

The Standard in Attorney Search and Placement

# The 2016 BCG Attorney Search Guide to America's Top 50 Law Schools



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#### **BCG Attorney Search**

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## **Contents**

| Introduction  | 1   |
|---|-----|
| Decoding Law School Rankings                                | 2   |
| Decoding Class Rankings: What Should The Recruiter Look For | 5   |
| Law Review Participation                                    | 8   |
| 2016 Best Law Schools (As Ranked By U.S. News)              | 13  |
| Yale Law School   | 15  |
| Harvard Law School  | 26  |
| Stanford Law School   | 39  |
| Columbia Law School   | 47  |
| University of Chicago Law School                            | 63  |
| New York University School of Law                           | 72  |
| University of Pennsylvania Law School                       | 85  |
| University of California-Berkeley Boalt Hall School of Law  | 94  |
| University of Michigan Law School                           | 103 |
| University of Virginia School of Law                        | 116 |
| Duke University School of Law                               | 131 |
| Northwestern University School of Law                       | 150 |
| Cornell University Law School                               | 167 |
| Georgetown University Law Center                            | 183 |
| University of Texas School of Law                           | 197 |
| Vanderbilt University Law School                            | 209 |
| UCLA School of Law  | 222 |
| Washington University School of Law-St. Louis               | 234 |
| University of Southern California Gould School of Law       | 246 |
| Boston University School of Law                             | 254 |
| University of Iowa College of Law                           | 264 |
| Emory Law School  | 275 |
| University of Minnesota Law School                          | 283 |

| University of Notre Dame Law School                           | 299 |
|---|-----|
| The George Washington University Law School                   | 311 |
| Arizona State University - Sandra Day O'Connor College of Law | 327 |
| Indiana University Maurer School of Law-Bloomington           | 337 |
| University of Alabama School of Law                           | 345 |
| Boston College Law School                                     | 358 |
| Ohio State University Michael E. Moritz College of Law        | 372 |
| University of California-Davis School of Law                  | 381 |
| The College of William & Mary Marshall-Wythe School of Law    | 391 |
| University of Georgia School of Law                           | 406 |
| University of Washington School of Law                        | 417 |
| University of Wisconsin-Madison Law School                    | 427 |
| Fordham Law School  | 439 |
| Brigham Young University J. Reuben Clark Law School           | 450 |
| University of North Carolina School of Law                    | 461 |
| University of Arizona James E. Rogers College of Law          | 473 |
| University of Colorado School of Law                          | 483 |
| University of Illinois College of Law                         | 492 |
| Wake Forest University School of Law                          | 502 |
| Washington and Lee University School of Law                   | 512 |
| George Mason University School of Law                         | 523 |
| Southern Methodist University (Dedman)                        | 532 |
| University of Utah - S.J. Quinney College of Law              | 541 |
| University of Florida Fredric G. Levin College of Law         | 556 |
| University of Maryland Francis King Carey School of Law       | 566 |
| Florida State University College of Law                       | 577 |
| Tulane University Law School                                  | 585 |

### Introduction

The 2016 BCG Attorney Search Guide to America's Top 50 Law Schools is a comprehensive overview of America's top 50 law schools as identified by the 2016 U.S. News & World Report.

The purpose of this guide is to provide readers with updated and current information that is useful and easily accessible. This meticulously compiled guide is a product of BCG Attorney Search, the leading search and recruitment company for attorneys. BCG Attorney Search is owned and operated by Employment Research Institute, the largest conglomerate of organizations in the world dedicated to helping attorneys find jobs and enhance their careers.

In our guide, we aim to provide law firms with objective information about the best law schools. Our hope is that this information will prove useful in understanding the grading systems of top law schools and the various academic programs and journals in which students at these schools participate. Whether you are a recruiter, recruiting coordinator, hiring partner, or prospective law student, deciphering the grading and ranking systems of various schools can pose a challenge. This publication attempts to demystify these classifications and provide the reader with a greater understanding of how to interpret resumes, transcripts, and cover letters.

In short, the 2016 BCG Attorney Search Guide to America's Top 50 Law Schools provides:

- A comparative reference guide to the top U.S. law schools.
- An explanation of the grading systems used by America's top 50 law schools.
- · Information about each school's publications.
- Information to help guide potential employers in making informed hiring choices.
- Information regarding each school's faculty, class size, academic honors and awards, moot court and clinical programs, entering-class GPA and LSAT scores, and post-law school employment statistics, as well as a few facts that convey the overall atmosphere at each school.

We hope you find this guide useful. We have done our best to provide you with consistent information about each of the top 50 law schools, including information gathered from the *U.S. News & World Report*, law school websites, and the NALP Directory. Your comments and suggestions, as well as updated information, are always welcome.

## Decoding Law School Rankings

Why does the *U.S. News* rank law schools? A controversial question. But the answer is very simple. Law school rankings help you make educated decisions on vital issues supported by reliable comparison data. The *BCG Attorney Search Guide* relies on the time-tested metrics and rankings of law schools made by U.S. News and then provides supplementary information about each school to enhance the decision-making process. If you are a potential employer, the *BCG Guide* will help you make the best hiring decisions. If you are an aspiring lawyer, the *BCG Guide* will help you make the best choices about where to apply to law school.

The rankings of law schools by the *U.S. News & World Report* are based on a weighted average of quality indicators. These indicators are quality assessment (weighted by .40), selectivity (weighted by .25), placement success (weighted by .20), and faculty resources (weighted by .15). Specialty rankings are based on nomination by legal educators at peer institutions. These rankings are based on two types of data: expert opinion about program quality and statistical indicators that measure the quality of a school's faculty, research, and students. Statistical indicators fall into two categories: inputs, or measures of the qualities that students and faculty bring to the educational experience, and outputs, or measures of graduates' achievements linked to their degrees. Different output measures are available for different fields. In law, the measures include the time taken for new grads to get jobs and the state bar exam passage rates.

The 2016 U.S. News & World Report has continued the same main law school rankings methodology that was used in the 2010, 2011, 2012, 2013, 2014, and 2015 editions for admissions data. The methodology uses combined class admissions data for both full-time and part-time entering students for median LSAT scores, median undergraduate grade-point averages, and overall ranking.

A school's rank reflects the number of schools that sit above it; if three schools are tied at 1, the next school will be ranked 4, not 2. Tied schools are listed alphabetically.

#### **Name Counts**

Let's say you are a recruiter for a law firm so prestigious that it has its choice of hiring any law graduate from any law school. By now, you have a good feel for the pecking order among law schools. But how do you separate one candidate from his or her classmates who on paper, with minor variations, appear equally desirable?

Given the fact that the average law firm would love to hire almost any attorney with a Harvard or Yale law degree, the most prestigious law firms can be even pickier. The rule of thumb used by such firms is that if you have your choice, you don't want to hire any attorney who can't outperform at least 70% of his or her class. Some international New York law firms go even further and routinely select only from the top 10% of the graduates from the top 10 law schools. That way, these firms argue, they hire the best of the very best.

The problem with selecting only the top-ranked graduates is that law schools are not always forthcoming about their methodology used to rank students. This secrecy is generally based upon

an attempt to give every graduate a shot at the top jobs. However, there are ways to gain a better understanding of the ranking methods used by various schools.

#### Caution

"Reputation ratings are not the final authority on the attributes of schools or graduates," state Stephen P. Klein, Ph.D., and Laura Hamilton, Ph.D., in their report "The Validity of the U.S. News & World Report Ranking of ABA Law Schools." Further, Indiana University School of Law Professor Jeffrey Stake observes in his article, "The Interplay Between Ranking Criteria and Effects: Toward Responsible Rankings," that "while attending a brand name law school may mean that graduates will have an easier time landing their first jobs, it doesn't necessarily mean that graduates of lesser-known law schools receive inferior legal educations." Some schools that were at their peak years ago are still riding the wave of that success, while others have greatly improved their programs and have recruited talented faculty.

Like the monetary value of "goodwill" in the business world, law schools build up "goodwill" of their own regarding reputation. This allows them to gain "mind share," and their perception as being premier institutions is likely to remain. Thus, Harvard and Yale will always be rated highly, even if objective criteria do not rate them as highly as public perception does. Indeed, Professor Brian Leiter of the University Of Texas School Of Law has conducted a study which "aims to assess which of the top schools have the most 'national' placement, as measured by hiring by elite law firms around the country." The study examines what he terms the "usual suspects for top law schools," as well as a few others, as a check on the results to see which schools had the most placements at the nation's elite law firms. He found that in rank order, Harvard, Chicago, Yale, Virginia, Michigan, Stanford, Columbia, Georgetown, Duke, and Penn were the top 10 schools within this analysis.

Thus, it may be that in spite of the *U.S. News* rankings, law firms are indeed following a bit of their own bias, given that Harvard (ranked number two) and Chicago (ranked number four) come out ahead of Yale (ranked number one). Then again, as Professor Leiter notes, one must consider that students' selection of which school to attend and a given school's class size, in addition to a firm's bias based on established reputations, affect whether a school feeds top firms.

#### **Matters That Matter**

Law reviews and journals: Law review articles serve an important purpose in that they express the ideas of legal experts with regard to the direction the law should take in certain areas. Such writings have proven influential in the development of the law and have frequently been cited as persuasive authority by the United States Supreme Court and other courts throughout the United States. Many law reviews publish shorter articles written by law students, normally called "notes" or "comments." Almost every American law school publishes at least one law review, and most law schools have journals as well. Generally, the law review publishes articles dealing with all areas of law. Membership on a school's law review is often a distinction, indicating rank at or near the top of the class and/or success in a writing competition. Law review membership is seen as a rite of passage by many firms that hire graduating law students. Membership on a law review or journal is significant because it enables students to gain legal scholarship and editing experience and often requires that students publish a significant piece of legal scholarship.

**Judicial clerkships:** Law clerks provide assistance to judges by researching issues before the court and writing opinions. Clerkships are considered some of the most prestigious and highly coveted jobs in the legal profession. Tenure as a law clerk suggests that a law school graduate possesses

the competence and intelligence to earn a judge's trust and even the ability to influence a judge's decisions. Working as a judicial law clerk at any level of government generally opens up vast career opportunities.

**Moot court programs:** Moot court, an extracurricular activity in many law schools, lets student participants take part in simulated court proceedings which usually include drafting briefs and participating in oral argument. Moot court competitions hone students' brief writing and oral advocacy skills. Many intramural, national, and international mock trials are held each year, and the best among aspiring lawyers display their talents before senior lawyers and judges.

Clinics, externships, and internships: Participation in clinics, externships, and internships also adds to students' knowledge of and experience in specific areas of the law. In addition, the typically low student-faculty ratios of these programs allow faculty members to devote significant time to helping individual students become better attorneys.

# Decoding Class Rankings: What Should The Recruiter Look For

Summer associates, and later associate attorneys, are generally hired by law firms on the basis of how well they performed in law school. Class rank, scholastic honors, and GPA are three common indicators of how well a student performed in law school. For recruiters, therefore, it becomes important to understand the grading, ranking, and award systems of law schools so that they have a better understanding of how to select and assess candidates whom they will seek to place in law firms.

Grading systems vary from one law school to another. Because of this, not all grade point averages are created equally. A recruiter may be left to ask, "What does it mean for a candidate to be in the top 25% of a graduating class?"

The following notes will attempt to throw some light on these issues. While more in-depth information on the student evaluation procedures for individual schools has been provided in the individual school profiles that follow, this overview provides a synopsis of the various grading and ranking systems.

#### The Grading Process

At the most basic level, letter grades are an attempt to provide an objective evaluation of a student's performance in a course, especially relative to the performance of other students in the class. The grade assigned to a student may take into account assessment parameters such as class participation, verbal and writing skills, analytic ability, etc.

However, in many law school classes, the final examination is the sole criterion for student evaluation. In this case, factors that may otherwise enhance the composite grade, such as class participation, are generally not taken into consideration by professors. This means that the grade will be based solely on the student's ability to perform well on a traditional essay exam comprised of one or more hypothetical fact patterns that students must analyze and discuss as the facts relate to the governing body of law.

Once grades have been assigned in individual classes, most schools follow a grading system ranging from 0.0 to 4.0, termed the 4.0 grade point average model, to arrive at a student's performance in all coursework. The GPA is a snapshot of a student's overall academic performance. However, as competition for higher grades and increased class ranks has heightened, some law schools have begun to seek alternative methods to evaluate students. The following analyzes some of these changes:

**Change from a 4.0 to a 4.3 GPA model:** This model, adopted by some schools, grades students on a 4.3 scale instead of a 4.0 one. Schools using this model include Michigan, Duke, Virginia, UCLA, Texas, Vanderbilt, Boston University School of Law, Emory, UNC, Fordham, and Georgia. The University of Southern California also awards numerical grades above 4.0, but it is different in that it allows for a higher GPA of 4.4.

In essence, this system adds a further letter grade to the evaluation process that allows evaluators to award an A+ grade in cases of exceptional performance. The effect is that it increases the overall class performance, though not to a substantial extent, and hence the final rankings of the students.

The reason is fairly clear; with the evaluators having an option of giving an A+, only the exceptional student would get an A+ in the 4.3 model.

However, very few 4.3 or higher grades are ever awarded, with not more than one or two students in a class ever getting one. There is only a marginal shift in the overall class performance toward the higher side. For a fair comparison of prospective candidates' grades, the recruiter should therefore keep in mind the mean values of the normal curve set by the school.

**Increased gradation:** Apart from increasing the uppermost acceptable limit, schools also follow an increased gradation that tries to discern students' performances. To do so, instead of following a simple A, B, C, D grade system, schools award grades like A+, A, A-, B+, B, B-, and so on and so forth. This further segregates students' performance and therefore, considering criteria for evaluation, will reflect fairer class rankings when calculated based on GPA.

**Variants of a 4.0 GPA model:** Some schools follow a number system where evaluators award a numeric grade (out of 100), which is later converted into a letter grade. Largely, since the system is a variant of the 4.0 GPA model, the final conversions are in line with the original model. There is some variation, however. For instance, in the case of Ohio State University, a grade of 93% or above is an A grade, which if translated to a 4.0 GPA model would mean anything above 3.72.

**The normal curve:** In this system, students compete with each other for a limited number of grades. Their grades reflect their relative positions in class. Student performance usually follows a normal distribution referred to as the bell curve. The rationale behind this system is (1) to identify students who perform better compared to their peers and (2) to correct for anomalies (tests that are too difficult or too easy, poor teaching, or poor presence due to a natural disaster) as the scale automatically shifts up or down.

The shape of the normal curve (i.e., the distribution of students in various grades) is based on an earlier discovery, according to which IQ test scores over large populations fall in a certain pattern. It is for this reason that all the law schools that follow the bell curve evaluation system apply it to each class.

However, a rigid normal distribution based on the above-mentioned discovery is rarely followed, as giving a fixed percentage of As, Bs, etc., is de-motivating to a class. Schools usually skew the normal curve such that the distribution is shifted slightly upward, resulting in fewer grades below C and more in the B category. Outliers (very high or very low) may be awarded as deemed fit. This tilt is not based on statistics but more on tradition. Therefore, for the recruiter, it is difficult to ascertain whether a B or a C that a student has received is a reflection of a difference in actual performance or simply because of the distribution curve.

The registrar's office usually instructs the evaluators on the grading pattern for the year and informs them of the percentage distribution of students across expected letter grades. The normal curve instruction also comes along with the minimum number of students required to participate in a course for the curve to take effect. While some schools indicate this minimum number to be between 25 and 27, for some other schools it can be more than 40.

In the 4.0 GPA model, the median of the curve usually varies from 2.7 to 3.1. Schools adopting a 2.7 median for the normal curve have a lower cutoff point for the top half of a class than those with a 3.1 curve. Students of such schools generally have lower GPAs than students of schools that have higher curves.

For example, the University of California-Davis uses a B median, which means a majority of the students receive an average GPA of 3.0, whereas the S.J. Quinney College of Law sets the mean grade between 3.10 and 3.30 (inclusive). Hence, the normal curve values of the University of California-Davis place its students at a disadvantage compared to students of the S.J. Quinney College of Law. The grades of students from schools with higher mean normal values will appear more impressive than those from schools with lower values. To compare such students fairly, the median value of the normal curve should be kept in mind.

**No letter grades:** Some schools have completely given up the letter grading system and award only Honors, Pass, or Fail to their students when evaluating performance. In the list of the top 50 law schools, Berkeley and Yale do not award grades and only evaluate students on whether they pass or fail a certain course, with better-performing students being awarded Honors. Harvard Law School has also started to award grades as Honors, Pass, Low Pass, or Fail. Stanford Law School has also adopted the "Honors," "Pass," and "Mandatory Pass" grading system for all courses.

#### Implications of Class Rankings

At the end of each semester, or sometimes at the end of the school year, law schools generally release the rankings for each class. Class rankings are a distribution of the entire class based on each student's overall GPA. A school may choose to release ranks as "top 10%," "next 20%," and so on. Since ranks are related to GPAs, the implications that can be drawn from GPAs are applicable to class rankings as well. However, two points are worth noting:

- The most important factor impacting class rankings is the normal curve. Some schools tend
  to skew the curve, while others allow for mild deviations by the evaluators implementing it.
  Discrepancies such as these can have a slight impact on student GPAs and thus on class rankings.
  For a recruiter, it is important to understand the composition of the curve and the rankings for
  each school. Information on grading curves, whenever available, has been presented along with the
  school profiles.
- 2. Variations in the 4.0 GPA model, as stated earlier, affect class rankings. For instance, at Washington University School of Law a 92.13 GPA is the minimum requirement to be in the top 10% of the class, which corresponds to an A-. The school's corresponding letter grades seem a bit higher than its number grades since no other school has a 3.8 (the traditional A- grade in the 4.0 scale) as its top 10% cutoff grade. From a recruiter's perspective, although the difference is not very large, care needs to be taken to understand the grading system and the variations that the system has from the traditional grading methodology.

## Law Review Participation

A law school's law review and journals offer student participants valuable experience in researching, editing, and drafting scholarly articles on a wide range of legal issues. Articles that appear in these publications are generally contributed by professors, students, and sometimes judges or other legal practitioners. These articles, especially when written by renowned legal scholars, have been known to influence the course of development of law and have even been cited by numerous respected judicial authorities, including the U.S. Supreme Court.

The history of the law review began when a group of students under the guidance of Professor James Barr Ames founded the Harvard Law Review in 1887. In its original form, the publication included articles contributed not only by students but also by Harvard Law professors. The phenomenal success of the review spawned law reviews at other schools, and it became a matter of prestige for a law school to publish its own law review. The early editions of the Harvard Law Review were edited by law students, and this tradition continues today.

The fact that law reviews are student-edited journals offers students on their editorial boards many advantages. By editing articles, student editors acquire the ability to evaluate and refine legal and scholarly writing, which sharpens their research, writing, and editing skills. Additionally, law review membership also serves as an important tool in bringing students into contact with leading scholars and members of the practicing bar.

Almost all law schools publish at least one law review, with many schools also publishing several journals that examine various topics within the law. A school's main law review usually contains articles that deal with all areas of the law. Law school journals are generally devoted to subjects such as intellectual property, religion, national security, the environment, or gender issues.

Law review membership is highly coveted, as the editorial positions are awarded to students on the basis of outstanding academic success or writing skills. Furthermore, the few spots available further distinguish the top students in each law school. Most law schools select law review candidates on the basis of first-year grades, also known as a "grade-on" competition. The grade-on process can be supplemented by a "write-on" competition in which students are invited to enter an original piece of writing that is then judged by current law review staff. The students who draft the best submissions are invited to become members of the law review editorial board.

Members of a law review typically fall into one of two categories: staff members or editors. The second-year members are staff members, and the third-year members usually serve as editors. Third-year members hold editorial positions such as editor-in-chief, senior managing editor, senior note and comment editor, and senior articles editor.

Staff members normally write a note or a comment for publication within the law review or journal. Staff members also edit and cite-check articles submitted by outside authors that are slated for publication. The editorial board selects the articles that are to be published and is responsible for the entire editing process. Some schools award academic credit to students for their membership on a law review or journal, while at other schools such membership is considered a purely extracurricular activity.

Large law firms and judges like to hire students who were part of their school's law review. Student-editors, like dependable attorneys and law clerks, write meticulous articles that they have researched exhaustively. A prospective job candidate that has law review experience on their resume has a strong work ethic and proven writing skills, making them more attractive to potential employers.

#### Rating Law Reviews and Journals

According to Alfred L. Brophy, Professor of Law, University of Alabama, there is a close connection between the citation rankings of law reviews and the ranking of their law schools. He has observed the changes in both the U.S. News rankings and law journal rankings over the past few years. His findings support a hypothesis that as law schools improve (or decline), there is a corresponding change in the quality of their main law journals (as measured by citations in other journals). Thus, he suggests that "if one wants to know where a law school is heading, in addition to the glossy material that the school sends out to announce new hires, student successes, faculty publications, and talks sponsored by the school, one should spend some time studying the scholarship its primary law review publishes."

#### Impact-Factor

Impact-factor is the median number of citations per published article a journal receives from year to year. A citation is a reference to a book, article, webpage, or other published item with sufficient details to uniquely identify the item. The more frequently an article is cited, the greater the interest in its content and thus the higher its prestige within the legal community.

Impact-factor shows the average number of annual citations to articles in each journal (rounded to two decimal places). The impact factor is one of the tools to rank, evaluate, categorize, and compare journals.

The impact-factor of law reviews range from 3.39 (*Columbia Law Review*) for the fourth-ranked law school to 0.52 (*SMU Law Review*) for the 48th law school. This would indicate that the frequency of citations to articles in the Columbia Law Review is higher than the frequency of citations of other law reviews.

Although the implication of establishing impact-factor as a measure of repute of a journal across all fields of science and literature is debated, it is generally accepted that within a field, impact-factor provides a good measure of the status of a journal. It is for this reason that students contributing to law reviews with high impact factors are successful in establishing their academic prowess and are noticed not only by recruiters, but by all.

#### Circulation

Another yardstick for measuring the influence of a law review is the circulation figure it enjoys.

Students and authors who contribute to law reviews that have higher circulations, and thus greater readership, reach larger audiences. It is therefore more prestigious for students to have contributed to one of these reviews.

The flagship law reviews of the top 50 law schools have been profiled below with their impact factors and year of publications.

| Sr.<br>No. | Rank | Top US Law School                            | Law Review                               | Year of<br>Publication | Impact Factor<br>(2005-2014) |
|------------|------|--|--|------------------------|------------------------------|
| 1          | 1    | Yale University                              | Yale Law Journal                         | 1891                   | 2.98                         |
| 2          | 2    | Harvard University                           | Harvard Law Review                       | 1887                   | 2.11                         |
| 3          | 2    | Stanford University                          | Stanford Law Review                      | 1948                   | 3.16                         |
| 4          | 4    | Columbia University                          | Columbia Law Review                      | 1901                   | 3.39                         |
| 5          | 4    | University of Chicago                        | University of Chicago<br>Law Review      | 1933                   | 1.35                         |
| 6          | 6    | New York University                          | New York University<br>Law Review        | 1924                   | 2.15                         |
| 7          | 7    | University of<br>Pennsylvania                | University of Pennsylvania<br>Law Review | 1842                   | 2.64                         |
| 8          | 8    | University of California–<br>Berkeley        | California Law Review                    | 1912                   | 2.32                         |
| 9          | 8    | University of Michigan–<br>Ann Arbor         | Michigan Law Review                      | 1902                   | 2.1                          |
| 10         | 8    | University of Virginia                       | Virginia Law Review                      | 1913                   | 2.38                         |
| 11         | 11   | Duke University                              | Duke Law Journal                         | 1951                   | 2.04                         |
| 12         | 12   | North-western University                     | Northwestern University<br>Law Review    | 1906                   | 1.95                         |
| 13         | 13   | Cornell University                           | Cornell Law Review                       | 1915                   | 2.46                         |
| 14         | 14   | Georgetown University                        | Georgetown Law Journal                   | 1906                   | 2.48                         |
| 15         | 15   | University of Texas-<br>Austin               | Texas Law Review                         | 1922                   | 2.24                         |
| 16         | 16   | Vanderbilt University                        | Vanderbilt Law Review                    | 1947                   | 2.06                         |
| 17         | 17   | University of California–<br>Los Angeles     | UCLA Law Review                          | 1915                   | 2.96                         |
| 18         | 18   | Washington University in St. Louis           | Washington University<br>Law Review      | 1915                   | 1.68                         |
| 19         | 19   | University of Southern<br>California (Gould) | Southern California Law<br>Review        | 1927                   | 1.85                         |
| 20         | 20   | Boston University                            | Boston University Law<br>Review          | 1959                   | 2.07                         |
| 21         | 20   | University of Iowa                           | Iowa Law Review                          | 1915                   | 2.06                         |
| 22         | 22   | Emory University                             | Emory Law Journal                        | 1952                   | 1.54                         |
| 23         | 22   | University of Minnesota-<br>Twin Cities      | Minnesota Law Review                     | 1917                   | 1.93                         |
| 24         | 22   | University of Notre Dame                     | Notre Dame Law Review                    | 1925                   | 2.21                         |

| 25 | 25 | George Washington<br>University                                    | The George Washington<br>Law Review    | 1932 | 1.54 |
|----|----|--|--|------|------|
| 26 | 25 | Arizona State University Arizona State Law Journal 1969 (O'Connor) |  | 0.85 |      |
| 27 | 25 | Indiana University–<br>Bloomington (Maurer)                        | Indiana Law Journal                    | 1926 | 1.25 |
| 28 | 28 | University of Alabama  | Alabama Law Review                     | 1948 | 0.99 |
| 29 | 30 | Boston College   | Boston College Law Review              | 1959 | 2.07 |
| 30 | 30 | Ohio State University<br>(Moritz)                                  | Ohio State Law Journal                 | 1935 | 1.25 |
| 31 | 30 | University of California-<br>Davis                                 | UC Davis Law Review                    | 1978 | 1.63 |
| 32 | 33 | College of William and<br>Mary (Marshall-Wythe)                    | William & Mary Law<br>Review           | 1948 | 2.01 |
| 33 | 33 | University of Georgia  | Georgia Law Review                     | 1966 | 1.07 |
| 34 | 33 | University of Washington   | Washington Law Review                  | 1925 | 1.78 |
| 35 | 33 | University of Wisconsin–<br>Madison                                | Wisconsin Law Review                   | 1920 | 1.81 |
| 36 | 37 | Fordham University   | Fordham Law Review                     | 1914 | 1.51 |
| 37 | 38 | Brigham Young<br>University (Clark)                                | Brigham Young University<br>Law Review | 1975 | 0.78 |
| 38 | 38 | University of North<br>Carolina-Chapel Hill                        | North Carolina Law<br>Review           | 1922 | 1.5  |
| 39 | 40 | University of Arizona<br>(Rogers)                                  | Arizona Law Review                     | 1959 | 1.11 |
| 40 | 40 | University of Colorado-<br>Boulder                                 | University of Colorado<br>Law Review   | 1929 | 1.37 |
| 41 | 40 | University of Illinois-<br>Urbana-Champaign                        | University of Illinois Law<br>Review   | 1949 | 1.7  |
| 42 | 40 | Wake Forest University   | Wake Forest Law Review                 | 1965 | 1.41 |
| 43 | 40 | Washington and Lee<br>University                                   | Washington and Lee Law<br>Review       | 1939 | 1.05 |
| 44 | 45 | George Mason University  | George Mason Law Review                | 1976 | 1.12 |
| 45 | 45 | Southern Methodist<br>University (Dedman)                          | SMU Law Review                         | NA   | 0.52 |
| 46 | 45 | University of Utah<br>(Quinney)                                    | Utah Law Review                        | 1948 | 0.78 |
| 47 | 48 | University of Florida<br>(Levin)                                   | Florida Law Review                     | 1948 | 1.49 |

| 48 | 48 | University of Maryland<br>(Carey) | Maryland Law Review                    | 1936 | 0.7  |
|----|----|-----------------------------------|--|------|------|
| 49 | 50 | Florida State University          | Florida State University<br>Law Review | NA   | 0.99 |
| 50 | 50 | Tulane University                 | Tulane Law Review                      | 1916 | 0.8  |

#### References

- 1. http://lawlib.wlu.edu/LJ/index.aspx
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- 3. http://lawlib.wlu.edu/LJ/methodchange2007.asp
- 4. http://www.colorado.edu/law/lawreview/issues/abstracts/emerging.pdf

#### Final Thoughts

You now have a macro view of the top 50 US law schools and the ways in which the information about these schools can be used to evaluate both the schools and their graduates. The rest of the material in this book provides a micro perspective on each law school. The following chapters provide information about grading and ranking classifications, entrance requirements, law review and journal membership, various academic and clinical programs, and more.

We reiterate year after year that many of the law schools overviewed in this book are reticent to provide detailed information about their grading systems, class rank, and how they determine who falls within the top fifth, third, or half of the class. Our goal is to provide all of the information we have acquired to help you decode the transcripts and resumes you receive from graduates of various law schools so that you may better assess how students stack up against their peers. The references below will allow you to access our sources so that you may take a closer look at any information that is of particular interest to you.

#### References

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- 4. http://www.aals.org/reports/validity.html
- 5. http://papers.ssrn.com/sol3/papers.cfm?abstract\_id=700862
- 6. http://www.leiterrankings.com/jobs/2003job\_national.shtml

## 2016 Best Law Schools (As Ranked By U.S. News)

| Rank   | School Name  |
|--------|--|
|        | Wala University  |
| 1      | Yale University  |
| 2      | Harvard University   |
| 2      | Stanford University  |
| 4      | Columbia University  |
| 4      | University of Chicago  |
| 6      | New York University  |
| 7<br>8 | University of Pennsylvania University of California – Berkeley |
| 8      | University of Michigan-Ann Arbor                               |
| 8      | University of Virginia   |
| 11     | Duke University  |
| 12     | North-western University                                       |
| 13     | Cornell University   |
| 14     | Georgetown University  |
| 15     | University of Texas – Austin                                   |
| 16     | Vanderbilt University  |
| 17     | University of California – Los Angeles                         |
| 18     | Washington University in St. Louis                             |
| 19     | University of Southern California (Gould)                      |
| 20     | Boston University  |
| 20     | University of lowa   |
| 22     | Emory University   |
| 22     | University of Minnesota – Twin Cities                          |
| 22     | University of Notre Dame                                       |
| 25     | George Washington University                                   |
| 25     | Arizona State University (O'Connor)                            |
| 25     | Indiana University – Bloomington (Maurer)                      |
| 28     | University of Alabama  |
| 30     | Boston College   |
| 30     | Ohio State University (Moritz)                                 |
| 30     | University of California – Davis                               |
| 33     | College of William and Mary (Marshall-Wythe)                   |
| 33     | University of Georgia  |

- 33 University of Washington
- 33 University of Wisconsin Madison
- 37 Fordham University
- 38 Brigham Young University (Clark)
- 38 University of North Carolina Chapel Hill
- 40 University of Arizona (Rogers)
- 40 University of Colorado Boulder
- 40 University of Illinois Urbana-Champaign
- 40 Wake Forest University
- 40 Washington and Lee University
- 45 George Mason University
- 45 Southern Methodist University (Dedman)
- 45 University of Utah (Quinney)
- 48 University of Florida (Levin)
- 48 University of Maryland (Carey)
- 50 Florida State University
- 50 Tulane University

# 1 Yale Law School



MAILING ADDRESS<sup>1-6</sup>
P.O. Box 208215
New Haven, CT 06520-8215

**MAIN PHONE** 203-432-4992

**WEBSITE** www.law.yale.edu **REGISTRAR'S PHONE** 203-432-1678

**ADMISSIONS PHONE** 203-432-4995

**CAREER SERVICES PHONE** 203-432-1676

#### Overview<sup>7-8</sup>

Located in New Haven, Connecticut, Yale Law School is one of the world's premier law schools. It offers an unmatched environment of excellence and educational intimacy in the form of world renowned faculty, small classes, limitless opportunities for clinical training, and strong encouragement of public service. The Law School is small by design; its impact on the world is measured by its accomplished graduates and its ongoing scholarship and outreach through numerous centers and projects.

For students, the experience is unparalleled. The faculty-student ratio supports a vast array of courses and opportunities for independent research and student-organized seminars. Students get practical training by representing real clients in clinics starting in their first year.

Throughout, a spirit of collaboration reigns. All first-term courses are ungraded, and subsequent classes are graded honors/pass/low pass.

#### Student-Faculty Ratio<sup>9</sup>

7.8:1

#### Admission Criteria<sup>10</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 171-176 | 3.86-3.98 |
| Median               | 173     | 3.93      |

Law School Admissions details based on 2015 data.

| Director of admissions | Craig Janecek |
|------------------------|---------------|
| Application deadline   | February 28   |

#### Admission Statistics<sup>11</sup>

| Approximate number of applications | 2,707 |
|------------------------------------|-------|
| Number accepted                    | 269   |
| Acceptance rate                    | 9.7%  |

#### **Law School Cost**

| Tuition and fees (Full-time) | \$58,050 per year |
|------------------------------|-------------------|
| Room and board               | \$17,000          |
| Books                        | \$1,100           |
| Miscellaneous expenses       | \$2,176           |

#### Class Ranking and Grades<sup>12</sup>

All first-term courses are ungraded, and subsequent classes are graded honors/pass/low pass with the option to take classes credit/fail. Individual class rank is not computed.

Grades for all degree students are:

| Honors                | Performance in the course demonstrates superior mastery of the subject.   |
|-----------------------|---|
| Pass                  | Successful performance in the course.   |
| Low Pass              | Performance in the course is below the level expected for the award of a degree.  |
| Credit                | The course has been completed satisfactorily; no particular level of performance is specified. All first-term courses and certain advanced courses are offered only on a credit/fail basis. |
| Failure               | No credit is given for the course.  |
| Requirement Completed | Indicates J.D. preparticipation in Moot Court or Barristers' Union.   |

#### Grade normalization (Curve)

There is no required "curve" for grades in the law school classes. Individual class rank is not computed. 13

#### Awards<sup>13</sup>

| Name of Award        | Awarded for/to  |
|----------------------|---|
| Neale M. Albert Fund | Established by gifts from clients in honor of Neale M. Albert. LL.B. 1961, for a prize awarded to the best student paper on the subject of art law, as determined by the Law School faculty. Excess income from the fund shall be used to support any activity at the Law School in the areas of intellectual property, artists' rights, or copyright laws. |

| Charles G. Albom Prize                                      | Established by alumni and friends of Charles G. Albom, LL.B. 1934. To be awarded annually to a student who demonstrates excellence in the area of judicial and/or administrative appellate advocacy in connection with a Law School clinical program.  |
|---|--|
| Thurman Arnold Appellate<br>Competition Prize               | Established by alumni and friends of the School. To be awarded annually for the best student argument in advanced Moot Court competition.  |
| John Fletcher Caskey Prize                                  | John Fletcher Caskey, LL.B. 1924. For the best presentation of a case on final trial in the Thomas Swan Barristers' Union.   |
| The Joseph A. Chubb<br>Competition Prize                    | Established by a gift from Joseph A. Chubb, B.A. 1962, LL.B. 1966. Two prizes to be awarded annually to individual students or two-person teams for legal draftsmanship, which shall be open to candidates for the J.D. degree.  |
| The Barry S. Cohen, J.D. 1950, Prize                        | Established by Barry S. Cohen, J.D. 1950, for a prize to be awarded for the most meritorious writing on a subject related to literature and the law, reflecting either upon the law in literature, the law as literature, the law of literature, or literature in the law. The fund also provides financial assistance to Yale Law School students and graduates including scholarships, summer internships, and loan forgiveness. |
| Felix S. Cohen Prize  | Gift in honor of Felix S. Cohen, former visiting lecturer in law. For the best essay by a student or fellow on some subject relating to legal philosophy with special reference to Mr. Cohen's main fields of professional work: human rights, jurisprudence, protection of the rights of Indians and aliens, and comparative ethical systems and legal ideals.  |
| Edgar M. Cullen Prize                                       | William B. Davenport, B.A. 1867, in memory of Edgar M. Cullen, formerly Chief Justice of the Court of Appeals of New York. For an outstanding paper written by a member of the first-year class.   |
| John Currier Gallagher<br>Prize (1917).                     | Gift from Mrs. Gallagher in memory of her husband, John Currier Gallagher, Ph.B. 1879, LL.B. 1881, and later increased by a gift from her son, J. Roswell Gallagher, B.A. 1925, M.D. 1930. For the student showing most proficiency in the presentation of a case on final trial in the Thomas Swan Barristers' Union.   |
| Ambrose Gherini Prize (1923)                                | Ambrose Gherini, M.A. and LL.B. 1902. For the student writing the best paper upon a subject of international law, either public or private.  |
| Jerome Sayles Hess Prize<br>for International Law<br>(2005) | Established by a bequest of Harriett Peloubet Hess, widow of Jerome Sayles Hess, B.A. 1903, to be awarded annually to a student who demonstrates excellence in the area of international law.  |
| Jewell Prize (1928)   | Estate of Marshall Jewell, M.A. Hon. 1873, to capitalize the prize founded by him in 1871. For a member of the second-year class who has written an outstanding contribution to a Law School journal other than The Yale Law Journal.  |
| Quintin Johnstone Prize in<br>Real Property Law (2006)      | Established by the CATIC Foundation, to be awarded at Yale Law School annually to a second- or third-year student in recognition of excellence in the area of real property law.   |

| Florence M. Kelley '37<br>Family Law Prize (2001) | Established in memory of New York City judge Florence M. Kelley, a member of the Class of 1937, by her husband, David Worgan, to provide periodic awards to students who, in the judgment of the faculty, demonstrate exceptional interest or achievement in the area of family law.         |
|---|--|
| William T. Ketcham, Jr.<br>Prize (2007)           | Established by a bequest of William T. Ketcham, Jr., B.A. 1941, LL.B. 1948, to be used annually for a prize for such student scholarship in the field of private international law as the dean in his sole discretion shall determine.   |
| Raphael Lemkin Prize<br>(1989)                    | Awarded from proceeds of the scholarship fund established in<br>memory of the distinguished scholar and activist Raphael Lemkin, for<br>outstanding student papers in international human rights.  |
| Judge William E. Miller<br>Prize (1976)           | Gift from Victor S. Johnson, Jr., LL.B. 1941, in memory of William E. Miller, LL.B. 1933, formerly judge of the United States Sixth Circuit Court of Appeals. For the student writing the best paper on a subject concerning the Bill of Rights.   |
| C. LaRue Munson Prize<br>(1921)                   | Gift from C. LaRue Munson, LL.B. 1875. To be divided equally between two students for excellence in the investigation, preparation, and (where permitted under the Legal Internship Rule) presentation of civil, criminal, or administrative law cases, under a law school clinical program. |
| Joseph Parker Prize (1899)                        | Bequest of Eliza Townsend Parker of New Haven, in memory of her father. For the best paper on a subject connected with legal history or Roman law.   |
| Israel H. Peres Prize (1933)                      | Hardwig Peres in memory of his brother, Israel H. Peres, B.A. 1889, LL.B. 1891, a chancellor of the Tenth Chancery Division of Tennessee. For the best student contribution to The Yale Law Journal. If no award is made, income of fund is used for purchase of books for the law library.  |
| Clifford L. Porter Prize (1980)                   | Cahill Gordon & Reindel in memory of Clifford L. Porter. Awarded annually for outstanding student performance in taxation.   |
| Edward D. Robbins<br>Memorial Prize (1932)        | Mrs. Robbins in memory of her husband, Edward D. Robbins, B.A. 1874, LL.B. 1879. For a member of the third-year class who has written an outstanding contribution to a Law School journal other than The Yale Law Journal.   |
| Benjamin Scharps Prize (1935)                     | Gift of Tessie K. Scharps in honor of her brother, Benjamin Scharps, B.A. 1884, for a member of the third-year class for a meritorious essay or research project.  |
| Colby Townsend Memorial<br>Prize                  | Established by gifts from friends in memory of Colby Townsend, B.A. 1933, M.A. 1937, LL.B. 1938. For a member of the second-year class for the best individual research done for academic credit, if such work is of sufficiently high quality to justify the award.                         |
| William K. S. Wang Prize (1998)                   | A gift from William K. S. Wang, J.D. 1971, to recognize superior performance in the introductory course in corporate law.  |

| Francis Wayland Prize (1902)  Gift from Francis Wayland, M.A. Hon. 1881, dean of the Law School from 1873 to 1903. For the student showing greatest proficiency in preparing and presenting a case in negotiation, arbitration, and litigation.  Burton H. Brody Prize in Constitutional Law (1998)  A gift from Burton H. Brody, B.S. 1945, J.D. 1950, for the student who, in the estimation of the Law School, shall write the best paper on a subject to be selected by the dean on the extent of the protection of privacy afforded by the U.S. Constitution.  To be awarded annually to one or two students who prepare the best paper(s) on the subject of copyright law.  Benjamin N. Cardozo Prize (1973)  For the best student Note or Comment on current social problems in The Yale Law Journal, on recommendation of the board of officers.  Thomas I. Emerson Prize (1978)  For the student writing the best paper on how ethology, biology, and related behavioral sciences may deepen our understanding of law.  Established in honor of Judge A. Leon Higginbotham, Jr. Prize (2015)  Cuintin Johnstone Prize in Real Property Law (2006)  Khosia Memorial Fund for Human Dignity (1995)  Established by the CATIC Foundation, to be awarded at Yale Law School annually to a second- or third-year student in recognition of excellence in the area of real property law.  Established by Dinesh Khosia, LL.M. 1977, J.S.D. 1981, to provide an annual award to a student at Yale Law School who demonstrates an active engagement in advancing the values of human dignity in the international arena.  Established by gifts from classmates and friends in memory of Stephen J. Massey, J.D. 1984. To be awarded to the student who best exemplifies, in work on behalf of clients and in other community service, the values of the Jerome N. Frank Legal Services Organization at Yale Law School who demonstrates an active engagement in advancing the values of human dignity in the international arena.  Established by the friends of Justice Stewart upon his retirement. Awarded each term to th |                             |  |
|--|-----------------------------|--|
| in the estimation of the Law School, shall write the best paper on a subject to be selected by the dean on the extent of the protection of privacy afforded by the U.S. Constitution.  Nathan Burkan Memorial Competition Prize (1938)  Benjamin N. Cardozo Prize (1947)  Michael Egger Prize (1973)  Michael Egger Prize (1973)  For the best student Note or Comment on current social problems in The Yale Law Journal, on recommendation of the board of officers.  Thomas I. Emerson Prize (1978)  Margaret Gruter Prize (1988)  Margaret Gruter Prize (1988)  A. Leon Higginbotham, Jr. Prize (2015)  Court competition.  Quintin Johnstone Prize in Real Property Law (2006)  Robinstant Fund for Human Dignity (1995)  Khosla Memorial Fund for Human Dignity (1995)  Stephen J. Massey Prize (1993)  Potter Stewart Prize (1981)  Established by gifts from classmates and friends in memory of Stephen J. Massey, J.D. 1984. To be awarded to the student who best exemplifies, in work on behalf of clients and in other community service, the values of the Jerome N. Frank Legal Services Organization at Yale Law School.  Potter Stewart Prize (1981)  Gift from an anonymous donor in honor of Chief Justice Stone. For   | -                           | from 1873 to 1903. For the student showing greatest proficiency in preparing and presenting a case in negotiation, arbitration, and  |
| Competition Prize (1938) paper(s) on the subject of copyright law.  Benjamin N. Cardozo Prize (1947) Gift from an anonymous donor in honor of Justice Cardozo, for the best brief submitted by a student in Moot Court.  Michael Egger Prize (1973) For the best student Note or Comment on current social problems in The Yale Law Journal, on recommendation of the board of officers.  Thomas I. Emerson Prize (1978) For a distinguished paper or project on a subject related to legislation. (1978) For the student writing the best paper on how ethology, biology, and related behavioral sciences may deepen our understanding of law.  A. Leon Higginbotham, Jr. Prize (2015) For the student writing the best paper on how ethology, biology, and related behavioral sciences may deepen our understanding of law.  Established in honor of Judge A. Leon Higginbotham, Jr. Awarded each year to recognize the best performance in the first-year Moot Court competition.  Stepland Fund for Human Dignity (1995) Established by the CATIC Foundation, to be awarded at Yale Law School annual award to a student at Yale Law School who demonstrates an active engagement in advancing the values of human dignity in the international arena.  Stephen J. Massey Prize (1993) Established by gifts from classmates and friends in memory of Stephen J. Massey, J.D. 1984. To be awarded to the student who best exemplifies, in work on behalf of clients and in other community service, the values of the Jerome N. Frank Legal Services Organization at Yale Law School.  Potter Stewart Prize (1981) Established by the friends of Justice Stewart upon his retirement. Awarded each term to the student team that presents the best overall argument in the Moot Court trial argument. The prize is designed to recognize both oralists and "on brief" students for their cooperative efforts in researching and presenting outstanding legal arguments.   | •                           | in the estimation of the Law School, shall write the best paper on a subject to be selected by the dean on the extent of the protection of   |
| Michael Egger Prize (1973)  Michael Egger Prize (1973)  For the best student Note or Comment on current social problems in The Yale Law Journal, on recommendation of the board of officers.  For a distinguished paper or project on a subject related to legislation. (1978)  Margaret Gruter Prize (1988)  A. Leon Higginbotham, Jr. Prize (2015)  Count of Judge A. Leon Higginbotham, Jr. Awarded each year to recognize the best performance in the first-year Moot Court competition.  Quintin Johnstone Prize in Real Property Law (2006)  Khosia Memorial Fund for Human Dignity (1995)  Khosia Memorial Fund for Human Dignity (1995)  Stablished by Dinesh Khosla, LL.M. 1977, J.S.D. 1981, to provide an annual award to a student at Yale Law School who demonstrates an active engagement in advancing the values of human dignity in the international arena.  Stephen J. Massey Prize (1993)  Stablished by gifts from classmates and friends in memory of Stephen J. Massey, J.D. 1984. To be awarded to the student who best exemplifies, in work on behalf of clients and in other community service, the values of the Jerome N. Frank Legal Services Organization at Yale Law School.  Potter Stewart Prize (1981)  Best bisided by the friends of Justice Stewart upon his retirement. Awarded each term to the student team that presents the best overall argument in the Moot Court trial argument. The prize is designed to recognize both oralists and "on brief" students for their cooperative efforts in researching and presenting outstanding legal arguments.  Harlan Fiske Stone Prize  Gift from an anonymous donor in honor of Chief Justice Stone. For  |                             |  |
| The Yale Law Journal, on recommendation of the board of officers.  Thomas I. Emerson Prize (1978)  Margaret Gruter Prize (1988)  A. Leon Higginbotham, Jr. Prize (2015)  Guintin Johnstone Prize in Real Property Law (2006)  Khosla Memorial Fund for Human Dignity (1995)  Khosla Memorial Fund for Human Dignity (1995)  Stephen J. Massey Prize (1993)  Stephen J. Massey Prize (1993)  Potter Stewart Prize (1981)  For the student writing the best paper on how ethology, biology, and related behavioral sciences may deepen our understanding of law.  Established in honor of Judge A. Leon Higginbotham, Jr. Awarded each year to recognize the best performance in the first-year Moot Court competition.  Established by the CATIC Foundation, to be awarded at Yale Law School annually to a second- or third-year student in recognition of excellence in the area of real property law.  Established by Dinesh Khosla, LL.M. 1977, J.S.D. 1981, to provide an annual award to a student at Yale Law School who demonstrates an active engagement in advancing the values of human dignity in the international arena.  Established by gifts from classmates and friends in memory of Stephen J. Massey, J.D. 1984. To be awarded to the student who best exemplifies, in work on behalf of clients and in other community service, the values of the Jerome N. Frank Legal Services Organization at Yale Law School.  Potter Stewart Prize (1981)  Established by the friends of Justice Stewart upon his retirement. Awarded each term to the student team that presents the best overall argument in the Moot Court trial argument. The prize is designed to recognize both oralists and "on brief" students for their cooperative efforts in researching and presenting outstanding legal arguments.  Harlan Fiske Stone Prize  Gift from an anonymous donor in honor of Chief Justice Stone. For   | -                           | ·  |
| Margaret Gruter Prize (1988)  Margaret Gruter Prize (1988)  A. Leon Higginbotham, Jr. Established in honor of Judge A. Leon Higginbotham, Jr. Awarded each year to recognize the best performance in the first-year Moot Court competition.  Quintin Johnstone Prize in Real Property Law (2006)  Khosla Memorial Fund for Human Dignity (1995)  Stephen J. Massey Prize (1993)  Stephen J. Massey Prize (1993)  Established by gifts from classmates and friends in memory of Stephen J. Massey, J.D. 1984. To be awarded to the student who best exemplifies, in work on behalf of clients and in other community service, the values of the Jerome N. Frank Legal Services Organization at Yale Law School.  Potter Stewart Prize (1981)  Established by the Friends of Justice Stewart upon his retirement. Awarded each term to the student team that presents the best overall argument in the Moot Court trial argument. The prize is designed to recognize both oralists and "on brief" students for their cooperative efforts in researching and presenting outstanding legal arguments.  Harlan Fiske Stone Prize  Gift from an anonymous donor in honor of Chief Justice Stone. For   | Michael Egger Prize (1973)  |  |
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| Human Dignity (1995)  annual award to a student at Yale Law School who demonstrates an active engagement in advancing the values of human dignity in the international arena.  Stephen J. Massey Prize (1993)  Established by gifts from classmates and friends in memory of Stephen J. Massey, J.D. 1984. To be awarded to the student who best exemplifies, in work on behalf of clients and in other community service, the values of the Jerome N. Frank Legal Services Organization at Yale Law School.  Potter Stewart Prize (1981)  Established by the friends of Justice Stewart upon his retirement. Awarded each term to the student team that presents the best overall argument in the Moot Court trial argument. The prize is designed to recognize both oralists and "on brief" students for their cooperative efforts in researching and presenting outstanding legal arguments.  Harlan Fiske Stone Prize  Gift from an anonymous donor in honor of Chief Justice Stone. For   |                             | School annually to a second- or third-year student in recognition of   |
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| ,  | Potter Stewart Prize (1981) | Awarded each term to the student team that presents the best overall argument in the Moot Court trial argument. The prize is designed to recognize both oralists and "on brief" students for their cooperative efforts in researching and presenting outstanding legal |
|  |                             | ·  |

#### Journals<sup>14</sup>

**Yale Law Journal -** The Yale Law Journal is one of the nation's leading legal periodicals. The Journal publishes articles, essays, and book reviews by legal faculty and other professionals, as well as student notes and comments. An editorial board of second- and third-year students manages and produces eight issues of the Journal per year.

