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Intellectual Property Education at Franklin Pierce Law Center: History, Current Status and Programs

I. Introduction

We are living in a "Golden Age" for intellectual property rights (IPR's). Bill Gates speaks of a new "Gold Rush." Patent filings and issuances are skyrocketing, especially in the areas of biotechnology and business methods, so much so that there is talk of a patent "revolution", "explosion", "frenzy". The U.S. Patent & Trademark Office (USPTO) is granting now almost 200,000 patents, almost three times as many as in 1980. Trademarks experience a similar boom.

"Everything under the sun made by man" is patentable according to our Supreme Court interpreting our Congress (*Chakrabarty* decision, 1980). And as of 1998 even formerly unpatentable business methods and computer programs (algorithms) are now also patentable (*State Street Bank* decision, CAFC, 1998).

More than ever companies are built around patented technology. The rate of American innovation is soaring. "New ideas are fostered in America like no place else on Earth." (*US News & World Report*, 1/4/99, p.40) "U.S. entrepreneurs power era of unprecedented prosperity" (*USA TODAY*, 7/30/99, p.B1) "Innovate or perish" is the motto. In 2000, royalties obtained for licensing patents have exceeded the billion-dollar mark for companies such as TI and IBM ($1.8 billion) and over 100 billion dollars for all U.S. industries.

And universities, not to be left out, have jumped on the bandwagon. They now obtain thousands of patents annually and conclude an equal number of licenses per year. And the amount of royalties universities reap from patent licenses is also soaring. Annual patent royalty revenues will rise from $275 million in 1995 to over $1 billion in 2001, with a couple of universities already garnering over $100 million per year.

Courts read the riot act to infringers. Holding patents valid much more often nowadays, they award damages in the hundreds of million dollars and even exceeding a billion dollars. Preliminary injunctions and treble damages are no longer rare and permanent injunctions are no longer stayed during appeals.

Thus, we now have in the U.S. a thoroughly pro-patent climate, where patents are more enforceable and valuable and it no longer pays to infringe like before when, in the unlikely event the patent in suit was upheld, only reasonable-royalty damages were assessed. Ronald Myrick of General Electric put it this way: "The attraction of IP is simple; it's at the forefront of the technology that's driving the world and IP is one of the unique entities in the law where you're actually creating assets."

Similar developments — albeit on a lesser scale — seem to be afoot elsewhere on the globe, as for instance, in India of all places. Last July, at the invitation of WIPO's Worldwide Academy, I attended an International Conference on Intellectual Property Education and Training, organized by WIPO, in cooperation with the Department of Secondary & Higher Education, Ministry of Human Resource Development, Government of India and the Indian Institute of Technology, Delhi in New Delhi.

The most important impression I came away with was that there has been a sea change in India in how they view IP. Back in 1992, when I attended a similar WIPO program at the University of Delhi, there were very few in attendance and I was crucified for the pro-patent views I expressed. Now that "IP is available in abundance in India," they are singing an entirely different tune. It's almost an about-face, as they turned decisively pro-patent. The only negative or skeptical undertones that remain are their reservations or suspicions about the pressure coming from the developed world and their deep-seated belief that knowledge should be free and not monopolized.

In India IP is now being taught in "all academic schools" under government sponsorship, the Chamber of Commerce is promulgating the slogan "Patent or Perish," "IP literacy" and "IP awareness" have become buzzwords and they are trying to "bring IP from a legalistic ivory tower down to the common man." IP institutes are springing up, as for example, the "Institute of IP Studies" (IIPS) in Mumbai, whose director, Margi D. Patel, "models her Institute after Franklin Pierce," "accesses our webpage very often" and "sincerely hopes (I) can make a trip to India...for a series of lectures or workshops" at her Institute.

But already in a WIPO/ATRIP (International Association for the Advancement of Teaching & Research in IP) Symposium in San Jose, Costa Rica, September 1990, Professor Stanislaw Soltysinski, Michiewicz University, Poznan, Poland, gave a description of Pierce Law's IP program, recognized it as "unique" and recommended its "transplantation" elsewhere in his lecture entitled "Planning of Special Studies on the Protection of Industrial Creations."

