | ✓    |      |           |
| The fairness and uniformity the grades in different courses in the Concentration were:  |           |           |      | ✓    |      |           |
| The amount of knowledge of the material that you got from this Concentration was:   |           | ✓         |      |      |      |           |

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why? *No, all seemed necessary. However, for classes like*

*B. A. & Land Finance, other teaching methods should be used rather than one final exam as the sole grade. It would seem better to have more practical material/work from those two classes.*

What was the most effective teaching tool for you that was used in the Concentration? *material/work from those two classes.*

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses? *I would like to see more projects/assignments throughout the semester in all courses, rather than a single final exam.*

Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration?

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why? *Yes, and I would take <sup>more</sup> bankruptcy classes, too.*

Additional Comments:

Please do not communicate with me in the future.

Name (optional): Robert Broome

**University of Tennessee College of Law  
Concentration in Business Transactions**

| (You may write comments in the boxes below in addition to checking a box in the right columns.)               | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|-----------|------|------|------|-----------|
| The Concentration as a whole was:   | ✓         |           |      |      |      |           |
| The instructors' abilities to contribute to the Concentration was:  | ✓         |           |      |      |      |           |
| The ability of the Concentration to help develop your competence in transactional matters was:                | ✓         |           |      |      |      |           |
| The content of the Concentration was:   | ✓         |           |      |      |      |           |
| The contribution of class work and assignments to the overall understanding of the Concentration content was: | ✓         |           |      |      |      |           |
| The required courses' relevance to the actual Concentration were:   | ✓         |           |      |      |      |           |
| The ability of instructors to fully explain the course work was:  | ✓         |           |      |      |      |           |
| The reasonableness of assigned work was:  | ✓         |           |      |      |      |           |
| The relevance and usefulness of concentration content was:  | ✓         |           |      |      |      |           |
| The sequence of the course work was:  | ✓         |           |      |      |      |           |
| The reinforcement of key integration concepts was:  | ✓         |           |      |      |      |           |
| The level of interpersonal interaction, including group and team projects, was:                               | ✓         |           |      |      |      |           |

(over)

| (You may write comments in the boxes below in addition to checking a box in the right columns.) | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|-----------|-----------|------|------|------|-----------|
| The amount of skills training, including hands on activities, was:                              | ✓         |           |      |      |      |           |
| The fairness and uniformity the grades in different courses in the Concentration were:          |           |           | ✓    |      |      |           |
| The amount of knowledge of the material that you got from this Concentration was:               | ✓         |           |      |      |      |           |

Should any of the courses in the Concentration be substituted or dropped from the Concentration? If so, which and why?

On the whole, I thought the classes were great. I practice in the health care area so I haven't used the information related to finance much but the drafting practice was very good.

What was the most effective teaching tool for you that was used in the Concentration?

Drafting a document (s) from forms that don't necessarily fit; finding forms on Edgar; cleaning up a terrible form (spent 2 yrs. doing that when I started (or at least it seems like it in retrospect!!))

What methods of evaluation or grading were the most useful in terms of learning? Which was the most accurate in measuring your performance in courses?

I recall getting a form with feedback on different grading criteria (i.e. content, format/form etc...) that's helpful because those are all things that are vital in practice. That type of form helps students see their strengths & weaknesses.

Are there any areas of coverage that should be added or dropped from the courses that make up the Concentration?

Add health care if you can! Lots of health care law in middle Tennessee

If you had the opportunity to go back to your first semester of your 2L year, would you pursue the Concentration again, knowing what you do now? Why?

Yes. When I went through the concentration, I questioned ~~some~~ the relevance of certain of the exercises but have found that they were overall very pertinent to practice, especially for new associates.

Additional Comments:

Please do not communicate with me in the future.

A real strength of the program is the insight provided by the instructors into ~~business~~ what firms expect from associates. I recall hearing those types of pointers from Kuney & Hem Inway. Keep it up - makes UT students look more on the ball when they arrive with a general understanding of the traditional law firm hierarchy.

Name (optional):

Rachel J Coleman

2002