Yale Law & Policy Review - The Yale Law & Policy Review (YLPR) is a biannual publication of the Yale Law School dedicated to publishing legal scholarship and policy proposals by lawmakers, judges, practitioners, academics, and students.

Yale Journal of Law and Feminism - The Yale Journal of Law and Feminism (LawFem) is the only journal at Yale devoted to exploring women's experiences as they have been structured, affected, controlled, discussed, and ignored by the law. We publish pieces featuring differing feminist perspectives on a variety of topics.

**Yale Journal of Law & the Humanities -** The Yale Journal of Law & the Humanities publishes scholarship exploring the intersection between law and the humanities. Our membership consists of students interested in humanities-related disciplines.

**Yale Journal of International Law -** The Yale Journal of International Law (YJIL) is a student-run law journal devoted to scholarship on international, transnational and comparative law.

**Yale Journal on Regulation -** The Yale Journal on Regulation (JREG) is a biannual student-edited law review covering regulatory, administrative, and corporate law topics. It is one of the top 10 specialized law journals in the United States.

**Yale Human Rights & Development Law Journal -** The Yale Human Rights and Development Law Journal publishes scholarly pieces that explore the theory and practice of human rights. Interested students participate in various capacities throughout the publication and submissions process.

Yale Journal of Health Policy, Law, and Ethics - The Yale Journal of Health Policy, Law, and Ethics (YJHPLE) strives to provide a forum for interdisciplinary discussion on topics in health policy, health law, and biomedical ethics.

Yale Journal of Law and Technology - The Yale Journal of Law and Technology (YJoLT) is the #1 online-only journal in the U.S. The journal offers a network of tech-focused law students and exposure to cutting-edge legal scholarship. If you are passionate about robotics, science, privacy and beyond, join our community!

#### **Moot Court**<sup>15</sup>

The Morris Tyler Moot Court competition takes place each semester at Yale Law School, culminating in the Harlan Fiske Stone Prize Finals in the fall and the Thurman Arnold Prize Finals in the spring. All second- and third-year law students are eligible and encouraged to participate.

The moot court organization also oversees a "pre-part" program in which first-year students may participate during the spring semester.

#### Clinical Programs<sup>16</sup>

Students represent pro se clients before the United States Court of Appeals for the Second Circuit. Under the supervision of Yale faculty and attorneys from the appellate group at Wiggin and Dana, teams of students will work on cases referred through the Pro Bono Counsel Plan for the Second Circuit.

**Capital Punishment Clinic -** Students spend two to three weeks in August at the Southern Center for Human Rights in Atlanta or the Equal Justice Initiative in Montgomery, AL, where they meet attorneys, investigators, and mitigation specialists working on capital cases and become a part of a team representing people facing the death penalty.

**Education Adequacy Project Clinic -** The Education Adequacy Project is a clinic devoted to representing clients who wish to improve the quality of educational opportunities being provided to children.

**Educational Opportunity and Juvenile Justice Clinic -** The Educational Opportunity and Juvenile Justice Clinic (EOJJC) began taking clients in October 2013. We represent children in expulsion hearings and in general educational advocacy in the New Haven School District.

**Environmental Protection Clinic -** The Environmental Protection Clinic is an interdisciplinary clinic that addresses environmental law and policy problems on behalf of client organizations such as environmental groups, government agencies, and international bodies.

**Ethics Bureau -** The Ethics Bureau advises lawyers on how to proceed when faced with violations of the Model Rules of Professional Conduct and other ethical dilemmas. Students draft amicus briefs in cases involving professional responsibility; help people with ineffective assistance of counsel claims; and offer ethics advice to nonprofit organizations.

**Global Health and Justice Practicum -** The Global Health and Justice Practicum addresses critical topics at the intersection of public health, rights, and justice in the 21st century.

**Immigration Legal Services -** The Immigration Legal Services clinic represents immigrants seeking asylum in the United States.

**International Refugee Legal Assistance -** This seminar and practicum introduces students to international refugee law, with an emphasis on fieldwork. Class sessions combine project rounds with a consideration of the development and content of the international refugee legal regime, U.S. policy toward refugees, and the particulars of the Iraqi and Syrian refugee crises.

**Landlord-Tenant Clinic -** Every day, scores of New Haven families must deal with serious housing issues. Rented homes are often substandard, lacking basic amenities such as heat and running water; landlords may unjustifiably withhold security deposits; tenants' rights to privacy may be violated.

**Legislative Advocacy Clinic -** Students of the Legislative Advocacy Clinic (LAC) actively participate in the state legislative process by advancing and defending the interests of Connecticut public interest organizations.

**Lowenstein Clinic -** The Allard K. Lowenstein International Human Rights Law Clinic is a Law School course that gives students firsthand experience in human rights advocacy.

**Ludwig Center for Community & Economic Development -** The Ludwig Center for Community & Economic Development (CED) provides transactional legal services to clients seeking to promote economic opportunity and mobility. CED's clients include affordable housing developers, community development financial institutions, farms and farmer's markets, fair housing advocates, and neighborhood associations.

**Media Freedom and Information Access Clinic -** The Media Freedom and Information Access Clinic (MFIA) is a law school clinic dedicated to increasing government transparency, defending the essential work of news gatherers, and protecting freedom of expression through impact litigation, direct legal services, and policy work.

**Mortgage Foreclosure Litigation Clinic -** Students in this clinical seminar will represent homeowners fighting foreclosure in Connecticut state courts. They will conduct motion practice and discovery, including legal research and writing.

**New Haven Legal Assistance Clinic -** This clinical program involves working at the New Haven Legal Assistance office, the community's local legal aid office, providing legal services to the indigent residents of the New Haven area.

**Nonprofit Organizations Clinic -** The Nonprofit Organizations Clinic provides legal assistance to nonprofit organizations that cannot afford to retain private counsel.

**Prosecution Externship -** Students in this clinical externship can earn up to 3 units of credit to assist state or federal prosecutors with their responsibilities, both before and at trial.

**Samuel Jacobs Criminal Justice Clinic -** Students in the Samuel Jacobs Criminal Justice Clinic ("CJC") represent defendants in criminal cases in the Geographical Area #23 courthouse (the "GA") on Flm Street in New Hayen.

**San Francisco Affirmative Litigation Project -** The San Francisco Affirmative Litigation Project (SFALP) is a partnership between Yale Law School and the San Francisco City Attorney's Office.

**Sol and Lillian Goldman Family Advocacy for Children and Youth Clinic -** The Sol and Lillian Goldman Family, Advocacy for Children and Youth Clinic opened in spring 2003. Under the supervision of Jean Koh Peters, students represent children in neglect or uncared-for proceedings in the New Haven Superior Court for Juvenile Matters.

**Supreme Court Advocacy Clinic -** The Yale Supreme Court Advocacy Clinic provides clients with the highest quality pro bono representation before the Supreme Court of the United States. The Clinic maintains an active docket of cases at both the certiorari and merits stages.

**Temporary Restraining Order Project -** In conjunction with the Clerk's Office of the Connecticut Superior Court (New Haven County Family Division) and the Family Division of New Haven Legal Assistance, the Yale Law School Temporary Restraining Order Project (TRO) staffs an office at the courthouse to assist individuals seeking temporary restraining orders (TROs).

**Transnational Development Clinic -** In the Transnational Development Clinic, students work on a range of litigation and non-litigation projects designed to promote community-centered international development, with an emphasis on global poverty.

**Veterans Legal Services Clinic -** There are approximately 250,000 veterans currently residing in Connecticut, many with acute and unique legal needs related to their military service or return to civilian life. In this clinic, established in 2010, students have represented Connecticut veterans in litigation before administrative agencies and courts, on benefits, discharge upgrade, immigration, and pardon matters.

**Worker and Immigrant Rights Advocacy Clinic -** Students in the Worker & Immigrant Rights Advocacy Clinic (WIRAC) represent immigrants, low-wage workers, and their organizations in labor, immigration, criminal justice, civil rights, and other matters.

#### Placement Facts<sup>17</sup>

#### Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$160,000 |
|---------------------------------------|-----------|
| Private sector - Median               | \$160,000 |
| Public service - Median               | \$58,964  |

#### **Employment Details**

| Graduates known to be employed at graduation               | 84.8% |
|--|-------|
| Graduates known to be employed ten months after graduation | 86.1% |

#### Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 40%        |
| Business and Industry         | 7.1%       |
| Government                    | 6.2%       |
| Public Interest Organizations | 11.9%      |
| Judicial Clerkships           | 31%        |
| Academia                      | 3.8%       |
| Unknown                       | 0%         |

Law school careers details based on 2014 data.

#### **Externships/Internships**

#### Externships<sup>18</sup>

**Prosecution Externship:** Students in this clinical externship can earn up to 3 units of credit to assist state or federal prosecutors with their responsibilities, both before and at trial. Placements are available in New Haven and surrounding cities and in a variety of fields, including misdemeanors, felonies, or specialized areas such as career criminal, traffic, or appellate work.

#### Internships 19, 20

The Law and Media Program facilitates summer internships with public interest and for-profit

organizations, where students can get valuable experience in media law, defense of the First Amendment and the protection of journalism and journalists.

Each summer the Jerome N. Frank Legal Services Organization of Yale Law School (LSO) has a fellowship program of approximately 20-25 part and full time students, from Yale and other law schools. The 2016 program will run from May 24 to August 26, 2016. An earlier start date is also possible in some cases. Most students work full time (40 hours per week) for twelve weeks. The stipend for the 2016 summer is \$6,720.

#### Student Organizations<sup>21</sup>

- The Africa Law and Policy Association
- The Alliance for Diversity
- The American Constitution Society
- The Asian Pacific American Law Students' Association
- The Association of Law Students with Significant Others
- The Capital Assistance Project (CAP)
- The Catholic Law Students Association (CLSA)
- First Generation Professionals (FGP)
- · The Green Haven Prison Project
- The Initiative for Public Interest Law at Yale
- The International Refugee Assistance Project (IRAP)
- The J. Reuben Clark Law Society
- The Latino/a Law Students Association (LLSA)
- Marshall-Brennan Constitutional Literacy Project
- Lowenstein Human Rights Project
- Mental Health Alliance
- Middle Eastern and North African Law Students' Association
- Morris Tyler Moot Court
- Muslim Law Students' Association
- National Lawyers Guild (NLG)
- Native American Law Students Association (NALSA)
- OUTLaws
- Older Wiser Law Students (OWLS)
- Pro Bono Network (PBN)
- Project for Law and Education at Yale (PLEY)
- The Rebellious Lawyering Conference (RebLaw)
- The South Asian Law Students Association (SALSA)
- The Student Animal Legal Defense Fund (SALDF)
- The Temporary Restraining Order Project
- ThinkDifferent
- The Thomas Swan Barristers' Union
- The Women of Color Collective (WoCC)
- The Yale Black Law Students Association (BLSA)
- The Yale Civil Rights Project
- The Yale Entertainment and Sports Law Association (YELSA)
- The Yale Federalist Society
- The Yale Environmental Law Association (YELA)
- The Yale Food Law Society (FoodSoc)
- The Yale Health Law and Policy Society (YHeLPS)

- The Yale International Law Students Association (iYLS)
- The Yale Jewish Law Students Association (JLSA)
- The Yale Law & Business Society (YLBS)
- The Yale Law Christian Fellowship (YLCF)
- The Yale Law Democrats
- The Yale Law National Security Group (NSG)
- · The Yale Law Republicans
- The Yale Law Social Entrepreneurs (YLSE)
- Yale Law Students for Life (YLSL)
- The Yale Law Students for Reproductive Justice (LSRJ)
- The Yale Law & Technology Society (TechSoc)
- Yale Law Veteran's Association
- Yale Law Women (YLW)
- Yale Society of International Law (YSIL)

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- ${\tt 21.} \quad https://www.law.yale.edu/student-life/student-journals-organizations/student-organizations$

# 2 Harvard Law School



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**REGISTRAR'S PHONE** 617-495-4612

**ADMISSIONS PHONE** 617-495-3109

**CAREER SERVICES PHONE** 617-495-3119

#### Overview<sup>4-7</sup>

Established in 1817, Harvard Law School is the oldest continuously operating law school in the nation, but its greatest tradition is its commitment to critical analysis—of law, legal institutions, and legal education itself.

Approximately 1,990 students attend HLS each year: 1,750 J.D. students, 180 LL.M. students, and 60 S.J.D. candidates. The faculty includes more than 100 full-time professors and more than 150 visiting professors, lecturers on law, and instructors. The curriculum features more than 260 courses and seminars that cover a broad range of traditional and emerging legal fields.

A Harvard Law education prepares students for success in law practice, business, public service, teaching, and more. Most HLS students are pursuing a J.D. (Juris Doctor) degree, while many others are earning an LL.M. (Master of Laws) or the S.J.D. (Doctor of Juridical Science). Harvard Law School also offers many joint degree programs, coordinated programs, and concurrent degree opportunities with other schools within Harvard University. The Law School community is also home to numerous research programs and engaging publications, including books, scholarly periodicals, newsletters, and a weekly student newspaper.

#### Student-Faculty Ratio<sup>8</sup>

11.9:1

#### Admission Criteria9

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 170-175 | 3.75-3.96 |
| Median               | 173     | 3.86      |

The above LSAT and GPA data pertain to the fall 2015 entering class.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

| Director of admissions | Jessica Soban |
|------------------------|---------------|
| Application deadline   | February 1    |

#### Admission Statistics<sup>10</sup>

| Approximate number of applications | 5,206 |
|------------------------------------|-------|
| Number accepted                    | 931   |
| Percentage accepted                | 17.9% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>11</sup>

| Tuition and fees (Full time) | \$58,242 per year |
|------------------------------|-------------------|
| Room and board               | \$21,373          |
| Books                        | \$1,275           |
| Miscellaneous expenses       | \$4,110           |

#### Class Ranking and Grades<sup>12</sup>

The grading system for J.D. Students is described briefly below. It is important to highlight that there is no published curve with respect to the distribution of grades and that there are no class rankings. For additional information about grading, please visit the grading section of the Handbook of Academic Policies.

#### Honors, Pass, Low Pass or Fail Grades

All Harvard Law School courses, seminars, clinicals and written work - with the exception of courses offered Credit/Fail (see Credit/ Fail below) - will be graded Honors, Pass, Low Pass, or Fail ("H, P, LP, or F").

#### Dean's Scholar Prizes

Dean's Scholar Prizes may be awarded to J.D. students in recognition of outstanding work in classes with seven or more Harvard Law School J.D. and LL.M. students following the drop/add period.

#### Credit/Fail Grades

All reading groups and independent clinicals, and certain courses with prior approval from the Vice Dean for Academic Programming, will be graded on a Credit/Fail basis. Faculty may not award Credit/Fail grades without prior consultation with the Vice Dean for Academic Programming.

All work done at foreign institutions as part of the Law School's study abroad programs will be graded on a Credit/Fail basis.

Dean's Scholar Prizes may not be awarded in courses graded on a Credit/Fail basis.

#### Harvard Law Review

Students are invited to join the Harvard Law Review based on their grades and performance on the Law Review's writing competition. No students are invited on to Law Review without first completing the writing competition.

#### Honors<sup>13</sup>

A student who completes the requirements for the J.D. degree with distinction will receive the degree cum laude, magna cum laude, or summa cum laude.

Latin honors at graduation will be based on the average of the three annual grade point averages (GPA). GPA will be calculated for each year of study and then averaged across the three years to determine Latin honors.

| Honor           | Criteria                         |
|-----------------|----------------------------------|
| summa cum laude | 4.75 GPA                         |
| magna cum laude | Next 10% of the graduating class |
| cum laude       | Next 30% of the graduating class |

#### Awards<sup>14</sup>

| Name of Award        | Awarded for/to  |
|----------------------|---|
| Addison Brown Prize  | The bequest of Addison Brown, LL.B. 1855, established a prize to be awarded annually or biannually for the best essay written by a student on a subject related to private international law or maritime law. This year the award is \$9,000. A paper can be submitted in accordance with the instructions above or nominated for consideration by any instructor under whose supervision the paper was written during the academic year. |
| Victor Brudney Prize | This prize was established by the Program on Corporate Governance in honor of Professor Victor Brudney, Robert B. and Candice J. Haas Professor in Corporate Finance Law, Emeritus. This prize may be awarded annually to the best student paper on a topic related to corporate governance. The amount of the prize is \$1,000.  |

| Davis Polk Legal Profession<br>Paper Prize               | The purpose of this prize is to encourage deeper reflection and consideration by HLS students about their chosen profession, its role in society, and the many challenges that lawyers face in a rapidly-changing world. Paper topics must relate to the legal profession itself or to a related aspect of the delivery of professional services. This could include (but is not limited to) topics such as legal careers, the management of law firms, legal departments, and other legal service providers, diversity or gender-related issues, the impact of globalization or other social trends upon the profession, the role of lawyers and legal institutions in society, changes in the profession over time, comparisons between lawyers and other professional service providers, and the like. The amount of the prize is \$1,000. |
|--|---|
| Roger Fisher and Frank<br>E.A. Sander Prize              | This prize was established in 2007 by the Program on Negotiation in honor of Professors Roger Fisher, the Williston Professor of Law, Emeritus, and Frank E.A. Sander, the Bussey Professor of Law, Emeritus. This prize may be awarded annually to the best student paper on a topic related to negotiation, dispute systems design, mediation, dispute resolution, or ADR. Professional school students currently enrolled in a PON-affiliated degree-granting program at Harvard, MIT, or the Fletcher School at Tufts are eligible for the prize. The amount of the prize is \$1,000. The winner's name will also be engraved on a wall plaque to be displayed at the Program on Negotiation. Please note: the deadline for paper submissions for this prize is May 6, 2016.  |
| Yong K. Kim '95 Memorial<br>Prize                        | This prize was established by the East Asian Legal Studies program in memory of Yong K. Kim A.B. '92, J.D. '95 through the generosity of his parents, Professor and Mrs. Joe H. Kim, his family, and many friends at and beyond the Law School. A prize of \$1,500 is awarded to the student who makes the most significant contribution to the life of the Law School's East Asian Legal Studies program. That contribution may take several forms.  |
| Islamic Legal Studies<br>Program Prize on Islamic<br>Law | ILSP will award a prize of \$1,000 annually to the Harvard Law School student writing the best paper in the field of Islamic law or on the intersection between other religious legal traditions and Islamic law. Papers eligible for consideration will be ones written during the current academic year, addressing any topic in Islamic legal history and theory, Islamic law and society, and Islamic comparative law including these topics as related to other religious legal traditions.  |
| Laylin Prize   | The Laylin Prize was established in memory of John Gallup Laylin, J.D. 1928, by his firm, Covington & Burling LLP. A prize of \$4,000 is awarded for the best paper written by a student in the field of public international law. To be considered, a paper must be nominated by the faculty supervisor. A paper is eligible for nomination if it was written during the current academic year for Law School credit (or to fulfill a Law School degree requirement) and if the supervisor deems it to be the best paper that he or she has supervised on the topic during that same year.   |

| LGBTQ Writing Prize                             | This prize may be awarded annually to the best student paper concerning Lesbian, Gay, Bisexual, Transgender or Queer legal issues. The amount of the prize is \$1,000.  |
|---|---|
| Mancini Prize                                   | Established in honor of Federico Mancini, a judge of the European Court of Justice, the Mancini Prize is awarded annually to the student writing the best paper in the field of European law and European legal thought. The paper should be one written during the current academic year and must relate to European law. The prize is \$2,000.  |
| Irving Oberman Memorial<br>Awards               | The bequest of Isabel B. Oberman established this award in 1973 in memory of her husband, Irving Oberman, A.B. 1917. It provides for an annual prize of \$1,000 to be awarded by the dean for the best paper by a student of the School on each of seven current legal subjects. In the academic year 2015-2016, papers addressing topics in the following subject areas will be eligible for Oberman Awards: Bankruptcy; Constitutional Law: Separation of Powers, Federalism and the Fourteenth Amendment; Environmental Law; Family Law; Intellectual Property; Law and Social Change; and Legal History.  |
| John M. Olin Prize in Law<br>and Economics      | This is a \$1,000 prize for any outstanding student paper applying economic analysis of law to a legal topic. Generally, the prize is awarded in May each year. This prize has special submission instructions.   |
| Project on the Foundations of Private Law Prize | Established in 2011 by the Project on Private Law at Harvard Law School. This prize may be awarded annually to the best student paper on a topic related to private law. The amount of the prize is \$1,000.  |
| Sidney I. Roberts Prize<br>Fund                 | This prize was established by Roberts & Holland LLP in honor of its founding partner and his significant work in the area of tax law. The fund provides an annual prize of \$5,000 for the best student paper in the field of taxation. The papers can be written in conjunction with a course or seminar or as an independent study project at the Law School.   |
| Klemens von Klemperer<br>Prize                  | The Klemens von Klemperer Prize Fund was established in 2013 by the von Klemperer family as a tribute to the late Professor Klemens von Klemperer and his many decades of dedication to teaching and motivating students. The fund provides support for the Klemens von Klemperer Prize, to be awarded annually to the Harvard Law School student who writes the most compelling essay on the subject of Resistance. Students are encouraged to consider a broad range of issues and ideas; interdisciplinary links to subjects outside the strict study of law such as History, Literature, Religion, Art, Philosophy, and Technology are encouraged. Consideration will also be given to Resistance issues as they arise in other countries, including those which involve international relations. The amount of the prize is \$3,000 and the winning student will be expected to attend a dinner to be held on April 21, 2016. Please note: the deadline for paper submissions for this prize is April 1, 2016. |

#### Stephen L. Werner Prize

Through a bequest made by Edith L. Fisch, in memory of her late husband from the HLS class of 1932, the Steven L. Werner Prize was established in 2009. The Werner Prize will be awarded annually to the Harvard Law School Student writing the best paper in the field of criminal justice, including (but not limited to) criminal law theory, substantive criminal law, criminal procedure, legal ethics in the criminal context, and comparative and international criminal law and institutions. The prize is \$1000. A paper can be submitted in accordance with the instructions above, or nominated for consideration by any instructor under whose supervision the paper was written during the academic year.

#### Journals<sup>15</sup>

**Harvard Business Law Review -** The Harvard Business Law Review (HBLR) stands at the intersection of law and business. Publishing thematic issues that feature short, policy-oriented essays from academics, practitioners, and regulators, HBLR promises to bridge the worlds of theory and practice. For students, the journal provides an unmatched opportunity to engage with business law beyond the classroom.

Harvard Civil Rights-Civil Liberties Law Review - Founded in 1966 as a "journal of revolutionary constitutional law," the Harvard Civil Rights-Civil Liberties Law Review has become the nation's leading progressive law journal. Our mission is to promote social change and intellectual debate through the publication and advancement of innovative legal scholarship, and we are committed to exploring new directions and perspectives in the struggle for social justice and equality. CR-CL fosters progressive dialogue within the legal community by publishing two issues annually, featuring innovative articles. Recent volumes address such issues as affirmative action, civil liberties in the aftermath of September 11th, housing and employment discrimination, the rights of immigrants, and criminal justice. CR-CL is also committed to fostering progressive dialogue on the Harvard Law School campus and serves as an intellectual and social meeting place for a diverse group of progressive students.

**Harvard Environmental Law Review -** The Harvard Environmental Law Review is one of the nation's leading environmental law journals, and has been dedicated to publishing high-quality, cutting-edge scholarship for over 30 years. ELR publishes two issues each year on a wide variety of topics, including climate change, air and water pollution regulation, energy, land use, international environmental law, administrative law, and law and economics. ELR is committed both to making major contributions to the field of environmental law and to providing substantive learning opportunities to its staff.

Harvard Human Rights Journal - The Harvard Human Rights Journal publishes two issues annually in conjunction with the Law School's Human Rights Program. The Journal provides a forum for scholarship on a broad range of topics related to human rights, international human rights law, and international humanitarian law. The Journal publishes cutting-edge pieces by academics, human rights practitioners, government and international organization officials, and law students alike. The Journal also hosts an annual Human Rights Conference at the Law School.

**Harvard International Law Journal -** The oldest and most-cited student-edited journal of international law, the Harvard International Law Journal covers a wide variety of topics in public and private international law. The Journal publishes articles and comments in international, comparative, and foreign law, as well as the role of international law in U.S. Courts and the international ramifications of U.S. domestic law. The ILJ also publishes student-written work. In addition to an

annual Student Note Competition, the ILJ publishes student-written pieces on recent developments in international law and reviews of new books in the field.

Harvard Journal of Law & Gender - The Harvard Journal of Law and Gender, formerly the Harvard Women's Law Journal, is among the nation's foremost student-edited feminist law journals. Since its first publication in 1978, the Journal has been devoted to developing and advancing feminist jurisprudence and to combining legal analysis with political, economic, historical, and sociological perspectives. In recent years, the Journal has published leading articles by professors, practitioners, and students on varied topics, including domestic violence, sexual harassment, reproductive rights, transgender legal rights, and women in the military.

Harvard Journal of Law & Public Policy - The Harvard Journal of Law & Public Policy is one of the five most widely circulated student-edited law journals in the country, making it the leading forum for conservative and libertarian legal scholarship. The Journal publishes three issues each year on a broad range of legal and public policy topics. Recent articles have explored issues such as military commissions, gun control, the First Amendment, judicial confirmations, same-sex marriage, racial desegregation, the Patriot Act, and originalism. The Journal has published symposia on Law and the War on Terrorism, International Law and the Constitution, and Law and Freedom.

Harvard Journal of Law & Technology - Since its inception in 1988, the Harvard Journal of Law & Technology has published writings by academics, practitioners, and policymakers on a variety of topics, including intellectual property, biotechnology, e-commerce, space law, computer law, cybercrime, the Internet, and telecommunications. JOLT is the most cited legal technology journal in the world, and in the top three of all specialty journals, nationwide. During the academic year, the Journal hosts lectures, panel discussions, and an annual Symposium dedicated to promoting knowledge of technology and the law. As technology advances and the law concurrently develops, JOLT will continue to have an influential role in the ongoing interchange between these two fields. This year, JOLT is pioneering a radical new online initiative that will bring together, in one place, all developments in the field of law and technology.

**Harvard Journal on Racial and Ethnic Justice -** Founded by the Black Law Students Association, the vision of the journal is to advance progressive legal scholarship by focusing on the intersection of race, class, gender, and the law. The journal seeks to promote a conscientious and honest dialogue on issues of race and class in the law through publishing articles by academics, practitioners, and students. Past issues have presented a tribute to Supreme Court Justice Thurgood Marshall and a forum reexamining the impact of Brown v. Board of Education, 35 years after the initial decision.

Harvard Journal of Sports and Entertainment Law - The Harvard Journal of Sports and Entertainment Law (JSEL) provides the academic community, the sports and entertainment industries, and the legal profession with scholarly analysis and research related to the legal aspects of the sports and entertainment world. The legal issues raised in these fields frequently draw from areas as diverse as antitrust law, civil procedure, constitutional law, contract law, corporate law, copyright law, labor law, and real estate law. JSEL serves as a forum in which scholars from these and other disciplines can discuss the law as it relates specifically to the sports and entertainment industries and the unique issues raised therein. JSEL strives to be the premier source for academic analysis of these issues, such that scholars, industry professionals, news media, and the general public turn to JSEL when complicated legal issues arise in the sports and entertainment community.

**Harvard Journal on Legislation -** The Harvard Journal on Legislation is the foremost student-edited journal on legislation and legislative reform. Published twice a year, the Journal presents pieces from

academics, members of Congress, practitioners, and current students. In addition, one issue each year features articles developed around the annual symposium on an important topic of public policy. The Journal deals with a range of legislative topics, including Affirmative Action, punitive damages, family law, executive agency regulation, and anti-terrorism legislation.

**Harvard Latino Law Review -** The Harvard Latino Law Review provides a forum for the scholarly discussion of legal issues affecting Latinos and Latinas in the United States. Recent articles have addressed issues including education, the impact of NAFTA, corporate responsibility, and acoustic segregation. HLLR also promotes Latino scholarship through the annual publication of a conference or symposium on Latino legal issues.

**Harvard Law & Policy Review -** The Harvard Law & Policy Review provides a prominent forum for debate and discussion of innovative progressive and moderate legal policy ideas, analysis and proposals. The Review invites innovative approaches to policy challenges by progressive legal scholars, policymakers, and practitioners. HLPR serves as a nexus between the worlds of academia, policy-making, and practice, with a focus on promoting first-rate scholarship with practical application to societal challenges. HLPR is the official national journal of the American Constitution Society for Law and Policy (ACS).

**National Security Journal -** NSJ is a student-edited, faculty- and practitioner-advised, online academic journal. It serves both as a contribution to the universe of ideas surrounding national security law and policy and as a source for updates on relevant fields. NSJ welcomes article submissions from both academics and practitioners in the national security field. Preference is given to relatively brief pieces so as to facilitate a broad range of submissions, readership and discourse.

**Harvard Negotiation Law Review -** The Harvard Negotiation Law Review is a semi-annual journal dedicated to publishing academic articles on alternative dispute resolution that would be of interest to legal scholars, professionals, and practitioners. Alternative dispute resolution is the fastest growing section of the American Bar Association and has become a primary focus of research and scholarship in the legal profession. HNLR publishes on topics as diverse as the role of religious fundamentalism in international negotiations the success rate of student mediations in elementary schools, and game theoretic approaches to negotiation.

**Unbound - Harvard Journal of the Legal Left -** Unbound is an online journal of the legal left at Harvard Law School and also the community of left-affiliated students, professors, and practitioners who publish it. Unbound's central project is to stake out a space for left legal work that incorporates both new politics and new critical theory, while maintaining both systemic critique and productive self-interrogation. In recent years Unbound editors have published articles concerning international law, sexuality, immigration, race, and economics, and this past spring they hosted a major symposium on resistance and the law.

#### **Moot Court**<sup>16</sup>

The final round of Harvard Law School's annual Ames Moot Court Competition was held this year on November 18, and was presided over by the Hon. Antonin Scalia '60, associate justice of the Supreme Court of the United States; the Hon. Adalberto Jordan, U.S. Court of Appeals Eleventh Circuit; and the Hon. Patricia Millett '88, U.S. Court of Appeals District of Columbia Circuit.

Established in 1911 at a bequest of the late Dean James Barr Ames, the competition is run each year by the HLS Board of Student Advisers. This year, two teams of 3L students presented arguments in the fictional case of Duke v. United States.

# Clinical Programs<sup>17-21</sup>

Harvard Law School Clinics provide students with hands-on legal experience under the supervision of attorneys who are not only great practitioners but also trained in individually educating and mentoring students. With clinical placements in more than 30 areas of the law, in both public and private sectors, and the opportunity for students to create their own independent projects, HLS offers more clinical opportunities than any law school in the world.

**In-house clinics** are student placements at HLS clinics, and the Clinical Professors and Instructors are part of HLS.

- Criminal Justice Institute
- Crimmigration Clinic
- Cyberlaw Clinic
- Education Law Clinic/Trauma & Learning Policy Initiative
- Emmett Environmental Law and Policy Clinic
- Harvard Immigration and Refugee Clinical Program
- Harvard Legal Aid Bureau
- Harvard Negotiation and Mediation Clinical Program
- International Human Rights Clinic
- Making Rights Real: The Ghana Project Clinic
- Transactional Law Clinics

**Externship Clinics** are located outside of HLS. Students are placed at organizations in the greater Boston area, as well as in other cities throughout the United States. Some of HLS's externship clinics include:

- Capital Punishment Clinic
- · Child Advocacy Clinic
- Criminal Prosecution Clinic (Prosecution Perspectives)
- Employment Law Clinic
- Government Lawyer: State Attorney General Clinic
- Government Lawyer: Semester in Washington Clinic
- Government Lawyer: United States Attorney Clinic
- Judicial Process in Community Courts Clinic
- Sports Law Clinic
- Supreme Court Litigation Clinic
- Public Education Policy and Consulting Clinic

The Independent Clinical Program - The Independent Clinical Program is designed for students who are interested in a specialized area of the law or field of practice that is not currently offered in Harvard Law School's existing clinical curriculum. Students may do an independent clinical project in the Fall, Winter, or Spring term, working with organizations throughout the United States and around the world. A number of students take the opportunity to work away from campus during the Winter term.

The Continuing Clinical Program - Due to the nature of clinical work, some students may be invited back by a clinic for another semester to complete cases/projects and perform advanced clinical work. With approval of the clinic, continuing clinicals allow a student to continue their clinical work into subsequent semesters (and across academic years). Independent clinical projects are not eligible for continuing clinical credit. Students must have the consent of the clinical supervisor and Clinical Faculty Director in order for the Continuing Clinical application to be reviewed.

# Placement Facts<sup>22</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$160,000 |
|---------------------------------------|-----------|
| Private sector - Median               | \$160,000 |
| Public service - Median               | \$58,000  |

# **Employment Details**

| Graduates known to be employed at graduation               | 92.7% |
|--|-------|
| Graduates known to be employed ten months after graduation | 94.4% |

# Areas of Legal Practice

| Practice Employed In          | Percentage |
|-------------------------------|------------|
| Law Firms                     | 60.9%      |
| Business and Industry         | 4.8%       |
| Government                    | 4%         |
| Public Interest Organizations | 10.6%      |
| Judicial Clerkships           | 19%        |
| Academia                      | 0.7%       |
| Unknown                       | 0.2%       |

# **Externships/Internships**

# Externships<sup>23</sup>

In addition to In-House Clinics, the Clinical and Pro Bono Programs offer 11 Externship Clinics with placements in Boston, MA and cities across the United States. Each clinic is accompanied by a required course component, where students get the opportunity to reflect on the legal issues they work on throughout the semester.

# Internships<sup>24</sup>

- Corporate Governance and Financial Regulation
- Cyberlaw
- Environmental Law
- · Health Law Policy, Biotechnology, and Bioethics
- Human Rights
- International Law
- Law, Economics and Development
- Law Teaching and Legal History
- Negotiation, Mediation and Alternative Dispute Resolution

# Student Organizations<sup>25</sup>

- Abigail Adams Society
- Advocates for Education
- African Law Association
- Alliance for Israel
- · American Civil Liberties Union
- American Constitution Society
- Armed Forces Association
- Asia Law Society
- Asian Pacific American Law Students Association
- Association for Law and Business
- · Harvard Black Law Students Association
- Brazilian Studies Association
- Beeritas
- Board of Student Advisers
- Canadian Law Students Association
- Catholic Law Students Association
- Chamber Music Society
- Child and Youth Advocates
- China Law Association
- Christian Fellowship
- Committee on Sports and Entertainment Law
- Couples and Families Association
- Democrats
- Documentary Studio
- Drama Society
- Effective Altruists
- Environmental Law Society
- European Law Association
- Federalist Society for Law and Public Policy
- Food Law Society
- Forum
- Golf Club
- Harvard Law Record
- Health Law Society
- · Homelessness Coalition
- IM Sports
- In Vino Veritas
- International Arbitration Law Students Association
- International JD Society
- Italian Law Students Association
- Jewish Law Students Association
- Justice for Palestine
- Korean Association of Harvard Law School
- · La Alianza
- Labor and Employment Action Project
- Lambda
- Latter-day Saints Student Association
- · Law and International Development Society

- Law and Mind Sciences
- Law and Philosophy Society Law Students Association
- Mexican Law Students Association
- Middle Eastern Law Students Association
- Mindfulness Society
- Moot Court Board
- Muslim Law Students Association
- National Lawyers Guild HLS Chapter
- · National Security and Law Association
- Native American Law Students Association
- Queer and Trans People of Color (QTPOC)
- · HLS Real Estate Association
- Reproductive Justice
- Rootstrikers
- Rowing Club
- Running Club
- Scales of Justice
- South Asian Law Students Association
- Student Animal Legal Defense Fund
- Student Mental Health Association
- Student Government
- Students for AMF
- Students for Inclusion
- Students for Sustainable Investment
- Supero
- Target Shooting Club
- Tax Help Club
- Tax Law and Financial Regulation Students Association
- · Tennis Club
- The Texas Club
- · Transfer Students Association
- · Women's Law Association

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# Stanford Law School



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**WEBSITE** www.law.stanford.edu

**REGISTRAR'S PHONE** 650-723-0994

**ADMISSIONS PHONE** 650-723-4985

**CAREER SERVICES PHONE** 650-723-3924

#### Overview<sup>5</sup>

At home on the campus of one of the world's leading research universities, Stanford Law offers unmatched opportunities. Our approach to education is distinctly student-centric, defined by the needs and ambitions of future graduates and customizable to each individual student. Create your own joint degree, invent a new course, explore law's intersection with the most dynamic disciplines of the day – the possibilities are virtually limitless. And the advantages extend beyond law school, resulting in the practice-ready skills employers demand, better chances at prestigious clerkships, a high bar passage rate and support when you're ready to launch a career.

We are known for our collegial culture, intimate and egalitarian. In this close-knit community, collaboration and the open exchange of ideas are essential to life and learning. Students, faculty, staff, alumni – all support and inspire each other to explore, excel and contribute to the world through law. Classes are small. Seminars in faculty homes, reading groups and team-driven clinics make for an experience that is intense, supportive and challenging.

# Student-Faculty Ratio<sup>6</sup>

7.3:1

# Admission Criteria<sup>7</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 169-173 | 3.78-3.97 |
| Median               | 171     | 3.89      |

The above LSAT and GPA data pertain to the fall 2015 entering class.

# Admission Statistics<sup>8</sup>

| Approximate number of applications | 3847  |
|------------------------------------|-------|
| Number accepted                    | 433   |
| Percentage accepted                | 11.3% |

The above admission details are based on 2015 data.

# Law School Cost<sup>9</sup>

| Tuition and fees full-time: | \$56,274 per year |
|-----------------------------|-------------------|
| Room and board              | \$22,314          |
| Books                       | \$1,470           |
| Miscellaneous expenses      | \$5,910           |

# Class Ranking and Grades<sup>10</sup>

In the majority of courses, e.g., those graded by exam or paper and Legal Research and Writing/Federal Litigation in the first-year JD curriculum, the following grades will be given:

# The New Grading System:

| Н | Honors               | Representing exceptional work, significantly superior to the averageperformance at the school.   |
|---|----------------------|--|
| Р | Pass                 | Representing successful mastery ofthe course material.   |
| R | Restricted<br>Credit | Representing work that is plainly unsatisfactory; work that if done over the course of the student's law school career in many or all of the student's courses, would be inconsistent with allowing the student to receive a degree. |
| F | Fail                 | Representing work that does not show minimally adequate mastery of the material.   |

In other classes, primarily the so-called "skills" courses, the following grading scale is in effect:

| MP | Mandatory Pass    | Representing P or better work.   |
|----|-------------------|--|
| R  | Restricted Credit | Representing work that is plainly unsatisfactory; work that if done over the course of the student's law school career in many or all of the student's courses, would be inconsistent with allowing the student to receive a degree. |
| F  | Fail              | Representing work that does not show minimally adequate mastery of the material.   |

# Honors<sup>11</sup>

The Bright Award, issued by Stanford Law School in collaboration with the Stanford Woods Institute for the Environment, honors significant achievement in conservation in different regions of the world and is the top environmental award at Stanford. The award was created by a gift to Stanford Law School in 2007 from Raymond E. Bright Jr., JD '59, on behalf of his late wife, Marcelle, and himself. Mr. Bright died in 2011.

#### Awards<sup>12</sup>

| Name of Award                         | Awarded for/to                                  |
|---------------------------------------|---|
| Frank Belcher Evidence Award          | Best academic work in Evidence                  |
| Steven M. Block Civil Liberties Award | Best written work on personal freedom issues    |
| Carl Mason Franklin Prize/Int'l Law   | Outstanding paper in International Law          |
| Olaus & Adolph Murie Award            | Best written work in Environmental Law          |
| Hilmer Oehlmann Jr. Prize             | First year Federal Litigation Award             |
| Marion Rice Kirkwood Moot Court       | Best oral advocate, brief, team, runner-up team |
| Stanford Law Review Prize             | Best editorial contribution to SLR              |
| Gerald Gunther Prize                  | Excellence in exam class                        |
| John Hart Ely Prize                   | Excellence in paper class                       |
| Judge Thelton E. Henderson Prize      | Excellence in clinical course                   |
| Kirkland & Ellis Scholars             | Scholastic achievement in the first year        |

# Journals<sup>13</sup>

- 1. Stanford Environmental Law Journal (SELJ)
- 2. Stanford Journal of Civil Rights & Civil Liberties (SJCRCL)
- 3. Stanford Journal of Complex Litigation (SJCL)
- 4. Stanford Journal of Criminal Law and Policy (SJCLP)
- 5. Stanford Journal of International Law (SJIL)
- 6. Stanford Journal of Law, Business & Finance (SJLBF)
- 7. Stanford Law & Policy Review (SLPR)
- 8. Stanford Law Review (SLR)
- 9. Stanford Technology Law Review (STLR)

#### **Moot Court**<sup>14</sup>

The major moot court activity at Stanford Law School is the Marion Rice Kirkwood Memorial Competition, which takes place each year during Autumn and Winter terms. Autumn term will be dedicated to brief writing and completion of the written portion of the Competition; the oral argument portion of the Competition will be conducted during the first four weeks (approx.) of Winter term. Students on externship and in clinics may enroll if permitted by their respective programs. In Autumn term there are only a few class meetings, which can be recorded, as well as conferences and practice arguments, which are scheduled individually. In Winter term, students must participate in scheduled

oral arguments. The preliminary rounds are in the evening; the semifinal and final rounds are in the late afternoon. Prior to the Competition itself, materials and lectures are provided on research, brief writing, and oral advocacy techniques. Registration for the Kirkwood Competition is by team. Each team is required to submit an appellate brief of substantial length and quality, and to complete at least two oral arguments, one on each side of an actual case. The first draft of the brief is reviewed and critiqued by the course instructors. The final draft of the brief is scored by the course instructors and members of the Moot Court Board. The course also offers digital recording and critiques of practice oral arguments. Panels of local attorneys and judges serve as judges who score the oral argument portion of the Competition. Teams are selected for the quarterfinal, semifinal and final round of the Competition based on their brief and oral advocacy scores. The final round of the Competition is held before a panel of distinguished judges and the entire Law School community is invited to attend. Special Instructions: In order to maintain academic standards, enrollment in the Kirkwood Competition is limited to 20 two-person teams. This limit will be strictly enforced. Registration forms will be distributed Spring term. If the program is oversubscribed, a lottery will be held to determine participating teams and to establish a waiting list. The final drop deadline for the course will be Friday of the first week of classes. Enrollment in both Autumn (2 units) and Winter (1 unit) terms is required. The final grade for both Autumn and Winter terms and the Professional Skills credit will be awarded upon the completion of the course requirements. Registration and Consent Instructions: Instructions on how to register for the Moot Court competition are sent out to students each year in Spring term for the coming academic year. The registration process is separate from the regular class registration process. Elements used in grading: Satisfactory completion of appellate brief and oral arguments.