II. Franklin Pierce Law Center a Powerhouse in IP Education & Training

In *US News & World Report*'s most recent edition of *America's Best Graduate Schools*, Pierce Law was ranked again as in 2000 the number three law school in the U.S. for its program in intellectual property law. In fact, in eight out of the ten years of the magazine's rankings, Pierce Law has been among the top three. In 1997, 1998 and 1999 Pierce Law placed number one, in 1995 it was number two and only in 1993 and 1996 was it number four and five, respectively. This was no small feat for the smallest independent law school in the country, where we have over 180 law schools. It is also one of the youngest and when the rankings began was only 18 years old. Pierce Law is truly, "The Little School That Could." It offers a broad curriculum including over 50 courses in IP law and practice for students enrolled in the Juris Doctor (JD), Master of Intellectual Property (MIP), and Master of Laws in Intellectual Property (LLM) programs.

Among the reasons why Pierce Law has become such a powerhouse in IP education and training, I count the vision of the founder, Bob Rines, the leadership of our former Dean and President, Bob Viles, a full-time IP faculty admitted to practice before the USPTO, and the mission and status of Pierce Law as a "different" law school.

Now Pierce Law enrolls a total of close to 500 students in five degree programs. Almost half of these students specialize in IP law and practice. It has a full-time faculty of over 20, and over 60 adjunct instructors. Its library contains over 213,000 volumes and volume-equivalents, supporting a curriculum of over 100 courses. Students and faculty write and publish three scholarly reviews. Students and professors come from throughout the U.S. and some 30 countries, which together with about 3,000 alumni/ae in nearly every state and 42 foreign countries, makes Pierce Law a truly global educational institution.

III. The History of Pierce Law

Pierce Law began in 1973 as the first graduate program of Franklin Pierce College. It was and still is a small pioneering law school and New Hampshire's one and only law school. Dean Robert H. Rines, Associate Dean Robert M. Viles, three other faculty members (Joseph Dickinson, Thomas Field, and Donald Simpson), and Librarian Philip Hazelton welcomed 99 students in the former East Concord quarters of the Pierce College for Women, known earlier as the Vermont-New Hampshire Breeding Cooperative. Pierce Law received initial approval from the American Bar Association in 1974, approval from the New Hampshire Higher Education Commission in 1977 and full ABA approval in 1980. It moved to its current site in Concord on 2 White Street in 1977, and became independent later that year. In 1985 the Kenneth J. Germeshausen Center for the Law of Innovation and Entrepreneurship was launched as the umbrella organization for Pierce Law's specialization and policy studies in the legal protection, management and transfer of IP, especially relating to the commercialization of technology. In 1986, Pierce Law initiated the Master of Intellectual Property (MIP) degree program.

Back in the early 70's, the low point of the Patent System when a patent was not worth the paper it was written on, the U.S. Justice Department saw a monopoly behind every patent and the courts struck down most litigated patents, Bob Rines got the urge to found a law school with technology orientation for the purpose of training patent attorneys and strengthening the patent system as well as bridging the gap between technology racing ahead and the law lagging behind. MIT was to be his law school's home but, when due to a change in presidents, MIT showed no interest, Bob Rines took his law school to New Hampshire, where there was none. In addition to the basic JD courses, such as, evidence, contracts, property, torts, criminal and constitutional law, etc., the Pierce Law curriculum featured for many years mainly elective patent prosecution courses to train patent attorneys. In time and to expand the IP curriculum, substantive IP courses, such as copyright law, patent law and trademark law were added, followed by the addition of a full complement of international and comparative IP courses (in the copyright patent and trademark areas as well as European Union

law) being taught by professors from Germany, Spain and Switzerland, who are recognized experts in these subjects. Lastly, business courses round out our present 50-plus IP course curriculum, inasmuch as patent law and IP law are no longer obscure subjects but at the "forefront of technology that is driving the world." A listing of our courses are reproduced in Attachment 1 and a description of these courses can be found at: http://www.fplc.edu/registrar/RegHome.htm..