# Clinical Programs<sup>15-25</sup>

# **Community Law Clinic**

Based in East Palo Alto-a low-income, majority-minority city four miles from the law school-the Community Law Clinic (CLC) is the closest thing to a traditional legal services office among Stanford's clinical offerings. Practicing in four distinct, but intertwined subject areas, CLC is fundamentally a trial practice clinic. Students represent clients in wage and hour, housing, social security, and criminal record expungement matters. The signature feature of the CLC is its off-campus location, which gives students the unique opportunity to work in a community-based, storefront, legal aid office. This site affords CLC students extensive client contact, as well as a feel for daily life in East Palo Alto.

#### Criminal Defense Clinic

Students in the Criminal Defense Clinic represent indigent persons accused of crimes in the courts of Santa Clara and San Mateo County. The cases encompass a wide range of misdemeanor offenses, such as drug use and possession, assault, and theft.

#### **Criminal Prosecution Clinic**

Through Stanford's Criminal Prosecution Clinic, students shape the outcome of felony prosecutions in a Superior Court and learn to wield the power of the state ethically and deliberatively.

#### **Environmental Law Clinic**

The Environmental Law Clinic provides an opportunity each quarter for students to represent national, regional, and grassroots non-profit organizations on a variety of environmental issues. The clinic's primary goal is to help students develop essential lawyering skills through hands-on experience in real cases.

# Immigrants' Rights Clinic

# International Human Rights and Conflict Resolution Clinic

The Clinic's supervisors, Professor James (Jim) Cavallaro and Clinical Lecturer Diala Shamas have worked on torture, summary executions, indigenous rights, civil conflict, surveillance, civil liberties and transitional justice in more than twenty countries in North and South America, Europe, Africa, Asia, and the Middle East, including Argentina, Brazil, Burundi, Panama, the United States, France, Russia, Nigeria, South Africa, China and Bangladesh. Students in the Clinic work on projects in a similar, though more limited range of countries.

# Juelsgaard Intellectual Property and Innovation Clinic

In the Juelsgaard Intellectual Property and Innovation Clinic, students advocate on behalf of innovators, entrepreneurs, technology users and consumers; groups of technologists or legal academics; national and regional non-profit organizations; and occasionally individual inventors, startups, journalists, or researchers. Our students seek to shape intellectual property law and regulatory policies to best serve their underlying goals of promoting innovation, creativity and generativity.

# **Organizations and Transactions Clinic**

The Organizations and Transactions Clinic provides free corporate legal services to Northern California nonprofits.

# Religious Liberty Clinic

The Religious Liberty Clinic is the only clinic of its kind in the country. The landmark program offers participating students a full-time, first-chair experience representing a diverse group of clients in legal disputes arising from a wide range of beliefs, practices, and circumstances. Students learn in class and engage through reflective and supervised practice the laws, norms, and limits affecting the exercise of religious freedom in a pluralistic society. Students are expected to counsel individual or institutional clients and litigate on their behalf with excellence, professionalism, and maturity. Although religious liberty disputes cut across economic lines, the clinic strives to serve those in need.

# Supreme Court Litigation Clinic

Stanford's Supreme Court Litigation Clinic—the first of its kind at any law school—gives students intensive exposure to a realm few lawyers experience in their careers: the Supreme Court of the United States. Under the direction of three faculty members, who collectively have argued over forty Supreme Court cases and have worked on hundreds more in various capacities, clinic members work on real Supreme Court cases, representing parties and amici.

#### Youth and Education Law Project

From class-action litigation aimed at reforming a school district's special education service-delivery system to providing research and consulting assistance to a charter school agency to representing a teen with severe emotional disabilities who is seeking an appropriate and stable educational environment, Stanford law students have worked on the cutting edge of educational rights. Today, all students at Stanford Law School have the opportunity to take part in a dynamic blend of education law work – such as school reform litigation, policy advocacy, strategic policy research and consulting, and direct client services – through the Youth and Education Law Project of the Mills Legal Clinic.

# Placement Facts<sup>26</sup>

# Starting Salaries (2015 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$160,000 |
|---------------------------------------|-----------|
| Private sector - Median               | \$160,000 |
| Public service - Median               | \$63,091  |

# **Employment Details**

| Graduates known to be employed at graduation               | 90.9% |  |
|--|-------|--|
| Graduates known to be employed ten months after graduation | 93%   |  |

# Areas of Legal Practice

| Graduates employed            | Percentage |
|-------------------------------|------------|
| Law Firms                     | 49.4%      |
| Business and Industry         | 5.6%       |
| Government                    | 2.2%       |
| Public Interest Organizations | 8.9%       |
| Judicial Clerkships           | 33.3%      |
| Academia                      | 0.6%       |
| Unknown                       | 0%         |

# **Externships/Internships**

#### Externships<sup>27</sup>

In any given quarter, it would not be uncommon for one SLS student to be externing with the City of Palo Alto, another to be at the White House Counsel's office in Washington, D.C. and still another to be working at the U.N. Rwanda Tribunal in Tanzania. Every quarter, students head out to work for academic credit in non-profit agencies, government offices and public policy organizations. In these public interest placements, they may do legal research and writing; they may do client interviews; they may make court appearances under the supervision of an agency attorney. And in conjunction with this uncompensated work, they take either an Externship Companion course or engage in a supervised tutorial which allows them to reflect and learn from their experience in a guided pedagogical setting.

All of these students - who are participating in the Stanford Law School Externship Program - glean much more than substantive knowledge and practical skills; they also gain self-confidence and a sense of empowerment. After spending a quarter as an extern at the ACLU of Northern California, for example, Jen Clark, Class of 2011, noted: "Any opportunity to get out in the real world and see what lawyers do is empowering for law students. I'm more confident in the choices I've already made thanks to my time at the ACLU, and the additional first-hand knowledge I'm now armed with will be a source of assurance as I make decisions in the future."

# Internships<sup>28</sup>

Stanford Law School and the San Francisco Bay Area Chapter of the Association of Corporate Counsel

(ACC) are partnering together to offer a resume collection service as an efficient and easy way for SFBA ACC members to post legal internships and receive resumes from interested law students and recent graduates. The goal of this program is to provide a centralized place where law students can look for internships with SFBA ACC member companies in the Bay Area and where SFBA ACC attorneys can receive online applications for internship positions. Internships with in-house legal departments are a great way for students to get practical legal experience and work on interesting legal issues and are also a great way for in-house legal departments to recruit.

# Student Organizations<sup>29</sup>

- Advanced Degree Students' Association
- American Constitution Society (ACS)
- Asian and Pacific Islander Law Students Association (APILSA)
- BioLaw and Health Policy Society
- Black Law Students Association (BLSA)
- China Law and Policy Association (CLPA)
- Civil Rights and Civil Liberties Society (CRCLS)
- Corporate Law Association
- Criminal Law Society (CLS)
- Drama Society
- Environmental Law Society (ELS)
- Fashion, Art and Design Society (FADs)
- Federalist Society
- First Person
- International Law Society (ILS)
- Iraqi Refugee Assistance Project (IRAP)
- J. Reuben Clark Law Society
- JD/MBA Club
- Jewish Law Students Association (JLSA)
- Law Association for Stanford Students from the Indian Subcontinent (LASSIS)
- Law Students for Reproductive Justice (LSRJ)
- Marion Rice Kirkwood Moot Court Board
- National Lawyers Guild (NLG)
- Native American Law Students Association (NALSA)
- Older Wiser Law Students (OWLS)
- Parents Attending Law School (PALS)
- Phil-Law-Sophy
- Project ReMADE
- Public Interest Coalition
- Shaking the Foundations
- SLS Christian Fellowship
- SLS Entrepreneurship Club
- Stanford Association for Law in the Middle East (SALME)
- Stanford Association of Law Students for Disability Rights (SALSDR)
- Stanford Critical Law Society (SCritLS)
- Stanford Entertainment and Sports Law Association (SESLA)
- Stanford Intellectual Property Association (SIPA)
- Stanford International Human Rights Law Association (SIHRLA)
- Stanford Latino Law Students Association (SLLSA)
- Stanford Law and Business Association (SLBA)

- Stanford Law and Technology Association (SLATA)
- Stanford Law and Wine Society
- Stanford Law Association (SLA)
- Stanford Law Democrats
- Stanford Law School Energy Club
- Stanford Law School Mock Trial Program
- Stanford Law Veterans Organization (SLVO)
- Stanford National Security & the Law Society (SNSLS)
- Stanford Program in Law and Society (SPLS)
- Stanford Public Interest Law Foundation (SPILF)
- · Stanford Tax Club
- Street Law
- Student Animal Legal Defense Fund (SALDF)
- Women of Color Collective of Stanford Law
- Women of Stanford Law (WSL)
- Youth and Education Advocates at Stanford (YEAS)

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**ADMISSIONS PHONE** 212-854-2670

**CAREER SERVICES PHONE** 212-854-2683

#### Overview<sup>4</sup>

Columbia University, formerly known as King's College, was founded near the present site of New York's City Hall. Columbia is the oldest institution of higher education in the state of New York and the sixth-oldest such institution in the United States. Its early students included such statesman as Alexander Hamilton, an author of The Federalist Papers, and John Jay, the first chief justice of the U.S. Supreme Court.

Columbia Law School was founded as one of the first law schools in the United States and a charter member of the American Association of Law Schools. The Law School's first dean, Theodore W. Dwight, did much to form the superiority of academic training via office instruction (the era's norm) to a skeptical legal profession.

# Student-Faculty Ratio<sup>5</sup>

6.1:1

# Admission Criteria<sup>6</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 168-173 | 3.59-3.81 |
| Median               | 171     | 3.70      |

| Director of admissions | Nkonye Iwerebon |
|------------------------|-----------------|
| Application deadline   | February 15     |

The above LSAT and GPA data pertain to the 2015 entering class.

# Admission Statistics<sup>7</sup>

| Approximate number of applications | 5,716 |
|------------------------------------|-------|
| Number accepted                    | 1,218 |
| Percentage accepted                | 21.3% |

The above admission details are based on 2015 data.

# Law School Cost<sup>8</sup>

| Tuition and fees Full-time: | \$62,700 per year |
|-----------------------------|-------------------|
| Room and board              | \$17,472          |
| Books                       | \$1,570           |
| Miscellaneous expenses      | \$3,900           |

## Class Ranking and Grades<sup>9</sup>

- 3.1 Letter Grades
- 3.2 Academic Standing
- 3.3 Satisfactory Progress
- 3.4 Disclosure of Grades
- **3.1 Letter Grades:** 3.1.1 The Law School uses an alphanumerical grading system to evaluate students' performance. In a timely manner, professors/instructors shall assign one of the following final grades to each student registered in his or her courses, which shall be reflected in the student's academic transcript: A (with plus and minus designations), B (with plus and minus designations), C, F, CR when so approved by the Curriculum Committee, or W in accordance with Rule 1.2.7.
- **3.2 Academic Standing:** 3.2.1 Kent Scholar. A student shall be named a Kent Scholar, in recognition of outstanding academic achievement.
- 3.2.2 Stone Scholar. A student shall be named a Stone Scholar, in recognition of superior academic performance.
- **3.3 Satisfactory Progress:** A student is expected to make satisfactory progress toward fulfillment of the requirements for the J.D. degree.
- 3.3.1 Without the approval of the Rules Committee, and compliance with such terms and conditions as it may impose, a student may not:
- **3.4 Disclosure of Grades:** Except with the consent of the student, a student's transcript shall not be made available to anyone except the student and members of the faculty and administration of the School of Law. Where a student elects to be graded on a Credit-Fail basis, no one shall have access to the transcript containing the original grades awarded except the administrative personnel in the Dean's Office and the Registrar's Office responsible for entering grades. The student's file available to the administration and faculty shall contain a transcript limited to grades of Credit and Fail.

#### Honors<sup>10</sup>

#### James Kent Scholars

Established in 1923 by the Faculty of Law, in memory of James Kent who, in 1793, became the first Professor of Law at Columbia College, and was an inspiration for the establishment of legal education at Columbia. Awarded in recognition of outstanding academic achievement by students in each of the three classes.

A student shall be named a Kent scholar if during an academic year the student has earned at least 15 graded law credits toward his or her degree, and in that year either 1) has achieved a grade point average of 3.800, or 2) has received grades all or all but one of which are A+, A, or A- (the exception being no lower than B), and, if the lowest grade is put aside, at least half of which are A or A+. Only law credits are used to calculate honors. No one will receive honors for a year which includes a grade of "Incomplete."

#### Harlan Fiske Stone Scholars

Established in 1946 by the Faculty of Law, in memory of Harlan Fiske Stone, Law 1898, Lecturer in Law 1899-1903, Adjunct Professor of Law 1903-1905, Professor and Dean of the Faculty of Law 1910-1924, Associate Justice of the Supreme Court 1925-1941, and Chief Justice of the United States 1941-1946. Awarded in recognition of superior academic achievement by students in each of the three classes.

A student shall be named a Stone scholar if during an academic year the student has earned at least 15 graded law credits toward his or her degree, the student has received no grade lower than B-, and the student's academic average for the year is at or above 3.410. Only law credits are used to calculate honors. No one will receive honors for a year which includes a grade of "Incomplete."

#### Awards<sup>11</sup>

| Name of Award                     | Awarded for/to  |
|-----------------------------------|---|
| Charles Bathgate Beck<br>Prize    | Established in 1899 under the will of Charles Bathgate Beck, Law 1879. Awarded annually to a first-year student submitting the best examination paper in the course relating to the law of real property.   |
| David M. Berger Memorial<br>Prize | Established in 1973 in memory of David M. Berger '69. The Prize honors the memory of Wolfgang Friedmann, professor of international law from 1955 to 1972, and is awarded annually to a third-year student interested in international law and world peace. |
| Harold Brown Book Prize           | Established in 1985 by family and friends of Harold Brown '27, in his honor. Awarded annually, for the purchase of books, to two or more needy first-year students who attended Columbia College.   |
| Class of 1912 Prize               | Established in 1937 as the 25th anniversary gift of the Class of 1912. The Prize, which consists of books selected by the winner with the Dean's approval, is awarded annually to the first-year student most proficient in the subject of contracts.       |

| Milton B. Conford Book<br>Prize in Jurisprudence | Established in 1984 in honor of the Hon. Milton B. Conford '31, by his clerks. The Prize, which consists of books in the field of jurisprudence to be selected by the winner, is awarded annually to the student who writes the best examination paper or essay on jurisprudence.      |
|--|--|
| E. B. Convers Prize                              | Established in 1906 by Alice and Clara B. Convers, in memory of their brother, E. B. Convers, Law 1866. Awarded annually to the member of the graduating class who writes the best original essay on a legal subject.  |
| Archie O. Dawson Prize                           | Established in 1965 in memory of the Hon. Archie O. Dawson '23. Awarded annually for proficiency in advocacy. The recipient is afforded an opportunity to study for several weeks at various courts in the federal system, including the Supreme Court of the United States.           |
| Wilfred Feinberg Prize<br>Fund                   | Established in 1997 in honor of Judge Feinberg '40 Columbia College, '43 Law, by his former clerks. Awarded annually to the law student who does the best work in an area related to the work of federal courts.   |
| Alfred S. Forsyth Prize                          | Established in 1986 in memory of Alfred S. Forsyth '31. Awarded annually to an outstanding student in the field of environmental law who, in the judgment of the School, has demonstrated qualities of intellect and selfless dedication to the advancement of environmental law.      |
| Andrew D. Fried Memorial<br>Prize                | Established in memory of Andrew D. Fried '84. Awarded annually for the best student essay on a subject in the field of intellectual property and related law published in the Columbia Journal of Law and the Arts during the preceding year.  |
| Ruth Bader Ginsburg Prize                        | Established in 2011. Awarded annually to J.D. degree candidates who earned James Kent academic honors for outstanding academic achievement for all three years (1L, 2L, and 3L).   |
| Walter Gellhorn Prize                            | Established in 1994. Awarded annually to the LL.M. candidate graduating with the highest academic average.   |
| Lawrence S. Greenbaum<br>Prize                   | Established in 1951 by family and friends, in memory of Lawrence S. Greenbaum '12. Awarded annually to the student who has made the best oral presentation in the final argument of the Harlan Fiske Stone Moot Court Competition.   |
| Carroll G. Harper Prize                          | Established in 1983, in memory of Carroll G. Harper '52. Awarded annually to the member of the graduating class who has attained the highest standards of achievement in intellectual property studies and writing.  |
| Paul R. Hays Prize                               | Established in 1983 by family, friends, and associates, in memory of Paul R. Hays '33, member of the Faculty of Law from 1936 to 1971; United States Circuit Judge for the Second Circuit from 1961 to 1980. Awarded annually to an outstanding first-year student in civil procedure. |

| Pauline Berman Heller<br>Prize Fund                        | Established in 1995 as a gift of Harry Heller and family ('29C, '33L) in memory of wife and mother Pauline Berman Heller ('34L). Income to support a prize awarded annually to the highest ranked graduating female law student.  |
|--|---|
| Irell and Manella Prize                                    | Established in 2004 by Irell and Manella LLP. Awarded annually to a first-year law student who demonstrates outstanding leadership, academic excellence, and good citizenship within the community. In addition, the Prize equally funds a student organization at Columbia Law School, chosen by the Prize recipient, to support that organization's activities as well as the Dean's Discretionary Fund for purposes consistent with the objectives of the Prize, such as supporting special funding needs of student activities and organizations. |
| Robert Stephen Haft Moot<br>Court Prize                    | Established in 1962 and awarded to the first-year student who submits the best brief in Moot Court competition.   |
| Richard J. Lipson and Paul<br>S. Lipson Prize in Contracts | Established in 1998 under the will of Richard J. Lipson '73 in honor of Paul S. Lipson '38. Awarded annually to two first-year law students showing the greatest proficiency in the subject of contracts.   |
| Allan Morrow Sexuality and<br>Gender Law Prize             | Established in 2007 in memory of Allan Morrow, a successful entrepreneur who gave generously of his time and resources to secure justice and equality for gay men, lesbians, bisexual and transgender people, and for people with HIV/AIDS. The prize is awarded annually upon graduation from the Law School to a student or students who have demonstrated outstanding achievement in the furtherance of lesbian, gay, bisexual, and transgender rights.  |
| Jane Marks Murphy Prize                                    | Established in 1952, in memory of Jane Marks Murphy '48. Awarded annually to a student who displays exceptional interest and proficiency in advocacy in clinical offerings.   |
| John Ordronaux Prize                                       | Established in 1952, in memory of Jane Marks Murphy '48. Awarded annually to a student who displays exceptional interest and proficiency in advocacy in clinical offerings.   |
| Outstanding Student<br>Award                               | The Clinical Legal Education Association presents the Outstanding Student Award to a student nominated by the faculty of Columbia Law School for excellence in clinical fieldwork based on the high quality of representation provided clients and for outstanding participation in an accompanying clinical seminar as determined by exemplary thoughtfulness and self-reflection in exploring pertinent legal and lawyering issues.   |
| Edwin Parker Prize   | Established in 2011. Awarded annually to students who excelled in the study of international or comparative law, as nominated by members of the faculty and selected by the Columbia Law School professor who is director of the Parker School of Foreign and Comparative Law.  |

| The Michael D. Remer<br>Memorial Award                             | Established in 2012 as a gift by Cowan, Debaets, Abrahams & Sheppard, LLP. Awarded annually and presented by the Kernochan Center to a graduating student whose activities and academic achievements demonstrate an interest in and aptitude for the fields of arts and copyright law.  |
|--|---|
| Simon H. Rifkind Prize<br>Fund                                     | Established in 1996 as a gift by Paul, Weiss, Rifkind, Wharton & Garrison in honor of one of the firm's founding partners, Simon H. Rifkind '25. Awarded for the best overall performance in the first year moot court program at Columbia Law School.  |
| Samuel I. Rosenman Prize   | Established in 1978, in memory of Samuel I. Rosenman '19, by his partners in the firm of Rosenman & Colin. Awarded annually to a student who has completed two years of study at the School of Law, during which he or she has demonstrated academic excellence in public law courses and outstanding qualities of citizenship and leadership in the Law School, or activities related to the Law School in the University community. |
| Emil Schlesinger Labor<br>Law Prize                                | Established in 1975 by the Schlesinger family, in honor of Emil<br>Schlesinger '24. Awarded annually to the student most proficient in<br>the subject of labor law.   |
| Whitney North Seymour<br>Medal                                     | Established in 1971 in honor of Whitney North Seymour '23. Awarded annually to the student who shows greatest promise of becoming a distinguished trial advocate.   |
| Young B. Smith Prize   | Established in 1953 by R. C. Leffingwell '02, in honor of Young B. Smith '12, Dean of the Faculty of Law from 1927 to 1952 and Chancellor Kent Professor of Law from 1930 to 1958. Awarded annually to the first-year student most proficient in the law of torts.  |
| Special Honors for<br>Outstanding Performance<br>in a Class Prize  | Established in 2011 by the Faculty of Law, the prize is awarded to recognize the single best student in a class with enrollment of 30 or more students. The prize is awarded at the instructor's discretion, and the instructor is free to choose whether to award the prize in a given course or a given semester.   |
| Robert Noxon Toppan Prize  | Established in 1878 by Robert Noxon Toppan, Law 1861. Awarded annually to the student in the School of Law who submits the best written examination to the professor of Constitutional law.   |
| Valentin J.T. Wertheimer<br>Prize in Labor Law                     | Established in 1980 by the family of Val Wertheimer '50. Awarded annually to a Law School student whose work demonstrates the most creative, thoughtful approach to labor law, equal employment law, public or private sector collective bargaining, labor conflict resolution, or employment security.   |
| Jeffrey Williams Memorial<br>Prize for Critical Rights<br>Analysis | Established in 2007 in memory of Jeffrey Williams (2002 College, 2005 Law). Awarded annually to the student who writes the best paper in critical theory.   |

#### Journals<sup>12-26</sup>

Columbia Law School is the home of 14 law journals, including many of the leading scholarly publications in their fields. Working on a law journal affords students the opportunity to participate actively in the scholarship and commentary central to the American legal culture and tradition.

The **Columbia Business Law Review** is the first legal periodical at a national law school to be devoted solely to the publication of articles focusing on the interaction of the legal profession and the business community. The review publishes three issues yearly. For each issue, student editors and staff members are integral to the production process, as they are responsible for both editing leading articles in business law and producing the journal's student-written notes. The staff of the review consists of second-year law students selected on the basis of writing ability, academic performance during the first year of law school, and demonstrated interest in business law. Staff members assist in the substantive production of the review in addition to researching and writing a student note on a business-related topic developed with the assistance of a third-year editor. The note requirement and other responsibilities effectively train members to perform accurately both scholarly and practical legal research.

The **Columbia Journal of Asian Law (CJAL)** commenced publication in 1987 as the Columbia Journal of Chinese Law under the auspices of the Columbia University School of Law and the Parker School of Foreign and Comparative Law. At that time, the Journal provided a forum for legal practitioners and scholars from the People's Republic of China, the United States, and elsewhere to discuss a broad range of issues relating to law in the PRC.

As Asia became increasingly integrated and legal issues increasingly cross-border in their impact, the Journal made the decision in 1996 to expand its geographical coverage to South, Southeast, and Northeast Asia.

Established in 1994, the **Columbia Journal of European Law (CJEL)** is committed to publishing and promoting the highest caliber European legal scholarship. CJEL is one of the few legal publications in the United States devoted exclusively to European law and is currently the #1 ranked journal in the world in its field.

The **Columbia Journal of Law and Social Problems (JLSP)**, established in 1965, is one of the oldest legal publications at Columbia Law School. Since its founding, one of JLSP's missions has been to remind its readers of the law's responsibility to serve the public good. To that end, the journal emphasizes the sociological, economic, and political impact of legal issues. As a result, JLSP's target audience includes not only judges and lawyers but also Congress, state legislatures, regulatory agencies, and members of the public.

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The mission of the **Columbia Journal of Race and Law (CJRL)** is to establish a dialogue on historic and contemporary notions of socio-political and legal challenges facing racial and ethnic minorities. We hope to embrace the continual importance of prioritizing this discourse as a means of better understanding contemporary issues, in addition to embarking on new paths for social progress.

Now in its fifty-fourth year, the **Columbia Journal of Transnational Law** is the second oldest student-run international law journal in the nation. The Journal was founded in 1961 by the late Wolfgang Friedmann, one of Columbia's most renowned international law professors, and today it is the second most cited journal at Columbia. Writings that appear in the Journal are regularly cited by academics, practitioners and courts, including the United States Supreme Court.

Each year the Journal publishes three issues, which contain articles by legal scholars and practitioners, student notes, book reviews and bibliographic materials. The Journal's purpose is to provide the practicing bar and the academic community with insight into the evolving problems of an increasingly interdependent world.

The **Columbia Science and Technology Law Review (STLR)** deals with the exciting legal issues surrounding science and technology, including the Internet, biotechnology, nanotechnology, telecommunications, and the implications of technological advances on traditional legal fields such as contracts, evidence, and tax. Recent articles have discussed the rise of facial recognition technology in society and in law enforcement, proposals for reclaiming federal spectrum, the proliferation of "drone" aircraft, robust notice and informed consent in spyware legislation, and whether criminal defendants should be permitted to offer genetic evidence of a predisposition to psychopathy.

The **Columbia Human Rights Law Review (HRLR)** seeks to publish and distribute legal analysis and discussion of civil liberties and human rights under both international and domestic law. The HRLR believes that thoughtful discussion of human rights issues and broad dissemination of information about legal remedies for human rights violations promote human rights around the world.

The **Columbia Journal of Environmental Law** was founded in 1972 with a grant from the Ford Foundation. The Journal is one of the oldest environmental law journals in the nation and is widely regarded as one of the preeminent environmental journals in the country. Our subscribers include law libraries, law firms, and federal, local, and state courts, as well as a significant international readership.

The **Columbia Journal of Gender and Law** is edited and published entirely by students at the Columbia University School of Law. The Journal publishes interdisciplinary works related to feminism and gender issues with the aim of promoting dialogue, debate, and awareness around an expansive view of feminism embracing women and men of different colors, classes, sexual orientations, and cultures.

The **Columbia Journal of Law & the Arts** is a quarterly, student-edited publication dedicated to up-to-date and in-depth coverage of legal issues involving the art, entertainment, sports, intellectual property, and communications industries. Founded in 1975, the Journal is one of the most-cited periodicals devoted to arts law issues and features contributions by scholars, judges, practitioners, and students.

Born from the vision of current law students, the **Columbia Journal of Tax Law** provides a needed forum for academics, practitioners, and policymakers to explore ideas in tax law and policy. Unlike any other tax publication, the Journal aims to bridge the worlds of both theory and practice by targeting scholars, practitioners, and policymakers as its authors and audience.

The **Columbia Law Review** is one of the world's leading publications of legal scholarship. Founded in 1901, the Review is an independent nonprofit corporation that produces a law journal edited and published entirely by students at Columbia Law School. It is one of a handful of student-edited law journals in the nation that publish eight issues a year. The Review is one of the most widely distributed

and cited law reviews in the country. It receives about 2,000 submissions per year and selects approximately 20-25 manuscripts for publication annually, in addition to student Notes. In 2008, the Review expanded its audience with the launch of Sidebar, an online supplement to the Review. By bringing together a diverse group of legal scholars, practitioners, community leaders, and judges, Sidebar provides an important, emerging forum for the discussion of pressing legal issues.

The American Review of International Arbitration is a quarterly law review that publishes scholarly articles, commentaries on recent developments, case notes, and other materials relating to international commercial arbitration. It is the only publication of its kind in the United States, and also one of the leading publications in the field internationally. International commercial arbitration itself is a practice area of significant, ever-increasing importance due to the need for resolving commercial disputes in the expanding global economy.

# Moot Court<sup>27, 28</sup>

Columbia Law School's broad range of moot court offerings provides students with exciting opportunities to sharpen their legal skills. First-year students are required to participate in either the Paul, Weiss, Rifkind, Wharton & Garrison Moot Court Program or one of the approved, international moot court competitions. All second- and third-year students are invited to participate in the Harlan Fiske Stone Moot Court competition of the Paul, Weiss, Rifkind, Wharton & Garrison Moot Court Program. Upperclass students are also welcome to explore other external moot court competitions.

Jessup International Law Moot Court: Named after Columbia Professor Philip C. Jessup, this is the premier international moot court. The national/international competition is sponsored by the International Law Students Association in conjunction with the American Society of International Law, under rules prescribed by ILSA/ASIL. At Columbia, the Jessup team has been selected through a local competition organized by the previous year's team and publicized through the Columbia Society of International Law.. We have won the regional competition several times recently; in 2003 the CLS team won national/international competition and Nick Boeving received one of the oralist awards.

In 2006, Columbia's Jessup International Law Moot Court Team won both the national and international competition in the final rounds of arguments held in Washington, D.C. The Columbia team included Tracy Appleton, Seth Davis, Vincent Levy, Alka Pradhan, and Corey Whiting.

Willem C. Vis International Commercial Arbitration Moot Court: The Willem C. Vis International Commercial Arbitration Moot is the world's leading law school competition in private international law. Every year thousands of students compete through written memos and oral rounds held in Vienna and at the sister moot in Hong Kong. Vis immerses students in a hypothetical but thoroughly practical dispute in international trade between private parties. Along the way, they learn much about commercial law and arbitration. Columbia's record of success at the Vis includes: First Place Team in 1994; Third Place Team and First Place Claimant's Memo in 2006; and Second Place Claimant's Memo in 2007. The team is run by student and alum coaches with the involvement of Professors George Bermann and Alejandro Garro. All Columbia Law students, including 1Ls and LLMs, are welcome to apply for the Vis team around the start of each school year.

**European Law Moot Court:** The European Law Moot Court, founded in 1988, is the second largest international moot court competition in the world, and the largest and most prestigious in Europe. Each year, over 120 teams submit written pleadings for the competition. Teams from the European Union, Central and Eastern Europe, the United States, Canada, and Australia participate in the competition. Each year the Regional Finals for the competition are held in four locations around the

world. Past regional finals have been held in various cities such as Boston, Dublin, Ljubljana, Bratislava, Thessaloniki, Exeter, Vienna, Bruges, Maastricht, Stockholm, Toulouse, Lisbon, Parma, Copenhagen, Budapest, Warsaw, Durham, Tallinn, Tartu, Prague, Edinburgh, Toulouse, Uppsala, Florence, San Francisco, Basel, and Cologne. Columbia hosted the Regional Finals in 2010.

# Clinical Programs<sup>29, 39</sup>

Students working under the close supervision of their clinical professors are encouraged to identify and pursue their own learning goals while providing essential representation to a wide range of clients.

The Columbia Law School clinical program has two additional goals. First, students are encouraged throughout their clinic experience to envision how legal institutions and practices can be reformed and reorganized to provide the best service to clients and the larger society. Second, clinic students provide pro bono service to clients who are unable to secure representation because of cost, the unpopularity of their causes, or the complexity of their problems.

**Adolescent Representation Clinic:** The Adolescent Representation Clinic offers students an opportunity to represent adolescents. Students in this clinic can make a critical difference in enhancing the ability of their clients to transition into being happy and productive adults in an area of the law where attorneys carry large caseloads and may be limited in their ability to delve deeply into complicated life situations.

**Community Enterprise Clinic:** Students in the Community Enterprise Clinic provide legal assistance to nonprofit organizations and small businesses that cannot pay market rates for legal services. The clinic is of special interest to those interested in community development, in learning to work with organizational clients, and in learning how to represent clients in transactions.

**Environmental Law Clinic:** Clinic students represent clients on a broad array of issues including clean water, wetlands preservation, endangered species, environmental justice, "smart growth," and clean air.

The students' work is key for the New York City metropolitan region and the United States overall as a nearly inexhaustible supply of environmental troubles is present. At the urban core and in outlying areas, communities face diverse challenges such as alarmingly high asthma rates, scarce open-space resources, brownfield redevelopment, and sprawl.

**Human Rights Clinic:** Each of these pillars of the Clinic is mutually reinforcing, providing fertile ground for a critical human rights praxis. The Clinic's methodology is collaborative, rigorous, and self-reflexive. The Clinic is a unique space for the education of strategic and creative advocates, who pursue social justice in partnership with civil society and communities, and critically engage with the human rights field's existing approaches and work to advance human rights methodologies and scholarship. The Clinic aims to provide a foundation for students to engage in lifelong social justice education and advocacy.

**Immigrants' Rights Clinic:** Immigration detention is at a historic, all-time high in the United States–approximately 400,000 immigrants cycle through the U.S. Immigration and Customs Enforcement system each year. The majority of these detainees face the deportation process alone because there is no right to counsel in immigration proceedings. The Immigrants' Rights Clinic at Columbia Law School, led by Professor Elora Mukherjee, fills this void and provides critical legal services to some of the most vulnerable individuals caught in the system.

**Lawyering in the Digital Age Clinic:** While many law schools now offer law-and-technology courses, Columbia University has pioneered the study of how technology affects the practice of law. Students in the clinic learn contemporary law practice through hands-on experience using the digital technologies that are reshaping the profession.

**Challenging the Consequences of Mass Incarceration Clinic:** Students visit clients in state and federal prisons, where they interview, counsel, and develop strategies. In collaboration with nonprofit organizations and small civil rights law firms and subject to the law student intern rules, clinic students litigate issues identified by the clients.

**Mediation Clinic:** The Mediation Clinic gives those students who may make mediation part of their professional lives a good start in terms of both skills and ethics. It helps students see the benefits and limitations of mediation and other dispute-resolution techniques so that they can responsibly counsel clients about their choices; it helps students understand how feelings, background values, and personal style affect performance in a professional role; and it provides quality assistance to parties whose disputes the clinic mediates.

**Incarceration and the Family Clinic:** The clinic informs people in prison about their parental rights and responsibilities and the ways in which they can advocate effectively for themselves. The clinic also provides advocacy to people who have been released from prison, as well as their family members, to help them achieve reunification.

**Sexuality and Gender Law Clinic:** These resources, and more, are all produced by Columbia Law Sexuality and Gender Law Clinic students who spend a semester or more in the clinic's intensive learning and working environment. Here, they hone lawyering and advocacy skills while working directly on cutting-edge sexuality and gender law issues and providing vital assistance to lawyers and organizations throughout the country and the world that advocate for the equality and safety of women and lesbians, gay men, bisexuals, and transgender individuals.

# Placement Facts<sup>29</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$160,000 |
|---------------------------------------|-----------|
| Private sector - Median               | \$160,000 |
| Public service - Median               | \$47,897  |

# **Employment Details**

| Graduates known to be employed at graduation               | 93.6% |
|--|-------|
| Graduates known to be employed ten months after graduation | 95.7% |

# Areas of Legal Practice

| Graduates employed            | Percentage |
|-------------------------------|------------|
| Law Firms                     | 78.7%      |
| Business and Industry         | 3.5%       |
| Government                    | 5.5%       |
| Public Interest Organizations | 6.6%       |

| Judicial Clerkships | 5.5% |
|---------------------|------|
| Academia            | 0.2% |
| Unknown             | 0%   |

# **Externships/Internships**

# Externships<sup>41-43</sup>

Social Justice Initiatives has the primary responsibility for the creation and the oversight of externships at Columbia Law School. Many graduates emphasize that externships—as well as clinics and practice seminars—were essential to their preparation for becoming excellent lawyers.

At Columbia Law School, an externship consists of a seminar that in most cases meets once a week, and a field experience at an NGO or government office that is closely related to the seminar. The seminars are taught by adjunct professors who are leading practicing attorneys, and the field placements usually are at their workplace. In most instances, the seminar leader also supervises the work of the students. In other cases, the seminar leader places the students with other supervisors in his or her office.

Some of the Externship programs offered in Spring 2013 and to be offered in Fall 2013 include:

#### Fall 2016

- Arts Law Externship
- Bronx Defenders Holistic Defense Externship
- Community Defense Externship
- Copyright Dispute Resolution Externship
- Criminal Appeals Externship
- Domestic Violence Prosecution Externship
- Federal Appellate Court Externship
- Federal Court Clerk Externship: EDNY
- Federal Court Clerk Externship: SDNY
- Federal Prosecution Externship: U.S. Attorney's Office, Southern District of New York
- Immigration Defense Externship
- New York Attorney General's Role in Social and Environmental Justice

# Spring 2016

- Arts Law Externship
- Bronx Defenders Holistic Defense Externship
- Federal Appellate Court Externship SP16
- Federal Court Clerk Externship: EDNY
- Federal Court Clerk Externship: SDNY
- Pro Bono Practice and Design Externship
- Representing NYC: New York City Law Department Externship
- Trusts, Wills, & Estate Planning Externship
- US Attorney EDNY Externship
- United Nations Externship

# Internships44

**Human Rights Internships:** Through the Columbia Law School, students are able to access internships that provide experience and the opportunity to advocate for human rights. Students are given the chance to choose from internships around the world, all dealing with significant human rights topics, from helping establish the International Criminal Tribunals in Rwanda and the former Yugoslavia, to researching prison conditions in Sri Lanka, to assisting in the writing of a Freedom of Information Act for Guatemala. Training is available prior to internships, allowing students more substantive assignments.

- American Society of International Law
- Civil Rights Internships
- Initiative on Conflict Resolution and Ethnicity
- International Criminal Tribunal for Rwanda
- International Labor Organization
- International Monetary Fund
- Organization of American States
- Public Interest Law Initiative (PILI) Internship Program
- Public Interest Law Institute Internships
- Rights International
- Russian and East European Institute
- UN Headquarters
- UN High Commissioner for Human Rights
- United States Government
- Washington Office on Latin America
- World Bank

# Student Organizations<sup>45</sup>

- American Civil Liberties Union
- American Constitution Society
- Asian Pacific American Law Students Association
- Black Law Students Association
- California Society
- Canadian Club
- Chambers
- Christian Legal Society
- Civil Rights Law Society
- Columbia Antitrust Law and Economics Association
- · Columbia Business and Law Association
- Columbia Card Club
- Columbia European Law Association
- Columbia Gastronomy Society
- Columbia Health Law Association
- Columbia International Arbitration Association
- Columbia Law Chess Club
- Columbia Law and Entrepreneurship Society
- Columbia Law Feminist Society
- Columbia Law First Generation Professionals
- Columbia Law Israel Organization

- · Columbia Law Revue
- Columbia Law School Competitive Table Sports Society
- · Columbia Law School Craft Beer Club
- Columbia Law School Disc
- Columbia Law School Murder Mystery Society
- Columbia Law School Military Association
- Columbia Law School Soccer Club
- Columbia Law School Softball Club
- Columbia Law School Texas Society
- Columbia Law School Women's Association
- Columbia Law School Young Democrats
- Columbia Muslim Law Students Association
- Columbia Real Estate Law Society
- Columbia Society of International Law
- Columbia Southeastern and Eastern European Law Society
- Columbia Strategic Simulation Society
- Commuter Club
- Criminal Justice Action Network
- Deans' Cup
- · De Vinimus
- District of Columbia Law Students
- Domestic Violence Project
- Education Law and Policy Society
- Empowering Women of Color
- Entertainment, Arts, and Sports Law Society
- Environmental Law Society
- Federalist Society
- Harlem Tutorial Program
- High School Law Institute
- J. Reuben Clark Law Society
- Jewish Law Students Association
- Latino/a Law Students Association
- Law in Africa Students Society
- Law Students for Reproductive Justice
- Law Students for Social Enterprise
- Maximus Gravitus
- Mentoring Youth through Legal Education
- Middle Eastern Law Students Association
- Midwest Society
- Modern Money Network
- National Security Law Society
- Native American Law Students Association
- Negotiation Association
- New England Law Students Association
- NHK: Japanese Legal Studies Association
- Outdoors Club
- OUTLaws
- OWLS (Older and Wiser Law Students)
- Point of Law
- Public Defender Students of Columbia Law School

- Public Interest Law Foundation
- Rightslink
- Running from the Law
- Society for Chinese Law
- Society for Immigrant and Refugee Rights
- Society for Korean Legal Studies
- Society of Law and Ethics
- Society of Law, Science, and Technology
- · South Asian Law Students Association
- Squash Club
- Student Animal Legal Defense Fund
- Student Public Interest Network
- Student Senate
- Suspension Representation Project
- Tenants' Rights Project
- Transfer and Visiting Student Organization
- Virtual Entertainment Society
- Whiskey and Spirits Club
- Workers' Rights Student Coalition
- Yoga Club

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# University of Chicago Law School



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**WEBSITE** www.law.uchicago.edu

**REGISTRAR'S PHONE** 773-834-5315

**ADMISSIONS PHONE** 773-702-9484

CAREER SERVICES PHONE 773-834-7579

#### Overview<sup>3, 4</sup>

The University of Chicago Law School occupies a unique niche among this country's premier law schools. Located on a residential campus in one of America's great cities, Chicago offers a rigorous and interdisciplinary professional education that blends the study of law with the humanities, the social sciences, and the natural sciences. Students, faculty, and staff form a small, tightly knit community devoted to the life of the mind. Learning is participatory. Chicago does not seek to impose a single viewpoint or style of thought on its students. Instead, our faculty exposes students to contrasting views, confident in students' abilities to choose their own paths.

The University of Chicago, one of the youngest of the major American universities, was granted its charter in 1890 and opened its doors for classes in October 1892. The generosity of its founding donors, led by John D. Rockefeller, enabled the first president of the University, William Rainey Harper, to realize his bold ideas and extraordinary standards in the creation of a new university. Harper insisted that the new institution must be a true university, with a strong emphasis on advanced training and research, as well as undergraduate education.

The Law School, part of Harper's original plan but delayed in fulfillment until 1902, was a product of an innovative spirit and a devotion to intellectual inquiry. The objective, in the view of Harper and faculty members associated with him in the project, was to create a new kind of law school, professional in its purpose, but with a broader outlook than was then prevalent in the leading American law schools. The aspiration of the new school was set by Harper's conception of legal education in a university setting: education in law "implies a scientific knowledge of law and of legal and juristic methods. These are the crystallization of ages of human progress. They cannot be understood in their entirety without a clear comprehension of the historic forces of which they are the product, and of the social environment with which they are in living contact. A scientific study of law involves the related sciences of history, economics, philosophy - the whole field of man as social being."

# Student-Faculty Ratio<sup>5</sup>

8.6:1

# Admission Criteria<sup>6</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 166-172 | 3.67-3.97 |
| Median               | 170     | 3.90      |

| Director of admissions | Ann Killian Perry |
|------------------------|-------------------|
| Application deadline   | March 1           |

The above LSAT and GPA data pertain to the 2015 entering class.

# Admission Statistics<sup>7</sup>

| Approximate number of applications | 4111  |
|------------------------------------|-------|
| Number accepted                    | 900   |
| Percentage accepted                | 21.9% |

# Law School Cost<sup>8</sup>

| Tuition and fees Full-time: | \$56,916 per year |
|-----------------------------|-------------------|
| Room and board              | \$14,130          |
| Books                       | \$1,785           |
| Miscellaneous expenses      | \$8,649           |

The above admission details are based on 2015 data.

# Class Ranking and Grades<sup>9</sup>

The grading scale at the Law School is as follows:

| Α | 180-186 |
|---|---------|
| В | 174-179 |
| С | 168-173 |
| D | 160-167 |
| F | 155-159 |

Law School grades are recorded as numerical grades.

# Ranking

The Law School does not rank students. Students MUST NOT provide estimates of their class rank on resumes, in job interviews, or in any other context. A key on the back of the transcript provides information about the rolling percentage of students graduating with honors.

#### **Grade Normalization Curve:**

Law School grades are recorded as numerical grades for all LAWS-prefixed offerings, unless otherwise explicitly noted in the offering's description. The median grade in all courses and all seminars in which students are graded primarily on the basis of an examination must be 177. The median grade in all paper seminars, clinics, and simulation classes must be no lower than 177 and no higher than 179. Courses in which all students write papers, as well as courses and seminars in which students have the option to write a paper or sit for an examination, must have a median of 177 or 178. All 1L electives must have a 177 median, regardless of the basis for grading in those classes. The median grade in Bigelow Legal Research and Writing classes must be 178. The Law School may permit minor deviations from these mandatory medians for classes with very low enrollments when the instructor certifies that the students' performance was unusually strong or weak relative to students' performance in the same class during prior years.

In the absence of any contrary statement, it is understood that a student's grade in a course will be based entirely upon the written examination or paper in the class. Professors may choose to add a class participation component to the grade.

A grade of 160 or above is required to receive credit in a course. A student who fails a class will be contacted by the Dean of Students. A student who receives two failing final grades in any one academic year or three failing final grades during his or her period of residence at the Law School will not have maintained satisfactory academic standing. Additionally, J.D. students must attain a minimum cumulative GPA of 168 at the conclusion of each academic year to maintain satisfactory academic standing. Maintenance of satisfactory academic standing is a prerequisite to continuing study in the Law School as well as to graduating from the Law School.