IV. Pierce Law's IP Programs

A. Master of Intellectual Property Degree

The MIP Program is Pierce Law's signature or flagship program. The MIP degree is a master level degree but not a graduate LLM-type law degree, inasmuch as students have technical backgrounds but do not have law degrees. For both foreign and U.S. nationals, who do not need law degrees, the MIP Program is very appropriate.

These programs are also appropriate domestically to help alleviate the serious shortage of patent professionals through "training individuals as patent agents for six months or one year," as suggested by the Long Term Planning Committee of the American Intellectual Property Law Association (AIPLA). In fact, recent MIP classes have included domestic students who are not JD students or lawyers.

MIP Program participants spend two semesters at Pierce Law taking a thorough curriculum of academic courses, practical skills training and comparative law exposure. Subjects intensively treated are contract law, patents, technology licensing, trademarks, copyrights, trade secrets, the law of international trading and business relationships and comparative IP law. Skills instruction covers drafting patent claims, preparing patent applications, writing responses to USPTO Official Actions and appeal briefs, designing and drafting technology licenses, managing IP assets, and making legal arguments in mock litigation. In addition, students unfamiliar with the U.S. legal structure are introduced to it through special lectures as well as research and writing exercises.

In July 1990 the New Hampshire Postsecondary Education Commission extended indefinitely into the future the authority of Pierce Law to confer the MIP degree, after an initial three-year approval subject to annual reporting requirements. The extension was based on the report of an evaluation team appointed by the Commission. The report cited the "extremely impressive" MIP Program as occupying a "unique niche in legal education worldwide." When the MIP Program began, Pierce Law enrolled five persons from the People's Republic of China (PRC) as well as one student from each of five other countries: Taiwan, South Africa, Korea, the Philippines and Singapore.

In the following years students completing the MIP Programs came from Argentina, Belgium, Brazil, Canada, Ecuador, Guatemala, Italy, Japan, Korea, Lesotho, Malaysia, Mexico, Mongolia, New Zealand, Pakistan, the PRC, Peru, Saudi Arabia, Sri Lanka, Tanzania, Taiwan, Venezuela, Zimbabwe and many other countries. And in recent years enrollment had grown to almost 100 students. One indicator of the growth of the

MIP Program is the class size. In 1989, when I started teaching at Pierce Law, I had over 30 students in my IP Licensing and IP Management classes. However, in recent years I have had regularly over 100 students in my Licensing class and over 90 in my IP Management class. This of course has an effect on the teaching and learning processes.

Pierce Law also offers a shortened, one-semester Diploma Program for applicants who cannot spend an entire year in residence. The six-month Diploma Program includes the same courses as required in the first semester of the MIP Program.

B. Joint JD/MIP Degree Program

In late October 1990 the Pierce Law faculty approved a program allowing JD degree students to earn both the JD and MIP degrees in a total of three years of full-time study. The joint degree program permits Pierce Law students to obtain both degrees by satisfactorily completing 99 course credits (including 24 in IP courses, in which a B average must be maintained).

The rationale behind the JD/MIP degree program is threefold. First, a student who comes to Pierce Law to specialize in IP within the parameters of the JD degree finds himself or herself in a dilemma. Enrolling in most of the IP courses the school offers leaves the student insufficient time to take the general law courses (including all the ones important in IP practice) that they should take or would like to take to pass bar exams and become well-trained lawyers. Conversely, students who take the general law courses other JD students take may shortchange themselves by not taking full advantage of our IP course offerings. Second, the IP curriculum — over 50 courses — is so extensive as in reality to amount to a separate degree program. Many of the IP courses could be offered at the LLM level, as is done in other law schools. Third, earning the MIP degree as well as the JD degree provides students with accurate credentials. Earning both degrees permits them to demonstrate readily, to potential employers and the rest of the world, that specialization in IP at Pierce Law means much more than, on the one hand, a few courses in the subject or, on the other, a sketchy general legal education.

C. Degree of LLM in Intellectual Property

The Master of Laws (LLM) in intellectual property is designed for law graduates (JD or LLB) who desire a postgraduate law degree. The LLM degree is an academic degree, while the MIP degree is a professional degree. The curriculum is nearly identical. But students with basic law degrees from any domestic or foreign law program receive an LLM degree, all others an MIP degree.

D. Intellectual Property Summer Institute (IPSI)

Pierce Law also offers courses each summer in IP subjects for law students, lawyers, engineers, scientists and managers. IPSI offers a seven-week program in June and July, comprising 25 two-credit courses as listed in Attachment 2. In addition, a one-week Advanced Licensing Institute (ALI) follows IPSI. It is a series

of one-and-a-half or two hour lectures, for which students can earn additional two credits and practitioners, CLE (continuing legal education) credits.

Participants in IPSI and ALI have come from major U.S. corporations and research institutes as well as from many foreign countries. With the permission of their home schools, law students can apply credits earned in IPSI and ALI toward the JD degree. Over the years we have had students from about 50 U.S. law schools, which do not offer IP summer courses. This is the major reason why both IPSI and ALI have been such fast growing and highly successful programs.

E. Cooperative Programs with Foreign Institutions

1. A cooperative program was established in 1992 between Pierce Law and the International Intellectual Property Training Institute (IIPTI) in Daeduk, Korea. The IIPTI is not a law school but an institute devoted to the training of persons with technical or other background in IP. Many faculty members from IIPTI have engaged in scholarly exchange programs at Pierce Law. Korean students in this program obtain a MIP degree from Pierce Law after attendance of only one semester inasmuch as they receive credit for their studies at the IIPTI.

2. A Joint Degree Program with the Gulf Institute of International Law in Dubai, United Arab Emirates was conducted in 1997-99, in which faculty from Pierce Law offered IP courses in five-week winter and summer sessions. Students attending the Gulf Institute could complete one-half of the required credits for the MIP degree in two sessions held in Dubai, and then become eligible to transfer the credits and complete the program at Pierce Law in Concord.

3. The latest foreign cooperative program is CHIPSI, the Intellectual Property Summer Institute, to be held at Tsinghua University School of Law in Beijing, China, from June 10 to July 12, 2002, featuring courses on the Chinese Legal System, Chinese IP Law, World Trade and IP Law & IP in Mergers & Acquisitions for a total of six credits.

F. Conferences

1. Intellectual Property Systems Major Problems Conference (IPSMP)

Leaders in the profession from throughout the world gather, by invitation only, at this biennial conference to discuss pre-selected topics. The IPSMP Conference Series, established in 1987, is attended by federal judges, government officials, chief corporate intellectual property counsel, law firm senior partners, and noted academics. Students are invited to attend and observe the in-depth discussions and exchanges. All proceedings are transcribed and published in the Law Center's intellectual property publication, *IDEA: The Journal of Law and Technology*. Previous conferences have addressed patent law harmonization, use of jury trials in patent cases and patent trial simplification, prior user rights, doctrine of equivalents, reduction of patent costs, and patent protection for computer software.

2. The Advanced Licensing Institute (ALI) is an intensive one week seminar in late July, which covers business arrangements involving patents, trademarks and copyrights, their negotiation and implementation, actual licensing

situations and financial considerations. Instructors include prominent U.S. and foreign IP licensing professionals who cover finely tuned topics and share keen insights into the basic organization and subtle details of licensing and technology transfer agreements.

3. The IP Mediation Skills program in late May is a one-week practical hands-on, interactive learning experience with personal videotape, comprehensive workbook/resource manual, relevant role-plays and individualized one-on-one attention by faculty.

4. The Basic Patent Cooperation Treaty seminar is held at the end of April for two days with WIPO experts as instructors.