# Honors<sup>10</sup>

Honors are awarded to J.D. students at graduation based on final cumulative grade point averages as follows:

| Honor                     | Criteria  |
|---------------------------|---|
| Order of the Coif         | Membership in the national Order of the Coif organization is awarded pursuant to terms set by the national organization. Students are eligible for nomination for Order of the Coif upon graduation if they have earned at least 79 of the 105 credits needed for graduation in graded courses. From that pool of eligible students, the top 10% at graduation are nominated for membership in the Coif.  |
| Highest Honors            | 182 and above   |
| High Honors               | 180.5 and above   |
| Honors                    | 179 and above   |
| Kirkland & Ellis Scholars | In recognition of a very important gift to the Law School's Centennial Capital Campaign, the Law School designates outstanding students as Kirkland & Ellis Scholars. Beginning with the Class of 2009, students with grades in the top 5% of the class are so designated at the end of their first year or second year of study. Additional students will be added to this group during the third year of study so that by graduation, 10% of the class will have been designated Kirkland & Ellis Scholars. Once a student receives the designation, it is not removed. |

### Awards<sup>11</sup>

| Name of Award      | Awarded for/to                               |
|--------------------|--|
| Beale Prize        | Best in each legal research/writing section  |
| Barber Prize       | Best contribution to law school's culture    |
| Mandel Award       | Best contribution to Mandel Legal Aid Clinic |
| Casper Platt Award | Best paper written by a student, annually    |
| Kirkland Scholar   | Top 5% of graduating class                   |

## Journals<sup>12</sup>

The Law School has three student-edited law journals: The University of Chicago Law Review, The Legal Forum, and The Chicago Journal of International Law.

## The University of Chicago Law Review

The Law Review publishes articles and book reviews by leading scholars along with comments written by students. In addition to participating in the editing and publication of legal scholarship, staff members have the unique opportunity to develop their own skills as writers and scholars. The Law Review emphasizes student works. On average, half of each issue is devoted to student Comments. In recent years, approximately 20% of the students in each first-year class have been invited to join The Law Review on the basis of either academic performance or excellence in an annual writing competition. Students may also join the staff during their second or third years by completing a publishable comment through the Topic Access program.

# The University of Chicago Legal Forum

The Legal Forum is the Law School's topical law journal. Its student board annually publishes a volume of articles (by academics and practitioners) and Comments (by students) that focus on a single area of the law. Each fall the Legal Forum hosts a symposium at which the authors of the articles present their work.

# The Chicago Journal of International Law

The Chicago Journal of International Law, a biannual student-edited journal, is the Law School's newest journal. It publishes short Comments and articles by students and scholars on matters of international law and foreign affairs.

Approximately 85 students from each class participate in a journal, and students selected for the journals must arrive back on campus in mid-August. There are several ways to become a member, and the journals hold meetings to discuss these opportunities each Spring quarter.

# Credit for Participation in a Journal

Students writing comments for any of the three student-edited journals are eligible to receive up to three credits. Student who join a journal are paired with faculty members who supervise the writing of the journal comments. The pairing process is supervised by the deputy dean, working with the journals' executive editors.

# **Moot Court<sup>12</sup>**

# **Hinton Moot Court Competition**

The Hinton Moot Court Competition, named for Judge Edward W. Hinton (Professor of Law, 1913-36), is open to all second- and third-year students (except those third-year students who made it to the semi-finals during the previous year). The competition provides students the opportunity to develop skills in writing and appellate advocacy. Moot Court participants advance through three rounds. The Moot Court Competition is conducted by the Hinton Moot Court Board, which is typically made up of semi-finalists and finalists from the previous year, under the supervision of the Office of the Dean of Students and the Faculty Moot Court Committee.

Moot Court participants advance through three rounds:

- · The Fall Round
- The Winter Round
- The Spring Round

# Other Moot Court Competitions

Students often participate in moot court competitions hosted by other law schools. Students may participate in outside moot court competitions, so long as they do not require the student participants to miss any classes or exams or otherwise interfere with their coursework. Students may not receive course credit for outside moot court competitions or similar activities, such as mock arbitrations.

As a general rule, the Law School does not provide funding for outside moot court competitions. There may, however, be special funds available from donors depending on the competition topic. If such funding is available, it is typically capped at \$500 per team and may be used to cover registration costs provided participation was open to all students. (If, for example, a team is selected via a tryout process, the try-outs must be publicized.) Funding is not available for competitions that require participants to miss any classes or exams. To learn whether funding is available, please contact the Dean of Students or the Associate Director of Student Affairs.

# Clinical Programs<sup>14</sup>

Second- and third-year students may obtain practical training through the Law School's clinical and experiential programs, in which students represent clients and engage in other lawyering roles under the supervision of full-time clinical teachers, faculty, and practicing attorneys. The Law School's clinical and experiential programs give students an opportunity to learn litigation, legislative advocacy, and transactional skills. Students learn through classroom instruction, simulation, and representation of clients under the close supervision of the clinical teachers and attorneys. These programs are intended to join the academic study of law with experience in interviewing clients, investigating facts, developing strategies, conducting negotiations, dealing with adverse parties, drafting legislation and lobbying legislators, drafting contracts, and participating in court proceedings.

Second- and third-year J.D. students are eligible to participate in clinical and experiential programs. Clinical and experiential programs are not available to first-year students. All available seats in all clinics are included in the quarterly registration process managed by the Office of the Registrar.

The following clinical offerings are currently scheduled for the 2015-16 academic year, and may be amended from time to time to reflect changes or additions of new clinics:

- Abrams Environmental Law Clinic
- Civil Rights Clinic: Police Accountability
- Criminal and Juvenile Justice Project Clinic
- Employment Law Clinic
- Exoneration Project Clinic
- Federal Criminal Justice Clinic
- Gendered Violence and the Law Clinic (\*)
- Housing Initiative Clinic
- Institute for Justice Clinic on Entrepreneurship
- International Human Rights Clinic
- Kirkland & Ellis Corporate Lab Clinic
- Mental Health Advocacy Clinic
- Poverty and Housing Law Clinic (\*)
- Prosecution and Defense Clinic (\*)
- Young Center Immigrant Child Advocacy Clinic

# (\*) Winter and Spring only

Students should keep in mind that they need to be enrolled in and earn at least nine credit hours per quarter to be considered full-time, and students must earn at least 105 credits to graduate. If the student is counting on a clinic to meet these minimums, the student must be sure to earn enough hours in the clinic, or the student may face serious consequences.[1] Any student intending to earn clinical credits in a given quarter above the default minimum credits for a clinic—whether to meet the nine credit hour full-time requirement or the 105 credits to graduate requirement—should provide the Registrar with written confirmation from their clinical supervisor that sufficient clinical work will be available to that student to meet the necessary hours requirement.

#### Placement Facts<sup>15</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$160,000 |
|---------------------------------------|-----------|
| Private sector - Median               | \$160,000 |
| Public service - Median               | \$62,000  |

# **Employment Details**

| Graduates known to be employed at graduation               | 94.8% |
|--|-------|
| Graduates known to be employed ten months after graduation | 96.2% |

#### Areas of Legal Practice

| Graduates employed    | Percentage |
|-----------------------|------------|
| Law Firms             | 65%        |
| Business and Industry | 6.3%       |
| Government            | 4.4%       |

| Judicial Clerkships           | 17%  |
|-------------------------------|------|
| Public Interest Organizations | 6.8% |
| Academia                      | 0.5% |
| Unknown                       | 0%   |

# Externships/Internships

# Externships<sup>16</sup>

As a rule, the Law School does not grant academic credit for student externships with entities outside of the Law School. The sole exception to this prohibition on academic credit for work done with outside agencies is for work undertaken through a student's participation in one of the Law School's clinical programs involving an outside agency (i.e., the Gendered Violence and the Law Clinic, the Poverty and Housing Law Clinic, or the Prosecution and Defense Clinic). Law School students have nevertheless chosen to participate in non-credit externships with outside entities (the FBI, Cook County State's Attorney, judges, etc.) and found the experience worthwhile.

# Internships<sup>17</sup>

# **Summer Judicial Internship Program**

The Office of Career Services administers a judicial internship program to help connect students with judges who are interested in having volunteer interns work for them during the summer. Recognizing the significant educational and experiential benefits of working in a judge's chambers, we strongly encourage our students to consider these positions when they are searching for summer employment. In recent years approximately 15% of the 1L class had participated in internships with a judge.

We are pleased to announce that The University of Chicago Law School will provide funding for law students who work at least eight full-time weeks (full-time as defined by chambers) in the summer.

# Student Organizations<sup>18</sup>

- American Civil Liberties Union
- American Constitution Society
- Amicus
- Apathy
- Asian Pacific American Law Students Association
- Association for High Seas, Oceanic, and Yachting Law (AHOY)
- Black Law Students Association
- Brandeis Center
- Bull Moose Society
- Chicago Investment Law Group
- Chicago Law Foundation
- Chicago Journal of International Law
- Child Advocacy Society
- China Law Society
- Christian Legal Society
- Creative Writing Forum
- Criminal Law Society

- Dallin H. Oaks Society
- Defenders
- Disability Law Society
- Domestic Violence Project
- The Edmund Burke Society
- Energy Law Society
- Environmental Law Society
- Entertainment & Sports Law Society
- Federalist Society
- FeedChicago
- Food and Drug Law Society
- Global Issues Society
- GreenBooks
- Health Law Society
- Hinton Moot Court
- Human Rights Law Society
- Immigration Law Society
- Intellectual Property Law Society
- International Law Society
- International Refugee Assistance Project
- Japan Law Society
- JD/MBA Association
- Jessup Moot Court
- Jewish Law Students Association
- Labor and Employment Law Society
- Latino/a Law Students Association
- Law and Economic Society
- Law and Internet Forum
- Law and Society
- Law and Technology Society
- · Law. Inc.
- Law Review
- Law of the Land
- Law School Democrats
- Law School Film Fest
- Law School Musical
- Law School Republicans
- Law Students Association (LSA)
- Law Students for Life
- Law Students for Reproductive Justice
- · Law Women's Caucus
- Lawyers as Leaders
- Legal Forum
- Middle Eastern Law Students Association
- Muslim Law Students Association
- · National Lawyers Guild
- Neighbors
- OUTLaw
- · Personal Finance Club
- The Phoenix (student newspaper)

- Public Interest Law Society
- Res Musicata
- Scales of Justice
- Securities and Investment Law Society
- South Asian Law Students Association
- Spring Break of Service
- Streetlaw
- St. Thomas More Society
- · Student Animal Legal Defense Fund
- Trivia Contest
- · Vis Arbitration Moot Team
- Wine Mess
- Women's Mentoring Program
- Winston Churchill Gaming Society

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**ADMISSIONS PHONE** 212-998-6060

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#### Overview<sup>3</sup>

NYU Law is an intellectual powerhouse, with 105 faculty, 336 courses, 15 areas of study, over 30 centers, and over 80 student organizations.

The Law School has long taken a leadership role in introducing changes that have redefined legal education. Most recently, we launched initiatives to assure that our graduates are practice-ready for today's world. Highlights include: NYU Law Abroad; our Washington, DC-based Legislative and Regulatory Process Clinic; and our Leadership & Financial Literacy program.

#### Student-Faculty Ratio<sup>4</sup>

8.4:1

# Admission Criteria<sup>5</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 166-171 | 3.61-3.87 |
| Median               | 169     | 3.78      |

| Director of admissions | Cassandra Williams |
|------------------------|--------------------|
| Application deadline   | February 15        |

Law School Admissions details based on 2015 data.

# Admission Statistics<sup>6</sup>

| Approximate number of applications | 5714  |
|------------------------------------|-------|
| Number accepted                    | 1892  |
| Percentage accepted                | 33.1% |

#### Law School Cost<sup>7</sup>

| Tuition and fees Full-time: | \$59,330 per year |
|-----------------------------|-------------------|
| Room and board              | \$23,000          |
| Books                       | \$1,250           |
| Miscellaneous expenses      | \$2,384           |

The above admission details are based on 2015 data.

# Class Ranking and Grades<sup>8</sup>

To a great degree, a student's final grade in many of the courses offered at NYU School of Law is dependent upon the grade received on the final examination. No grade is recorded for a course or section of a course in which the student is not officially registered and retroactive registration is not permitted.

The grading system used for J.D.s beginning Fall 1990 and LL.M.s beginning summer 1987 through summer 2008 was A, 4.0; A -, 3.67; B+, 3.33; B, 3.0; B -, 2.67; C, 2.0; D, 1.0 and F, 0.

The new grading system for J.D.s and LL.M.s effective fall 2008 is A+, 4.33; A, 4.0; A -, 3.67; B+, 3.33; B, 3.0; B -, 2.67; C, 2.0; D, 1.0 and F, 0.

Other symbols used on Law School transcripts are:

**CR (Credit).** This symbol is used (1) to show successful completion of participation on student publications or as Teaching Assistants (J.D. students only), (2) in specified courses in which the student has elected the Credit option, rather than a grade (J.D. students only), (3) in cases where a student in good standing withdraws for military service, provided he or she does not receive a tuition refund and has continued in attendance through two-thirds of the semester for which credit is sought, and (4) in other cases where a student receives credit for completion of a course but the Executive Committee has decided that it would be impossible or improper to assign a grade to such work (e.g., a lost examination paper). A grade of credit cannot be granted for required courses and/or Directed Research. A grade of credit is awarded for certain zero credit LL.M. courses and the J.D. Lawyering course.

**EXC (Excused).** This symbol reflects an absence from an examination that has been excused by the Office of the Vice Dean for good cause. Where practical, the absence should be approved before the examination is scheduled to be given. If excused from the scheduled exam, the student may take the exam at the next time regularly scheduled during the student's tenure at the Law School. If the course is required, the student must take the exam.

**FAB (Fail/Absence).** This symbol denotes an un-excused absence from an examination or an unexcused failure to hand in a take-home examination or paper in the time allowed by the instructor. If an excuse for absence is accepted as satisfactory by the Office of the Vice Dean or the Executive Committee, "FAB" will be replaced by "EXC." If this absence is not excused, the grade of "FAB" will become final.

**FX.** This symbol denotes failure due to cheating or plagiarism or violation of other rules governing academic honesty.

INC (Incomplete) / IP (In Progress). In the following situations, students received an "INC" prior to fall 2009; beginning fall 2009 students receive a grade of "IP." This symbol is used in seminar courses, directed research, or similar study when the student has made prior arrangements with the instructor to submit work later than the end of the semester in which the course is given. Third-year students who have grades of incomplete in courses from prior semesters must complete and submit all work required for the course no later than May 1 of their sixth semester or at such earlier date as the faculty member requires. Full-time LL.M. students must submit a final version of incomplete work no later than May 1 of their second semester. The May 1 deadline is necessary to enable faculty sufficient time to evaluate the student's work and submit a grade and for the School to be able to certify the student for graduation and to sit for the July bar exam. It is the student's responsibility to arrange a submission schedule with the instructor. An extension may only be granted by the Office of the Vice Dean in consultation with the faculty member.

**WD (Withdrew).** This symbol denotes a withdrawal in writing from a course. Students who withdraw from a course by the last day of classes in the semester will not have a "WD" noted on their transcript. Thereafter, the student must take an examination or produce a paper (where the course is graded on the basis of a paper or the instructor agrees to allow a paper in lieu of examination). Failure to take an examination or produce a paper will result in an "FAB" unless for good cause, on timely application, the Executive Committee is willing to change the grade to a "WD." A faculty member may require withdrawal with a grade of "WD" for poor attendance or for failure to make satisfactory progress.

#### **Grade Normalization Curve**

With the exception of the A+ rules, the guidelines do not apply at all to seminar courses, defined for this purpose to mean any course in which there are fewer than 28 students. In classes in which credit/fail grades are permitted, these percentages are calculated only using students taking the course for a letter grade. If there are fewer than 28 students taking the course for a letter grade, the guidelines do not apply.

|                        | First-Year J.D. (Mandatory) | All other J.D. (Non-Mandatory) |
|------------------------|-----------------------------|--------------------------------|
| A+                     | 0-2% (target = 1%)          | 0-2% (target = 1%)             |
| A                      | 7-13% (target = 10%)        | 7-13% (target = 10%)           |
| A-                     | 16-24% (target = 20%)       | 16-24% (target = 20%)          |
| Maximum for A tier     | 31%                         | 31%                            |
| B+                     | 22-30% (target = 26%)       | 22-30% (target = 26%)          |
| Maximum grades above B | 57%                         | 57%                            |
| В                      | remainder                   | remainder                      |

| B-    | 4-8% (target = 6%) | 4-11% (target 7-8%) |
|-------|--------------------|---------------------|
| C/D/F | 0-5%               | 0-5%                |

The cap on the A+ grade is mandatory for all courses. However, at least one A+ can be awarded in any course. These rules apply even in courses, such as seminars, where fewer than 28 students are enrolled.

Normal statistical rounding rules apply for all purposes, so that percentages will be rounded up if they are above .5, and down if they are .5 or below. This means that, for example, in a typical first-year class of 89 students, 2 A+ grades could be awarded.

#### Honors<sup>9</sup>

**Order of the Coif:** Both six-semester JDs and four-semester JDs (transfer students or students who spend two semesters as a visitor at another law school) are eligible for Order of the Coif. The number of students eligible to be in the top 10% of the class is computed based on the entire class, including four-semester JDs. Ten percent of the number of four-semester JDs is calculated, and that number is the maximum number of four-semester JDs eligible for Order of the Coif from among the top 10% of the entire class. The balance of the overall 10% number of slots is filled by six-semester JDs only.

| Honor                   | Criteria   |
|-------------------------|--|
| summa cum laude         | To the very few students (if any in a particular year) who, in<br>the judgment of the executive committee, have compiled truly<br>outstanding academic records |
| magna cum laude         | To graduates whose GPAs place them in the top 10% of their classes   |
| cum laude               | To graduates whose GPAs place them in the top 25% of their classes   |
| Pomeroy Scholars        | Top 10 first-year students, based on cumulative grades   |
| Butler Scholars         | Top 10 students, based on cumulative grades for four semesters   |
| Florence Allen Scholars | Top 10% of students, based on cumulative grades for four semesters (other than Butler Scholars)  |
| Robert McKay Scholars   | Top 25% of students, based on cumulative grades for four semesters (other than Butler and Allen Scholars)  |

# Journals<sup>10-18</sup>

Founded in 1942, the **New York University Annual Survey of American Law** is a student-edited journal at New York University School of Law. The Annual Survey is NYU's second-oldest legal journal and was originally compiled by NYU faculty members as a comprehensive annual reference to developments in American law. Now a quarterly publication, the Annual Survey continues its dedication to exploring contemporary legal developments in the United States from a practice-oriented perspective. Annual Survey articles analyze emerging legal trends, interpret significant recent court decisions and legislation, and explain leading legal scholars' and judges' perspectives on current legal topics. The journal is widely distributed throughout the world, giving lawyers both inside and outside the United States insight into American law and legal issues.

The Environmental Law Journal (ELJ) is one of ten student-run publications at New York University School of Law. Together with the other journals, the ELJ participates in the annual Writing Competition to select staff editors. Students who have completed their first year at the law school are eligible to participate in the Writing Competition, which is distributed immediately following the last final exam of the spring semester. Students must register in advance to participate in the competition. Participants have approximately two weeks to complete the competition, which consists of a closeduniverse (no additional research allowed) case comment and submission of personal statement to ELJ.

The NYU Journal of Intellectual Property and Entertainment Law began its development in 2009, when student leaders of NYU Law's Intellectual Property and Entertainment Law Society found themselves confronted with the reality that NYU had no journal devoted to these increasingly important areas of the law. So, these proactive students undertook the extraordinary task of creating an entirely student-run and online publication called "The Ledger," as an outlet for scholarly editorials and a forum for dialogue among legal practitioners, agents, and students, dedicated to analyzing issues in the fields of art, entertainment, intellectual property, internet, sports, and technology law. After only a few years, The Ledger had grown substantially and developed a major presence among the IP community at NYU Law.

Founded in 1968 with the aid of a Ford Foundation Grant, the New York University Journal of International Law and Politics features articles on international legal topics by leading scholars and practitioners, as well as notes, case comments, and book annotations written by Journal members. JILP readers include students, scholars, practitioners, and policymakers in more than sixty countries around the world. Visit the JILP Online Forum for the latest discussion.

The NYU Journal of Law & Business provides a forum for dialogue and thorough analysis of issues, ideas, problems, and solutions relating to law and business, and contributes to academic scholarship regarding the interaction of the two professions. The Journal is challenging traditional notions of what a journal is and can achieve.

The Journal of Law & Liberty is the first student-edited law journal dedicated to the critical exploration of classical liberal ideas. The Journal is dedicated to providing a forum for the debate of issues related to human freedom from both theoretical and practical standpoints. Recently, the Journal has published articles focusing on issues including the nature of rules and order, theories of rights and liberty, legal history, jurisprudence, constitutional law, historical and contemporary legislation. We seek scholarship from philosophers, jurisprudes, economists, and historians, as well as from lawyers.

Founded in 1924, the New York University Law Review is a generalist journal publishing legal scholarship in all areas, including legal theory and policy, environmental law, legal history, international law, and more. Each year, it publishes issues in April, May, June, October, November, and December. These six issues contain cutting-edge legal scholarship written by professors, judges, and legal practitioners, as well as Notes written by members of the Law Review.

The NYU Moot Court Board is one of NYU School of Law's student academic journals. Our mission is to enrich the legal education of our members and explore new approaches to unsettled legal guestions through written and oral advocacy. We work to achieve this mission through five main programs:

At the height of the political turmoil of the late 1960s, a group of activist students and professors at N.Y.U. School of Law came together and discussed the ways in which legal scholarship could respond to the injustices suffered by those relegated to society's margins. These students and faculty felt that the

dominant legal discourse found in countless law reviews failed to address sufficiently the gross inequities that existed (and continue to exist) along the lines of race, gender, class, sexuality, age, and ability.

## **Moot Court**<sup>19</sup>

The NYU Moot Court Board is one of NYU School of Law's student academic journals. Our mission is to enrich the legal education of our members and explore new approaches to unsettled legal questions through written and oral advocacy.

# Clinical Programs<sup>20-22</sup>

New York University School of Law's Jacob D. Fuchsberg Clinical Law Center has long been renowned for the quality of its faculty, the variety of its offerings, and the innovative structure of its curriculum. With 15 full-time clinical faculty and 40 clinics, NYU School of Law provides students with unparalleled experiences in working with clients and communities to address urgent problems, influence public policy, and improve the quality of legal problem-solving.

NYU School of Law offers the following year-long clinics. Each of these clinics is 14 credits and therefore accounts for roughly half of a student's course load for the academic year. (The only exception is the Civil Litigation-Employment Law Clinic, which carries 12 credits.)

- Civil Litigation Employment Law Clinic
- Criminal Defense and Reentry Clinic
- · Federal Defender Clinic
- Global Justice Clinic for JDs
- Immigrant Rights Clinic
- International Transactions Clinic for JDs
- Juvenile Defender Clinic

New York University School of Law offers the following semester-long clinics and externships.

- Bankruptcy Appellate Clinic
- Brennan Center Public Policy Advocacy Clinic
- Business Law Transactions Clinic
- Civil Litigation Employment Law Clinic
- Comparative Criminal Justice Clinic
- Criminal Appellate Defender Clinic
- Education Advocacy Clinic
- Education Sector Policy and Consulting Clinic
- Environmental Law Clinic
- Equal Justice and Defender Clinic
- EU Public Interest Clinic (Paris)
- Family Defense and Child Abuse Registries Clinic
- Family Defense with NY Defenders Clinic
- Global Justice Clinic for LLMs
- Immigrant Defense Clinic
- International Environmental Law Clinic
- International Organizations Clinic
- International Transactions Clinic for LLMs
- Legislative and Regulatory Process Clinic

- Mediation Clinic
- · Mediation Clinic Advanced
- New York Civil Liberties Clinic
- Policy Advocacy in Latin America (Buenos Aires)
- Pro Bono Scholars Program Litigation, Organizing and Systemic Change
- Racial Equity Strategies Clinic
- Racial Justice Clinic
- Regulatory Policy Clinic
- Reproductive Justice Clinic
- Technology Law and Policy

# Placement Facts<sup>21</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$160,000 |
|---------------------------------------|-----------|
| Private sector - Median               | \$160,000 |
| Public service - Median               | \$55,839  |

# **Employment Details**

| Graduates known to be employed at graduation               | 96.5% |
|--|-------|
| Graduates known to be employed ten months after graduation | 96.7% |

# **Areas of Legal Practice**

| Graduates employed            | Percentage |
|-------------------------------|------------|
| Law Firms                     | 69.2%      |
| Business and Industry         | 3.6%       |
| Government                    | 5.4%       |
| Public Interest Organizations | 11.6%      |
| Judicial Clerkships           | 9.2%       |
| Academia                      | 1.1%       |
| Unknown                       | 0%         |

# **Externships/Internships**

# Externships<sup>24</sup>

The **Federal Judicial Practice Externship** is designed to teach students about federal practice through exposure to the workings of judicial chambers as well as class sessions that focus on substantive and practical issues of law. Students participating in the class dedicate their time to both a placement with a district court or appellate court judge and a weekly, two-hour seminar. To develop advocacy skills, all students are required to participate in a moot court argument before a panel of judges. While in chambers, students complete extensive research and writing projects, such as drafting bench memoranda, orders, or opinions on a broad range of subjects, including immigration, criminal law, habeas corpus, and complex commercial disputes. Students also are encouraged to attend court proceedings. Taught by Michelle Cherande and Judge Alison Nathan. (Offered Fall 2016)

The U.S. Attorney's Office for the Eastern District of New York, located in downtown Brooklyn at the foot of the Brooklyn Bridge, is one of the premier U.S. Attorney's Offices in the country. The EDNY's Civil Division of the EDNY represents the interests of the United States in a wide range of affirmative civil actions involving Residential Mortgaged Back Securities, Civil Rights, Health Care Fraud, Defense Contractor Fraud, Mortgage Fraud, Civil and Criminal Asset Forfeiture, and Environmental Litigation. Its defensive practice, representing most Federal agencies, is also extraordinarily diverse, and includes bankruptcy cases, employment discrimination actions, and suits involving constitutional and common law torts. The USAO-EDNY selects up to twelve students to work as externs in its Civil Division each term. NYU also will select up to twelve students to participate in a seminar on civil litigation that is separate from, but complementary to, the externship. By participating in this externship, students will have an opportunity to learn about the inner workings of the federal justice system and government litigation. Each student will report to, assist and work under the supervision of one or two Civil Division Assistant United States Attorneys (AUSAs). Among other things, students help draft dispositive motions, complaints and answers, prepare written discovery demands, assist AUSAs in taking and defending depositions, in settlement negotiations and at trial. A few students each semester may have the opportunity to argue a motion before a federal district judge. The externship is designed to give students the broadest possible exposure to federal practice and the day-to-day tasks that litigators perform. The seminar meets weekly at the Law School for two-hour sessions to discuss, study, and learn how to perform those tasks as well as consider the strategic and tactical considerations that underlie litigation decisions. Students will also participate in in-class simulations to help them develop their advocacy skills. (Offered Fall 2016 and Spring 2017)

The United States Attorney's Office will select up to ten students for externships in the Civil Division of the United States Attorney's Office for the Southern District of New York in Manhattan, one of the finest law offices in the country. Students will also participate in a seminar on government civil litigation in the Southern District of New York. The seminar is separate from, but complementary to, the externship. By participating in the externship, students will have an opportunity to learn about all aspects of litigation conducted by the government. Each student will report to, assist, and work under the supervision of one or two Civil Division Assistant United States Attorneys. Students will work closely with each of their supervisors in the investigation and litigation of civil cases in federal court in Manhattan and occasionally White Plains. The seminar meets weekly for two-hour evening sessions to discuss, study, and explore the many important roles of the government litigator. Classes will focus on ethical and strategic considerations in litigating cases, and will provide simulation opportunities in arguing motions, taking depositions, conducting settlement negotiations, and presenting opening statements. (Offered Fall 2016 and Spring 2017)

Students will conduct fieldwork at NY-based non-profit organizations representing LGBTQ individuals. For the Spring 2016 semester, each of the course's ten students has been placed at one of six partnering organizations: the Anti-Violence Project, Immigration Equality; Lambda Legal; the LGBTQ Rights Project at the New York Legal Assistance Group; the Peter Cicchino Youth Project at the Urban Justice Center, and the Sylvia Rivera Law Project. It is anticipated that a similar collection of organizations will host course students in future semesters. Substantive case work may include sexual-orientation or gender identity-based asylum claims; discrimination claims; transgender documentation issues (such as correcting gender on a birth certificate); housing cases; or orders of protection. A seminar focusing on the unique legal issues faced by LGBTQ individuals completes the students' work. Taught by Adjunct Professor Michael Kavey. (Offered Spring 2017)

The Local Prosecution Externship will immerse students in local prosecution, build concrete lawyering skills that lie at the heart of the prosecutorial function and exercise of discretion -- the interviewing, evaluation, and presentation of witnesses - and insure that each student develops the habit of

critical reflection. It will use the evaluation and presentation of witnesses as the focus through which students learn to lawyer, consider difficult ethical issues, understand the scope and challenges of the exercise of prosecutorial discretion, and begin to develop case narratives. It combines two closely connected components: fieldwork in the office of the DANY (a minimum of 12-15 hours per week, depending on the office) and a weekly seminar that will support and supplement the on-site fieldwork. The seminar will employ a combination of readings, discussion, simulation and fieldwork case rounds to insure that every student achieves the goals of the externship. Taught by adjunct professor Deborah Gramiccioni and Evan Krutoy. (Offered Fall 2016 and Spring 2017)

Students in this clinic will be assigned to one of the division's of the City's Law Department, which handles all of the legal business of the City, its agencies, and its officials. Divisions that have housed clinic externs in the past have included the Legal Counsel Division (which advises the Mayor and City agencies on proposed policy initiatives and legislation, such as those related to public health), the Affirmative Litigation Division (which brings suits on behalf of the City, including those brought against companies illegally selling untaxed cigarettes), and the Environmental Law Division (which advises City officials on environmental issues such as remediation). In their clinic roles, students will be assigned to work on matters with division attorneys. Work might include research on legal issues, written memoranda for Law Department attorneys or clients, and the drafting of legal papers. The goal of the clinic is to give students a broad introduction to the work of the City's government and the lawyers who serve the government, whether by representing it in court or advising City officials in purely policy settings. Students will be expected to work approximately 10 hours per week at the Law Department. Taught by Michael Pastor and Gail Rubin. (Offered Fall 2016)

The chief mission of the Policing Project at NYU Law is to strengthen policing by applying the regular rules of democratic governance—by promoting greater engagement between police departments and their communities around matters of policy; drafting model policies on various aspects of policing; developing metrics that are better tailored to the goals of community policing; and engaging in cost-benefit analysis around policing practices. The Policing Project is pursuing these goals in various ways: we are working directly with police departments and communities on demonstration projects, researching and evaluating existing oversight models, engaging in public advocacy, convening conferences and roundtables with academics and law enforcement personnel, and engaging in some targeted litigation around policing issues. Students in the Policing Project Externship will work closely with the Policing Project at NYU Law as well as its coalition partners on all these various endeavors. The Externship is offered in both Fall and Spring, and students may sign up for either or both semesters. Taught by Barry Friedman and Maria Ponomarenko (Offered Fall 2016 and Spring 2017) To apply for this Externship, please go to this page.

The Pro Bono Scholars Program (PBSP) is a program started during the 2014-2015 school year under special rules of the New York Court of Appeals that allows law students to take the New York Bar Exam in February of their 3L year if they commit to spending the last semester of law school working full time on pro bono work through the law school for credit. After law students take the Bar Exam in February, their entire courseload in the Spring semester (March through May) will consist of this clinic. During the 12 weeks of this reconfigured semester, per Court rules, students will be expected to spend approximately 50 hours each week participating in the externship's/clinic's fieldwork and seminar. The fieldwork performed in this clinic must provide legal services to the underserved. The Clinic offers structured fieldwork opportunities with Make the Road NY and the Education Advocacy Clinic. The PBSP program will also on a case by case basis partner to develop work experience opportunities with other fieldwork providers. Students working with MRNY will have the option of providing direct legal services in immigration, fair wage employment work, housing and health policy matters. Law students working with the Education Advocacy Clinic will represent low-income students in New York

City school suspension hearings and special education cases. Taught by Professor Sarah E. Burns and Adjunct Professor Deborah Axt, with assist from Professor Randi Levine for the Education Advocacy fieldwork training and supervision. (Offered Spring 2017)

The U.S. Attorney's Office will select up to ten students for externships in the Criminal Division of the U.S. Attorney's Office for the Eastern District of New York (EDNY), located in Brooklyn. EDNY is a national leader in the prosecution of federal crimes, including terrorism, cybercrime, public corruption, organized crime, civil rights, business and securities fraud, violent crime and human trafficking. NYU will also select up to ten students to participate in a seminar on criminal prosecution that is separate from, but complementary to, the externship. By participating in this externship, students will have an opportunity to learn about the inner workings of the federal criminal justice system. Each student will report to, assist and work under the supervision of one or two Criminal Division Assistant United States Attorneys (AUSAs) in the investigation and prosecution of criminal cases in federal court in Brooklyn. The students' work may include, for example, helping AUSAs who are preparing for trial, interviewing federal agents, attending proffers of cooperating witnesses, and drafting motions. Every student will appear in court on behalf of the United States at a bail hearing and/or other proceeding. The seminar meets weekly at the Law School for two-hour sessions to discuss, study, and explore the many important roles of the prosecutor in the federal criminal justice system. Classes will focus on ethical and strategic considerations in exercising prosecutorial authority and other challenges facing prosecutors. In particular, classes will examine how federal prosecutors may influence criminal cases at all stages of development, investigation and arrest through investigative technique, charging decisions, plea bargaining and sentencing. Students will also participate in in-class simulations to help them improve their advocacy skills. (Offered Fall 2016 and Spring 2017)

The United States Attorney's Office will select up to ten students for externships in the Criminal Division of the United States Attorney's Office for the Southern District of New York in Manhattan, recognized nationally as one of the finest prosecution offices in the country. Students will also participate in a seminar on criminal prosecution in the Southern District of New York. The seminar is separate from, but complementary to, the externship. By participating in the externship, students will have an opportunity to learn all about the inner workings of the federal criminal justice system. Each student will report to, assist, and work under the supervision of one or two Criminal Division Assistant United States Attorneys. Students will work closely with each of their supervisors in the investigation, preparation, and prosecution of criminal cases in federal court in Manhattan. The seminar meets weekly for two-hour evening sessions to discuss, study, and explore the many important roles of the prosecutor in the federal criminal justice system. Classes will focus on ethical and strategic considerations in exercising prosecutorial authority and other challenges facing prosecutors. In particular, classes will examine how federal prosecutors may influence criminal cases at all stages of development, investigation and arrest through investigative technique, charging decisions, plea bargaining and sentencing. (Offered Fall 2016 and Spring 2017)

# Internships<sup>25</sup>

The PILC Summer Funding Program includes several special paid internships. Students interested in these fellowships must complete special program applications in addition to completing program requirements for PILC Summer Funding, since payment will be administered through the Summer Funding Program.

- International Law and Human Rights Summer Fellowship Program
- The Hague Conference on Private International Law Summer Fellowship
- Helaine Barnett Fellowship at the Legal Services Corporation

- Sudler Family Fellowship
- Guarini Center Summer Internships in Public Interest Environmental and Land Use Law

# Student Organizations<sup>26</sup>

- African Law Association
- AGL-NYU Mentoring Program
- Alternative Breaks
- · American Constitution Society
- Anti-Trafficking Advocacy Coalition (ATAC)
- Art Law Society
- Asia Law Society
- Asian-Pacific American Law Students Association (APALSA)
- Black Allied Law Students Association (BALSA)
- Brady Campaign to Prevent Gun Violence
- Brazilian Legal Society
- · Canadian Law Organization
- Christian Legal Fellowship
- Class Gift Campaign
- Coalition on Law & Representation (CoLR)
- Commentator
- · Deans' Cup
- · Defender Collective
- Domestic Violence Advocacy Project (DVAP)
- Education Law and Policy Society
- Environmental Law Society (ELS)
- Fair Defense Project
- Federalist Society
- Food Law
- Health Law and Policy Society (HLPS)
- High School Law Institute (HSLI)
- HIV Law Society
- Immigrant Rights Project
- Intellectual Property & Entertainment Law Society (IPELS)
- International Arbitration Association (IAA)
- International Law Society (ILS)
- I-PREP
- International Refugee Assistance Project (IRAP)
- J. Reuben Clark Law Society
- JD/MBA Association
- Japanese Law Society
- Jewish Law Students Association
- Jurisprudence and Philosophy Group (JPG)
- Latino Law Students Association (LaLSA)
- Law & Business Association
- Law and Government Society
- Law and Religion Society
- Law Revue
- Law Students for Economic Justice (LawSEJ)
- Law Students for Human Rights (LSHR)

- Law Students for Israel
- Law Students for Justice in Palestine
- Law Students for Reproductive Justice
- Law Students of Catan
- Law Women
- Learned Foot
- Legal Outreach
- Media Law Collaborative
- Men of Diversity, Excellence, and Leadership (MoDEL)
- Mental Health Law and Justice Association
- Middle Eastern Law Students Association (MELSA)
- Muslim Law Students Association
- National Lawyers Guild (NLG)
- NYU Law Democrats
- NYU Legal Aid Chapter
- NYU Mediation Organization (NMO)
- Older Wiser Law Students (OWLS)
- Open Meditation and Yoga Association (OM)
- OUTLaw
- Prisoners' Rights & Education Project (PREP)
- Public Interest Law Foundation (PILF)
- Public Interest Law Student Association (PILSA)
- Real Estate & Urban Policy Forum
- Recent College Graduate Mentors
- Research, Education & Advocacy to Combat Homelessness (REACH)
- Social Enterprise & Startup Law Group (SE-SL)
- South Asian Law Students Association (SALSA)
- Sports Law Association
- Student Animal Legal Defense Fund (SALDF)
- Student Bar Association (SBA)
- Student Lawyer Athletic Program (SLAP)
- Students for the Education and Representation of Veterans (SERV)
- Substantial Performance
- Supreme Court Reading Group (SCRG)
- Suspension Representation Project (SRP)
- · Than the Sword
- Transfer Student Committee
- Trial Advocacy Society
- Unemployment Action Center (UAC)
- West Coast Connection (WCC)
- Women of Color Collective (WoCC)

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- 26. http://www.law.nyu.edu/studentorganizations



# University of Pennsylvania Law School



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**ADMISSIONS PHONE** 215-898-0407

**CAREER SERVICES PHONE** 215-898-7493

#### Overview<sup>3</sup>

Philadelphia is the birthplace of the U.S. Constitution. Millions around the globe are inspired by the decisions made here, which laid the bedrock foundation for the American legal system.

In 1790, James Wilson, a signer of the Declaration of Independence, framer of the Constitution and member of the first U.S. Supreme Court, delivered the University of Pennsylvania's first lectures in law to President George Washington and all the members of his Cabinet.

Following this auspicious beginning, Penn began offering a full-time program in law in 1850, under the leadership of George Sharswood, an innovator in legal education. Since that time, Penn Law has been at the forefront of legal education in our country.

# Student-Faculty Ratio<sup>4</sup>

10.1:1

# Admission Criteria<sup>5</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 163-170 | 3.52-3.95 |
| Median               | 169     | 3.89      |

| Director of admissions | Renee Post |
|------------------------|------------|
| Application deadline   | March 1    |

The above LSAT and GPA data pertain to the fall 2015 entering class.

# Admission Statistics<sup>6</sup>

| Approximate number of applications | 5069  |
|------------------------------------|-------|
| Number accepted                    | 953   |
| Percentage accepted                | 18.8% |

#### Law School Cost<sup>7</sup>

| Tuition and fees Full-time: | \$58,918 per year |
|-----------------------------|-------------------|
| Room and board              | \$14,690          |
| Books                       | \$1,700           |
| Miscellaneous expenses      | \$6,922           |

The above admission details are based on 2015 data.

# Class Ranking and Grades<sup>8</sup>

The Law School's grading system consists of A, A-B+, B, B-, C and F grades, with a rare A+ awarded for distinguished performance. The 1L Legal Practice Skills course is graded on an honors/pass/fail basis.

University of Pennsylvania Law School students are not ranked in class. Employers should take care in comparing our system with those of other schools; our students are admitted under very competitive standards, yet our mandatory first year curve requires that some students fall into all grade categories.

## Honors<sup>9</sup>

At commencement, students with high academic standing may be awarded the JD cum laude, magna cum laude, or summa cum laude. In addition, a multitude of honors and awards, a listing of which may be found at the Registrar's Office, are available to those having earned special recognition.

#### Journals<sup>10-15</sup>

Penn Law has a proud tradition of excellent journal scholarship. Its six journals have each been recognized nationally for their high level of scholarship, integrity, and value to the profession. In addition, students who become members on these journals find that it provides an invaluable experience both in substantive law and skills in research, analysis and expression.

**Law Review:** The Law Review has both a professional and an educational mission. It serves the legal profession, the bench, the bar, and the academy by providing a forum for the publication of original legal research of the highest quality. We accept and scrutinize approximately 2,000 written submissions annually to select approximately twelve articles in each volume.

**Journal of Business Law:** Founded in 1997, the Journal publishes articles and comments on a broad range of business law topics including corporate governance, securities regulation, capital market regulation, employment law and the law of mergers and acquisitions.

**East Asia Law Review:** The East Asia Law Review provides a forum for scholars and students to discuss cutting-edge legal developments in East Asia.

**Journal of Constitutional Law:** The University of Pennsylvania Journal of Constitutional Law provides a forum for the interdisciplinary study of and rigorous analysis of constitutional law. To that end, The Journal cultivates innovative scholarship, promotes critical perspectives, and reinvents the traditional study of constitutional law.

**Journal of International Law:** The Journal, formerly the Journal of International Economic Law, has broadened its focus to explore all issues at the forefront of general international law, but retains its strength as a leading journal of international business and economic law. In addition, expanding JIL's focus allowed the members of the former Journal of International Law and Policy, an unofficial journal at Penn Law, to join the staff of the Journal of International Law in 2007. The previous materials of the Journal of International Law and Policy can be found here.

**Journal of Law and Social Change:** We are a student-run journal and seminar that espouses an interdisciplinary scholarly approach to challenge social injustice. The Journal of Law and Social Change (JLASC) is unique among Penn Law journals both in our mission and our democratic article selection process. All journal members participate in decision-making by collectively reviewing, selecting and editing each piece of scholarship. Unlike other journals, JLASC members read article submissions as part of a weekly, student-run seminar. Through debate and discussion, JLASC decides democratically which articles to publish.

#### **Moot Court**<sup>16</sup>

In House Moot Court Competition: The Law School's in-house Moot Court program, The Keedy Preliminaries, is open to all 2Ls. The winners of that competition become the Keedy Cup teams, the next highest placing group become members of the National Moot Court Competition team, and the next group are asked to join the Moot Court Board (see below).

External Moot Court Activities: A number of Moot Court Competitions are held around the country each year. Law schools are invited to field teams to participate. The Legal writing office provides information online about such competitions. When invitations, brochures, or announcements arrive at the Law School, they are placed online. Placement online does not indicate acceptance of these competitions as approved Law School activities. Students may seek academic credit and financial support under the system outlined below.

# Clinical Programs<sup>17-25</sup>

Our **Civil Practice Clinic** is where students represent indigent clients in state and federal courts and have an opportunity to develop their litigation skills under faculty supervision.

The **Criminal Defense Clinic**, in partnership with the Defender Association of Philadelphia, combines hands on trial experience with an educational seminar component tailored to developing litigation skills.

The ELC provides free transactional legal services to entrepreneurs. Through senior law students, we are able to service a limited number of entrepreneurial ventures. We like to think we can do almost anything that emerges from starting or running a business with a few exceptions. Because we have limited capacity, we give preference to ventures that impact society and communities in positive ways.

The **Detkin Intellectual Property and Technology Legal Clinic** ("IPC") immerses students in a transactional interdisciplinary IP law practice.

**The Interdisciplinary Child Advocacy Clinic** (ICAC): Founded in 1983, the ICAC brings together law, social work, medicine and mental health to advocate across disciplines for vulnerable adolescents while teaching students fundamental lawyering skills.

Founded in 1997, the Legislative Clinic is one of only a handful of law school clinical programs in the nation devoted exclusively to legislative lawyering and the formation of public policy. The Clinic combines federal legislative fieldwork in Congress with a classroom seminar involving academic readings, simulations, guest speakers, and legislative drafting exercises.

Founded in 1986, Penn Law's Mediation Clinic was one of the first real case programs of its kind in the nation. With its cutting-edge technology-based instruction and breadth of sophisticated faculty-supervised fieldwork, it has maintained its preeminent place as a national model for mediation courses.

Founded in 2009, the Supreme Court Clinic allows top Ivy League students to assist on real Supreme Court cases, including recruiting, strategizing, researching, writing briefs, participating in moot court rehearsals, and attending oral arguments at the Court itself.

Transnational Legal Clinic Students engage in the direct representation of clients and organizations in international human rights and immigration proceedings in the Transnational Legal Clinic, Penn Law's international human rights and immigration clinic.

# Placement Facts<sup>26</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$150,000-\$160,000 |
|---------------------------------------|---------------------|
| Private sector - Median               | \$160,000           |
| Public service - Median               | \$58,000            |

# **Employment Details**

| Graduates known to be employed at graduation               | 98.2% |
|--|-------|
| Graduates known to be employed ten months after graduation | 97.8% |

# Areas of Legal Practice

| Graduates employed            | Percentage |
|-------------------------------|------------|
| Law Firms                     | 76.6%      |
| Business and Industry         | 3.6%       |
| Government                    | 3.3%       |
| Public Interest Organizations | 3.6%       |
| Judicial Clerkships           | 12%        |
| Academia                      | 0.7%       |
| Unknown                       | 0.0%       |

# **Externships/Internships**

# Externships<sup>27</sup>

The goal of Penn Law's Externship Program is to supplement traditional classroom study and experiential study obtained through clinical courses by providing external opportunities for students to observe and participate meaningfully in lawyering at government agencies and non-profit, public interest settings. Externships are intended to offer students in-depth study in substantive areas, supplement experiential study provided in clinical courses, and explore experiential study of subjects or activities not currently offered experientially in the curriculum. Through such study, the program hopes to enhance the development of a broad range of lawyering skills, advance personal career goals, enable critical reflection of the legal profession and legal institutions, encourage self-directed learning through reflection, and promote core competencies and professional values that produce skilled and ethical lawyers and professionals in our society.