5. Other conferences over the years have covered such topics as IP litigation, interferences, patenting in Europe, patenting in South America, genome patenting, environmental technology transfer, etc.

Most of the above conferences listed above are attended by our own law students, students from other law schools as well as by outside practitioners.

G. Miscellanea

1. Advisory Committee on IP (ACIP)

ACIP consists of about two dozen outside practitioners from private and corporate practice and academic and other institutions who are leaders in the profession and who meet twice a year at Pierce Law with faculty members to discuss curriculum and conference planning, growth strategies, etc. Outsider perspectives are very useful in this respect.

2. Student Externships (Internships) and Independent Studies

Pierce Law students can obtain practical experience for academic credit, e.g. 12 credits for a full semester or 4 credits for part-time practice in a court, such as the CAFC, a governmental agency, such as the USPTO, an IP law firm or a corporate IP department. Such externships are an invaluable operational experience. Under our "Independent Study" program students are permitted to research interesting IP topics and prepare an Independent Study paper under the supervision of a faculty member and for up to four academic credits and students make liberal use of this opportunity.

3. Distinguished Jurist/Lawyer-in Residence Program

One or two distinguished judges and lawyers in the intellectual property field are invited to the law school per semester to provide opportunities for the law school community to benefit from their experiences and their insights. These visiting judges and lawyers stay at the law school for several days and participate in the school's activities by, e.g., delivering a general lecture, giving guest lectures in relevant classes, judge moot court exercises, attend SIPLA (Student Intellectual Property Law Association) and/or LES Student Chapter meetings or events and/or talk informally with the school's Dean, faculty, Career Services personnel and students to discuss their interests and concerns regarding the law school's mission, curriculum development, initiation of new programs, career planning, etc. CAFC Judge Arthur Gajarsa served as Distinguished Jurist-in-Residence in early October 2001.

4. IP Student Organizations

Some years ago, Pierce Law IP students founded SIPLA, which serves as an information and resource center for students interested in IP. It also provides a forum for students to address current IP issues and access additional academic opportunities toward career advancement. Pierce Law is the home of the only student chapter in the U.S. of the Licensing Executives Society (LES), an international association of business executives and other professionals involved in technology transfer and licensing of IP. Both of these organizations are thriving, holding, among other activities, seminars with name speakers from the outside. Particularly noteworthy is the annual Challenges in Licensing and Intellectual Property Management Symposium of our LES Student Chapter.

5. IP Mall Website (www.fplc.edu)

Pierce Law's website and international recognized IP Mall provide a unique collection of pointers to IP resources. Updated continually by Pierce Law's IP librarian, the IP Mall offers a comprehensive resource for inventors and entrepreneurs as well as professionals working in academia, business and science.

6. The Greenberg Trademark Institute

About to be founded is The Greenberg Trademark Institute and The Greenberg Chair of International Trademark Law at Pierce Law, which will be the epicenter of trademark education and research worldwide. National and international trademark owners and practitioners, lawyers, government officials, instructors and marketers will regularly meet at one of the United States' top IP law schools to empirically examine the global issues confronting today's IP professionals.

V. Pierce Law and The McCrate Report

While law school teaching has changed very little over the years and decades, the practice of law has changed significantly, especially in more recent times and in the field of IP, following changes in the business and political worlds, and law students increasingly need specialties.

The legal profession complained that law schools did not teach the skills students need to practice law. "[C]ries from the organized bar that educators must do more to narrow the gap between the classroom and law-office realities will grow louder." (*US News & World Report*, March 19, 1990). For a long time, the law schools and the private bar argued about whose responsibility it was to teach students practical skills. Many schools contended their job was only to teach the law and warned against going too far and trivializing law school's scholarly and theoretical purposes and leading to a trade school approach.

Then ABA President, Talbot D'Alemberte, also deplores this education schizophrenia:

> "We are very much a divided profession. Our academic side is over here and the practicing lawyer is over there, and they don't connect very often.
>
> .....

> Our insistence that we are part of the academy and our insistence that we are not a trade school has actually led us to cut ourselves off from the people who have things to say to our students, people from the profession and people from other schools in the university." (*ABA Journal*, Sept. 1990)

The gulf between law school and law practice was then dramatically highlighted by the creation of a "Narrowing the Gap" task force by the American Bar Association (ABA) in 1992, which led to the so-called "McCrate Report" containing very critical conclusions about the state of legal education in America. The report, which included a strong endorsement of practice-skills training during and after law school, has been an important reference point since its release for discussions about the future of U.S. legal education. In 1996, the ABA House of Delegates adopted recodified Standards for the Approval of Law Schools that incorporated much of the task force's thinking on practical legal-skills training.

Pierce Law, as shown above, is clearly ahead of this fray or outside of this furor with its practice-oriented approach, including "capstone" and "bridging" courses, like Licensing and IP Managements and others. These are courses which build on all of the IP courses taken in the second and third years and span academia and real-life private or corporate practice.

Feedback from the trenches provides proof positive that Pierce Law is right when we way our graduates can "hit the deck running," be "productive from day one" and out-perform graduates of other law schools.

A few illustrative communications from grateful graduates will confirm this:

> "A senior partner called me into his office last Friday for an evaluation. He told me that my efficiency rating and work product was indicative of a third to fourth year associate, even though I have only been here for 8 weeks (after graduation). He then stated that my performance, thus far, reflected very favorably upon the quality of the IP education available at FPLC. — In less than 8 weeks, I have written 8 patent applications, been involved in various other patent prosecution matters in the U.S., China, Japan, and Canada, been involved in technology licensing abroad; and been heavily involved in a TM opposition proceeding and a TM cancellation proceeding in the U.S. — Thank you for providing an environment in which I obtained a solid knowledge base and skills that I now use on a daily basis."
>
> .....
>
> "...I just wanted to let you know that I recently was able to put many of your teaching from IP Management to good use. I am working with a medium-sized biotech company that has never

> implemented basic IP husbandry measures, i.e., employee confidentiality agreements, inventor incentive programs, laboratory notebook protocols, exit interviews, etc. More importantly, I have been able to help establish internal protocols for identifying IP assets and facilitating the design of an invention disclosure form that hopefully will be submitted on a more routine basis. Needless to say, I borrowed shamelessly from your 'Patent or Padlock' paradigm. Thank you once again."
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> .....
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> "Just though I'd let my old professor know that your Licensing course materials were especially useful to me recently when I had a rush technology licensing and litigation settlement situation of a huge (Fortune 20) client land on my desk. I used your 'ABC and XYZ yeast expression systems' license as a go-by. Twenty-four hours later, it's a done deal! Advise your students to keep your course materials (Licensing and IP Management) in their future offices, i.e., 'don't leave home without it.'"
>
> .....
>
> "I want to let you know that I reference your materials from IP Management and Licensing often. They are a tremendous asset in overcoming the presumption that first year associates (and externs) have little, if any, knowledge on the subjects covered. For example, I was recently asked to draft an invention disclosure (both a short concise form and a long comprehensive form). The sections in your IP Management materials covering this topic were super."

The above comments corroborate or are corroborated by an assessment of Pierce Law's IP education and training in the *Princeton Review of the Best Law Schools* (1998) to the following effect:

> "The FPLC faculty, most of whom continue to practice in one fashion or another, is large enough to ensure a degree of personal attention, to which most bigger law schools can only pay lip service. The 'masters of the universe' who teach IP received especially high marks from respondents. 'The program allows you to leave the school with in-depth knowledge of the topic,' said one student, 'which definitely puts you ahead of graduates from the other law schools.'"

The *Princeton Review*'s description of Pierce Law's concentration in IP Law is also interesting, to wit:

> "...a growing field in which FPLC has gained worldwide recognition as a leader. No J.D. program in the country can boast a larger full-time IP faculty, let alone supplement it with domestic and foreign adjuncts, nor claim a more extensive or intensive IP curriculum. There's also a full-time IP librarian who maintains a widely acclaimed Intellectual Property Mall on the Internet."