Students have participated in these externships over recent years:

- ACLU of Pennsylvania
- Aids Law Project of PA
- American Cancer Society
- Amnesty International
- Brennan Center for Justice
- Community Legal Services
- Death Penalty Litigation at the Capital Habeas Unit of the Federal Defenders Office
- Delaware River Keeper
- · Education Law Center
- Federal Appellate Litigation Externship (Partnership with the Dechert Law Firm where students represent pro bono clients in civil rights and habeas matters before the U.S. Court of Appeals for the Third Circuit)
- Federal Bureau of Prisons
- Federal Communications Commission
- Federal Public Defender
- Hebrew Immigrant Aid Society
- Human Rights First
- Human Rights Watch
- IRS Office of Chief Counsel (Philadelphia Office)
- Juvenile Law Center
- Maryland Office of the Attorney General (Economic Crimes Division)
- Mazzoni Center
- Montgomery County District Attorney's Office
- National Labor Relations Board
- New York City Law Department
- NY Attorney General's Office
- Office of the General Counsel (University of Pennsylvania & Temple University)
- Open Society Justice Initiative (New York)
- PA Human Relations Commission
- PA Institutional Law Project
- Philadelphia District Attorney's Office
- Philadelphia Law Department (Labor & Employment Unit)
- Philadelphia Legal Assistance

- Philadelphia Volunteer Lawyers for the Arts
- Public Interest Law Center of Philadelphia
- Regional Housing Legal Services
- Smithsonian Institute
- The Barnes Foundation
- The Pennsylvania Innocence Project
- The White House Office of General Counsel
- U.S. Attorney's Office (Delaware)
- U.S. Attorney's Office (EDNY)
- U.S. Attorney's Office (EDPA)
- U.S. Department of Commerce
- U.S. Department of Justice
- U.S. Department of State, Office of Legal Advisor
- U.S. Department of State, U.S. Mission to the United Nations, Legal Section
- U.S. Environmental Protection Agency (Philadelphia office)
- U.S. Securities & Exchange Commission
- Women's Law Project

# Internships<sup>28, 29</sup>

**The International Summer Human Rights Fellowship Program:** The International Summer Human Rights Fellowship Program supports J.D. students to work in non-governmental organizations, organs of the United Nations, regional inter-governmental bodies, and government offices involved directly in the provision of human rights services.

Through the International Summer Human Rights Fellows program, Penn Law students have worked around the world on issues ranging from women's rights to rule of law development to criminal law reform and international prosecution of human rights violations. Recent fellowship sites include Argentina, Cambodia, Ecuador, Guatemala, India, Namibia, Nepal, Sierra Leone, Tajikistan, Tanzania, The Hague, Uganda, and Venezuela.

**Penn Law International Internship Program (PLIIP):** Each summer, PLIIP places students in internship positions at local law firms around the world, giving students cross-cultural experience and a better understanding of foreign legal practice.

# Student Organizations<sup>30</sup>

- American Constitution Society for Law and Policy
- Animal Law Project
- Asian Pacific American Law Student Assoc. (APALSA)
- Beyond a Reasonable Stout
- Black Law Student Association (BLSA)
- Campaign Finance
- Christian Legal Society (CLS)
- Civ Throw
- Civil Rights Law Project (CRLP)
- Council of Student Representatives (CSR)
- Criminal Record Expungement Project (CREP)
- Custody and Support Assistance Clinic (CASAC)
- Eastern European Law Student Association (EELSA)

- Employment Advocacy Project (EAP)
- Entertainment and Sports Law Society (ESLS)
- Environmental Law Project (ELP)
- Equal Justice Foundation (EJF)
- Federalist Society
- Financial Literacy Project (FLP)
- Graduate and Professional Student Association (GAPSA)
- Guild Food Stamp Clinic (GFSC)
- Health Law and Policy Project (HeLPP)
- International Law Organization (ILO)
- Iraqi Refugee Assistance Project (IRAP)
- · J. Reuben Clark Law Society
- James Wilson Project (JWP)
- Jessup International Moot Court Team
- Jewish Law Students Association (JLSA)
- Korean American Law Students Organization
- Lambda Law
- Latin American Law Students Assoc. (LALSA)
- Law School Light Opera Company (LSLO)
- Leaders in Education Advocacy and Reform Network (L.E.A.R.N.)
- Legal Education Partnership (LEP)
- Louis D. Brandeis Society
- Mincha Minyan
- Muslim Law Students Association (MLSA)
- National Lawyers Guild
- New England Law Students Association
- One for the World, Penn Law Chapter
- Pardon Project
- Penn Association of Law and Business
- Penn Fashion Law Society
- · Penn Health Law Group
- Penn Housing Rights Project (PHRP)
- Penn Intellectual Property Group (PIPG)
- Penn Law Advocates for the Homeless (PLAH)
- Penn Law Association for Law in the Arts
- Penn Law Basketball League
- Penn Law Bioethics Society
- Penn Law Board Gaming Students
- · Penn Law Bowling League
- Penn Law Boxing Club
- Penn Law Entrepreneurs
- Penn Law Feminists
- Penn Law Film Society
- Penn Law Firearms Association
- Penn Law Flag Football
- Penn Law for Philly
- · Penn Law Golf Club
- Penn Law Ice Hockey Club
- Penn Law Immigrant Rights Project (PLIRP)
- Penn Law International Arbitration Association

- Penn Law International Human Rights Advocates (IHRA)
- Penn Law Mock Trial Team
- Penn Law National Security Society
- Penn Law Public Speaking Society
- Penn Law Real Estate Club
- Penn Law Running Club (With All Deliberate Speed)
- Penn Law Sailing Club
- Penn Law Ski Club
- Penn Law Soccer Club
- Penn Law Softball
- Penn Law Squash Club
- Penn Law Students for Reproductive Justice (Penn LSRJ)
- Penn Law Tennis Club
- Penn Law Veterans
- Penn Law Women's Association (PLWA)
- Penn Law Writers Group
- Penn Technology, Intellectual Property & Privacy Report
- Prisoners' Education and Advocacy Project (PEAP)
- Purpose. Passion. Principles
- RegBlog
- Service Members and Veterans' Legal Assistance Project (SVLAP)
- South Asian Law Students Association (SALSA)
- Sparer Public Interest Law Conference
- Street Law
- Students Against Gender-Based Exploitation (SAGE)
- Students for Technological Progress
- · Students Interested in Law & Public Affairs
- United Law Students of Color Council (ULSCC)
- University of Pennsylvania East Asia Law Review (EALR)
- University of Pennsylvania Journal of Business Law (JBL)
- University of Pennsylvania Journal of Constitutional Law (JCL)
- University of Pennsylvania Journal of International Law (JIL)
- University of Pennsylvania Journal of Law and Social Change (JLASC)
- University of Pennsylvania Law Review
- Urban Ventures Project (UVP)
- · West Coast Law Students Association
- Women's Re-entry Legal Services (WRLS)
- Y'allsa
- Youth Advocacy Project

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# University of California–Berkeley Boalt Hall School of Law



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#### Overview<sup>2</sup>

Berkeley Law is one of the nation's premier law schools, located at one of the world's great universities, in one of the most vibrant places on the planet.

Berkeley Law is one of 14 schools and colleges at the University of California, Berkeley. It is consistently ranked as one of the top law schools in the nation.

The law school has produced leaders in law, government, and society, including Chief Justice of the United States Earl Warren, Secretary of State of the United States Dean Rusk, American civil rights activist Pauli Murray, California Supreme Court Justice Cruz Reynoso, president and founder of the Equal Justice Society Eva Paterson, United States Northern District of California Judge Thelton Henderson, and Attorney General of the United States Edwin Meese.

At Berkeley Law, we are committed to excellence in education and scholarship, as well as equality of opportunity. We believe we have a responsibility to use our substantial intellectual capital to help solve real-world problems and to create a more just society through clinics, research, and policy engagement. We believe that a Berkeley Law degree is a tool for change, both locally and globally, and that we should be educating the leaders of tomorrow. We maintain an environment that nurtures academic and personal growth, respects a diversity of ideas, and stimulates independent thought and critical reasoning.

# Student-Faculty Ratio<sup>3</sup>

13.0:1

# Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA      |
|----------------------|---------|----------|
| 25th-75th Percentile | 162-168 | 3.66-3.9 |
| Median               | 166     | 3.79     |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Edward G. Tom |
|------------------------|---------------|
| Application deadline   | N/A           |

Law School Admissions details based on 2015 data.

#### **Admission Statistics**

| Approximate number of applications | 5136  |
|------------------------------------|-------|
| Number accepted                    | 1084  |
| Percentage accepted                | 21.1% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>5</sup>

| Tuition and fees Full-time: | \$48,679 per year (in-state)<br>\$52,630 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$19,756   |
| Books                       | \$1,496  |
| Miscellaneous expenses      | \$8,322  |

# Class Ranking and Grades<sup>6</sup>

Students can receive one of five grades in courses at Berkeley Law: High Honors (HH), Honors (H), Pass (P), Pass Conditional/Substandard Pass (PC), or No Credit (NC). In first-year JD classes, the curve for honors grades is strict-the top 40 percent of the class receives honors grades, with 10 percent of the class receiving High Honors and the next 30 percent receiving Honors. There is no required curve for the grades of Pass and below, and faculty members are not required to give any Substandard Pass or No Credit grades. In second- and third-year classes, up to 45 percent of the class can receive honors grades, of which up to 15 percent of the class can receive High Honors. In small seminar classes, the curve still exists, but it is further relaxed. A very few courses are graded on a Credit (CR)/ No Pass (NP) basis.

Berkeley Law students are not ranked by their academic records. Nor do we calculate grade point averages (GPAs). Moreover, the grade ranges described above often do not make fine distinctions. A student who received a Pass grade, for example, may have done very strong or only minimally passing work. How then can employers make sense of Berkeley Law transcripts?

# Here are some suggestions:

Students are graded on a curve, which strictly limits recognition for excellence. At Berkeley Law, the grading system has remained constant for more than 25 years. There has been no grade inflation, even though the credentials of our students-whether measured by undergraduate GPA, LSAT score, or prior life attainments-are far stronger than they were 25 years ago.

With a fixed curve and a talented student body, an Honors grade represents a substantial achievement and a High Honors grade an outstanding one. For internal purposes, the Berkeley campus translates both Honors and High Honors grades into its system as A's. (However, if you receive a transcript which lists letter grades from a Berkeley Law student, please return it to the student and require that he or she provide a transcript from the law school Registrar's Office, not from the main campus.)

A student with mostly Honors grades is doing excellent work in very competitive company. And a transcript with a rough mixture of Honors and Pass grades represents strong performance that would likely stand above the class median at schools of comparable quality.

Second, keep in mind that Berkeley Law's student body is exceptionally strong. For example, the class that entered Berkeley Law in the fall of 2014 (i.e., the Class of 2017) had a median college GPA of 3.79, and a median LSAT score of 167 (in the 94th percentile).

Third, in evaluating student records with more Pass grades, it is important to remember that a significant number of students receive such grades even though they have written examinations that placed them above or near the class median. At schools with more conventional grading systems, median performances often earn a grade of B+. Thus even a record with no or few High Honors or Honors grades may conceal considerable academic distinction. For example, each year a few Berkeley Law students whose exam performance places them at or above the class median in their first-year courses fail to achieve a single Honors grade. Sometimes such students can provide letters from their instructors documenting their strong performance. In other cases, one must speak to academic references, review writing samples, weigh journal commitments, or evaluate the quality of the undergraduate record in order to form a fair estimate of the student's achievement and potential.

Finally, we at Berkeley Law want to ensure that you receive the information you need to make reasoned choices both between law students and graduates from other schools and among Berkeley Law students and graduates. You should feel free to call faculty references given by students. If you have additional questions, contact our Assistant Dean for Career Development, Terrence Galligan, at 510-642-7746.

# A Note about LLM and JSD Student Grades

A separate mandatory curve applies to all LLM and JSD students in classes and seminars with 11 or more LLM and JSD students such that 20% of the LLM and JSD students receive HHs, 30% receive Hs, and 50% receive Ps. The same curve is recommended for LLM and JSD students in classes and seminars with 10 or fewer LLM and JSD students.

# Honors<sup>7</sup>

The Order of the Coif is a national honor society for law school graduates who attended member schools. Each year it extends invitations to the top 10% of Boalt's graduating J.D. students by grade point average. GPA is determined by multiplying the point value of each grade received in a Boalt course (HH = 5 points, H = 3, P = 2) by the units given for that course, and dividing the sum of the products by each student's total number of graded units. No application is necessary, although students should make sure that their final transcripts are accurate.

# Awards<sup>8</sup>

| Name of Award                            | Awarded for/to                               |
|--|--|
| Order of the Coif                        | Top 10% of graduating class                  |
| Jurisprudence Prize                      | Highest ranking student in section/class     |
| Prosser Prize                            | Second highest ranking in section/class      |
| Best Brief Award                         | Best oral argument in 1L WOA section         |
| Best Oral Argument                       | Best oral argument in 1L WOA section         |
| McBaine Moot Court Awards                | Advanced Moot Court Competition              |
| Thelen Marrin Award for Scholarship      | Best GPA from first 5 semesters              |
| Thelen Marrin Award for Writing          | Best published student article               |
| Stephen Finney Jamison Award             | Best student scholar advocate                |
| Anthony F. Dragonette Mem. Award         | Top 3L-Civil Trial Practice                  |
| Alvin and Sadie Landis Scholarship       | Top student in Local Gov. Law or Water Law   |
| Francine Diaz Memorial Award             | 3L minority woman/Public Interest Law        |
| Class of 1995 Student Service Award      | 3L contributing most to Boalt Hall community |
| Brian M. Sax Prize                       | Excellence in clinical advocacy              |
| Harmon Environ. Law Writing Award        | Most outstanding environmental law writing   |
| Nat'l Assoc. of Women Lawyers Award      | Schol. excellence/promoting women's welfare  |
| Am. Bankruptcy Inst. Medal of Excellence | Selected by bankruptcy professor             |

# Journals<sup>9-20</sup>

The **California Law Review** is the preeminent legal publication at the University of California, Berkeley, School of Law. Founded in 1912, the California Law Review publishes six times annually on a variety of engaging topics in legal scholarship. The California Law Review is edited and published entirely by students at Berkeley Law.

**Ecology Law Quarterly** is among the oldest and most prestigious journals publishing environmental law scholarship. Publishing four issues a year, ELQ provides a forum for preeminent scholarship on groundbreaking environmental law topics, including renewable energy, environmental justice, and international environmental law. In 2008, ELQ launched Ecology Law Currents, an online companion journal designed to publish pieces on a more frequent basis than the print journal.

The **Berkeley Technology Law Journal** is a student-run publication of the Boalt Hall School of Law, University of California at Berkeley. We started in March 1985, published our first issue in Spring 1986, and have since covered emerging issues of law in the areas of intellectual property, high-tech and biotech. BTLJ strives to keep judges, policymakers, practitioners, and the academic community abreast of this dynamic field.

The **Berkeley Journal of Employment & Labor Law ("BJELL")** is a student-edited law journal focusing on current developments in labor and employment law. It was founded in 1975 as the

Industrial Relations Law Journal. Today, BJELL semiannually publishes works reviewing issues connected to employment discrimination, labor law, public sector employment, employee benefits, and other related issues. BJELL welcomes all relevant submissions, including scholarly articles, student-authored comments, book reviews, and essays.

The **Berkeley Journal of International Law (BJIL)** is recognized as a leading international law journal in the United States. BJIL infuses international legal scholarship and practice with new ideas to address today's complex challenges. BJIL is committed to publishing high-impact pieces from established and newer scholars likely to be referenced and relied on for a cutting edge approach to topics of international and comparative law. As the center of Berkeley's international law community, BJIL hosts professional and social events which engage likeminded students, academics, and practitioners in pressing international legal issues.

The **Berkeley Journal of Gender, Law & Justice**, a continuation of Berkeley Women's Law Journal, was founded in 1984 by a group of students at the University of California, Berkeley School of Law who came together with a vision of "preserving our voices of diversity and maintaining our commitment to social change within the often-stifling confines of a law school environment."

The **Berkeley La Raza Law Journal ("BLRLJ" or "the Journal")** produces knowledge designed to capture the imagination of legislators, stir the consciences of judges, and provide a dynamic tool for practitioners concerned with the impact of their work on behalf of the Latina/o community.

The **Asian American Law Journal (AALJ)** is one of only two law journals in the United States focusing on Asian American communities in its publication agenda. Known as the Asian Law Journal until 2007, AALJ was first published in October 1993 in a joint publication with the California Law Review. AALJ's first independent issue was published in May 1994.

The **Berkeley Journal of Criminal Law** provides a forum for the discussion of regional, national, and international criminal law issues. Since its inception in 2000, the journal has published cutting-edge scholarship by professors, judges, research fellows, clerks, and law students from across the country. BJCL operates under the advisement of Berkeley Law faculty and is available on LexisNexis, Westlaw, and HeinOnline.

The **Berkeley Business Law Journal (BBLJ)** is a Berkeley Law student-run organization that publishes an annual print journal, a blog, and hosts events related to business law. BBLJ works closely with the Berkeley Center for Law, Business and the Economy (BCLBE) to further enhance our presence nationwide.

The **Berkeley Journal of Middle Eastern & Islamic Law** provides a forum for the discussion of legal and philosophical issues relating to the Middle East and Islamic world. The Journal welcomes timely and original scholarship on the Middle East, Islamic law, and related topics. As a digital journal, we accept and publish submissions throughout the academic year.

The **Berkeley Journal of Entertainment and Sports Law (BJESL)** is committed to providing a wide selection of intellectual and practical discussions from scholars, practitioners, and students on current legal issues that impact the sports and entertainment industries, domestically and internationally.

# Moot Court<sup>21</sup>

The James Patterson McBaine Honors Competition is Boalt Hall's moot court competition and is open to all Boalt second- and third-year law students. The competition format is modeled after U.S.

Supreme Court practice. Cases chosen for the competition involve cutting-edge issues of great public importance.

# Clinical Programs<sup>22</sup>

Berkeley Law's clinics—eight in the community, five in the law school—are directed by full-time faculty members who are highly regarded experts in their fields. Classroom seminars provide students with the necessary foundation in relevant law and practice, while hands-on casework for clients builds critical lawyering skills. We choose students for their passion and potential—ensuring that the clinics are staffed by students and faculty who are committed to learning and justice.

It offers the following clinics:

**Death Penalty Clinic:** The Death Penalty Clinic offers law students a rich opportunity for hands-on training; seeks justice for individual clients by providing them with the highest quality representation; and exposes and tackles problems endemic to the administration of the death penalty.

East Bay Community Law Center: The East Bay Community Law Center (EBCLC) is the community-based component of Berkeley Law's Clinical Program. EBCLC was founded by Berkeley Law students in 1988 to provide legal services to low-income and underrepresented members of the community near the law school.

**Environmental Law Clinic:** The environmental law clinic will open in the 2015-16 academic year. The new clinic will bolster Berkeley Law's outstanding environmental law program and clinical program by providing critical hands-on experience to students and creating synergies with other parts of the law school and the UC Berkeley campus.

**International Human Rights Law Clinic:** The International Human Rights Law Clinic allows students to design and implement creative solutions to advance the global struggle for the protection of human rights.

**Policy Advocacy Clinic:** In the Policy Advocacy Clinic, interdisciplinary teams of law and public policy students pursue innovative, multimodal and systemic strategies on behalf of underrepresented individuals and groups to advance social justice, equity, and inclusion.

**Samuelson Law, Technology & Public Policy Clinic:** The Samuelson Clinic offers law students the unparalleled opportunity to learn about lawyering, government institutions and the complexities involved in technology-related law, while also providing representation to individuals, nonprofits, and consumer groups that could not otherwise obtain counsel.

#### Placement Facts<sup>23</sup>

## Starting Salaries (2012 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$145,000 - \$160,000 |
|---------------------------------------|-----------------------|
| Private sector - Median               | \$160,000             |
| Public service - Median               | \$60,000              |

# **Employment Details**

| Graduates known to be employed at graduation                | 80.8% |  |
|---|-------|--|
| Graduates known to be employed nine months after graduation | 88.1% |  |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 65.4%      |
| Business and Industry         | 5.1%       |
| Government                    | 8.8%       |
| Judicial Clerkships           | 9.5%       |
| Public Interest Organizations | 9.5%       |
| Academia                      | 1.7%       |
| Unknown                       | 0%         |

# Externships/Internships<sup>24, 25</sup>

# **Externships**

**Judicial Externships** - Students work part-time or full-time for local, federal or state judges and chambers in the San Francisco/Bay Area. Students externing for a judge usually work 16 to 40 hours per week over 14 weeks for 4 to 10 units of credit. There is a required accompanying 1-unit seminar that meets for a full-day at the beginning of the semester and then several times during the semester. Students apply directly to the judges or judicial chambers for an extern position.

# Internships

In this course, students work on real cases, either at faculty-supervised field placements or under the direct supervision of Nancy Lemon, DVP Director, while enrolled in a classroom component taught by Ms. Lemon.

Students may choose a placement at one of various legal agencies in the Bay Area. The work focuses on restraining orders, family law, welfare, immigration, employment issues, prosecution of batterers, or post-conviction issues of battered women in state prisons. Students also work with the instructor on policy matters, including writing amicus briefs.

At the placements, students interview clients; draft restraining orders, memoranda, and motions; represent clients at hearings; argue motions; and research policy issues. They may also attend meetings with attorneys, government officials, judges and legislators.

# Student Organizations<sup>26</sup>

- American Constitution Society
- Armenian Law Students Association
- Asian Pacific American Law Students Association
- Berkeley Energy Resources Collaborative
- Berkeley Entrepreneurship Society
- Berkeley Law Chess Club
- Berkeley Law Foundation
- Berkeley Law Mindfulness Group
- Berkeley Law Project for Survivors of Sexual Violence
- Berkeley Law Students for Sensible Drug Policy

- Berkeley Information Privacy Law Association
- Boalt Association of Military Veterans
- Boalt Private Equity Group
- Boalt Hall Animal Law Society
- Boalt Hall Federalist Society
- Boalt Hall Healthcare and Biotechnology Law Society
- Boalt Hall Human Rights Committee
- Boalt Hall Jewish Students Association
- Boalt Hall Law Students for Justice in Palestine
- Boalt Hall Parent Network
- Boalt Hall Patent Law Society
- Boalt Hall Queer Caucus
- Boalt Hall Soccer Club
- Boalt Hall Women's Association
- Boalt.org
- Board of Advocates
- Catholic Community at Boalt
- · Christians at Boalt
- Coalition for Diversity
- Consumer Advocacy and Protection Society
- Environmental Law Society
- First Generation Professionals
- GradFood
- International Law Society
- J.S.D. Student Organization
- La Raza Law Students' Association
- Law & Society Graduate Association
- Law Students for Reproductive Justice
- Law Students of African Descent
- Men of Color Alliance
- Middle Eastern Law Students' Association
- Midwestern Students Association
- National Lawyers Guild Boalt Chapter
- Native American Law Students' Association
- Neighborhood Police Watch
- Pilipino American Law Society
- Restorative Justice Committee
- Runners Not Gunners
- SCOTUS Club
- Slavic Union at Berkeley Law
- South Asian Law Student Association
- Sports and Entertainment Law Society
- Students for Environmental and Economic Justice
- Student Organization for Advanced Legal Studies (SOALS)
- Students Opposed to Domestic Violence
- The Louis D. Brandeis Center for Human Rights
- Vietnamese American Law Society
- · Women of Color Collective

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# University of Michigan Law School



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**MAIN PHONE** 734-764-1358

**WEBSITE** www.law.umich.edu

**REGISTRAR'S PHONE** 734-763-6499

**ADMISSIONS PHONE** 734-764-0537

CAREER SERVICES PHONE 734-764-0546

#### Overview<sup>2</sup>

The University of Michigan Law School in Ann Arbor is one of the world's finest institutions of legal education. Housed in the Cook Quadrangle on the University of Michigan's central campus, the Law School is unmatched for beauty and is superbly functional for its residential and scholarly community. The School has a sizable and diverse faculty, with many preeminent in their fields. The careers of alumni also speak eloquently to the strength of the School; our graduates are leaders serving with distinction in the public, private, and academic sectors in this nation and beyond.

Provenance: A Great Law School in a Great University

The University of Michigan, founded in 1817, celebrates a long and distinguished history. It was in 1787 that the Northwest Territorial Ordinance provided public land for this and other Midwestern universities and established a tradition of respect for excellence in higher education. Three Native American nations—the Ojibwa (Chippewa), Odawa (Ottawa), and Bodewadini (Potawatomi)—subsequently granted certain lands for use of the University of Michigan and by the end of the 19th century, Michigan was the largest and most generously supported public university in America and already a leader in graduate education.

The University of Michigan Law School, one of the oldest law schools in the nation, was founded in 1859. But unlike other highly selective law schools established in that era, admission was never restricted to the privileged. When Gabriel Hargo graduated from the Law School in 1870, Michigan—then the largest law school in the country—became the second American university to confer a law degree on an African American. That same year, Michigan was the first major law school to admit a woman, and in 1871, graduate Sarah Killgore became the first woman with a law degree in the nation to be admitted to the bar; by 1890, Michigan had graduated more women than any other law school. That commitment to access and diversity joined an equally powerful commitment to excellence, which continues to this day.

# Student-Faculty Ratio<sup>3</sup>

10.7:1

# Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 164-169 | 3.54-3.87 |
| Median               | 168     | 3.76      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Sarah C. Zearfoss |
|------------------------|-------------------|
| Application deadline   | February 15       |

# Admission Statistics<sup>4</sup>

| Approximate number of applications | 4335 |
|------------------------------------|------|
| Number accepted                    | 1213 |
| Percentage accepted                | 28%  |

The above admission details are based on 2015 data.

#### Law School Cost<sup>5</sup>

| Tuition and fees Full-time: | \$53,112 per year (in-state)<br>\$56,112 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$13,880   |
| Books                       | \$1,100  |
| Miscellaneous expenses      | \$3,570  |

Law School Cost details based on 2015 data.

# Class Ranking and Grades<sup>6</sup>

A student who matriculated prior to May 2015 must complete with a passing grade (D or better) not less than 82 hours, of which 64 must be earned in regularly scheduled class sessions in the Law School or at another law school in the United States for which the credit has been approved for transfer.

A student who matriculated in May 2015 or thereafter must complete with a passing grade (D or better) not less than 83 hours, of which 64 must be earned in regularly scheduled class sessions in the Law School or at another law school in the United States for which the credit has been approved for transfer.

A student who matriculated prior to May 2015 must achieve an honor point average of 2.0 or better, and a student who matriculated May 2015 or thereafter must achieve an honor point average of 2.3 or better, in the minimum hours submitted for graduation, calculated as follows:

| Crada Haman Bainta |                              |
|--------------------|------------------------------|
| Grade              | Honor Points Per Credit Hour |
| A+                 | 4.3                          |
| А                  | 4.0                          |
| A-                 | 3.7                          |
| B+                 | 3.3                          |
| В                  | 3.0                          |
| B-                 | 2.7                          |
| C+                 | 2.3                          |
| С                  | 2.0                          |
| C-                 | 1.7                          |
| D+                 | 1.3                          |
| D                  | 1.0                          |
| Е                  | 0.0                          |

In courses which are offered under a mandatory limited grade scheme, an S will be awarded for work equivalent to a C or better, except in Legal Practice, where the top 20% of students will be awarded the grade H, with the balance awarded an S for work equivalent to a C or better; otherwise a grade of C-, D+, D or E will be entered. An S grade for a clinical offering will be earned for work equivalent to a grade of C+ or better; otherwise, a grade of C, C-, D+, D or E will be entered. A Y is awarded for completion of a course which extends beyond the semester.

#### Grade Normalization (Curve)7

Students who matriculated prior to May 2015 must earn a minimum of 62 letter-graded credits in law classes taken at the University of Michigan Law School in order to be eligible to receive degree honors. Students who matriculated in May 2015 or thereafter must earn a minimum of 63 such credits to be eligible.

The following credits do not count towards the 62 or 63 minimum letter-graded credit requirement:

- Non-law classes taken at the University of Michigan or at another university, whether or not a student receives a letter grade in such a course.
- Law classes taken at another law school, with two exceptions: 1) credits earned by a transfer student during their first year at another law school; and 2) credits earned by a student who was given permission by the Academic Standards and Practices Committee to visit another law school for one or two semesters due to compelling and unusual personal reasons. (Note: letter grades earned pursuant to these exceptions do not get factored in to a student's Michigan Law School GPA.)
- Law classes in which a student earns a mandatory pass ("S") grade, e.g. Legal Practice classes, miniseminars, external studies classes, semester study abroad classes, and some clinical law classes.
- Law classes in which a student has converted a letter grade to a pass ("P") grade.

# Honors<sup>8</sup>

JD degrees will be awarded as follows to students who matriculated in May 2012 or thereafter.

| Honor             | Criteria   |
|-------------------|--|
| Order of the Coif | For Coif purposes, graduates from the full academic year are combined for honors determination (e.g. August & December 2015, and May 2016). Only honors-eligible graduates within the top 10% of the combined graduating class (which includes non-eligible and honors-eligible graduates) will be considered for Order of the Coif. The final determinant for receipt of Order of the Coif is ultimately conditioned on a vote by the Law School faculty. |
| Cum laude         | An honors-eligible graduate with a 3.400 to 3.699 GPA will receive cum laude.  |
| Magna cum laude   | An honors-eligible graduate with a 3.700 to 3.999 GPA will receive magna cum laude.  |
| Summa cum laude   | An honors-eligible graduate with a 4.000 or higher GPA will receive summa cum laude.   |

# Awards<sup>9</sup>

| Name of Award                                       | Awarded for/to   |
|---|--|
| Henry M. Bates Memorial<br>Scholarship              | Widely held to be the Law School's highest honor, the Bates<br>Scholarship is given to outstanding seniors, with account taken for<br>scholarship in legal studies, personality, character, extracurricular<br>interests, and promise of a distinguished career. |
| Jane L. Mixer Memorial<br>Award                     | An award presented for outstanding contributions to activities designed to advance the cause of social justice.  |
| Irving Stenn, Jr. Award                             | An award presented to those students who have demonstrated leadership, and contributed through extracurricular activities to the well-being and strength of the Law School or the University.  |
| Daniel H. Grady Prize                               | An awarded presented to the student who has graduated with the highest standing in his or her Law School class.  |
| Class of 1908 Memorial<br>Scholarship               | Awarded to the student who attained the highest scholastic average at the beginning of his or her senior year.   |
| Maurice Weigle Scholarship<br>Award                 | Presented to the student who attained the highest scholastic average at the end of his or her first year.  |
| Clara Belfield & Henry<br>Bates Overseas Fellowship | Fellowships presented to students who have completed two or more years of law school to pursue academic or professional projects abroad.   |
| ABA-BNA Health Law<br>Award                         | An award presented to the student who has excelled in the study of health law. An award presented to the student who has excelled in the study of health law.  |

| ABA-BNA Intellectual<br>Property Award                      | An award presented to the student who has excelled in the study of intellectual property law.   |
|---|---|
| ABA-BNA Labor Law<br>Award                                  | An award presented to the student who has excelled in the study of labor law.   |
| S. Anthony Benton<br>Memorial Award                         | An award presented for scholastic excellence in the field of international law.   |
| William W. Bishop, Jr.<br>Award                             | A prize presented to the student who has performed with distinction in the field of international law and in related Law School activities.   |
| Lee Bollinger Prize   | A prize presented to the student who has achieved excellence in the study of the First Amendment.   |
| The Henry M. Campbell<br>Moot Court Competition             | The oldest and most prestigious of the various Law School competitions, involving significant hours of preparation throughout the academic year.  |
| Alden J. "Butch" Carpenter<br>Memorial Scholarship<br>Award | Presented to students evidencing intent to assist economically depressed communities.   |
| Roger A. Cunningham<br>Memorial Property Prize              | Awarded for scholastic excellence in the first-year Property Law course, along with outstanding performance in the rest of the first-year core curriculum.                                  |
| Emmett E. Eagan Award                                       | An award presented for excellence in the field of corporate law.  |
| Robert S. Feldman Labor<br>Law Award                        | Awarded for outstanding work in the field of labor law.   |
| Fiske Award   | A fellowship awarded to exceptional graduates serving as government<br>employees at the federal, state, or local level, and who have<br>demonstrated a commitment to public service values. |
| Ralph M. Freeman<br>Scholarship                             | A scholarship presented to a second or third year student who has demonstrated true excellence in the fields of criminal law and procedure.   |
| Carl Gussin Memorial Prize                                  | A prize awarded for excellence in the area of trial work.   |
| Rockwell T. Gust Advocacy<br>Award                          | An award presented for demonstrated potential as an outstanding trial lawyer and advocate.  |
| International Academy of<br>Trial Lawyers Award             | Presented for demonstrated ability in courtroom advocacy.   |
| Richard Katcher Senior Tax<br>Prize                         | Presented for outstanding work in courses and seminars in taxation and related areas.   |
| The Jon Henry Kouba Prize                                   | This prize recognizes the best student papers on European Integration and International Peace and Security.   |
| Jeffrey S. Lehman Legal<br>Practice Award                   | An award presented by the faculty to the student deemed the best legal practice student from the previous year.   |
| Award for Exceptional<br>Service                            | An award presented to a student for outstanding all-around contributions to each Journal.   |

| Award for Outstanding<br>Scholarly Contribution                   | An award presented to the student who wrote the best note published by each Journal.  |
|---|---|
| Dores McCree Award  | For extraordinary devotion to the well-being of students and commitment to a widely inclusive and unified vision of the Law School community.   |
| Michigan Supreme Court<br>Historical Society Law<br>Student Prize | For outstanding work in courses related to legal history.   |
| Saul L. Nadler Memorial<br>Award                                  | An award presented for outstanding work in courses related to commercial and corporate law.   |
| National Association of<br>Women Lawyers Award                    | Awarded for academic achievement, community service, and the potential for future contributions to the advancement of women.  |
| Jack C. Radcliffe, Jr. Award                                      | An award presented to a second or third year student who has served<br>as a senior judge in the legal writing program, with account taken for<br>excellence in mentoring first year law students.   |
| The Rakow Scholarship   | Established by the Federal Bar Foundation, this is awarded to the student who demonstrates outstanding achievement in corporations or business law.   |
| Jenny Runkles Memorial<br>Award                                   | An annual award presented to second year students who have exhibited a selfless commitment to improving the Law School community, and society as a whole, through devotion to public interest and diversity.                                  |
| Scholarly Writing Awards  | Presented for scholarly work of superior quality, prepared without the expectation of publication.  |
| Craig Spangenberg Oral<br>Advocacy Award                          | An award to recognize one or more students who have demonstrated exceptional ability in courtroom oral advocacy.  |
| Juan Luis Tienda Memorial<br>Scholarship Award                    | Awarded to students who have demonstrated a commitment to working for the advancement of Latinos in the United States.  |
| Joseph Wolfe Memorial<br>Prize                                    | Presented to the writer of the best student paper produced in the field of Trust Law during the last year.  |
| Women Lawyers'<br>Association of Michigan<br>Foundation Award     | Awarded to women law students who have demonstrated leadership capabilities and served the community in such areas as family law, child advocacy or domestic violence, or displayed potential for advancing the position of women in society. |
| Women Lawyers of<br>Michigan Julia D. Darlow<br>Award             | Awarded to a student who has demonstrated a commitment to advancing the interests of women members of the legal profession and to promoting equity and social justice for all people.   |
| Hessel E. Yntema Award  | An award presented to the student who has performed with distinction in courses and seminars in international and comparative law.  |
|   |   |

# Journals<sup>10-18</sup>

Student journals and organizations at the University of Michigan Law School offer law students a wide array of extracurricular opportunities for students to get involved in different aspects of the law, as well as community service projects and political groups.

Journals at the Law School are staffed by students and offer a varied selection of interesting opportunities for students to further their involvement in a specific area, such as environmental law, technological law, international law, gender, and critical race issues.

### Michigan Law Review

The Michigan Law Review publishes eight issues annually. Seven of each volume's eight issues are composed of two major parts: Articles by legal scholars and practitioners, and Notes by law students. One issue in each volume is devoted to book reviews.

First Impressions, the online companion to the Michigan Law Review, publishes op-ed length articles by academics, judges, and practitioners on current legal issues. This extension of the printed journal facilitates quick dissemination of the legal community's initial impressions of important judicial decisions, legislative developments, and timely legal policy issues.

## University of Michigan Journal of Law Reform

The Michigan Journal of Law Reform is one of the country's foremost academic journals dedicated to promoting legal reform. Across its four issues, annual symposia, and online publication, Caveat, the Journal identifies the critical problems facing domestic decision-makers and presents responsive solutions. In every medium, the Journal provides content that is timely, novel, and focused on reform.

The Journal is one of the oldest and most well respected law and policy publications in the nation. It publishes cutting-edge legal scholarship by both academics and legal practitioners. Established in 1968, the Journal finds its roots in a desire to propose constructive, well-reasoned reforms in all areas of the law.

In the Journal's inaugural issue, Professor Francis Allen summarized the publication's purpose in the following way: "In short, it seeks to promote the improvement of law and its administration in all areas in which needs are disclosed and in which useful proposals can be advanced." True to these words, the Journal's Editorial Board has consistently sought out and published articles on a diverse range of legal issues, eschewing the narrow focus of many legal publications.

The Journal also regularly sponsors symposia. These multi-day events provide an in-depth examination of one area of law in need of reform, with presentations by some of the most prominent and compelling scholars and practitioners in that field. The ideas presented at these symposia are then consolidated and published in article form in the Journal's Summer Issue. Previously, symposia have focused on such varied topics as jury reform, products liability law, and school finance revitalization of American cities.

### Michigan Journal of International Law

First published as the Michigan Yearbook of International Legal Studies, the Michigan Journal of International Law is now one of the premiere international legal journals in the world. We publish

four times a year with the help of our Editorial Board, Contributing Editors, and Associate Editors. We are lucky to benefit from Michigan's excellent international law faculty and enjoy bringing cutting edge international legal scholarship to our campus and beyond.

#### Michigan Journal of Gender & Law

The central mission of the Michigan Journal of Gender and Law is to create a feminist legal publication that will help expand and develop legal discourse beyond traditional boundaries. The Journal, which was founded in 1992, is dedicated to providing a forum for exploring how gender issues (and related issues of race, class, sexual orientation, gender identity, and culture) impact law and society. The Journal seeks to compare, contrast, and combine theoretical and practical perspectives on gender issues in order to provide a bridge between theory and practice. To achieve these purposes, the Journal publishes the views of legal scholars, social scientists, practitioners, students and others. The Journal is committed to representing a broad range of perspectives, however unconventional or unpopular they may be. We welcome the submissions and responses of our readers.

## Michigan Journal of Race & Law

The Michigan Journal of Race & Law is a legal journal that serves as a forum for the exploration of issues relating to race and law. To that end, MJR&L publishes articles, notes, and essays on the cutting edge of civil rights scholarship from a wide variety of scholarly perspectives. MJR&L's diversity is reflected by the authors with whom we collaborate, ranging from scholars and students to practitioners and social scientists.

#### Michigan Telecommunications and Technology Law Review

Founded in 1994, Michigan Telecommunications and Technology Law Review was one of the first law journals to use interactive media to promote informed discourse about the interrelated legal, social, business, and public policy issues raised by emerging technologies. As one of the original online law journals in the world, MTTLR is a ground-breaking publication.

MTTLR publishes online and printed volumes, available through subscription. MTTLR is available through Lexis-Nexis, Westlaw, and this web site. The Michigan Telecommunications and Technology Law Review's primary purpose is to examine the tensions created by advances in computing, telecommunications, biotechnology, multimedia, networking, information and other technologies.

### Michigan Journal of Environmental and Administrative Law

The Michigan Journal of Environmental & Administrative Law (MJEAL) is The University of Michigan Law School's newest legal journal. MJEAL is made possible by a generous grant from the Graham Sustainability Institute at the University of Michigan.

The journal publishes articles, student notes, comments, essays, and online blog posts on all aspects of environmental and administrative law.

### Michigan Business & Entrepreneurial Law Review

The mission of the Michigan Business & Entrepreneurial Law Review (MBELR) is to serve as a vessel for practitioner and scholarly work related to business law, with a focus on legal issues

involved with private equity and venture capital. MBELR was founded as the Michigan Journal of Private Equity and Venture Capital Law (MJPVL), which published Volumes 1 - 3, and plans to continue the legacy and mission of MJPVL.

In order to enrich its members' educational experience, MBELR seeks to comprehensively prepare its members to perform the editorial and administrative tasks required to publish a professional legal journal while simultaneously assisting each of its members in preparing an original work of scholarship adequate for publication.

### **Moot Court**<sup>19</sup>

The University of Michigan Law School offers law students a wide array of extracurricular opportunities, including moot court and other competitions, to get involved in different aspects of the law.

The links below provide additional information for the various competitions in which students have participated.

## **Moot Court Competitions**

- Campbell Competition
- Child Welfare Law Moot Court Competition
- Criminal Law
- Entertainment Media and Arts
- Environmental Law
- Intellectual Property Moot Court Competition
- Jessup International Law Moot Court Competition
- Native American Law Students Association Competition

## Clinical Programs<sup>20</sup>

Michigan Law has long been known for its distinctive educational blend of leading scholarship and legal practice. In today's competitive environment, it is more important than ever for new graduates to hit the ground running in the practice of law. For more than 45 years, Michigan Law has offered clinics in which students take "first-chair" lead responsibility for real clients with real legal needs. Students represent these clients under the supervision of experienced faculty in small, intensive settings in classrooms, boardrooms, and courtrooms in Michigan and beyond. We are so committed to this formative experience that we guarantee every student at least one upper-level clinic, with many taking more.

Our 18 clinics cover a remarkable array of practice areas from transactional to litigation and everything in between. Students represent children, families, small business owners and nonprofit agencies, the wrongly convicted, human trafficking victims, asylum seekers, startups and makers, organizations bringing business solutions to some of the world's most pressing problems, and individuals in need of core civil and criminal legal services.

- Child Advocacy Law Clinic
- Child Welfare Appellate Clinic
- · Civil Mediation Clinic
- Civil-Criminal Litigation Clinic
- Community and Economic Development Clinic
- Criminal Appellate Practice

- Entrepreneurship Clinic
- Environmental Law Clinic
- Federal Appellate Litigation Clinic
- Human Trafficking Clinical Program
- International Transactions Clinic
- Juvenile Justice Clinic
- Low Income Taxpayer Clinic
- Michigan Innocence Clinic
- Pediatric Advocacy Clinic
- Transactional Lab & Clinic
- Unemployment Insurance Clinic

#### Placement Facts<sup>21</sup>

## Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$130,000 - \$160,000 |
|---------------------------------------|-----------------------|
| Private sector - Median               | \$160,000             |
| Public service - Median               | \$58,000              |

# **Employment Details**

| Graduates known to be employed at graduation               | 88.5% |
|--|-------|
| Graduates known to be employed ten months after graduation | 93.3% |

## Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 52.9%      |
| Business and Industry         | 4.5%       |
| Government                    | 11.8%      |
| Judicial Clerkships           | 18.7%      |
| Public Interest Organizations | 11.2%      |
| Academia                      | 0.8%       |
| Unknown                       | 0%         |

# Externships/Internships

# Externships<sup>22</sup>

Externships offer an exciting opportunity to augment classroom study with real-world work experience. Under the guidance of Michigan faculty and a field placement supervisor, students immerse themselves in legal work with local, state, and federal governmental agencies, and with nonprofit organizations throughout the country and world. Externships complete a student's personal study agenda, complementing coursework that often includes clinics. Externships enable students to pursue sophisticated work and research in a particular field beyond our curricular offerings.

Michigan Law offers five distinct externship programs:

- Full-Time Externship Program: Students receive a full semester's worth of credits and can go anywhere in the United States or world while working at a nonprofit or government agency of their choice.
- 2. **Part-Time Externship Program:** Students receive three to five credits and propose their own positions at local government, nonprofit, or judicial placements.
- 3. **Geneva Externship Program:** Students receive a full semester's worth of credits while spending the winter term with leading intergovernmental and nongovernmental institutions selected by Michigan Law; students indicate their top placement choices on the application.
- 4. **India Externship Program:** Students receive a full semester's worth of credits while spending the winter term in Bangalore, India, working at the Alternative Law Forum.
- 5. **South Africa Externship Program:** Students receive a full semester's worth of credits while spending the winter term in a variety of cities throughout South Africa working for nongovernmental organizations selected by Michigan Law; students indicate their top placement choices on the application.

## Internships<sup>23</sup>

Other off-site opportunities abound both internationally and domestically through our externship and independent study programs. Our South African Externship Program allows students to spend the winter term working in South Africa for human rights organizations or other nonprofit legal organizations. Our Geneva Externship Program gives students the chance to spend the winter term at UN agencies and non-governmental organizations in Geneva, engaged in a broad range of international legal work. Other students have pursued externships with the U.S. Department of State, Office of the U.S. Trade Representative, U.S. Department of Commerce, Overseas Private Investment Cooperation, and at public interest organizations in New York, Washington, D.C., and London. Further, the School supports paid internships at the AIRE Centre in London, as well as those offered through our Cambodian and Refugee Law Programs. Michigan is one of a select group of U.S. law schools whose students are eligible for clerkships at the European Court of Justice through the Dean Acheson Legal Stage Program and at the International Court of Justice.

### Student Organizations<sup>24</sup>

- American Civil Liberties Union
- American Constitution Society
- Asia Law Society
- Asian Pacific American Law Students Association
- Bankruptcy Law Society
- Black Law Students Association
- Business Law Association
- Campbell Competition Board
- Catholic Law Students Association
- Christian Legal Society
- Compost Michigan
- Criminal Law Society
- Cultural Heritage Law Society
- Education Law and Policy Society
- Entertainment, Media, and Arts Law Students Association
- Entrepreneurship &Law Association

- Environmental Law Society
- Family Law Project
- Federalist Society
- Food Law and Policy Association
- Frank Murphy Society
- Future Advocates In Training
- Headnotes
- Human Rights Advocates
- Intellectual Property Students Association
- International Law Society
- International Refugee Assistance Project
- IRAPBoard
- J. Reuben Clark Law Society
- JDs in the D
- Jewish Law Students Association
- Latino Law Students Association
- Law School Book Club
- awschoolbookclubboard
- Law School Student Senate
- Law Students for Reproductive Justice
- Law Students for Sensible Drug Policy
- Legal Alternative Winter Breaks
- Michigan Election Law Project
- Michigan Energy Law Association
- Michigan Health Law Organization
- Michigan Immigration and Labor Law Association
- Michigan Law Veterans Society
- Muslim Law Students Association
- National Lawyers Guild
- National Security Law Society
- Native American Law Students Association
- Older Wiser Law Students
- Organization of Public Interest Students
- OUTLaws
- Philip C. Jessup International Law Moot Court Team
- Poverty Law Society
- Prisoners' Rights Organization of Students
- Privacy & Technology Law Association
- Public Benefits Advocacy Project
- Racial Justice Coalition
- Real Estate Law Society
- Society for Quantitative Legal Analysis
- Society for Space Law and the Law of the Sea
- South Asian Law Students Association
- Sports Law Society
- Student Funded Fellowships
- Student Rights Project
- Wolverine Street Law Organization
- Women Law Students Association

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# University of Virginia School of Law



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**CAREER SERVICES PHONE** 434-924-7349

### Overview<sup>5</sup>

Founded by Thomas Jefferson in 1819, the University of Virginia School of Law is the second-oldest continuously operating law school in the nation. Consistently ranked among the top law schools, Virginia is a world-renowned training ground for distinguished lawyers and public servants, instilling in them a commitment to leadership, integrity and community service.