I consider this kind of feedback as ample vindication of the propriety and value of our hands-on, practice-oriented approach to IP education and training.

VI. Conclusion

The advent of the Golden Age for IP and the shortage of IP professionals, have brought about great changes in the world of IP teaching and training. The subject of IP is now perceived as glamorous and enrollment in IP courses and programs has increased accordingly. While in the not-too-distant past, most IP practitioners had to acquire their skills on the job, quite a few law schools now offer IP survey courses. A small number of law schools have started or expanded IP curricula and now offer over 20 IP courses. But much IP teaching is still largely a matter of evening classes taught by adjunct faculty. And outside of law schools no systematic IP teaching to speak of (apart from introductory lectures) has taken place in colleges and universities. That is bound to change, too.

Pierce Law has a particularly extensive IP specialization with a full-time IP faculty of ten and over 50 IP courses. The IP program is practice-oriented and includes the actual preparation of patent specifications and claims, responses to USPTO actions and appeal briefs and license agreements. It enables students to take and pass the USPTO admission examination before graduation and let graduates "hit the deck running" upon entering IP practice. This is very important inasmuch as mentoring and on-the-job training by senior lawyers in law firms and corporate departments are all but gone in present-day practice.

With its significant head start in IP education and training, with its pioneering and entrepreneurial élan and spirit and its hands-on practice-oriented approaches, with its flagship MIP Program, with its other notable degree programs, with its many associated academic projects and conferences, with its diverse faculty and student activities and with its international affiliations and range, Franklin Pierce Law Center is ready and able to face the challenges of the "brave new world" of intellectual property rights in light of their transcending importance to commerce, industry and technology.

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ATTACHMENT I

IP Course Offerings

Administrative Process
Advanced Copyright & Media Licensing
Advanced Licensing Institute
Antitrust Law
Constitutional Law of The European Union
Contract JD/MIP
Copyright Law
Copyright& Media Licensing
Cross Cultural Negotiations for IP Disputes
E-Commerce & The Law
Entertainment Law (Garon)
Federal Trademark & Registration Practice
Food & Drug Law
Graduate Programs Research & Writing
Information Liberties
Intellectual Asset Management
Intellectual Property & Competition Law in the European Union
Intellectual Property Litigation
Intellectual Property Management
IP Under the Commercial & Bankruptcy Codes
International Comparative Copyright Law
International Comparative Patent Law
International Comparative Trademark Law
Inter Partes Practice Before the US Patent & Trademark Office
Introduction to Intellectual Property
Introduction to the Uniform Commercial Code
Law & Biotechnology
Legislative Aspects of IP Law
Licensing Patents, Trade Secrets & Trademarks
Mediation Skills for IP & Commercial Disputes
Mining Patent Information in the Digital Age
Patent Law
Patent Application Preparation & Prosecution
Patent Practice & Procedure
Patent Practice & Procedure I
Patent Practice & Procedure II
Sports Law
Start Up Enterprises
Telecommunications Law
Trademarks & Deceptive Practices
Unfair Competition
US Copyright Law
US Trademark Law
US Trademark Registration Practice
Valuation of IP
World Trade & World IP Law

ATTACHMENT II

IPSI Course Offerings

Bio Tech Patent Law
Copyright & Media Licensing
Cross Cultural Negotiations for IP disputes
E-Commerce and the Law
Intellectual Capital Management
Intellectual Property Management
IP Under the Commercial & Bankruptcy Codes
International & Comparative Copyright Law
International & Comparative Patent Law
International & Comparative Trademark Law
International Telecommunications Law
Law of Motion Pictures & Performing Arts
Legislative Aspects of IP Law
Mining Patent Information on the Digital Age
Music Management & Licensing
Patent & Trademark Licensing
Patent Practice & Procedure I
Practice & Current Issues Before the Federal Circuit
Sports Law
US Copyright Law
UP Patent Law
US Trademark Law
US Trademark Registration Practice
Valuation of IP