Virginia is justly famous for its collegial environment that bonds students and faculty. At Virginia, law students share their experiences in a cooperative spirit, both in and out of the classroom, and build a network that lasts well beyond their three years here.

## Student-Faculty Ratio<sup>6</sup>

9.7:1

## Admission Criteria<sup>7</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 163-170 | 3.59-3.94 |
| Median               | 168     | 3.86      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Cordel L. Faulk |
|------------------------|-----------------|
| Application deadline   | March 6         |

Law School Admissions details based on 2015 data.

### Admission Statistics<sup>7</sup>

| Approximate number of applications | 4552  |
|------------------------------------|-------|
| Number accepted                    | 918   |
| Percentage accepted                | 20.2% |

The above admission details are based on 2015 data.

### Law School Cost<sup>8</sup>

| Tuition and fees Full-time: | \$54,000 per year (in-state)<br>\$57,000 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$12,505   |
| Books                       | \$1,800  |
| Miscellaneous expenses      | \$7,018  |

# Class Ranking and Grades<sup>9-11</sup>

The Law School does not use or disclose class rank except for limited purposes, such as determination of specific academic awards.

Faculty policy requires that instructors award grades in each course to a mean that will be enforced by the vice dean of the Law School. Instructors should ensure that grades have an adequate distribution around this mean.

Under the current grading system, there are 10 possible grades that can be used by the faculty in evaluating performance in courses and seminars (including Independent Research and the graded portion of Externships): A+, A, A-, B+, B, B-, C+, C, D and F. In a few select courses, the grades S (Satisfactory) and U (Unsatisfactory), or CR (Credit) and NC (No Credit) are awarded. No credit will be awarded for a course in which a student receives an F, NC, U, W (Withdrawn) or WF (Withdrawn Failing) grade. The grades U and NC are treated as F grades for all purposes.

The numerical grade point values for letter grades are as follows:

| Letter Grade | Value |
|--------------|-------|
| A+           | 4.3   |
| A            | 4.0   |
| A-           | 3.7   |
| B+           | 3.3   |
| В            | 3.0   |
| B-           | 2.7   |
| C+           | 2.3   |

| С | 2.0 |
|---|-----|
| D | 1.0 |
| F | 0.0 |

## Honors<sup>12</sup>

Established in 1842, the University of Virginia 's Honor System is one of the school's most venerated traditions. Administered solely by students, the Honor System requires that an individual act honorably in all relations and phases of student life. More specifically, the system rests on the premise that lying, cheating, and stealing are breaches of the spirit of honor and mutual trust and are not to be tolerated within the University community.

# Awards<sup>13</sup>

| Name of Award                                | Awarded for/to  |
|--|---|
| Bracewell & Giuliani Oral<br>Advocacy Awards | Established by the Houston firm in 1988 in connection with the Legal Research and Writing Program, this award honors one student from each first-year small section for his or her outstanding appellate brief and one student from each first-year small section for outstanding oral advocacy. Honorees receive a monetary award and certificate. |
| Mortimer Caplin Public<br>Service Award      | Established in 1992 by Mortimer Caplin, '40, the commissioner of<br>the Internal Revenue Service under President John F. Kennedy, this<br>award is given at commencement to a graduating student who is<br>entering a career in the public service sector and who demonstrates<br>the qualities of leadership, integrity and service to others.     |
| Mortimer Caplin Public<br>Service Fellowship | This fellowship is given to exceptional law students who accept low-paying or unpaid public service internships during the summer.  |
| Edwin S. Cohen Tax Prize                     | This monetary prize is given annually to the graduating student who has demonstrated, by the sustained excellence of his or her performance in tax courses, superior scholarship in the tax area.   |
| Claire Corcoran Award                        | This award is presented to one or two second-year students who have demonstrated the most commitment to public interest work.   |
| Hardy Cross Dillard Prize                    | Established in honor of Hardy Cross Dillard, retired judge of the International Court of Justice and former dean and James Monroe Professor of Law, this monetary prize and plaque are awarded to the author of the best student note in a current volume of the Virginia Journal of International Law.   |
| Hardy Cross Dillard<br>Scholarships          | These scholarships are given to exceptional members of the entering class based on – in addition to financial need – prior academic achievement, leadership, integrity, service to others, success in endeavors outside the classroom and maturity. All applicants are considered for the scholarships; no separate application is required.        |
| Faculty Award for<br>Academic Excellence     | This award is presented to the student who has had the most outstanding academic record during his or her three years in Law School.  |

| Linda Fairstein Public<br>Service Fellowship                   | This fellowship is given to exceptional law students who accept low-paying or unpaid public service internships during the summer.  |
|--|---|
| Carl M. Franklin Prize   | Established at his 50th reunion in 1998 by Dr. Carl M. Franklin '48, the award recognizes the student with the highest grade point average at the end of his or her first year of law school. The winner receives a cash award and a plaque recognizing this scholastic achievement.  |
| Robert E. Goldsten ('40)<br>Award                              | Established by Robert E. Goldsten, this award is given to the student who has, in the opinion of the faculty, contributed the most to classroom participation. The winner receives a monetary award and a lifetime membership in the University of Virginia Alumni Association.   |
| Eppa Hunton IV Memorial<br>Book Award                          | Established in 1977 by the Richmond, Va., law firm Hunton & Williams, in honor of Eppa Hunton IV "27, this award is presented annually to a third-year student who has demonstrated unusual aptitude in litigation courses and shown a keen awareness and understanding of the lawyer's ethical and professional responsibility.  |
| Margaret G. Hyde Award   | Established in 1930 by Forrest J. Hyde Jr. '15, this monetary award is given to an outstanding member of the graduating class whose scholarship, character, personality, activities in the affairs of the school and promise of efficiency have, in the opinion of the law faculty, entitled him or her to special recognition.   |
| Jackson Walker LLP Award                                       | This monetary award is presented by the Dallas law firm to the student who has attained the highest grade point average in his or her class after four semesters.   |
| Herbert L. Kramer/Herbert<br>Bangel Community Service<br>Award | Established in 1989 by Herbert Kramer '52, this monetary award is given annually to a third-year student who has contributed the most to the community during law school.   |
| Law School Alumni<br>Association Best Note<br>Award            | This monetary award is presented to the member of the graduating class who wrote the best note in a current issue of a Law School publication.  |
| Thomas Marshall Miller<br>Prize                                | Established by Emily Miller Danton in 1982 in memory of her father,<br>Thomas Marshall Miller, who attended the Law School, this monetary<br>award is given annually to an outstanding and deserving member of<br>the graduating class selected by the faculty.   |
| Monroe Leigh Fellowship in<br>International Law                | This fellowship was established in honor of Monroe Leigh '47, who in a legal career that spanned six decades advised governments and private companies and furthered the development of international legal institutions as a scholar and public servant. The fellowship provides a total of \$10,000 for one or two students to pursue a public international law project of their own choosing during the summer following their first, second or third year. |
| National Association of<br>Women Lawyers Award                 | This honorary membership in the National Association of Women<br>Lawyers is awarded each year to an outstanding woman in the<br>graduating class.   |

| Norton Rose Fulbright Best<br>Memorandum Award | Established in 2005 in connection with the Legal Research and Writing Program, the award honors one student from each first-year small section for his or her outstanding major memorandum of law submitted at the end of the student's fall semester. Honorees receive a monetary award and plaque.   |
|--|--|
| John M. Olin Prize in Law<br>and Economics     | The Olin Foundation gives a monetary award to the graduate or graduates who have produced outstanding work in the field of law and economics.  |
| Powell Fellowship in Legal<br>Services         | Established in honor of U.S. Supreme Court Justice Lewis F. Powell Jr., the Powell Fellowship awards \$40,000 to a graduating student or to a judicial clerk to enable him or her to work in public interest law and to enhance the delivery of legal services to the poor under the sponsorship of a public interest organization. The award is made for one year with the expectation that it will be renewed for an additional year.  |
| Pro Bono Award                                 | This award recognizes the student who exhibits the most extraordinary commitment to pro bono legal service during his or her years at the Law School. The award is the highest recognition offered through the Law School's voluntary pro bono program, which encourages all students to provide at least 75 hours of free legal services to the indigent.   |
| Pro Bono Service Awards                        | These awards are presented to graduates who have successfully fulfilled the requirements of the Law School's Pro Bono Program.   |
| Mary Claiborne and Roy H.<br>Ritter Prizes     | These four prizes for character, honor and integrity were established in 1985 by C. Willis Ritter '65 to honor his parents. Under the terms of the award, four monetary prizes are given annually to two female and two male members of the second-year class. The prize is applied against each recipient's tuition during his or her final year of study. In addition, each recipient is given an appropriate certificate and the names of the winners also appear on a plaque in the library. |
| Rosenbloom Award                               | This monetary award was established by Daniel Rosenbloom '54 to honor a student with a strong academic record who has significantly enhanced the academic experience of other law students by volunteering support and assistance to them. Contact the assistant dean for student affairs in the early spring for more information.  |
| Shannon Award                                  | Established by the Z Society to encourage outstanding scholarship at the University, the Shannon Award is presented each year to the student with the highest academic record after five semesters.  |
| Earle K. Shawe Labor<br>Relations Award        | Established in honor of the late Hardy C. Dillard by Earle K. Shawe '34, this monetary award is given to the graduating student who shows the greatest promise of becoming a successful practitioner in the field of labor relations. Shawe is the founder and senior partner of Shawe & Rosenthal, a Baltimore firm devoted exclusively to labor and employment law.  |

| James M. Shoemaker, Jr.,<br>Moot Court Awards | These awards are given to the final-round participants in the William Minor Lile Moot Court competition.  |
|---|---|
| James C. Slaughter Honor<br>Award             | This monetary award was established by the Textile Veterans<br>Association in honor of James C. Slaughter '51, and is presented to an<br>outstanding member of the graduating class.  |
| Stephen Pierre Traynor<br>Award               | This award for excellence in appellate advocacy was established in 1970 by the late Roger J. Traynor, former chief justice of the California Supreme Court, in memory of his son. The monetary award is presented to the participant in the final round of the William Minor Lile Moot Court Competition who, in the opinion of the judges of the final round, presents the best oral argument. |
| Roger and Madeleine<br>Traynor Prize          | Established in 1980 by a gift from retired Chief Justice and Mrs. Traynor of California, these prizes are awarded each year to acknowledge the best written work by two graduating students. Each winner receives an appropriate certificate and a monetary award   |
| Trial Advocacy Award                          | The Virginia Trial Lawyers Association presents an award to a graduating student who best exemplifies the attributes of an effective trial lawyer.  |
| Virginia State Bar Family<br>Law Book Award   | Established by the Family Law Section of the Virginia State Bar and the Virginia Chapter of the American Academy of Matrimonial Lawyers, this award is presented to the graduating student who has demonstrated the most promise and potential for the practice of family law.  |

### Journals<sup>14</sup>

**Journal of Law & Politics -** The Journal of Law & Politics is the first and only nonpartisan publication devoted exclusively to examining the interaction between law and politics. Founded in 1983 under the guidance of then-Circuit Judge Antonin Scalia, this interdisciplinary publication consists of articles, essays, and commentaries by scholars, practitioners and national political leaders.

**Virginia Environmental Law Journal (VELJ) -** VELJ is dedicated to providing a national forum for research and discussion in the areas of environmental and natural resource law. Published quarterly by Law School students, the journal includes articles by scholars, practitioners and environmental professionals, as well as student notes, on a broad array of topics from environmental justice to corporate liability.

**Virginia Journal of Criminal Law -** The Virginia Journal of Criminal Law, created in 2010, publishes scholarly articles on criminal law and procedure twice yearly. The journal also sponsors legal symposia and conferences.

Virginia Journal of International Law (VJIL) - As the oldest continuously published, student-edited law review in the United States devoted exclusively to the fields of public and private international law, the Virginia Journal of International Law is considered by many to be the finest and most authoritative journal of its kind. Positions on the journal's editorial board are open to all students in the Law School and in other schools of the University who successfully complete a written tryout that is conducted every spring and fall.

**Virginia Journal of Law & Technology (VJoLT) -** UVA Law's only e-journal, VJoLT, provides a forum for students, professors and practitioners to discuss emerging issues at the intersection of law and technology. Recent issues of the journal have included articles on biotechnology, telecommunications, e-commerce, Internet privacy and encryption. Because VJoLT publishes full text articles directly to the Web, its audience is not limited by a fixed number of subscriptions; anyone with Internet access can read any article that the journal has ever published free of charge on www.vjolt.net.

**Virginia Journal of Social Policy & the Law -** This journal is a student-edited law journal which publishes articles exploring the intersection of law and social policy issues. Recognizing the significance of the law and legal institutions on social conditions, the journal provides a forum in which to examine contending legal, judicial and political perspectives. Among the issues the journal addresses are: health care policy, welfare reform, criminal justice, voting rights, civil rights, family law, employment law, gender issues, education and critical race theory.

**Virginia Law & Business Review -** The Virginia Law & Business Review is a premier journal of business law scholarship. It is published three times a year by law students of the University of Virginia. The student-editors are members of the Virginia Law & Business Review Association, a not-for-profit corporation chartered in the Commonwealth of Virginia. The journal addresses accounting, antitrust law, bankruptcy law, commercial law, corporations law, corporate finance, corporate governance, employment law, mergers and acquisitions, real estate law, securities regulation, secured transactions, takeover litigation, venture capital financing and other corporate law subjects.

**Virginia Law Review -** The Virginia Law Review is a journal of general legal scholarship that publishes eight times a year.

**Virginia Sports & Entertainment Law Journal (VaSE) -** VaSE focuses on all aspects of both sports and entertainment law. Published biannually by the students and the Law School, the journal features articles written by sports and entertainment law professors, as well as those written by experienced practitioners in the sports and entertainment law fields. In addition, law students interested in sports or entertainment law are invited to join through a written tryout process held each semester.

**Virginia Tax Review (VTR) -** VTR is published four times each year and focuses primarily on federal and international taxation, as well as pure business legal issues. Founded in 1980, it is one of the oldest student-run law journals at the University of Virginia School of Law and is regarded as a top tax specialty journal. The journal encourages participation by students interested in tax or general corporate law.

#### Moot Court<sup>15</sup>

Students compete in appellate moot court and trial advocacy competitions nationwide, and the Law School also is home to one of the most famous moot court competitions.

### William Minor Lile Moot Court Competition

About 80 second-year students, competing in two-person teams, hone their oral argument skills in the annual William Minor Lile Moot Court Competition. Distinguished federal and state judges preside in the semifinal and final rounds. Winners receive a cash prize and their names are inscribed on a plaque located outside the three moot courtrooms. Teams of students chosen from among those entered in the competition may represent the Law School in the national Moot Court Competition and other extramural competitions nationwide.

#### **Extramural Moot Court**

Extramural Moot Court is part of the William Minor Lile Moot Court program. Students from all years are welcome to try out for Extramural Moot Court.

### Philip C. Jessup International Moot Court Team

Each year law students compete in the Philip C. Jessup International Moot Court Competition, the largest moot court competition in the world, with over 100 countries and 500 law schools participating. The competition simulates a dispute before the International Court of Justice and participating students gain expertise in both public and private international law. Selection for the Jessup Team is based upon a formal tryout and an interview.

## Clinical Programs<sup>16-35</sup>

Under the supervision of an attorney, students perform the lawyer functions associated with their cases, including client and witness interviews, factual development, legal research, preparation of pleadings and negotiation. Students with third-year practice certification may also be responsible for courtroom advocacy.

**Appellate Litigation Clinic:** This yearlong clinic allows 12 students to engage in the hands-on practice of appellate litigation through actual cases before various federal circuit and/or state courts of appeals. The students are teamed up and assigned to handle primary responsibility for work on at least one appellate case during the course of the year. In addition, the students work together as a small law firm to provide secondary-level assistance to each other.

**Child Advocacy Clinic:** The clinic includes two semesters of supervised legal representation of children, supported by a weekly clinical seminar that meets during the fall semester. Though the majority of legal work will involve the representation of clients in the juvenile justice system or children being denied legally mandated educational opportunities, students may also represent children in cases involving immigration, services for incarcerated children, mental health and developmental disabilities law, and foster care and social services law. Students in the clinic gather information and conduct legal research to analyze their client's legal situation. Students also represent children in negotiations and administrative hearings and participate in court proceedings to the extent permitted by law. All students have the opportunity to work on policy issues affecting children.

Consumer Law Clinic: The course requires students to participate in case work in both the fall and spring semesters. In addition, in the fall, students meet once a week in a seminar to learn basic information about various consumer protection statutes while doing exercises covering the entire range of client representation. They also learn about the role of the recently created Consumer Finance Protection Bureau, a federal agency set up to help protect consumers. In the seminar, students will hear from guest speakers on problems that consumers face and practical suggestions for ways they can protect consumers' rights. Finally, students are given the chance to identify ways that the rules affecting consumers should be changed and to work on making such changes happen.

**Criminal Defense Clinic:** Each student represents defendants in actual criminal cases pending in the local courts under the direct supervision of an experienced local criminal defense attorney. The students themselves – not their supervising attorneys – perform all of the lawyering functions associated with their cases, including interviewing, investigation, research, plea negotiation and courtroom advocacy. In regular conferences, supervising attorneys guide the students' case

preparation, give practical advice and help develop defense strategies. The full clinic meets twice weekly in seminar sessions where substantive areas of criminal defense practice are covered, including client management, evidentiary issues, criminal procedure, sentencing options and ethical responsibilities. During the second half of the semester the emphasis is on work-shopping individual cases, and may occasionally include trial simulation exercises. At the conclusion of each case the student prepares a brief memorandum reciting the narrative of the case and making critical reflections on the decisions made during the representation that affected the outcome.

**Employment Law Clinic:** In cooperation with the Legal Aid Justice Center and local attorneys, students participate throughout the year in litigating actual employment cases. These cases may include wrongful discharge actions, unemployment compensation claims, employment discrimination charges or any other claims arising out of the employment relationship. Specific assignments will vary according to the inventory of cases available at the time, but students should be able to conduct client interviews, participate in discovery, draft motions and assist with trial preparation. Students also may argue some motions (with appropriate Third Year Practice Certification); 2Ls may provide direct representation in Unemployment Insurance Hearings.

**Entrepreneurial Law Clinic:** As preparation for advising startup companies, students participate in a series of class sessions over the first half of the semester covering the topics most frequently encountered by startup businesses, including pre-venture counseling, entity choice, formation documents, shareholder agreements, IP protection, etc. Then, students receive first-hand experience in working with real startup companies under the supervision of the course instructor and supervisor. The students take the lead role in working with the entrepreneurs, including conducting interviews, performing research, providing a legal plan for the business, identifying documents to be drafted and drafting documents. (The clinic does not provide counsel on: litigation, patents, securities regulation, tax matters, public mergers or acquisitions, or international trade.)

Environmental Law and Conservation Clinic: Students in the clinic represent environmental nonprofits, citizens' groups and other community organizations seeking to protect and restore the environment of Virginia and other parts of the country. The clinic works closely with lawyers at the Southern Environmental Law Center, a preeminent environmental public interest law firm headquartered in Charlottesville. Students participate in a range of activities on environmental matters. They comment on administrative rules, participate in permitting proceedings, advocate before state administrative agencies and boards, and contribute to factual investigations and litigation. Although much of the clinic's work consists of traditional legal advocacy and counseling, clinic students also typically deal with the role of broader public advocacy in environmental disputes. The clinic explores the limits of the law in protecting natural resources and examines cooperative and innovative ways of protecting and restoring the environment.

Family Alternative Dispute Resolution Clinic: In this clinic, students serve not as attorneys representing clients, but as mediators assisting the parties to develop mutually agreeable resolutions to their disputes. Students learn about the differences between litigation and mediation while enhancing their negotiation skills—skills that are important in many different substantive law areas. In addition, students will gain a solid understanding of mediation ethics, creative problem-solving and the role of neutral facilitator versus that of advocate.

**First Amendment Clinic:** Supervised by the legal staff of the Thomas Jefferson Center and attorneys from Baker Hostetler, students work as a team in conducting legal research, meeting with clients and co-counsel, and drafting legal memoranda and briefs. Assignments involve both appellate-level and trial-level litigation, but more frequently the former including the U.S. Supreme Court.

**Health Law Clinic:** Students also address systemic issues related to the provision of community-based services, the rights of the institutionalized, and the interface between the civil and criminal justice systems.

Instruction in the substantive law of these areas will be provided in a classroom component throughout the clinic as dictated by the needs of the clients. The classroom component provides a forum for students to learn mental health, disability law, and elder law pertinent to the cases they are handling, as well as for the discussion of practice and ethical issues arising in those cases. Topics relating to the nature of psychiatric diagnosis and mental disorders, client competence and surrogate decision-making for incompetent clients and competence and autonomy issues involving mentally ill and elderly clients also are addressed.

**Litigation and Housing Law Clinic:** The clinic includes both a one-semester seminar to teach basic substantive housing law and yearlong supervised client representation in housing-related cases and matters. The caseload includes trials, administrative proceedings and interaction with low-income clients. Students handle eviction cases, rent escrow cases, grievance hearings, abatement of substandard building conditions and other enforcement of residents' rights. Under the supervision of an attorney, students perform all the lawyer functions associated with their cases, including client and witness interviews, factual development, legal research, preparation of pleadings and negotiation. Issues arise under private landlord-tenant contracts, federally subsidized rental programs and anti-discrimination statutes such as the Fair Housing Act and the Americans with Disabilities Act.

Immigration Law Clinic: Clients come from diverse backgrounds and frequently have unusual factual scenarios that bring them to the doors of Legal Aid. Students are expected to work with the clients and understand what they want and what we can pursue for them through available legal mechanisms. Women victims of violence are a priority with the clinic and can qualify for asylum and other special remedies such as through the Violence Against Women Act (VAWA) and U visa petitions. The clinic currently has several so-called gang asylum cases from Central America. Other categories of cases include clients appealing denials of applications for status, clients appealing for special categorization or procedures and clients who have cases complicated by past criminal or immigration history.

Innocence Project at the UVA School of Law: Preliminary cases are assigned to individual clinic students for factual development and evaluation to determine whether or not the clinic should accept the case. The decision to accept or decline representation will be made by the full clinic with the final decision being made by Professors Deirdre Enright and Jennifer Givens. Students work in teams of 3-4 to investigate and litigate the cases that are accepted. In every case, students are directed and assisted by the clinic professors, but as students demonstrate competence and confidence, they may earn the opportunity for greater independence. Although the clinic will have a mandatory classroom component, most time will be devoted to casework – interviewing potential clients and witnesses, general investigation, reviewing case files, collecting records, searching court files and drafting pleadings. Students will likely visit inmates at correctional centers, and conduct investigation in a wide variety of socioeconomic settings accompanied by a clinic professor, private investigator or, in some instances, another student.

**International Human Rights Law Clinic:** Clinic projects are selected to build the knowledge and skills necessary to be an effective human rights lawyer; to integrate the theory and practice of human rights; and to expose students to a range of human rights issues. There is no direct client representation in this clinic. Students collaborate on two or more projects in small teams, and have direct contact with the partner-clients. Some travel may be involved. Class discussions focus on human rights norms and institutions of implementation/enforcement, dilemmas in advocacy, and the legal, strategic, ethical and

theoretical issues raised by the project work. The clinic provides substantial opportunity to develop international law research and writing skills, and to network with human rights practitioners.

**Nonprofit Clinic:** Class sessions examine corporate law and governance principles through the lens of Virginia state and local laws applied to clients' issues. Check-in sessions will support practical work for clients. Client communication, organization and document-editing skills are key to success in the course.

Patent and Licensing Clinic I: The clinic also covers evaluation of inventions and computer software for patentability and commercial value; counseling of UVA faculty inventors regarding patentability, inventorship and the patenting process; preparing, filing and prosecuting provisional U.S. patent applications; dealing with patent examiners; and researching current issues in the fields of intellectual property and technology transfer. Some exposure to international patent applications under the Patent Cooperation Treaty may be possible. Students will help resolve disputes with licensees and possible infringers where appropriate.

Patent and Licensing Clinic II: The second semester of the Patent and Licensing Clinic involves many of the same projects as P&L I, but in this clinic, the student can choose to work exclusively with patent attorneys drafting, filing and prosecuting patent applications (and associated tasks like prior art searches and evaluations, meeting with faculty inventors, preparing information disclosure statements, etc.), or working exclusively with licensing agents to draft license agreements, negotiate licensing terms and conditions, prepare confidentiality agreements and marketing documents. Clinic participants may also evaluate inventions and computer software for patentability and commercial value; counsel U.Va. faculty inventors regarding patentability, inventorship and the patenting process; deal with patent examiners; and research current issues in the fields of intellectual property and technology transfer.

**Prosecution Clinic:** Through a combination of classroom lectures and discussions, readings, guest speakers, and a field placement in one of several local participating prosecutors' offices, students will explore a range of practical, ethical, and intellectual issues involved in the discharge of a prosecutor's duties and responsibilities, including the exercise of discretion in the decision to initiate, prosecute, reduce, or drop charges, and sentencing; interaction between prosecutors and investigative agencies and law enforcement personnel; dealing with victims and other witnesses; and relationships with defense counsel. Ethical issues addressed may include: exculpatory evidence, duty not to prosecute on less than probable cause, cross-warrant situations, witness recantation and preparation, and improper argument at trial.

**Supreme Court Litigation Clinic:** Students earn eight credits (one credit graded on a CR/NC basis awarded in the fall for monitoring work done during the summer and fall; three credits graded on a CR/NC basis awarded in the fall for work done in the fall; and four credits graded on a graded basis for work done in the spring). Working in teams, students will handle actual cases from the seeking of Supreme Court review to briefing on the merits. Classes will meet every week to discuss research memos, drafts of briefs, and other papers students have prepared for submission to the Court. Students will be expected to identify candidates for Supreme Court review; draft petitions for certiorari, amicus merits briefs, and party merits briefs; and attend mootings and Supreme Court arguments.

#### Placement Facts<sup>36</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$136,250- \$160,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$160,000            |
| Public service - Median               | \$57,000             |

# **Employment Details**

| Graduates known to be employed at graduation               | 98.3% |
|--|-------|
| Graduates known to be employed ten months after graduation | 96.6% |

### Areas of Legal Practice

| Graduates Employed            | Percentage |
|-------------------------------|------------|
| Law Firms                     | 60.8%      |
| Business and Industry         | 3.8%       |
| Government                    | 10.6%      |
| Public Interest Organizations | 4.7%       |
| Judicial Clerkships           | 19.8%      |
| Academia                      | 0.3%       |
| Unknown                       | 0.0%       |

# **Externships/Internships**

## Externships<sup>37</sup>

UVA Law's externships program allows students to make connections between legal theory and practice during their second and third years of law school. Through the program, students can earn academic credit while working in the public sector under the supervision of a lawyer. The program includes three options:

#### **UVA Law in DC**

UVA Law in DC is a curricular offering requiring 35 hours per week of work at the host organization, which must be a government office or agency or a Washington, D.C.-based nonprofit organization. Students participate in a weekly seminar in Washington, complete directed reading and writing assignments, and write a research paper on an approved topic relevant to the host organization's work, for a total of 12 credits (3 graded, 9 credit/ no credit).

#### Part-Time Externships

Part-time externships are primarily local and require students to work 10 hours per week for the host organization, as well as complete reading and short writing assignments. Students receive 3 academic credits (1 graded, 2 credit/no credit).

### **Full-Time Externships**

Full-time externships may be local, national or international, and require 35 hours per week of work at the host organization. Students must design a course of study and work under the supervision of a faculty member to complete directed readings and academic writing assignments, including a substantial research paper on an approved topic relevant to the host organization's work, for a total of 12 credits (3 graded, 9 credit/no credit).

## Internships<sup>38</sup>

#### Judicial Internship

A judicial internship is an unpaid summer position in which a law student acts as a quasi-law clerk to a judge. Judges use interns in different ways, but many assign them tasks similar to those that their law clerks perform. As an intern, it is likely that you will attend judicial proceedings, hone your legal research and writing skills by crafting bench memos or even drafts of opinions, and have the opportunity to discuss legal issues with the judge and his law clerks. At the end of the summer, you probably will have authored a piece of legal writing that you can use as a writing sample (with the judge's permission) as you apply for other jobs. You may be able to use the judge as a reference in future job searches. Additionally, you will be able to see firsthand what a judicial law clerk does, and may be able to use your experience as a judicial intern to obtain one of these prestigious appointments.

## Student Organizations<sup>39</sup>

- A Cappellate Opinions
- Advocates for Disabled Veterans
- Advocates for Life at Virginia Law (AFL)
- American Constitution Society for Law and Policy
- Asian Pacific American Law Students Association (APALSA)
- Barristers United
- Black Law Students Association (BLSA)
- Child Advocacy Research and Education (CARE)
- Domestic Violence Project
- Extramural Moot Court
- E\*Society
- Federalist Society
- Feminist Legal Forum
- First Year Council (FYC)
- Graduate Law Students (GLSA)
- Health Law Association
- JD/MBA Society
- Jean Pictet Society for International Humanitarian Law
- Jewish Law Students Association (JLSA)
- John Bassett Moore Society of International Law (J.B.Moore)
- Korean American Law Student Association (KALSA)
- Lambda Law Alliance
- Latin American Law Organization (LALO; formally Voz Latina)
- Law Christian Fellowship (LCF)
- Law School Football League (LSFL)
- Legal Advisory Workshops for Undergraduate Students (LAW for US)
- The Libel Show
- Mindfulness in Law
- Moot Court Board
- National Lawyers Guild
- National Trial Advocacy Team
- Native American Law Students Association (NALSA)
- North Grounds Softball League (NGSL)
- Outdoors at VA Law

- Peer Advisor Program
- Phi Delta Phi International Legal Honor Society Minor Inn
- Philip C. Jessup International Moot Court Team
- Public Interest Law Association (PILA)
- Rex E. Lee Law Society (RELLS)
- Rivanna Investments
- St. Thomas More Society
- Street Law
- Student Legal Forum (SLF)
- Virginia Animal Law Society (VALS)
- · Virginia Employment and Labor Law Association (VELLA)
- Virginia Environmental Law Forum (VELF)
- Virginia Law & Business Society
- Virginia Law Democrats
- · Virginia Law Families
- Virginia Law in Prison Project
- · Virginia Law Republicans
- Virginia Law Rod & Gun Club
- Virginia Law Students for Reproductive Justice
- Virginia Law Veterans
- Virginia Law Weekly (newspaper)
- Virginia Law Wine Society
- Virginia Law Women (VLW)
- Virginia Society of Law & Technology (VSLAT)
- Volunteer Income Tax Association (VITA)
- West Coast Wahoos
- · Women of Color

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# Duke University School of Law



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**WEBSITE** www.law.duke.edu

**REGISTRAR'S PHONE** 919-613-7027

**ADMISSIONS PHONE** 919-613-7020

**CAREER SERVICES PHONE** 919-613-7031

#### Overview<sup>2</sup>

Duke Law School is an ambitious, forward-thinking, and innovative institution whose mission is to prepare students for responsible and productive lives in the legal profession. As a community of scholars, the Law School also provides leadership at the national and international levels in efforts to improve the law and legal institutions through teaching, research, and other forms of public service.

At Duke Law School, students and faculty experience academic rigor in an interdisciplinary environment where creativity and innovation rule. Bold, strategic expansions in faculty, clinics, interdisciplinary centers, law journals, public interest opportunities, and high-tech facilities ensure that the Law School stays on the cutting edge of legal scholarship. The Duke Blueprint to LEAD is a powerful set of principles for leadership growth that informs the development of committed, ethical lawyers who are well-equipped for the 21st century.

### Student-Faculty Ratio<sup>3</sup>

9.1:1

### Admission Criteria<sup>4</sup>

|                      | LSAT GPA |           |
|----------------------|----------|-----------|
| 25th-75th Percentile | 166-170  | 3.56-3.84 |
| Median               | 169      | 3.76      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | William Hoye |
|------------------------|--------------|
| Application deadline   | February 15  |

Law School Admissions details based on 2015 data.

## Admission Statistics<sup>5</sup>

| Approximate number of applications | 4819  |
|------------------------------------|-------|
| Number accepted                    | 1122  |
| Percentage accepted                | 23.3% |

The above admission details are based on 2015 data.

### Law School Cost<sup>6</sup>

| Tuition and fees Full-time: | \$57,717 per year |
|-----------------------------|-------------------|
| Room and board              | \$12,978          |
| Books                       | \$1,326           |
| Miscellaneous expenses      | \$5,130           |

## Class Ranking and Grades<sup>7</sup>

Duke Law School uses a slightly modified form of the traditional 4.0 grading scale. The modification permits faculty to recognize especially distinguished performance with grades above a 4.0, but no more than five percent (5%) of the grades in any class may be higher than a 4.0.

There is an enforced maximum median grade in all first-year courses and in upper-level courses with more than ten (10) students:

- In all first-year courses and upper-level courses with enrollments of fifty (50) or more students, the median grade is 3.3.
- In upper-level courses with enrollments of ten (10) to forty-nine (49) students, the maximum median grade is 3.5.

There is no maximum median grade in upper-level courses with fewer than ten (10) students.

A grade higher than 4.0 is comparable to an "A+" under letter grading systems. A grade of 1.5 or lower is failing.

The Law School does not release class rank.

#### Grade Normalization (Curve)<sup>8</sup>

- 1. Except as provided in paragraph (2) below, student work in each course shall be evaluated and recorded in numerical terms, according to the following scale:
  - a. For all classes:
    - I. No more than 5% of the grades, rounding excepted, may exceed 4.0.
    - II. It is expected that the distribution of grades in all classes will be mindful of the distribution set out in Rule 3-1(1)(b).
  - b. For large classes (50 or more students) and all first-year classes:
    - I. The following distribution is required.

| Numerical<br>Grade | Percentage of Class |
|--------------------|---------------------|
| 4.1-4.3            | 0-5%                |
| 3.5-4.0            | 20-40%              |
| 3.2-3.4            | 30-50%              |
| 2.8-3.1            | 20-40%              |
| 2.0-2.7            | 0-5%                |

- II. The median shall be 3.3.
- c. For smaller-sized classes (10-49 students) other than first-year classes (see 3-1(1)(b)), the median for the class shall not exceed 3.5. In special circumstances, the faculty member grading the course may exceed this median with the approval of the Dean's Office. It is expected that for classes in which the grading is based upon an exam, the median would ordinarily approach the typical median defined above for larger classes.
- d. Rules 3-1(1)(b) and (c) do not apply to classes in which students are selected for admission through application or other evaluative method (see 3-9).
- e. A failing grade in any course shall be recorded as 1.5.
- f. Compliance: Grades that do not comply with Rule 3-1(1)(a), (b), or (c) will not be recorded or released by the Law School. The Dean's Office will return the grades to the faculty member for recalculation until those grades comply with the applicable portions of the rules. Grades that do not conform are deemed not to have been reported by the faculty member for the purposes of Rule 3-19 (Reporting and Announcing Grades) and Policy 3-2 (administrative policy on Reporting and Announcing Grades).
- 2. Student work in the following courses shall be ungraded and shall be evaluated and recorded in credit/no credit terms:
  - a. courses so designated by Faculty action,
  - b. retaken courses previously audited for not fewer than seven calendar weeks of a thirteenweek course or more than half of a shorter course [See Rule 3-11(3)],
  - c. courses retaken pursuant to Rule 3-15(2).
  - d. courses in which the student was previously enrolled for not fewer than seven calendar weeks of a thirteen-week course or more than half of a shorter course [see Rule 3-15(3)],
  - e. courses in which the student has taken a special final examination or submitted a special paper pursuant to Rule 3-16(3), and
  - f. courses in which the instructor elects to grade the student's final examination in such terms because it was not taken at the regularly scheduled time and could not be read together with the examinations of other students in the same course [see Rule 3-16(3)].
- 3. At the supervising faculty member's discretion, student work in the following courses or programs shall be either graded according to the Law School's numerical grading scale or evaluated and recorded in credit/no credit terms:
  - a. independent study [see Rule 3-12(1)],
  - b. ad hoc seminars and research tutorials [see Rule 3-12(2) and Rule 3-12(3)],
  - c. capstone projects, and
  - d. domestic externships.
- 4. When a student has properly enrolled in a course in another division of the University pursuant to Rule 3-13(1) or in another law school pursuant to Rule 3-14, the actual grade earned in the course

- shall be included on the student's transcript. However, the grade earned in such course shall not be included in the calculation of the student's grade point average, regardless of whether the student receives credit for the course. [See Rule 2-1(2) with respect to denial of credit for courses in which a grade lower than 2.1 (equivalent to "C" in a letter-based grading system) has been earned.]
- 5. Grade point averages shall be computed by multiplying the numerical grade received in each course by the number of semester-hours in that course and dividing the sum of such products for the courses for which the grade-point average is sought by the sum of the semester-hours in those courses. For this purpose, ungraded courses shall be excluded, except where a failure grade has been received, in which case the course shall be included and assigned the numerical grade of 1.5.

### Honors<sup>9</sup>

The law school has three levels of graduation honors:

| Honor                            | Criteria   |
|----------------------------------|--|
| Summa Cum Laude                  | JD graduates whose graded work in all courses at the Law School places them in the top two percent of the students in their graduating class shall be graduated Summa Cum Laude. While Summa Cum Laude will generally be based on the combination of first-year and upper-level courses, transfer students who have completed their upper-level course of study at Duke Law School and whose graded work at the Law School places them firmly in the top two percent of their graduating class may be considered for Summa Cum Laude by the Dean in consultation with the Administrative Committee.  |
| Magna Cum Laude and<br>Cum Laude | a. JD Graduates: JD students who have completed their upper-level course of study at Duke Law School and whose graded work at the Law School in courses other than the required first-year courses places them in the top fifteen and thirty-five percent of the students in their graduating class shall be graduated Magna Cum Laude and Cum Laude, respectively. b. LLM Graduates: Students who have completed the LLM program for international law graduates or the LLM program in Law & Entrepreneurship at Duke Law School and whose graded work at the Law School places them at the same grade-point average level attained by JD students receiving at least the lowest grade-point average for which a JD student earned Magna Cum Laude and Cum Laude, respectively, shall be graduated Magna Cum Laude and Cum Laude. |
| Top Five Percent Honors          | In addition to the Latin honors awarded at graduation, JD students whose graded work in all courses at the Law School places them in the top five percent of the students in their graduating class shall be recognized for this achievement. Students shall be recognized as in the top five percent of their graduating class both after the recording of all second-year grades and at graduation. Top five-percent recognition is available only to students who complete their first year at Duke Law School.   |

| Individual Course Honors | The student earning the highest grade in each class subject to the mandatory median as required by Rule 3-1(b) shall be recognized for this achievement. In all classes subject to this median requirement and with final enrollments of 80 or more students, the two students earning the highest grades in the class shall be recognized. Faculty are responsible for distinguishing between students with identical |
|--------------------------|--|
|                          | reported grades to permit this recognition.  |

## Externships, Exchange Programs and Visits Away:

Externships, Exchange Programs and Visits Away: Students who spend a semester in a Law School-sanctioned exchange program or in an externship will be eligible to receive graduation honors unless their academic performance at the other institution or during the externship is, in the judgment of the Dean in consultation with the Administrative Committee, inconsistent with the award of honors. Students who visit away at another institution during one or more upperclass semesters are also eligible to receive graduation honors if:

- a. their upperclass average at Duke is well within the range of those in his or her graduating class who are receiving the honor in question and
- b. their academic performance at the other institution is, in the judgment of the Dean in consultation with the Administrative Committee, not inconsistent with the award of honors.

Summa cum laude, magna cum laude, and cum laude honors may be indicated on diplomas.

#### Awards<sup>10</sup>

| Name of Award                                     | Awarded for/to   |
|---|--|
| Justin Miller Award for<br>Leadership             | The recipient is someone who has been especially active in the Law School and/or the greater Durham community, who demonstrates initiative and leads by example. He or she takes responsibility for his or her actions and encourages others to do the same.                           |
| Justin Miller Award for<br>Integrity              | The recipient is a courageous person with strong principles, a solid character, and a true sense of altruism. Demonstrating an appreciation for honesty and justice, he or she instills these same qualities in others.  |
| .Justin Miller Award for<br>Citizenship           | A genuine enthusiasm for the Duke Law School community distinguishes this recipient as someone who brings people together in constructive ways. With a spirit of optimism, he or she looks beyond individual differences to find common ground in mentoring relationships with others. |
| Justin Miller Award for<br>Intellectual Curiosity | Not necessarily the student with the highest grades or the most academic honors, the recipient is a person who truly enjoys learning. He or she has an intellectual hunger and passion for the law and consistently shares this with and encourages it in others.                      |

LLM Award for Leadership and Community Participation The recipient is someone who has demonstrated the following attributes: 1) Engagement with the whole Law School community in addition to showing leadership among the LLM students, 2) Showing a display of concern for the well-being of LLM students at the Law School and at the University, 3) Making effective efforts to promote integration of LLM and JD students, 4) Participating in Law School organizations and activities, 5) Devoting attention to academic performance in Law School Courses.

### Journals<sup>11-19</sup>

**Alaska Law Review:** The Alaska Law Review is a scholarly publication that examines legal issues affecting the state of Alaska. It is composed of second and third year law students from Duke University School of Law, and governed by a faculty advisor committee.

**Duke Environmental Law & Policy Forum:** The Duke Environmental Law & Policy Forum began in 1991 as an interdisciplinary magazine published annually. Since then, the Forum has grown into a traditional environmental law journal. DELPF has retained its interdisciplinary roots and presents scholarship that examines environmental issues by drawing on legal, scientific, economic, and public policy resources. DELPF's affiliations with the Nicholas School for the Environment, the Terry Sanford Institute for Public Policy, and the Law School render it uniquely positioned to adapt to the increasingly interdisciplinary nature of environmental law.

**Duke Forum for Law & Social Change:** The Duke Forum for Law & Social Change (DFLSC) is the newest addition to the Duke Law family of journals. Created with a mission to foster progressive discussion around important social issues, DFLSC features articles covering a wide range of legal topics. Each issue focuses on a timely, central theme. While the primary focuses of DFLSC are on its annual symposium and symposium-based publication, it also strives to provide a meaningful forum for ongoing discussion of social change and related issues. DFLSC has already actively engaged in many of its forum initiatives. Beginning in March 2008, DFLSC has held a Town Hall Forum each semester, featuring scholars, students and community members. Each Town Hall Forum evokes community-wide discussion on timely social topics.

**Duke Journal of Comparative & International Law:** The Duke Journal of Comparative and International Law ("DJCIL") was established in 1990 and is dedicated to the publication of original scholarship on international, transnational and comparative law matters. The Journal is edited by a student board and publishes three issues annually. DJCIL not only publishes articles by international scholars and practitioners, but also draws upon Duke's prominent international and comparative law faculty. Additionally, approximately one-third of the Journal's total page count is devoted to notes by Duke Law students. DJCIL's editorial staff includes many students enrolled in Duke's JD/LLM Program in International and Comparative Law and some of the international practitioners enrolled in Duke's LLM Program.

**Duke Journal of Constitutional Law & Public Policy:** The Duke Journal of Constitutional Law & Public Policy (DJCLPP) is a scholarly publication that examines legal issues at the intersection of constitutional litigation and public policy. The Journal serves as both a practical resource for lawyers, judges, and legislators who confront cutting-edge constitutional and public policy issues and a forum for intellectual discourse surrounding these issues. The Journal aims to enhance the community's understanding of constitutional law and public policy and to arm practitioners with arguments and proposals for reform.

**Duke Journal of Gender Law & Policy:** The Duke Journal of Gender Law & Policy is an interdisciplinary publication devoted to a discussion of gender, sexuality, race, and class in the context of law and public policy. Our mission is to foster debate, to publish work largely overlooked by other law reviews, and to encourage scholarship outside the bounds of conventional law school curricula. In doing so, we take an expansive view of law, engaging other disciplines including literature, sociology, anthropology, psychology, politics, and critical theory. Our goal is not only to explore what the law was and is, but what it could and should be.

**Duke Law & Technology Review:** The Duke Law & Technology Review (DLTR) is an online legal publication that focuses on the evolving intersection of law and technology. This area of study draws on a number of legal specialties: intellectual property, business law, free speech and privacy, telecommunications, and criminal law—each of which is undergoing doctrinal and practical changes as a result of new and emerging technologies. DLTR strives to be a "review" in the classic sense of the word. We examine new developments, synthesize them around larger theoretical issues, and critically examine the implications. We also review and consolidate recent cases, proposed bills, and administrative policies.

**Duke Law Journal:** The first issue of what was to become the Duke Law Journal was published in March 1951 as the Duke Bar Journal. Created to provide a medium for student expression, the Duke Bar Journal consisted entirely of student-written and student-edited work until 1953, when it began publishing faculty contributions. To reflect the inclusion of faculty scholarship, the Duke Bar Journal became the Duke Law Journal in 1957. In 1969, the Journal published its inaugural Administrative Law Symposium issue, a tradition that continues today.

Law and Contemporary Problems: Law and Contemporary Problems was founded in 1933 and is the oldest journal published at Duke Law School. It is a quarterly, interdisciplinary, faculty-edited publication of Duke Law School. L&CP recognizes that many fields in the sciences, social sciences, and humanities can enhance the development and understanding of law. It is our purpose to seek out these areas of overlap and to publish balanced symposia that enlighten not just legal readers, but readers from these other disciplines as well.

### Moot Court<sup>20, 21</sup>

Moot Court is appellate advocacy, and it is one of most challenging and rewarding activities in which Duke Law students participate. During Moot Court competitions students stand before their professors and peers and test their classroom knowledge and oral skills.

All first-year students compete in the Hardt Moot Court competition, where they argue an appellate brief and endure rigorous questioning by the judges (second- and third-year students). Those who score highest in this competition, or in the Dean's Cup competition, are invited to join the prestigious student-run Moot Court Board. This opens the door to many opportunities: Within the law school, the Board assists the legal research and writing instructors in teaching appellate advocacy and organizes and runs the Moot Court competitions. Joining the Moot Court Board also affords students the opportunity to compete in interscholastic moot court competitions around the country, where topics include intellectual property, products liability, securities, labor, and constitutional law.

Moot Court is valuable professional training wherein students think on their feet and hone their speaking, advocacy, and legal analysis skills.

The Duke Law Moot Court Board is comprised of students who practice the highest level of

oral advocacy in the school. Invitations to join the Board are extended based solely on student performance in competitive the Hardt Cup, the Dean's Cup, and the Jessup Cup. Most members earn membership their performance in the Hardt Cup at the end of the first year of law school. Upper level students may earn membership through their performance in the Dean's Cup or the Jessup Cup.

### The Benefits of Moot Court Board Membership

The Moot Court Board allows students at Duke to participate in Board activities and Moot Court competitions. Moot Court is appellate advocacy, where students act as if they are arguing a case on appeal to the Supreme Court, a circuit court, or a state supreme court.

The Moot Court Board is entirely student run and is unique among law school organizations because of its eclectic activities. Within the law school, the Board assists the legal research and writing instructors in teaching appellate advocacy and organizes and runs the Hardt Cup, the Dean's Cup, and the Jessup Cup. In addition, the Board sends teams to interscholastic moot court competitions covering diverse topics such as intellectual property, products liability, securities, labor, and constitutional law.

Participating in Moot Court Board gives members a chance to hone their speaking, advocacy, and critical thinking skills. Members are also afforded the opportunity on several occasions to meet judges and visit cutting edge problems in a variety of areas of the law. Most importantly, Board members can compete in interscholastic tournaments which offer competitors the opportunity to build expertise in a field, test themselves against the skills of students at other schools, and win accolades.

#### The Benefits of Participating in Moot Court Competitions

Participation in moot court competitions such as the Hardt Cup, the Dean's Cup, and the Jessup Cup can benefit every Duke Law student. Competing in moot court competitions provides an opportunity for students to build advocacy skills, sharpen public speaking skills, and engage in legal analysis in a variety of areas of law. The skills are not only beneficial for future trial attorneys. The ability to speak persuasively and think on your feet is invaluable in all types of legal careers.

### Requirements of Membership

Top competitors in the Hardt Cup, Dean's Cup, and Jessup Cup are extended invitations to join the Moot Court Board. Each Board member is required to fulfill at least one participation credit prior to graduation. This requirement can be fulfilled in a number of ways including competing in one interscholastic competition or holding an Executive Board position. All Board members also judge the intramural competitions sponsored by the Board.

### Clinical Programs<sup>22-33</sup>

Duke Law School has experienced an explosion of clinics, offering a variety of opportunities for students to build an experiential bridge between law school and practice. The new clinic space, which occupies one floor of the Law School, is symbolic of the commitment to and growing depth of Duke's clinical program. Working together in the clinic suite, the real-client clinical courses operate as a public interest law firm, providing students challenging opportunities to deepen their substantive legal knowledge, strengthen their lawyering skills, and build their professional identities.

Whether a clinic student is representing a special-needs child in obtaining an individualized education plan, working with a non-profit to help meet the community's need for affordable housing,

or advocating for a wrongly-convicted person, the student is not only enhancing his or her own professional skills, but also providing free legal assistance to at-risk populations.

Duke's Clinical Program is on course to become a national leader in teaching clinical skills. Equipped with state-of-the-art technology, Duke Law's clinical faculty is committed to providing high-quality supervision and innovative teaching. Over the course of the semester, clinical faculty members work closely with each individual student to provide mentoring and guidance.

The **Appellate Litigation Clinic:** allows students to develop litigation skills by preparing and presenting appeals in appellate courts including the U.S. Court of Appeals for the D.C. Circuit and the U.S. Court of Appeals for the Fourth Circuit. The courts appoint the supervising professors as counsel of record in appropriate cases filed by parties who are not represented by counsel. Students review the trial court record for the cases, conduct legal research, draft and file appellate and reply briefs, prepare the excerpts of record for the court of appeals, prepare for oral argument, and argue the case, with permission of the court and consent of the client. The clinic provides Duke Law students an extraordinary opportunity to develop their legal skills at the same time that they provide critical legal services to people who would otherwise be unrepresented.

The **Children's Law Clinic:** is a community law office that provides free legal advice, advocacy, and legal representation to low-income children. The clinic is staffed by Duke Law students who bring their compassion, commitment, and energy to the task of advocating for at-risk children. Since its establishment in 2002, the Children's Law Clinic has represented hundreds of children from a wide region around Durham.

The **Civil Justice Clinic:** represents a unique partnership between Duke Law and Legal Aid of North Carolina (LANC). Working under the supervision of Clinic Director Charles Holton '73 and staff attorneys in LANC's Durham office, students directly represent clients in matters relating to housing, benefits, and protection from domestic violence, among others. Doing so allows them to develop practical litigation skills that are transferable to a wide range of cases and practice areas, while addressing the critical lack of legal representation among low-income North Carolinians.

The Duke Law School **Community Enterprise Clinic:** is a resource for non-profit organizations and low-wealth entrepreneurs working to improve the quality of life in low-wealth communities through community economic development ("CED") strategies. We represent a wide range of clients to help them overcome barriers, attract resources and improve the quality of life in the communities they serve.

**Environmental Law and Policy Clinic:** A joint project of Duke Law School and the Nicholas School of the Environment, the Environmental Law and Policy Clinic operates as a live client clinic out of offices in the Duke Law School building in Durham, N.C. Students work under direct supervision of Clinic Director Ryke Longest and Supervising Attorney Michelle Nowlin. Longest worked for fourteen years as an environmental enforcement attorney for the North Carolina Department of Justice prior to coming to Duke. Nowlin is a joint-degree graduate from Duke Law School and the Nicholas School, and worked for the Southern Environmental Law Center in Chapel Hill for 13 years prior to returning to Duke.

The Duke **Health Justice Clinic:** has been providing free legal assistance to low-income HIV-infected clients since 1996. The Health Justice Clinic offers law students the opportunity to develop practical lawyering skills through direct representation of clients under close attorney supervision. Each semester ten students are enrolled in this clinical law course, delivering over 100 hours of direct client services each. The students receive practical skills training, specialized training in the law relating to

HIV/AIDS and cancer, and academic credit. Through their work, the Health Justice Clinic fills a critical need for legal representation of some of the needlest clients in North Carolina.

HIV / AIDS Policy Clinic: Students in this clinic will focus on policy work rather than direct client representation. Students will work on policy initiatives aimed at increasing access to quality, comprehensive health care for low-income individuals living with chronic illnesses like HIV/AIDS. The policy work will focus on barriers to access to care and prevention, including implementation of health care reform in North Carolina, funding disparities throughout the Southern US, HIV-related stigma, criminalization of HIV, and access to HIV medications. Students will work to inform policy recommendations and advocacy strategies at the national, regional, state and county levels in executive, legislative and regulatory arenas. Over the course of a semester, students can expect to accumulate a wealth of hands-on experience in current and emerging health policy issues on the state and federal level. Students will conduct legal and fact-based research to inform policy recommendations, produce in-depth reports, comment letters, presentations to policy makers, and draft legislation or regulatory guidance. Each student will focus on particular policy project(s) and will be required to spend a minimum of 100 hours on their clinic project(s). We will have regular group meetings with students and clinic faculty throughout the semester.

Since 2005, Duke's **Guantanamo Defense Clinic** has played a key role in framing legal challenges to Guantanamo military commission proceedings. Supervised by Professor Madeline Morris and Lecturing Fellow Gabriela McQuade '10, students work with military and civilian defense counsel to formulate theories, develop research, and draft pleadings and arguments for use at all levels of Guantanamo litigation, from pre-trial motions to Supreme Court litigation. Students also have participated in the legislative arena, working on both the Military Commissions Act of 2006 and forward-looking counterterrorism law and policy. Through these endeavors, the Clinic has amassed a singular institutional memory for the Guantanamo military commission proceedings and associated legislative and executive activity.

The International Human Rights Clinic enables students to critically engage with cutting-edge human rights issues, strategies, tactics, institutions, and law in both domestic and international settings. Through weekly seminars, fieldwork and travel, students develop a range of practical tools and skills needed for human rights advocacy—such as fact-finding, litigation, indicators, reporting, and messaging—that integrate interdisciplinary methods and new technologies. Students also develop competencies related to managing trauma in human rights work, as well as the ethical and accountability challenges of human rights lawyering. Types of clinic projects include those that: apply a human rights framework to domestic issues; involve human rights advocacy abroad; engage with international institutions to advance human rights; and/or address human rights in U.S. foreign policy. Students work closely with local organizations, international NGOs, and U.N. human rights experts and bodies to further the promotion and protection of human rights.

The Duke Law School **Start-Up Ventures Clinic** provides legal advice and assistance to seed and early stage entrepreneurial ventures that have not yet raised significant amounts of outside capital. The clinic assists clients in a wide variety of legal matters including formation, intellectual property protection, commercialization strategies and operational issues.

The **Wrongful Convictions Clinic** investigates claims of innocence made by incarcerated felons. Clinic students study the causes of wrongful convictions - mistaken eyewitness identification, false confessions, faulty forensic evidence, "jailhouse snitches" - and, together with the Duke Law Innocence Project, a student organization with the same mission, manage cases and perform a wide range of duties, including interviewing the inmates, locating and interviewing witnesses, gathering

documentation, writing legal documents and memos, and working with experts. Most clinic cases do not involve DNA.

#### Placement Facts<sup>34</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$140,000-\$160,00 |
|---------------------------------------|--------------------|
| Private sector - Median               | \$160,000          |
| Public service - Median               | \$60,000           |

## **Employment Details**

| Graduates known to be employed at graduation               | 86.5% |
|--|-------|
| Graduates known to be employed ten months after graduation | 93%   |

## Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 65.2%      |
| Business and Industry         | 5.3%       |
| Government                    | 7.2%       |
| Judicial Clerkships           | 16.9%      |
| Public Interest Organizations | 3.9%       |
| Academia                      | 1.4%       |
| Unknown                       | 0%         |

# **Externships/Internships**

# Externships<sup>35</sup>

The Law School permits several types of externships: (1) Individual Externships; (2) Faculty-Mentored Externships; and (3) Integrated Externships. Each type of externship is detailed below.

# **Externship Program**

- 1. The Externship Program is designed to allow a student to receive academic credit for gaining legal experience beyond that available in the classroom setting by working under the supervision of a licensed attorney or judge in a governmental or non-profit entity.
- 2. A student who has completed the first year of law school may participate in an Externship during any semester in which the student is enrolled as a full-time law student. If the student will be advising or representing clients in the externship placement, the student must have completed three semesters of law school, in accordance with North Carolina State Bar Rules, Chapter 1, Subchapter C, Section .0200 et seq.
- 3. The amount of credit awarded for the field placement component of the externship will be based on the number of hours that the student works during the semester in the externship placement,

with 1 credit awarded for every 50 hours of work. The expectation is that a student will work in the externship placement over the course of the entire semester, with 1 credit of work correlating to approximately 4 hours in the placement each week. In addition to the hours spent working in the externship placement, the student will be required to submit biweekly reflection papers to the faculty supervisor and to the Externship Administrator on a schedule administered by the Externship Administrator. Credit for work in the externship placement and the associated reflection papers will be awarded on a Credit/No Credit basis.

- 4. The Externship Administrator is responsible for assisting in the location of suitable field placements where appropriate, working with field supervisors to explain and implement the Law School's expectations for field placements, developing appropriate policies regarding site visits, assisting students in understanding the rules governing placements, developing policies to implement the provisions of this rule, and generally providing guidance to the externship program to achieve the goal of providing students with a sound educational experience.
- 5. A student wishing to work in an externship with a particular entity is responsible for contacting the entity and fulfilling any procedures that entity may establish as part of the application process for an externship, including, but not limited to, submission of a resume and transcript and completion of an in-person interview. The decision whether to host a particular student in a given externship rests with the entity where the student will work.
- 6. A student participating in an Externship must be supervised by a Duke Law School faculty member who will be responsible for evaluating the student's biweekly reflection papers and any research paper undertaken by the student in conjunction with the externship. The student is responsible for identifying a faculty supervisor prior to the grant of approval for the externship by the Externship Administrator.
- 7. A student participating in a Externship must have completed or be currently enrolled in a course designated as satisfying the ethics rules component of the Ethics and Professionalism Requirement for graduation. This requirement may be waived by the Externship Administrator.
- 8. As explained below regarding the various types of Externships, a research paper may be done in conjunction with an Externship. The amount of credit to be awarded for the paper component of the Externship will be determined by the length of the paper. In advance of commencing the externship, the student is responsible for obtaining the faculty supervisor's approval of the research paper. The faculty supervisor will be responsible for evaluating the quality of the paper and determining a grade for the paper.. Credits earned for completion of a paper undertaken in conjunction with an Externship will not count toward the limit imposed for Independent Study credits that a student may earn.
- 9. With the exception of credits allocated to the classroom component of Integrated Domestic Externships described below, no credit associated with an Externship will count toward the 64.5 credits of regularly-scheduled law school classes required for graduation.
- 10. A student participating in an Externship may not earn a salary or receive other compensation for the work performed in the placement except for reimbursement for travel and other work-related expenses required by the placement entity.
- 11. A student who has earned 6 credits in externships and wishes to enroll in additional externship credits must obtain the prior approval of both the Externship Administrator and the Curriculum Committee.

12. There are three types of Externships available under this rule: the Individual Externship, the Faculty-Mentored Externship, and the Integrated Externship. The characteristics of each of these are set out below. All of the above requirements apply to all three types of Externships.

## 13. Individual Externships

- A student may earn from 2 to 4 credits for placement work in an Individual Externship. The number of credits permitted for any particular placement will be determined in advance by the Externship Administrator with input from the supervising faculty member. The Externship Administrator can, in compelling circumstances, approve a 1-credit externship.
- If a student desires, the student may earn up to an additional 2 credits beyond those awarded for work in the externship placement by completing a substantial research paper that is related to the substance of the externship experience, with the approval and guidance of the faculty supervisor.
- Individual Externships are expected to occur in the local area, with placements in close enough proximity to the Law School to permit the student to fulfill the remaining credit requirements for the semester by attending regularly scheduled law school classes.

## 14. Faculty-Mentored Externships

- A student wishing to undertake an externship for more credits than permitted for an Individual Externship, or that would involve an externship placement that is not local to Durham, NC, may seek approval for a Faculty-Mentored Externship. This type of externship assumes a particularly high level of engagement by the faculty supervisor, the field supervisor, and the Externship Administrator, in order to ensure a high-quality educational experience for the student. To that end, the faculty supervisor is expected to participate in the selection and approval of the externship placement. In addition, it is expected that there will be regular contact throughout the semester between the faculty supervisor, field supervisor, and Externship Administrator, beyond the level of contact that might otherwise arise from the student's reflection papers.
- Partial semester Faculty-Mentored Externships are not permitted.
- A student may receive up to 9 credits for work at the externship placement in a Faculty-Mentored Externship. Credit for work in the externship will be awarded on a Credit/No Credit basis. In addition, the student may receive 2 to 4 credits for work on a related research paper, which may be awarded on a Graded or a Credit/No Credit basis. A student also may receive up to 2 or, in extraordinary circumstances, 3 credits for completion of a set of readings or a tutorial under the direction of the faculty supervisor, which will be awarded on a Credit/No Credit basis. In no event may a student receive more than 14 credits for a Faculty-Mentored Externship.
- Any student enrolled in the JD/LLM Program in International and Comparative Law may undertake a Faculty-Mentored Externship abroad. Any JD student wishing to pursue a Faculty-Mentored Externship abroad must first complete both a course in comparative law and a course in international law, as well as obtain the approval of the Office of International Studies.
- A student wishing to undertake a Faculty-Mentored Externship must obtain the approval of the Externship Administrator, a faculty supervisor, and the Curriculum Committee. Approval should be sought through submission of a written proposal that fully describes the proposed externship and outlines the student's goals in undertaking the externship and the means by which the externship will help achieve those goals.

## 15. Integrated Externships

• An Integrated Externship is a curricular offering in which multiple students participate during the same semester in similar externship placements and in a classroom component for which

- a Duke Law School faculty member serves as instructor. In such an externship, the placements share a theme, such as federal criminal prosecution or policy-making placements in federal entities, which allows for classroom discussions on issues common to the several placements. The faculty member teaching the course component serves as faculty supervisor for each student in the Integrated Externship.
- As with Faculty-Mentored Externships, this type of externship assumes a high level of engagement by the faculty supervisor, the field supervisors, and the Externship Administrator. The Externship Administrator and the faculty supervisor are expected to assist students to locate and approve externship opportunities, and it is expected that there will be regular contact throughout the semester between the faculty supervisor, field supervisors, and Externship Administrator, beyond the level of contact that might otherwise arise from the student's reflection papers.
- An Integrated Externship must be approved by the Curriculum Committee under its normal procedures for course approval, based upon a proposal submitted by the faculty member who will teach the course. Prior to seeking Curriculum Committee approval, the faculty member should consult with the Externship Administrator to ensure that the course proposal is consistent with this rule and with the practices developed under other previously approved Integrated Externships.
- Credit to be awarded for an Integrated Externship will be based on a combination of credits for the externship placement, the associated course, and any substantial research paper required as a part of the course offering. Up to 9 hours of placement credit is permitted where the placements are part of a comprehensive proposal for a semester-away program or a highly structured local externship. The course component of the externship will carry 2 or, in exceptional cases, 3 credits. The faculty member has the option of requiring a major research paper as part of the offering, which may carry up to an additional 4 credits, which may be awarded on a Graded or a Credit/No Credit basis. In no event may the credits awarded for an Integrated Externship exceed 14.
- The Externship Administrator and supervising faculty members are responsible for helping to identify entities willing to host student externs participating in the Integrated Externship, and providing assistance to students in their applications to host entities, but students remain responsible for obtaining approval to work as an extern with a particular entity. No student may participate in an Integrated Externship unless the student has successfully obtained an externship position with an entity approved by the faculty member.

## General Externship Program Information<sup>36</sup>

The Externship Program is designed to allow a student to receive academic credit for gaining legal experience beyond that available in the classroom setting, by working under the supervision of a licensed attorney in a governmental or non-profit setting. The amount of credit awarded for the field placement component of a student's externship is based on the number of hours that the student works during the semester in the externship placement, with 1 credit awarded for every 50 hours of work. Travel time to and from the externship placement does not count towards the 50 hour per credit requirement. The expectation is that a student will work in the externship placement over the course of the entire semester, with 1 credit of work correlating to approximately 4 hours in the placement each week.

In addition to the hours spent working in the externship placement, externs are required to submit biweekly reflection papers to their faculty supervisor. Credit for work in the externship placement and the associated reflection papers will be awarded on a Credit/No Credit basis.

A student participating in an externship must have completed or be currently enrolled in a course designated as satisfying the Ethics and Professionalism Requirement for graduation. This requirement may be waived, with permission, in order to enroll in an externship. A student who has earned 6 credits in externships and wishes to enroll in additional externship credits must obtain the prior approval of the faculty Curriculum Committee.

A student participating in an externship may not earn a salary or receive other compensation for the work performed in the placement, except for reimbursement for travel and other work-related expenses required by the placement entity.

The following types of externships are available:

## Individual Externships:

2 to 4 credits, with option for 1 to 2 credit research paper

To register for Individual Externship credit, fill out the Externship Registration Form obtain required signatures, and submit to the Registrar's Office PRIOR TO THE FIRST DAY OF CLASSES for the semester. Only 2L and 3L students may enroll in an externship, and a student may not exceed 6 total credits of externship during law school. Externs must complete 50 hours of fieldwork per credit enrolled, and those hours must be completed between the semester's first day of classes and the last day of exams, according to a schedule mutually agreed between the student and the host organization. Students are discouraged from enrolling in the same externship placement for an additional semester, and externship credit will be permitted in this circumstance only with special permission.

If your externship will involve working directly with clients and/or appearing before a judge, you also should complete the forms necessary to become approved by the North Carolina Bar for student practice, under the supervision of a licensed attorney. These forms may take up to 4 weeks to process, and so you should begin this process as soon as possible after receiving your externship offer: complete NC Bar "Student Certification Regarding the Rules of Professional Conduct" form and the NC Bar "Law School Certification" form (submit both to the Registrar for processing and signatures). See North Carolina State Bar Rules, Chapter 1. Rules and Regulations of the North Carolina State Bar, Subchapter C. Rules Governing the Board of Law Examiners and the Training of Law Students.

## Integrated Externships:

Faculty-taught course that integrates a shared-theme externship experience with complementing seminar

## Faculty-Mentored Externships:

Full-semester externships for up to 14 credits

Faculty-mentored externships, including externships abroad, require Curriculum Committee approval.

## Human Rights Externships<sup>37</sup>

The Duke Law externship program provides an unparalleled opportunity for students to spend a semester in the United States or abroad in placements at highly competitive human rights institutions. The externship program enables students to receive academic credit for gaining legal experience, beyond that available in the classroom setting, by working under the supervision of a

licensed attorney in a governmental or non-profit setting. Externships can be local (e.g., the ACLU Capital Punishment Project), through the Duke in D.C. Program (e.g., the World Bank or Department of State), or international. In recent years, students have participated in high-level human rights placements at institutions such as the Office of the United Nations High Commissioner for Human Rights in Geneva, Switzerland, and The Extraordinary Chambers in the Courts of Cambodia (ECCC) in Phnom Penh, Cambodia.

## Internships<sup>38-41</sup>

## Summer Internship

The Dean shall have the discretion to allow an international student, or a J.D. student working abroad, in special circumstances, to obtain up to one credit for work performed in a summer legal internship under the supervision of a practicing attorney. No credit obtained under this provision can be counted toward the student's graduation requirements.

# Judicial Internships

A judicial internship or externship (the words are synonymous) is the summer equivalent of a traditional post-graduate judicial clerkship, with the exception that most externships do not pay. Do not let this discourage you. These are excellent jobs and can be especially useful to students intending to pursue a career in litigation or to make legal contacts in a community in which they wish to practice.

The American Bar Association provides \$1500 to minority and financially disadvantaged students for internships in ten states under their Judicial Intern Opportunity Program. Other states have programs where law students can be paid to work as a judicial intern. North Carolina has such a program for instate residents.

Many third-year students will apply to clerk for a judge following graduation. While that application process does not begin until the summer before your third year, an externship can not only help you decide if a clerkship would interest you, but may also provide you with a valuable contact within the judiciary.

## Public Interest & Government Summer Internship

Every year, five students from each North Carolina law school are awarded funding for a public interest summer internship. The funding is drawn from the Interest on Lawyers Trust Accounts program (IOLTA), a non-profit organization created by the North Carolina Bar. Students can obtain a list of public interest employers approved for the IOLTA program from the Career Center or the Public Interest & Pro Bono Office during the Spring Semester. More information about IOLTA grants and the selection process for Duke Law students is available from the Public Interest & Pro Bono Office.

#### Stanback Internship program

The Stanback Internship program provides Duke students with significant summer work experience in advocacy, environmental policy, grassroots conservation, and applied resource management. The program is run by the Nicholas School of the Environment through the generous support of Mr. & Mrs. Fred Stanback. The program is a partnership between the Nicholas School and targeted environmental organizations.

Stanback Internship positions are unique because they are open only to Duke students. Students earn a stipend of \$5,000 for 11 weeks of full-time work. Many of the internships with Stanback sponsorship are for direct legal positions in litigation or corporate work, while others of interest that also build transferable legal skills include those in government or legislative affairs or policy.

Students do not have to be interested in environmental careers long term or have prior environmental experience but should see these internships as opportunities to develop a wide range of skills that are transferable to many practice areas.

For more general information about the Stanback Program, please visit the Nicholas School website. For questions and more information regarding positions available and suitable for law students, please email Emily Sharples or Stella Boswell.

# Student Organizations<sup>42</sup>

- ABA Law Student Division
- American Civil Liberties Union
- American Constitution Society
- Student Animal Legal Defense Fund
- · Asian Law Students Association
- Black Graduate and Professional Student Association
- Black Law Students Association
- Business Law Society
- Christian Legal Society
- Coalition Against Gendered Violence
- Court Jesters
- Duke Bar Association
- Duke Education Law and Policy Society
- Duke Environmental Law Society
- Duke Law Basketball
- Duke Law Democrats
- Duke Law Veterans
- Energy Law Society
- Federalist Society
- Government and Public Service Society
- Graduate and Professional Student Council
- Health Law Society
- Hispanic Law Students Association
- Human Rights Law Society
- Immigrant Education Project
- Innocence Project
- Intellectual Property and Cyberlaw Society
- International Anti-Corruption Law Society
- International Law Society
- J. Reuben Clark Society
- Jewish Law Students Association
- Law & Economics Society
- Law & Entrepreneurship Society
- Law Students for Reproductive Justice
- Mock Trial Board

- Moot Court Board
- Muslim Law Students Association
- National Security Law Society
- Off the Record A Capella
- OUTLaw
- Public Interest Law Foundation
- Refugee Asylum Support Project
- The SJD Association
- South Asian Law Students Association
- Southern Justice Spring Break
- Sports and Entertainment Law Society
- Street Law
- Student Organization for Legal Issues in the Middle East and North Africa (SOLIMENA)
- · Transactional Law Competition Board
- Transfer Students Association
- Veterans Disability Assistance Project
- Video Game Law Society
- Volunteer Income Tax Assistance
- Women Law Students Association

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# Northwestern University School of Law



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**MAIN PHONE** 312-503-3100

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REGISTRAR'S PHONE 312-503-8464

**ADMISSIONS PHONE** 312-503-8465

CAREER SERVICES PHONE 312-503-3498

#### Overview<sup>2</sup>

Founded in 1859, the school that would become known as the Northwestern Pritzker School of Law was the first law school established in the city of Chicago. Today, Northwestern Law advances the understanding of law and produces graduates prepared to excel in a rapidly changing world.

Northwestern Law uniquely blends a rigorous intellectual environment with a collegial and supportive community. Our students have access to the most interdisciplinary research faculty in the nation. We also have one of the lowest student-faculty ratios, so our students enjoy an unusual amount of individual access to these scholars, even after graduation.

Our lakefront location in the heart of downtown Chicago provides a spectacular setting in which to live and study. A major world financial center, Chicago is the third largest city in the United States and one of its largest legal markets. Northwestern Law's proximity to courts, commerce, and public interest activities enables students to experience the practice of law, as well as its theory, in one of the most vibrant legal and business communities in the world.

## Student-Faculty Ratio<sup>3</sup>

6.5:1

Law School Overview details based on 2015 data.

# Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 163-169 | 3.56-3.85 |
| Median               | 168     | 3.77      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Johann Lee  |
|------------------------|-------------|
| Application deadline   | February 15 |

Law School Admissions details based on 2015 data.

# Admission Statistics<sup>5</sup>

| Approximate number of applications | 4079  |
|------------------------------------|-------|
| Number accepted                    | 921   |
| Percentage accepted                | 22.6% |

The above admission details are based on 2015 data.

# Law School Cost<sup>6</sup>

| Tuition and fees Full-time: | \$58,398 per year |
|-----------------------------|-------------------|
| Room and board              | \$14,040          |
| Books                       | \$1,418           |
| Miscellaneous expenses      | \$6,048           |

# Class Ranking and Grades<sup>7</sup>

# **Authorized Grades**

All course work at Northwestern University School of Law is graded on a 4.33 grading scale. The authorized letter grades and their assigned numerical values are:

| Α+ | 4.33 |
|----|------|
| А  | 4.00 |
| Α- | 3.67 |
| B+ | 3.33 |
| В  | 3.00 |
| B- | 2.67 |
| C+ | 2.33 |
| С  | 2.00 |
| D  | 1.00 |
| F  | 0.00 |

Authorized grade entries also include:

- W Withdrawal
- CR Credit
- NC No credit

- I Incomplete (Exam not yet taken or research paper not yet submitted)
- IP In progress (Grade not yet received. Delay approved by faculty and Dean of Students)
- K Continuation Course

## Grade Normalization (Curve)<sup>8</sup>

A mandatory curve is applied to all courses with more than 40 students enrolled. A professor in such a course must distribute the grades as follows:

| Α+ | 3-7%   |
|----|--------|
| Α  | 12-15% |
| Α- | 10-15% |
| B+ | 15-30% |
| В  | 20-35% |
| B- | 10-15% |
| C+ | 0-7.5% |
| С  | 0-7.5% |
| D  | 0-7%   |
| F  | 0-7%   |

Note that compliance includes both the high and low range.

Good Academic Standing/Rules on Academic Disqualification

To maintain good academic standing, a student's grade point average must meet or exceed 2.25. Complete details regarding our policies on maintaining good academic standing and rules on academic disqualification may be found in sections 2.08 and 3.02 of our Rules and Regulations.

# Honors<sup>9</sup>

| Honor             | Criteria  |
|-------------------|---|
| Summa cum laude   | 4.20 GPA  |
| Magna cum laude   | 3.97 GPA  |
| Cum laude         | 3.65 GPA  |
| LLM Honors        | An LLM student who earns a 3.500 GPA or higher will be awarded the degree of Master of Laws with Honors.  |
| Order of the Coif | The Northwestern University School of Law Order of the Coif dates from 1907 and consists of those faculty members elected to the Order.  Consistent with National rules, the Northwestern Chapter may elect to membership any graduating senior who has completed at least 75% of his or her law studies in graded courses and whose grade record ranks in the top 10% of all graduating seniors of the school. |

| Dean's List | Fall/Spring Semesters: A full-time law school student may be placed on the Dean's List for a particular semester if his or her grade point average for that semester is 3.500.  Summer Term: Dean's List is exclusively awarded to new AJD students starting their program in the Summer Term. A full-time AJD student may be placed on the Dean's List for Summer term if his or |
|-------------|---|
|             | her grade point average for the term is 3.500.  |

# Awards<sup>10</sup>

| Name of Award                        | Awarded for/to   |
|--------------------------------------|--|
| Raoul Berger Prize                   | This prize was established in 1990 through the generosity of Raoul Berger. It provides annual prizes of \$2,000* to a law student who submits the best paper in the Senior Research Program.   |
| Leigh B. Bienen Prize                | This prize was established in 2011 through the generosity of Henry and Leigh Bienen. It provides an annual award of \$5,000* to the law student who writes the best note or comment that has been approved for publication in the Journal of Criminal Law and Criminology. The prize is awarded for excellence in writing and research, and for the intelligence and originality of the writer's approach to the topic selected for the written piece. The prize winner will be selected by the JCLC Editor in Chief and the relevant Note and Comment Editors from those essays that have been selected for publication in the Journal of Criminal Law and Criminology for that year. |
| Barnet & Scott Hodes Prize           | This prize was established in 1962 through the generosity of Barnet Hodes, JD '21. This annual prize of \$5,000* will be awarded to the law student who writes the best paper on an aspect of the law of local government.   |
| Charles Cheney Hyde Prize            | This prize was established in 1905 by Professor Charles Cheney Hyde. This \$5,000* prize will be awarded every other year to the law student who writes the best paper related to public international law.  |
| Kirkland & Ellis Scholars<br>Program | The Kirkland & Ellis Scholar Program was established in 2012 through the generosity of alumni and friends at Kirkland & Ellis LLP. The K&E Scholars Program is a set of annual awards to recognize the excellence of the top 1L student in each section of the first-year substantive required classes and the top 2L student in select upper-level courses. The program provides a prize of \$500* to each recipient.   |
| Lowden-Wigmore Prizes                | This prize was established in 1937 by Frank O. Lowden, Class of 1887, and named in honor of Mr. Lowden and Dean John Henry Wigmore. The annual prizes are awarded to students for their success and public speaking skills in the Julius H. Miner Moot Court Program, and to one student each from the Law Review, JCLC, and JILB for their strong legal writing skills.   |

| Harold D. Shapiro Prize | This prize was established in 1977 by Stephen B. Lemann in honor of Harold D. Shapiro, JD '52. The annual prize of \$3,000* is to be awarded to the best student in the course in Business Planning at the Law School. |
|-------------------------|--|
| John Paul Stevens Prize | This prize was established in 1985 by former law clerks of Justice John Paul Stevens in his honor. The annual prize of \$3,000* will be awarded to the third year law student graduating with the highest GPA.         |

#### Journals<sup>11-17</sup>

#### About Northwestern Law Journals

Northwestern Law publishes six student-edited journals covering a wide range of subjects. Two Northwestern Law journals, the Northwestern University Law Review and the Journal of Criminal Law and Criminology, boast a legacy of over 100 years of groundbreaking scholarship. This tradition has expanded to the six journals we publish today, with newer journals focusing on international commercial law, intellectual property, technology, human rights, and social trends and social problems. Together, the journals publish the works of the leading researchers in the United States and throughout the world.

In addition to publishing scholarship, Northwestern Law journals also gather leading scholars for frequent symposia on significant developments in the law. Please visit the journals' homepages to learn more about each journal, read content and commentary, learn about upcoming events, and listen to podcasts with authors.

## Northwestern University Law Review:

The Northwestern University Law Review is a student-operated journal that publishes four issues of high-quality, general legal scholarship each year. Student editors make the editorial and organizational decisions and select articles submitted by professors, judges, and practitioners, as well as student pieces.

First published in 1906, the Law Review has been distinguished by the scholarly qualifications and variety of its participants. Prior Editors-in-Chief include: Roscoe Pound, long-time dean of Harvard Law School; Judge Robert A. Sprecher of the United States Court of Appeals for the Seventh Circuit; Justice John Paul Stevens; Dean James A. Rahl; Governor Daniel Walker; and Newton N. Minow, former chairman of the Federal Communications Commission. Other editorial officers have included Justice Arthur Goldberg and Adlai E. Stevenson.

## Journal of Criminal Law and Criminology:

Journal of Criminal Law & Criminology is a student-run publication at Northwestern University School of Law that prints four issues annually and rests upon a century of scholarship devoted to the scientific study of criminal law and criminology. Since its inception in 1910, the Journal strives to capture the breadth and depth of legal scholarship on crime through the publication of legal articles, criminological research, book reviews, and symposia. The Journal is consistently ranked among the most influential legal and criminology publications and remains the most widely read and cited criminal law journal. Our broad readership of judges, legal scholars, criminologists, and practitioners composes the second largest subscription base of all the nation's law journals.

#### Journal of International Law and Business:

The Northwestern Journal of International Law and Business is a student-run, student-edited publication of the Northwestern University School of Law. First published in 1979, JILB is dedicated to the analysis of transnational and international laws and their effects on private entities. The Journal's substantive focus—private international law and business—distinguishes it from many other publications in the international field. JILB publishes three issues annually and is circulated to practitioners, professors, and libraries around the world. Articles published in the Journal are written by prominent scholars and practitioners. These articles analyze significant questions and current issues in private international law. The Journal also publishes student-written notes and comments that are of scholarly length and quality. Beginning in 2011, JILB also publishes concise online-only articles via the Ambassador. Articles published in the Ambassador focus on timely and practical topics within the field of private international law.

## Northwestern Journal of Technology and Intellectual Property:

The Northwestern Journal of Technology and Intellectual Property is among the top ranked intellectual property and technology journals in the country. The Journal addresses subjects relating to intellectual property and the intersection of law and technology and publishes articles on a variety of topics including: copyright, trademark, patents, the Internet, media, telecommunications, health care, antitrust, e-discovery, and trial and litigation technology. The online format of the Journal permits these rapidly developing issues to be addressed in a timely manner by combining scholarly analyses with an up-to-date examination of the most recent changes in intellectual property and technology law. To accomplish this goal, the Journal publishes three full issues each year and four perspectives issues. Perspectives issues contain shorter articles detailing a first perspective on a recent intellectual property or technology development or offering a new perspective on more developed issues within the law.

#### Journal of International Human Rights:

The Journal of International Human Rights (JIHR) is an interdisciplinary journal dedicated to providing a dynamic forum for the discussion of human rights issues and international human rights law. The Journal seeks contributions from professionals, scholars, and experienced field workers of every background, including but not limited to law, business, political science, public policy, economics, sociology, religion, and international relations. In addition to publication, the Journal seeks to promote the discussion of international human rights law by organizing symposia, speaker series, and conferences. Please visit our Events page for more information.

## Journal of Law and Social Policy:

Welcome to the Northwestern Journal of Law and Social Policy (JLSP). The Journal is an interdisciplinary publication that explores the impact of the law on different aspects of society. Topics covered include race, gender, sexual orientation, housing, immigration, health care, juvenile justice, voting rights, family law, civil rights, poverty, the environment, and privacy rights.

## **Moot Court<sup>18</sup>**

Moot Court programs are an important part of legal training at Northwestern Law. They prepare students for and allow them to participate in appellate arguments:

## Arlyn Miner First-Year Moot Court Program

In the first year, all students prepare either summary judgment motions or appellate briefs and present oral arguments before a panel of alumni and faculty judges.

# Julius H. Miner Moot Court Competition

In their second year, students may participate in this annual moot court competition, administered by third-year students under faculty supervision. It involves the preparation of appellate briefs and presentation of oral arguments before panels of judges and practitioners. The final round is conducted before the entire student body with a panel of distinguished judges from the federal and state benches.

## Philip C. Jessup International Law Moot Court Team

The Jessup competition is the largest moot court competition in the world and Northwestern Law students have a long history of successful participation. Five students are selected to be members of the Jessup Moot Court team after an intra-school competition during their first year of law school. Students on the Northwestern Law team are coached by an adjunct professor and compete in the inter-school competition during their second year. Team members prepare briefs addressed to the International Court of Justice and present oral arguments at the Regional Competition. The team who wins at regionals goes to Washington, D.C. for the International Rounds, where students from more than 80 countries compete for the Jessup World Cup. Northwestern Law won the Jessup World Cup in 1979, and the 1999 and 2005 teams won the Regional Championship and competed in the International Rounds.

#### Bartlit Center National Trial Team

The Bartlit Center National Trial Team was established in 2003 as part of the Law School's Bartlit Center for Trial Strategy, established in 2000 in honor of Fred Bartlit, renowned trial lawyer and founding partner of Bartlit Beck Herman Palenchar & Scott. The Bartlit Center National Trial Team consists of eight students selected for their oral advocacy skills, poise, and confidence during a tryout process each October. Team members receive course credit to prepare for and compete in the Chicago Regional Competition each February and, if they advance, the National Trial Competition hosted by the American Trial Lawyers Association (ATLA) each March.

## **National Trial Team**

Law students may try out for Northwestern Law's National Trial Team. Members of the team are selected based upon their advocacy and oral communication skills. The National Trial Team is coached by practicing attorneys who work with the team members throughout the year in preparation for regional and national competitions. At competition, the team members present an entire trial, including an opening statement, direct and cross examinations, and a closing argument.

#### Willem C. Vis International Commercial Arbitration Moot Court

The Vis Moot is one of the world's largest and most prestigious international moot court competitions. Held annually since 1993, the Vis Moot draws students from approximately 300 law schools from more than 65 countries. Teams draft memoranda for both the claimant and respondent in a hypothetical commercial dispute between two parties in an international arbitration and then present oral arguments at hearings held in Vienna, Austria, in the Spring. This moot team is a year-long commitment. Team members are selected based on a tryout process held in September. A background

or interest in international commercial law or international arbitration is desirable. The judging of the memoranda and oral arguments is performed by over 800 of the world's top arbitrators, arbitration counsel, and arbitration and international sales law academics.

# Clinical Programs<sup>19-34</sup>

## Bluhm Legal Clinic:

Housing more than 20 clinics within 14 centers, the Bluhm Legal Clinic is widely recognized as one of the most comprehensive and effective clinical programs in the country. Through Northwestern Pritzker School of Law's clinical program, students gain direct experience representing clients and fine-tune their skills as advocates. Students also work with clinical faculty and staff to challenge the fairness of our legal institutions and to propose solutions for reform.

## **Appellate Advocacy Center:**

The Appellate Advocacy Center, part of Northwestern Pritzker School of Law's Bluhm Legal Clinic, provides clients with legal assistance in appealing their cases, and provides students with opportunities to participate in appeals before the U.S. Court of Appeals for the Seventh Circuit and the United States Supreme Court. Students choose between two Center offerings: in the Federal Appellate Clinic, students represent indigent criminal defendants before the Seventh Circuit; in the Supreme Court Clinic students act as Supreme Court litigators in partnership with attorneys at Sidley Austin LLP. Since its founding in 2006, the Center has enjoyed victories in its own cases and has been integral in assisting counsel in many others.

# Children and Family Justice Center:

Founded in 1992, the Children and Family Justice Center (CFJC) is a comprehensive children's law office and part of the Bluhm Legal Clinic at Northwestern University School of Law. At the CFJC, attorneys and law students work together to promote justice for children, adolescents, and their families through direct legal representation, policy advocacy, and law reform.

# **Civil Litigation Center:**

John Elson, professor of law, has been affiliated with the Civil Litigation Center and Bluhm Legal Clinic since 1976. Elson's primary goal is helping students develop the skills that lawyers need for effective representation of clients involved in litigation. He has developed litigation projects with his students in the areas of the defense of public housing tenants from eviction, advocating for the educational rights of students with disabilities and prisoners, the protection of clients from abusive divorce attorneys, and the representation of victims of domestic violence. These projects have included advocacy at the trial and appellate levels, including arguing cases in the U.S. Supreme Court and advocating for progressive law reform in the Illinois Legislature.

## Center for Criminal Defense:

Center for Criminal Defense director Jeffrey Urdangen believes that "without doubt, what's been most rewarding in my time here at the Clinic has been the opportunity to work every year with bright, committed, and creative students. I'm constantly hoping they are learning at least as much from me as I'm learning from them."

## Donald Pritzker Entrepreneurship Law Center:

With the explosion of entrepreneurship around the country, lawyers need to be prepared both to serve entrepreneurs as clients and to approach legal problems in a more entrepreneurial manner. The Donald Pritzker Entrepreneurship Law Center (DPELC), is a nonprofit, student-focused academic program.

The Center, originally founded as the Small Business Opportunity Center more than 13 years ago, created one of the first programs in the United States to provide intensive, hands-on training for students who want to be transactional lawyers or founders of start-up companies. Since that time, the DPELC clinical program has served hundreds of entrepreneurs while educating future lawyers about entrepreneurs and entrepreneurial thinking through a variety of traditional, clinical, and simulation-based course offerings, a marquee annual conference, a speaker series, and workshops and outreach efforts in the entrepreneurship community.

## **Environmental Advocacy Center:**

Clean air and water, cleanup of hazardous waste sites, safe drinking water, green technology, climate change, and renewable energy all are issues pursued by the Northwestern Pritzker School of Law Bluhm Legal Clinic's Environmental Advocacy Center. Cases are led either by the Center or conducted in partnership with the Environmental Law and Policy Center of the Midwest (the region's premier environmental advocacy and legal organization).

# Center for Externships:

Employers consistently convey their desire to hire law school graduates who are ready to practice and who have the skills, not just analytical or research skills, but also the practical skills needed to be productive members of the team from day one.

Northwestern Pritzker School of Law offers one of the most comprehensive externship programs in the country. Each year, more than 200 law students gain on-the-job training, while earning class credit in a practicum course. The Center for Externship's Practicum program integrates theoretical coursework taught by faculty members with an expertise in a particular field of law, with hands-on learning provided by fieldwork. This integrated approach to experiential learning results in graduates who are confident and prepared with real-world experience when they begin their careers.

This reciprocal design provides students with a theoretical background that enhances their externship and an opportunity to use their externship to inform their in-class learning. The combination of both types of learning promotes a high level of engagement in both the courses' curriculum and the externship experience.

"Our program is different from many others in that rather than simply putting all externship students in one class, we group students with similar types of placements together in a smaller classroom setting with a curriculum specifically designed to inform that particular type of work," says Center for Externships director Cindy Wilson.

The Center for Externships's program includes a series of subject matter-based Practicum seminars. Students work at their placements about 12 hours each week and attend a weekly seminar that includes assigned readings and discussions about key issues they may be experiencing in their day-to-day externship work. Students gain a heightened level of confidence in their ability to appear

before judges, write briefs or opinions, prepare cases, and work with clients. Their externship experiences also give them new insight into cases they read in traditional doctrinal classes.

## Center for International Human Rights:

The Center for International Human Rights (CIHR) is highly esteemed for its deep commitment to and success in securing human rights for countless individuals around the globe. The Center also plays a vital role in Northwestern University School of Law's expanding international programs. Essential efforts focus on researching and addressing emerging human rights issues as they occur, as well as providing valuable clinical experiences for students interested in the protection of human rights on a global scale.

Students are attracted to the CIHR largely because of the Center's reputation as a leader in international human rights and international criminal law. In many cases, issues addressed here represent legal topics that have not yet been investigated anywhere else, and students are afforded direct human rights and legal experience in countries around the world.

For example, through the Center's work in Africa, students spend a week in detention centers in Malawi with judges and prosecutors. They pore through dozens of files of prisoners who have been lost in the system; people who have spent years in prison whose cases have not yet been brought to trial. CIHR students have the rare opportunity to combine an immersive, hands-on, real-world investigation of international law, while also witnessing the life-changing fruits of their labor. Their participation in the CIHR often marks the first time a prisoner has communicated with a lawyer, and this attention and dedication often transforms the lives of prisoners and their families. For most students, helping a client who has been wrongly incarcerated for years - to watch as he or she leaves prison to freedom - is an unforgettable experience.

With faculty supervision, CIHR students provide advocacy before international tribunals and human rights bodies, traveling to countries such as Malawi, Rwanda, Uganda, Switzerland, and France to speak on behalf of marginalized groups. Students participate in federal court litigation challenging noncompliance with human rights norms under the Alien Tort Statute and Torture Victim Protection Act. They gain valuable experience by assisting in the representation of foreign nationals facing the death penalty and by drafting amicus briefs in a wide range of human rights cases before federal and international and hybrid criminal courts.

#### **Investor Protection Center:**

Students are given the opportunity to learn the practical aspects of complex civil litigation representing clients in a variety of cases. Complex civil litigation will cover the range of lawyering skills, including client relations, drafting of pleadings, the discovery process, depositions, arguing motions in court, bench and jury trials as well as appeals, and whistleblower suits. In addition, students will be exposed to the economic considerations that are involved in the litigation process and will become involved in marketing, fee negotiation and budgeting, as well as related ethical concerns. Students work on a range of cases, such as: civil rights litigation, business disputes, real estate, insurance, product liability, personal injury, shareholder rights litigation and securities litigation.

Students also work in the Investor Protection Center, which provides representation to investors with limited income and have disputes with stockbrokers, investment advisers, or securities firms. Students are given the opportunity to learn the practical aspects of securities mediation and arbitration. Students are responsible for interviewing and counseling clients, explaining the

arbitration and mediation process, investigation and selecting potential arbitrators, conducting discovery, negotiating settlements, and participating in arbitration trials and mediations. Finally students are exposed to the economic considerations that are involved in securities arbitration.

#### MacArthur Justice Center:

The Roderick and Solange MacArthur Justice Center is a public interest law firm founded in 1985 by the family of J. Roderick MacArthur to advocate for human rights and social justice through litigation. The MacArthur Justice Center became part of Northwestern University School of Law's Bluhm Legal Clinic in 2006. As one of the premier civil rights organizations in the United States, the MacArthur Justice Center has led battles against myriad civil rights injustices, including police misconduct (leading the charge to appoint a special prosecutor in the Jon Burge torture cases in Chicago), executions (helping to abolish the Illinois death penalty), fighting for the rights of the indigent in the criminal justice system, and winning multi-million dollar verdicts and settlements for the wrongfully convicted.

The MacArthur Justice Center has been at the forefront of challenges to the detention of terrorism suspects without trial or access to the courts. MacArthur Justice Center lawyers have appeared before the U.S. Supreme Court to argue for the rights of detainees.

"We are outraged when the rule of law is abandoned in favor of expediency," says Center Executive Director Locke Bowman. "And so we fight for the rights of folks whose voices don't get heard in the criminal justice system. We're concerned about people on death row, about people accused of crimes but who cannot afford lawyers, about folks who are innocent and must be compensated for the time they wrongly spent in prison."

Students are involved in nearly every case the MacArthur Justice Center takes. They serve on litigation teams, conduct and apply legal research, and plan next steps to advance litigation. Some cases, such as wrongful conviction compensation cases, are complex; involving lengthy pre-trial process, motion practice, written discovery, depositions, and, sometimes, a trial. Students gain first-hand experience in court, and in certain instances, get opportunities to make presentations to a Federal judge.

## **Negotiation and Mediation:**

Over the past 20 years, Cohn has worked to grow the Center on Negotiation and Mediation in terms of innovative and cutting edge course offerings to give students a deep understanding of these processes. She believes that the "best lawyers are those who not only understand the law, but also understand people." She is a practicing mediator and brings students with her to sessions, providing them the chance to see problem-solving skills in action and to understand complex interpersonal dynamics. Cohn has trained lawyers, real estate professionals, management and union representatives, and many others in effective negotiation, mediation, conflict management, and arbitration. Cohn also provides restorative justice services in the Chicago community. She received the student-voted Outstanding Professor of a Small Class Award in 2008 and the Dean's Teaching Award in 2010. She has been elected to the Leading Lawyers Network in the categories of ADR Commercial and ADR Employment. Her practice is national and international in scope and includes projects in Europe, the Middle East, South America and Africa. Cohn holds a Juris Doctorate from Northwestern University School of Law.

# **Prison Reentry Strategies:**

Prison Reentry Strategies at the Bluhm Legal Clinic came about because of the concerns of Malcolm C. Young. Serving as Executive Director of the John Howard Association of Illinois at the outset of the 2008 recession, Young heard many accounts of returning prisoners who, despite doing everything required of them, were unable to find work. In fact, the kind of jobs that returning prisoners traditionally filled were disappearing in Illinois and in many other states.

With the Clinic as a sponsor, Young was awarded a 2010 Soros Senior Justice Fellowship to advance the employment side of prisoner reentry in the midst of a recession and severe job loss. The Project's work focused on developing and promoting new approaches to reentry and to develop new, effective, shared-cost program models that will connect returning prisoners who need jobs to jobs that need to be done. As the recession's adverse impact on employment has eased, the Project applied what it had learned about employment reentry to address the challenge of bringing returning prisoners and members of disadvantaged and poor communities into a new, technologically demanding world of work.

# **Bartlit Center for Trial Advocacy:**

Preparing law students to become confident, skilled, and effective litigators is the cornerstone of the Bartlit Center for Trial Advocacy, part of Northwestern Pritzker School of Law's Bluhm Legal Clinic. The Bartlit Center was established in 1999, made possible by a gift from Bartlit Beck Herman Palenchar & Scott in honor of senior partner Fred Bartlit, an innovative leader in litigation and business strategies.

Bartlit Center students participate in nationally-ranked, simulation-based teaching programs - among the finest in the country. In addition to Northwestern's preeminent residential faculty, the Center's adjunct faculty includes nearly 100 of the best lawyers and judges in Chicago - private practice, public service, state and federal judges, all of whom bring day-to-day insights into the practice of law. Coursework includes ethics and professional responsibility, evidence, pre-trial litigation, trial technology, and trial advocacy. Students are additionally able to gain unparalleled experience and feedback competing on trial teams and participating in moot court.

Student work is based upon experiential learning: education rooted in direct involvement in lawyering tasks. Via simulation-based training, students are able to perfect tasks and skills they will need as practicing lawyers.

"There are many fine law schools in the United States where students can receive a solid education," says Bartlit Center director Steven Lubet. "But here at Northwestern, we excel at uniting theoretical and practical law. Students take a class in the morning with a great legal thinker; they participate in a simulation program in the afternoon and work with one of the most successful trial lawyers in the country. It is that breadth of opportunity that is difficult to find elsewhere."

Students who complete work in the Bartlit Center for Trial Advocacy feel comfortable in any courtroom. Says Lubet, "Our program provides them with comprehensive experience - from the moment they meet their client all through the end of a complete jury trial. They understand absolutely everything that happens in a case, and see these pieces of the puzzle as connected and integrated parts of a whole process."

## Center on Wrongful Convictions:

When the Center on Wrongful Convictions (CWC) launched in April 1999, wrongful convictions were viewed as anomalies – rare exceptions to an otherwise well-oiled criminal justice machine. Sadly, prisons and death rows around the country are populated by countless individuals who have been wrongly convicted: innocent people doing someone else's time.

"Our efforts not only free innocent people, they reveal mistakes and missteps at every juncture of our justice system—from the moment the yellow crime tape goes up until the last appeal," says CWC Executive Director Emeritus Rob Warden. The Center on Wrongful Convictions is at the forefront of the current nationwide movement to reform the criminal justice system and is dedicated to identifying and rectifying wrongful convictions and other serious miscarriages of justice. The CWC's work focuses primarily in three areas: representation, research, and reform.

## **Wrongful Convictions of Youth:**

To date, DNA evidence has exonerated hundreds of people of crimes they did not commit. Many of these innocent men and women served decades in prison before they were vindicated. Many more like them await exoneration.

Through the work of the Bluhm Legal Clinic and other leaders, these ever-multiplying instances of wrongful conviction have elicited much attention from the public and the national media. Before 2008, however, no attention had been focused on those people who may be most likely to be wrongfully convicted: children and adolescents. The Center on Wrongful Convictions of Youth (CWCY) - a joint project of the Center on Wrongful Convictions and the Children and Family Justice Center - was created to address the unique problems faced by wrongfully accused youth.

Guided by a staff with special expertise in juvenile interrogations, the CWCY is spearheading national efforts to exonerate wrongfully convicted youth and drive criminal justice reforms that will prevent children from making unreliable and coerced statements during police interrogations. "The U.S. Supreme Court recognizes that children and teenagers are different from adults. They're less able to weigh risks and long-term consequences, more easily pressured by authority figures, and more naïve about the way the world works," says CWCY Project Co-Director Laura Nirider. Project Co-Director Joshua Tepfer adds, "Unfortunately, law enforcement officials don't always consider these differences when investigating and questioning children. As a result, much of the evidence used to charge and convict children can be unreliable."

#### Placement Facts<sup>35</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$150,000 - \$160,000 |
|---------------------------------------|-----------------------|
| Private sector - Median               | \$160,000             |
| Public service - Median               | \$58,000              |

#### **Employment Details**

| Graduates known to be employed at graduation               | 79% |  |
|--|-----|--|
| Graduates known to be employed ten months after graduation | 90% |  |

## Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 68.4%      |
| Business and Industry         | 8.6%       |
| Government                    | 3.3%       |
| Judicial Clerkships           | 13%        |
| Public Interest Organizations | 5.9%       |
| Academia                      | 0.7%       |
| Unknown                       | 0%         |

## **Externships/Internships**

## Externships<sup>36</sup>

Students enrolled in a Practicum course work 12 to 15 hours per week during the school year and at least 18 hours a week during the summer in an approved externship under the close supervision of onsite lawyers. The law school's location in a large urban area means that students have their pick of a large variety of excellent opportunities. The externship settings include federal and state government agencies, federal and state judicial chambers, non-profits, and corporate general counsel offices. Depending on the setting, the externship work may involve researching and drafting opinions or briefs, interviewing clients, appearing in court, participating in negotiations, or drafting policy documents.

Students receive four credit hours for a Practicum. There are separate Practicum courses for each type of work setting. Each course focuses on legal and ethical issues relevant to the types of placements in the class. Although each Practicum course has its own requirements, all students must participate in all seminar classes, maintain a reflective journal, make a substantive class presentation or submit a paper, and satisfy the requirements of their externship.

## Center for Externships Practicum Courses

- **Civil Government Practicum:** Students secure externships at federal, state, or local governmental agencies or offices involving civil law. Students conduct research, draft motions and briefs, and work on policy initiatives.
- Corporate Counsel Practicum: Students secure externships in legal departments of Chicago-area corporations. Students conduct research, write memoranda, and plan legal strategy under the direction of in-house lawyers.
- **Criminal Law Practicum:** Students secure externships with either prosecution or defense lawyers in the federal or state criminal justice system, including the United States Attorney's office, the Federal Defender's office, the Cook County State's Attorney's office and the Cook County Public Defender's office. Students conduct research, write legal memoranda and briefs, interview clients and witnesses, assist in trials and trial preparation, and observe courtroom proceedings.
- Judicial Practicum: Students secure externships with United States District Court Judges,
  Magistrate Judges, and Court of Appeals Judges. Students conduct research, prepare legal
  memoranda, draft opinions, and observe courtroom proceedings. In the summer, two sections
  of this course are offered one for students with externships in the Chicago area and a remote
  section for students with externships in other parts of the country.

- **Mediation Practicum:** After completing mediation skills training from the Center for Conflict Resolution and becoming certified mediators, students conduct mediations under faculty supervision.
- **Public Interest Practicum:** Students secure externships with public interest legal organizations. They help represent low-income clients in civil matters. Students interview clients, research and draft legal memoranda, assist in discovery and trials, and participate in policy initiatives.

#### Intensive Semester Practicum

The Center for Externships now also offers an Intensive Semester Practicum. Students may work with attorneys at a government or non-profit agency anywhere in the United States. Students work for the agency full time for an entire semester. In addition, they participate in-person or remotely in an accompanying course with a supervising faculty member using a syllabus that is individually designed for their particular placement. Students earn a total of 12 credits for this practicum: three graded credits for the class and nine ungraded credits for the externship experience. The Center for Externships places students in offices all around the city and country. They work side-by-side with lawyers and judges in an array of settings, gaining real-world experience doing everything lawyers do: writing, researching, analyzing, representing clients, conducting intakes, doing policy work, and drafting judicial opinions. The seminar component provides students the opportunity to get together once a week to discuss issues they are facing or that they may encounter, and to further explore legal issues faced by attorneys and judges with whom they are working.

Practicum faculty are actively involved in helping students find a placement that is right for them. They meet individually with students to help identify agencies that are a good match for each student's interests.

"I see such excitement when students do this work," says Center for Externships director Cindy Wilson. "They really get it - how the law works in practice and what value their skills are going to offer to real people. Many of our students work with individuals who may not otherwise have a lawyer. They are doing work for people who really need them, and students are learning the importance of what lawyers bring to the system."

## Internships<sup>37, 38</sup>

# NCA Graduate Student Internship Program

Northwestern Career Advancement (NCA) provides comprehensive assistance to Northwestern University undergraduate and graduate students with their career development, graduate/professional, internship and job search needs.

NCA sponsors supervised internships for students in Counseling and Higher Education Masters programs during the academic year (fall, winter and spring quarters). This opportunity is designed to give students broad exposure to all aspects of a comprehensive and centralized career service office as well as in-depth experience providing career counseling services to students. In the past, students have come from graduate programs at DePaul University, Northwestern University, Roosevelt University, The Chicago School of Professional Psychology, and Loyola University.

## Summer Research Internship

The Summer Research Internship will offer students an opportunity to do substantive work with a professor during the summer months, learn about the process of legal scholarship, maintain resume

continuity, and earn two credits toward graduation. It also can fill the gap in research opportunities for students who do not yet qualify for the Senior Research program. The internship would be two credits, Pass/ No Credit and limited to the summer session - Interns would be required to meet with the faculty member once per week for one hour. - Meetings can be held on a distance basis. - The interns and faculty member would agree on the form of a "deliverable" work product due at the end of the summer session. - Regardless of the form of the work product, participation in the internship would not count toward the graduation writing requirement, nor will it be a vehicle for commencing work on an anticipated journal note or comment. Paid research assistants do not qualify for this program. Students must elect paid RA status or this for-credit program. To enroll, complete a counter registration form, signed by the supervising professor to reflect approval. Enrollment will be manually accomplished in the Registration and Records Office.

# Student Organizations<sup>39</sup>

- African Legal Library Project (ALLP)
- AJD Association
- American Civil Liberties Union (ACLU)
- American Constitution Society (ACS)
- Amnesty International
- Arts and Entertainment Law Society (AELS)
- Asian Pacific American Law Students Association (APALSA)
- Black Law Students Association (BLSA)
- Christian Legal Society (CLS)
- Disability Law Society (DLS)
- Diversity Coalition (DivCo)
- Entrepreneurship Law Center Student Group (ELC)
- Environmental Law Society
- Federalist Society
- Habeas Chorus
- Health Law Society (HLS)
- Intellectual Property Law Society (IPLS)
- International Law Society (ILS)
- J. Reuben Clark Law Society
- JD-MBA Association
- Jewish Law Students' Association (JLSA)
- Labor and Employment Law Society (LELS)
- Latino Law Students Association (LLSA)
- Law School Democrats
- Law Students for Reproductive Justice
- Moot Court Society
- Muslim Law Students Association (MLSA)
- National Lawyers Guild (NLG)
- Northwestern University Human Rights Project
- OUTLaw
- Public Interest Law Group (PILG)
- Real Property Trusts and Estates (RPTE)
- Restructuring and Bankruptcy Law Group (RBLG)
- South Asian Law Students Association (SALSA)
- Sports Law Society
- St. Thomas More Society

- StreetLaw Association
- Student Animal Legal Defense Fund (SALDF)
- Student Bar Association (SBA)
- Student Effort to Rejuvenate Volunteering (SERV)
- Student Funded Public Interest Fellowships Program (SFPIF)
- Tax Law Society (TLS)
- Texas Law Club
- The D.R.E.A.M. Committee
- Veterans Law Association
- Wigmore Follies
- Women's Leadership Coalition (WLC)

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# Cornell University Law School



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**MAIN PHONE** 607-255-5141

**WEBSITE** www.lawschool.cornell.edu

**REGISTRAR'S PHONE** 607-255-7190

**ADMISSIONS PHONE** 607-255-5141

**CAREER SERVICES PHONE** 607-255-9982

#### Overview<sup>2</sup>

When Andrew Dickson White began to lay plans for a law department at Cornell University, he wrote that he wanted to educate "not swarms of hastily prepared pettifoggers, but a fair number of well-trained, large-minded, morally-based lawyers in the best sense..." He hoped graduates of the school would become "a blessing to the country, at the bar, on the bench, and in various public bodies."

"We wish the new school success," the Albany Law Journal noted acidly, when it learned of White's plans, "but we do not expect it." There were only a few law schools of any consequence in the country when Cornell's department admitted its first students in 1887; most young men (they were almost always men) clerked in law offices, and studied on the job.

A high school diploma was not a prerequisite for entry to Cornell's new department; tuition was \$75 a year for three hours of classes a day. Students were thirsty for knowledge: "We had to drive them out of the library at night, and had a hard time answering their questions the next morning," wrote faculty member Charles Evans Hughes. (Hughes, who later served as chief justice of the Supreme Court, then as secretary of state, said he'd "enjoyed teaching most of all.")

The school's growth mirrored that of legal schooling in the country; the number of law students in the U.S. tripled over the next ten years. The law department's standards rose. By 1917, admission required at least two years of university education. World War I saw a halt in the stream of graduates, but students returned after the Armistice. Legal study was made a graduate degree in 1924, and the department of law became a professional school. In 1925, the trustees voted to give the new institution a new name: Cornell Law School.

By the end of World War II, law students who had fought overseas brought back internationally-scaled aspirations. In response, the Law School entered the arena of international legal studies in earnest.

The faculty grew in strength and numbers over the next thirty years; graduates who had prospered endowed professorships, and research flourished. Classes in legal history and philosophy found places in the catalogue of second- and third-year elective courses. So that students' more practical legal training might not suffer, the Legal Aid Clinic was established to give students the opportunity to confront real legal problems in the real world; other clinics followed.

Today, students still come to Cornell Law School from nearby upstate New York communities; but most now come from much farther away, Florida, Tulsa, L.A., Santo Domingo, and China. When they graduate, they join major law firms, or corporate law departments; they work as public defenders, or help AIDS victims win discrimination cases; they teach law and publish books. And Andrew White's dream has grown in a way he could hardly have anticipated, the school's graduates serve not just this country, but several dozen others, as well. International graduates return to their own countries to posts in government and on the bench. The Albany Law Journal, thankfully, was wrong; the Law School's success is undisputed.

## Student-Faculty Ratio<sup>3</sup>

8.5:1

#### Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 164-168 | 3.62-3.82 |
| Median               | 167     | 3.74      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Monica Ingram |
|------------------------|---------------|
| Application deadline   | February 1    |

Law School Admissions details based on 2015 data.

## Admission Statistics<sup>5</sup>

| Approximate number of applications | 3899  |
|------------------------------------|-------|
| Number accepted                    | 1192  |
| Percentage accepted                | 30.6% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>6</sup>

# Expenses

| Tuition and fees Full-time: | \$59,900 per year |
|-----------------------------|-------------------|
| Room and board              | \$11,250          |
| Books                       | \$1,100           |
| Miscellaneous expenses      | \$7,882           |

## Class Ranking and Grades<sup>7</sup>

Actual grade distribution data for all law courses is made available to students at the end of each semester. Grades awarded are:

| Α+  | 4.33 |
|-----|------|
| Α   | 4.00 |
| Α-  | 3.67 |
| B+  | 3.33 |
| В   | 3.00 |
| B-  | 2.67 |
| C+  | 2.33 |
| С   | 2.00 |
| C - | 1.67 |
| D + | 1.33 |
| D   | 1.00 |
| D - | 0.67 |
| F   | 0.00 |

## **Grading Option:**

Each J.D. student, after the first year, may elect to take up to two upperclass courses at Cornell Law School on an S/U basis. Students must make this election in writing to the Law School Registrar's Office in the two week period immediately following the end of the course add/drop period. If made, the election shall be irrevocable. Students may not make this election in courses that they use to satisfy the law school's upperclass writing requirement. The Registrar's Office will issue a grade verification slip after the add/drop period has ended for students to declare grading options.

In addition, instructors may designate specific courses that they teach as not eligible for the S/U election. Instructors of courses offered solely within the Cornell Law School program may not require S/U grading for students, except when expressly approved by the faculty for distinctive courses such as directed reading and writing, supervised teaching, multicultural work environment, and full-term externships.

**Grade Point Average (Merit Point Ratio):** A student's merit point ratio (MPR) is determined by dividing the total number of merit points awarded by the number of credit hours of work taken. Credit hours of course work for which a grade of F was given are included in the computation. Grades on course work outside the Cornell Law School are not included in the merit point ratio.

Grades in seminars, problem courses and clinical courses are generally based upon written projects, oral presentations, and class participation, according to instructor preference. Grades in most other courses are based upon an exam and other written and oral projects, if the instructor so chooses. In addition, class participation may be an element of a student's final course grade.

**Graduate Program Grading Policy:** LL.M. candidates do not receive letter grades, but instead are graded only in terms of:

High Honors (HH), Honors (H), Satisfactory (S), and Unsatisfactory (U)

There is no faculty policy regulating the proportion of HH, H, S, and U grades that faculty may give to LL.M. students. However, under guidelines adopted by the faculty in 2011 effective with the Fall 2011 semester, a grade of HH is appropriate for students who would have received an A or higher, H is appropriate for students who would have received a grade in the B+ to A- range, and S is appropriate for students who would have received a grade in the range of C- to B, and U is appropriate for students who would have received a D+ or lower grade.

Merit points are currently not assigned to HH, H, S, and U grades. For LL.M. candidates, the Law School faculty determines whether the student's course work meets the necessary standard for the award of the LL.M. degree.

For J.S.D. candidates, each student's Special Committee determines whether the student=s course work meets the necessary standard for the award of a graduate degree.

**Grade Review:** No final grade may be changed by a faculty member after submitting the grade except upon written statement to the Dean of the Law School explaining the reason for the change. In general, Cornell Law School faculty change grades only when the original grade is caused by a mechanical or mathematical error. The law school has no formal grade appeal procedure.

**Grade Confidentiality:** All student grades are considered by Cornell Law School to be strictly confidential information. Release of grade information to faculty members and administrators is granted only for bona fide educational purposes. The Law School Registrar will release grade information to prospective employers, investigators, or any other person only with written permission of the student. This policy reflects that of the University and the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA), which gives students the right to (1) inspect their own records; (2) challenge incorrect information in those records; (3) keep their records private; and 4) file a complaint with the U. S. Department of Justice. For details, refer to the Policy Notebook for Cornell Community. Up-to-date versions of currently recognized University policies are available at http://www.policy.cornell.edu.

**Incomplete Grades:** An incomplete grade for a law course may be submitted by an instructor only if the student has a substantial equity at a passing level in the course with respect to work completed and also has been prevented by circumstances beyond the student's control from completing all course requirements on time. An incomplete grade must be removed by the student a) at the next regular examination in the subject (providing such examination is taken within one calendar year from the entry of the incomplete grade), or b) in the case of courses in which the grade is based in whole or in part on written work, no later than the end of the semester following that in which the incomplete was entered. Failure to remove the incomplete grade within the specified time limit will result in an automatic entry of F on the student's transcript.

## Grade Normalization (Curve)<sup>8</sup>

Faculty grading policy calls upon each faculty member to grade a course, including problem courses and seminars, so that the mean grade for J.D. students in the course approximates 3.35 (the acceptable range is 3.2 to 3.5).

However, faculty who announce to their classes that they might exceed the cap are free to do so. If the 3.5 cap is exceeded in any class pursuant to such announcement, the transcript of every student in the class will carry an asterisk\* next to the grade for that class, and for various internal purposes such as the awarding of academic honors at graduation, the numerical impact of such grades will be

adjusted to be the same as it would have been if the course had been graded to achieve a 3.5 mean. Because the possibility of higher grades and a transcript asterisk may be relevant to some students in selecting courses, all faculty must announce their intentions regarding this aspect of the grading policy. As a practical matter, this can be as simple as a statement by faculty that they intend to grade within the cap set by faculty policy, or, alternatively, that they reserve their right under the policy to award asterisked grades with a course mean above that specified by the policy.

Faculty are not obliged to adhere to the 3.35 goal in grading courses with fewer than ten J.D. students receiving letter grades. They are expected, however, to be mindful of the goal.

Students who opted for Satisfactory/Unsatisfactory grading in the class should be awarded a grade of S if they would have received a C- or better. A grade of U should be given to any student who would have received a D+ or worse.

## Honors<sup>9</sup>

| Honor                | Criteria   |
|----------------------|--|
| Order of Coif        | The Order of the Coif is granted to those who rank in the top 10% of<br>the graduating class. To be eligible for consideration for the Order of<br>the Coif, a graduate must take 63 graded credits at Cornell Law. (The<br>Order of the Coif is a National Organization that sets its own rules.) |
| summa cum laude      | The faculty awards the J.D. degree summa cum laude by special vote in cases of exceptional performance.  |
| magna cum laude      | The school awards the J.D. degree magna cum laude to students who rank in the top 10% of the graduating class.   |
| cum laude            | Students who rank in the top 30% of the class receive the J.D. degree cum laude unless they are receiving another honors degree.   |
| Dean's List          | Each semester all students whose semester grade point average places them in the top 30% of their class are awarded Dean's List status. Students are notified of this honor by a letter from the Dean and a notation on their official and unofficial transcripts.                                 |
| Myron Taylor Scholar | This honor recognizes students whose cumulative MPR places them in the top 30 percent of their class at the completion of their second year of law school. Students are notified of this honor by a letter from the Dean of Students and a notation on their transcripts.                          |

Recipients are notified by a letter from the Dean and a notation on their official and unofficial transcripts.

## Awards<sup>10</sup>

| Name of Award                            | Awarded for/to  |
|--|---|
| American Bankruptcy Law<br>Journal Prize | The American Bankruptcy Law Journal awards a one-year subscription to the student who earns the highest grade in any bankruptcy course. |

| American Bankruptcy<br>Medal of Excellence                     | The American Bankruptcy Institute annually awards a medal to a student who demonstrates excellence in bankruptcy law.  |
|--|--|
| American Bar Association<br>Prize                              | The Section of Urban, State, and Local Government annually awards a personalized certificate to the two graduating students who excel in the areas of land use and local government.   |
| Peter Belfer Memorial<br>Prize                                 | A gift of Jean Belfer in memory of Peter Belfer, J.D. 1970, to encourage study of federal securities law. The Belfer Memorial Prize is awarded annually to the student who, in the judgment of the Dean of Cornell Law School, demonstrates greatest proficiency and insight in federal securities regulation and related laws.  |
| Boardman Third-Year Law<br>Prize                               | A gift of Judge Douglas Boardman, the first Dean of Cornell Law School. The Boardman Prize is awarded annually to the student who has, in the judgment of the faculty, done the best work through the end of the second year.  |
| Nathan Burkan Memorial<br>Competition                          | Two prizes are awarded to the students who prepare the best papers on copyright law. The Dean of Cornell Law School, or the person the Dean delegates, makes this judgement.   |
| Cali Excellence For The<br>Future Award                        | The Center for Computer-Assisted Legal Information awards a personalized certificate to the student with the highest grade in selected courses.  |
| Arthur S. Chatman Labor<br>Law Prize                           | Given in memory of Arthur S. Chatman, A.B. 1952, LL.B. 1957 to a<br>third-year student who demonstrates general academic excellence,<br>particularly in the field of labor law, or has written a paper on labor<br>law.  |
| Daniel P. Chernoff Prize                                       | Established from the estate of Daniel P. Chernoff, B.E.E. 1956 LL.B. 1959. The Chernoff Prize is awarded annually to a second- or third-year student who, in the judgment of the Dean of Cornell Law School, demonstrates general academic excellence in intellectual property and patent law, and demonstrates interest in the broader university community.  |
| Cornell Law Library Prize<br>For Exemplary Student<br>Research | First and second prizes are awarded annually to the students whose academic research papers best demonstrate sophistication, originality, or unusual depth or breadth in the use of research materials, exceptional innovation in research strategy, and skillful synthesis of research results into a comprehensive scholarly analysis. Judged by Law Library faculty, funding for the prize is provided by an endowment given to the Law Library by Barbara Cantwell in honor of her late husband, Robert Cantwell, a 1956 graduate of Cornell Law School. |
| Cuccia Prize   | Two prizes are the gift of Francis P. Cuccia, LL.B. 1912, in memory of Mary Heagen Cuccia. Cuccia Prizes are awarded annually to the teams reaching the finals of the fall moot court competition.   |

| Fraser Prize                                      | Two prizes are the gift of William Metcalf, Jr., LL.B. 1901, in memory of Alexander Hugh Ross Fraser, former librarian of Cornell Law School. Fraser Prizes are awarded early each fall to third-year students whose law study has been taken entirely at Cornell University and who have most fully evince high qualities of mind and character by superior achievements in scholarship and by attributes that earn the commendation of teachers and fellow students. The awards are made on recommendation of the third-year class by vote, from a list of candidates submitted by the faculty as eligible by reason of superior scholarship. The holders of the Boardman Prize and the Kerr Prize are not eligible. |
|---|--|
| Freeman Award for Civil-<br>Human Rights          | Established from the estate of Professor Emeritus Harrop A. Freeman, J.D. 1930, J.S.D. 1945. A Freeman Award is made annually to the law students who, in the opinion of a committee appointed by the Dean of Cornell Law School, have made the greatest contributions during their respective law school careers to civil and/or human rights. Freeman Awards are made each spring to third-year students from nominations submitted by members of the Cornell community.   |
| Morris P. Glushien Prize                          | Established in honor of Morris P. Glushien, A.B. 1929, LL.B. 1931, former editor of Cornell Law Quarterly, member of the Law School faculty, associate general counsel of the National Labor Relations Board, and general counsel of the International Ladies' Garment Workers' Union. The Glushien Prize is awarded annually for the best student note or comment concerning current social problems published in the Cornell Law Review, Cornell International Law Journal, or any other Cornell student law journal.  |
| Stanley E. Gould Prize For<br>Public Interest Law | A gift of Stanley E. Gould, J.D. 1954. The Gould Prize is awarded each spring to a third-year student who, in the judgment of the Dean of Cornell Law School, has shown an outstanding dedication to serving public interest law and public interest groups.   |
| Harry G. Henn Prize In<br>Corporations            | Endowed in memory of Harry G. Henn, LL.B. 1943, the Edward Cornell Professor of Law, and faculty member from 1953 to 1985. The Henn Prize is awarded to the student with the highest grade in the upperclass corporations course. The prize is the gift of Ellen K. Jacobs, A.B. 1961, and Arnold S. Jacobs, B.M.E. 1961, M.B.A. 1963, J.D. 1964.  |
| Seymour Herzog Memorial<br>Prize                  | Endowed in honor of the late Seymour Herzog, LL.B. 1936. The Herzog Prize is awarded each year to a third-year student who demonstrates excellence in the law and commitment to public interest law, combined with a love of sports.   |
| International Academy of<br>Trial Lawyers Award   | Given annually to the student who makes the most outstanding record<br>in the course in trial and appellate practice. The recipient's name is<br>inscribed on a plaque honoring the student.   |
| Louis Kaiser Prize                                | Two prizes, given by Louis Kaiser, LL.B. 1921. The Kaiser Prize is awarded after the fall and spring moot court competitions to the upperclass team submitting the best brief.   |

| Marc E. and Lori A.<br>Kasowitz Prize for<br>Excellence in Legal Writing<br>and Oral Advocacy | The Kasowitz Prize is awarded annually to students who, in the judgment of the Dean of Cornell Law School and based on comments from faculty, perform with the greatest distinction in writing and oral advocacy skills. This endowed prize is a gift from Lori A. and Marc E. Kasowitz, J.D. 1977, to help ensure that outstanding students are recognized.  |
|---|---|
| John J. Kelly Memorial<br>Prize   | Established by the children of John J. Kelly J.D. 1947, A.B. 1942 (Arts) in honor of their father's life and career. The terms of the Kelly Memorial Prize stipulate, "Payout from the Fund will be awarded, in memory of John J. Kelly, to a graduating Law School student who, in the judgment of the Dean of the Law School, best exemplifies qualities of scholarship, fair play and good humor."   |
| lda Cornell Kerr And<br>William Ogden Kerr<br>Memorial Prize                                  | Established in memory of Ida Cornell Kerr and William Ogden Kerr by Jane M. G. Foster, LL.B. 1918. The income from an endowment fund provides the prize, which the Dean of Cornell Law School awards to a third-year law student who demonstrates general academic excellence.  |
| David Marcus Memorial<br>Prize  | Established by David Marcus, J.D. 1945, former co-editor of Cornell Law Review. The Marcus Memorial Prize is awarded annually to the student who, in the judgment of the Dean of Cornell Law School, writes the outstanding comment in Cornell Law Review.  |
| Robert S. Pasley Memorial<br>Prize Fund   | Established in honor of Robert S. Pasley, LL.B. 1936, the Frank B. Ingersoll Professor of Law and a member of the Law School faculty from 1954 to 1976. The Pasley Memorial Prize is awarded annually to the student who, in the judgment of the Dean of Cornell Law School, best exemplifies Professor Pasley's scholarship interest in both the law and the arts, classics, or humanities.  |
| Herbert R. Reif Prize   | A gift of Arthur H. Dean, LL.B. 1923. The Reif Prize is awarded annually from the income of an endowment fund established in honor of Herbert R. Reif, LL.B. 1923, to the student who, in the judgment of the faculty, writes the note or comment for Cornell Law Review that best exemplifies the skillful and lucid use of the English language in writing about the law.   |
| The Esther And Irving<br>Rosenbloom Prize Fund  | A gift of Evelyn B. Kenvin and Arthur H. Rosenbloom, J.D. 1959, in memory of Mr. Rosenbloom's parents. The prize recognizes excellence in the area of law and finance including, but not limited to, damage quantification in securities cases, valuations of closely held corporations for estate and gift tax purposes, and other corporate finance-related issues. The Rosenbloom Prize is awarded to a student who, in the judgment of a faculty member or a faculty advisor to Cornell Law Review, or at the discretion of the Dean of Cornell Law School in conjunction with the donor, has written the best class paper or Law Review note in law and finance. |
| Helen Belding Smith And<br>Henry P. Smith Iii Moot<br>Court Fund                              | Established by gifts from Helen Belding Smith and the estate of Henry P. Smith III, J.D. 1936. The income from this endowment fund sustains annual moot court competitions.   |

| The Student Legal Ethics<br>Award             | The Committee on Legal Education and Admission to the Bar of the New York Bar Association offers the annual Student Legal Ethics Award to the student who demonstrates, in a law review note, a seminar paper or independently-written paper, or through work in a clinical program or in some other significant way, an exemplary understanding of the issues concerning the professional responsibility of lawyers. Any Cornell law student is eligible through self-nomination or through nomination by a faculty member or another member of the Law School community. The prize carries an honorarium and publication of the winning paper in a collection published by the bar. |
|---|---|
| The Honorable G. Joseph<br>Tauro Dean's Prize | The Tauro Prize was established through the generous gifts of Mrs. Helen M. Tauro in memory of her husband, the Honorable G. Joseph Tauro, chief justice of the Massachusetts Supreme Judicial Court and Superior Court. The Tauro Prize is awarded to a law student on the basis of general academic excellence.   |
| Myron C. Taylor Scholar                       | This honor recognizes students whose cumulative MPR places them in the top 30 percent of their class at the completion of their second year of law school. Students are notified of this honor by a letter from the Dean of Students and a notation on their unofficial transcripts.  |
| Fredric H. Weisberg Prizes                    | Established in memory of Fredric H. Weisberg, J.D. 1967, by Marc S. Goldberg, LL.B. 1967, the Philip Morris Matching Gift Program, and other Law School classmates and friends of Mr. Weisberg. Two Weisberg Prizes are awarded annually and at the discretion of the Dean of Cornell Law School: (1) the Fredric Weisberg Prize for the student who performed with the greatest distinction in Constitutional Law; and (2) the Fredric Weisberg Prize for the student who performed with the greatest distinction in Legal Methods.  |
| West Publishing Company<br>Awards             | At the conclusion of each year, the West Publishing Company presents the Outstanding Scholastic Achievement Award to four first-year students with excellent overall scholastic achievement.  |

## Journals<sup>11-15</sup>

## **2016 CORNELL INTERNATIONAL LAW JOURNAL:**

The Cornell Law School will host the Cornell International Law Journal's Symposium: The Rule of Law in Central Asia, on Friday, February 19, 2016 in Myron Taylor Hall Room 184. This Symposium will be conducted in partnership with Nazarbayev University in Astana, Kazakhstan. If you have any questions regarding the Symposium and cannot locate the information on this website, please contact Christa Maiorano (Editor-in-Chief) at clm328@cornell.edu.

Founded in 1967, the Cornell International Law Journal (ILJ) is one of the oldest and most prominent international law journals in the United States. Three times a year, the Journal publishes scholarship that reflects the sweeping changes that are taking place in public and private international law. Each issue features articles by legal scholars, practitioners, and participants in international politics, as well as student-written notes.

Law students perform all editorial functions for the Journal. The Editorial Board selects articles and notes for publication, communicates with the authors, edits manuscripts for substance and style, and manages the Journal's financial and administrative affairs. Journal associates are the driving force behind the Journal and complete many sourcing, editing, and proving assignments, in addition to writing substantially publishable Student Notes on international law. Members are selected based on academic performance and writing ability.

## Cornell Journal of Law and Public Policy (JLPP):

Founded in 1991, the Cornell Journal of Law and Public Policy (JLPP) has quickly risen to become one of the leading public policy journals in the nation. A fixture among the top 10 policy journals, JLPP has consistently been among the top 100 student-edited law journals.

JLPP publishes articles, student notes, essays, book reviews, and other scholarly works that examine the intersections of compelling public or social policy issues and the law. As a journal of law and policy, we are a publication that not only analyzes the law but also seeks to impact its development. Many of our published pieces address emerging issues in contemporary society that are being debated not just in academia, but also in courtrooms, the media, and the broader political arena. This practical focus has helped make JLPP attractive to a wide audience.

Part of JLPP's success comes from our commitment to diversity of opinion on a wide variety of topics. Along with works by well-known legal scholars, we strive to publish thought-provoking pieces written by distinguished policy-makers such as then-Senator Joseph Biden, Congressman Dick Armey, noted defense attorney William Kuntsler, economist Walter Williams, and Attorney General Janet Reno.

The remainder of our success comes from the dedication of our editors. During the first year on JLPP, Associate Editors are responsible for assisting in the editing of pieces chosen for publication. We publish three issues a year in print, and are currently in the process of expanding our Internet presence. Additionally, Associate Editors write an original Note on a legal topic involving law and public policy. This expansive and dynamic field covers a wide variety of subject matter from which to choose a Note topic, and we are proud of the diversity of our student-authored works. Upon elevation, Associate Editors are eligible to submit Notes for publication. JLPP generally publishes six student Notes in print each year.

Participating on a journal is an invaluable and rewarding experience. While undoubtedly a large responsibility, it is also very gratifying. As a member of a journal, each student will be introduced to, and learn about, a variety of legal issues while further developing individual editing, writing, and research skills. However, it is the sense of commitment, to the journal and to one's peers, that makes the experience truly worthwhile.

In addition to the formal aspects of our work, being on JLPP is a great way to get to know fellow classmates. Each year we hold a number of social events to provide Journal members an opportunity to interact outside of the academic setting. Our current Editorial Board is an energetic and interesting group of individuals from a wide variety of backgrounds. We are enthusiastic about JLPP, and we look forward to welcoming new members in the upcoming academic year.

## Cornell Law Review:

Founded in 1915, the Cornell Law Review is a student-run and student-edited journal that strives to publish novel scholarship that will have an immediate and lasting impact on the legal community.

The Cornell Law Review publishes six issues annually consisting of articles, essays, book reviews, and student notes.

## The Legal Information Institute (LII):

We are a small research, engineering, and editorial group housed at the Cornell Law School in Ithaca, NY. Our collaborators include publishers, legal scholars, computer scientists, government agencies, and other groups and individuals that promote open access to law, worldwide.

#### Mission

We are a not-for-profit group that believes everyone should be able to read and understand the laws that govern them, without cost. We carry out this vision by:

- Publishing law online, for free.
- Creating materials that help people understand law.
- Exploring new technologies that make it easier for people to find the law.

#### History

The Legal Information Institute (LII) was founded in 1992 by co-directors Thomas R. Bruce and Peter W. Martin (now Director and Director Emeritus, respectively). Its work is supported by the National Center for Automated Information Research, a growing number of corporate sponsors, and the Keck Foundation through grants and funded joint studies.

The LII publishes electronic versions of core materials in numerous areas of the law, both on the web and in other electronic products. They range from the Constitution to the U.S. Code, from Supreme Court decisions to the Code of Federal Regulations. It maintains this Internet site and its many resources. It builds software tools assisting Internet users and publishers. And through workshops and consultation it works to aid others who want to explore the full potential of electronic publication and communication.

The LII is known internationally as a leading "law-not-com" provider of public legal information. We offer all opinions of the United States Supreme Court handed down since 1992, together with over 600 earlier decisions selected for their historic importance, over a decade of opinions of the New York Court of Appeals, and the full United States Code. We also publish important secondary sources: libraries in two important areas (legal ethics and social security) and a series of "topical" pages that serve as concise explanatory guides and Internet resource listings for roughly 100 areas of law.

Search engines and ranking systems identify the LII as the most linked-to web resource in the field of law (see, for example, Google). Sites ranging from CSPAN to Fedlaw to the Dow Jones Business Directory, as well as numerous off-line references, e.g., Web Feet, the New York Times, and The National Jurist (4/2000), recommend starting with the LII for law.

## Journal of Empirical Legal Studies:

Journal of Empirical Legal Studies (JELS) fills a gap in the legal and social science literature that has often left scholars, lawyers, and policymakers without basic knowledge of legal systems. Always timely and provocative, studies published in JELS have been covered in leading news outlets such as the New York Times, the Wall Street Journal, the Economist, Forbes Magazine, the Financial Times, and USA Today.

## **Moot Court**<sup>16</sup>

Every year, CLS students participate in moot court competitions held at the Law School under the auspices of the student-run Moot Court Board: the Cuccia Cup Moot Court, held during the Fall term and concluding in late October or early November; the Winter Cup Upperclass Moot Court, which begins shortly after the intersession recess and concludes in February; and the Langfan Family First-Year Moot Court, which gives first-year CLS students a chance to compete against each other as solo practitioners. The monetary prizes, trophies, and plagues given to the winner and runner-up in each competition—as well as to the authors of Best Brief in the Cuccia and Winter Cup competitions, respectively-depend on the generosity of a handful of thoughtful and enthusiastic donors, while the operational costs associated are underwritten by Cornell Law School. Gifts designated to Moot Court would offset these expenses and those associated with sending our "in-house" winning teams and individuals into four extramural, nationwide competitions, the final rounds of which are judged by appeals-court judges, including a circuit judge from the U.S. Court of Appeals. Alumni and friends attracted to the proposition and practice of Moot Court can support these talented students by providing current-use funding for special awards and recognitions within each competition, or by establishing an endowment for comprehensive support of "in-house" and extramural aspects of the program.

## Clinical Programs<sup>17</sup>

Since the 1970's, clinical courses at Cornell Law School have helped students move beyond the classroom into the world of practice. A variety of courses provide students with opportunities to assume the role of advocate on behalf of real clients with real legal problems. All of this is done under the supervision and mentoring of experienced faculty, who work closely with students to assist their development into excellent, ethical professionals.

To begin the transition from student to practitioner, some students elect to enroll in in-house clinics; others choose to participate in externships. Each clinic provides opportunities for developing skills that are crucial to the practice of law.

Clinics offered by the school include:

- Child Advocacy Clinic
- Capital Punishment: Post Conviction Litigation
- Criminal Defense
- Farmworker Legal Assistance
- Global Gender Justice Clinic
- Asylum and Convention Against Torture Appellate Clinic
- International Human Rights Clinic
- Labor Law Clinic
- Legal Research Clinic
- LGBT Clinic
- Prosecution
- Regulation Room
- Securities Law Clinic
- New York State Attorney General Clinic

#### Placement Facts<sup>17</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$160,000 - \$160,000 |
|---------------------------------------|-----------------------|
| Private sector - Median               | \$160,000             |
| Public service - Median               | \$56,330              |

## **Employment Details**

| Graduates known to be employed at graduation               | 94.2% |  |
|--|-------|--|
| Graduates known to be employed ten months after graduation | 96.3% |  |

## Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 70.8%      |
| Business and Industry         | 3.2%       |
| Government                    | 5.9%       |
| Judicial Clerkships           | 14.6%      |
| Public Interest Organizations | 5.4%       |
| Academia                      | 0%         |
| Unknown                       | 0%         |

## **Externships/Internships**

## Externships 19-23

## Full-Term Externship:

The Full Term Externship allows students to craft a unique educational experience. Each student locates a setting that will advance his or her educational goals. These can include the following areas: not-for-profit sector, governmental agencies, in-house counsel offices in media or sports, or judicial clerkships.

## Judicial Externship:

The Judicial Externship This course provides the student with the opportunity to learn about judges, the judicial decision-making process, and the justice system in general, while working as a clerk, one or two days a week, in one of a wide range of New York state and federal trial and appellate judge's chambers. The course is highly recommended for the student (whether J.D. or LL.M. student) who wishes to better understand the unique perspective of a trial or appellate court judge.

## Law Guardian Externship:

Students interested in children's rights have found the Law Guardian Externship to offer important insights into the representation of children in Family Court. In this externship, students work in

the Law Guardian Office, which provides representation to children in abuse and neglect, custody, juvenile delinquency and Persons In Need of Supervision (PINS) cases.

## Legislative Externship:

For students interested in politics, policy issues, legislation and the legislative process, the Legislative Externship offers important insights in these areas as well as an opportunity to work in a less traditional legal setting. In this externship, students work with Assembly member Barbara Lifton and other members of her staff. Students will be involved in researching areas for possible legislative action, drafting legislation and tracking legislation for constituents, but generally will not be involved in mundane constituent service requests.

#### Neighborhood Legal Services Externship:

For students interested in providing legal assistance to indigent clients in civil matters with the opportunity to observe the workings of a legal services office, the Neighborhood Legal Services Externship is the perfect match. In this externship, students work under the guidance of the attorneys, representing clients of the Ithaca office of Legal Assistance of Western New York (LAWNY).

## Internships<sup>24</sup>

Students interested in working overseas should take advantage of on-site internship opportunities in order to gain relevant experience and make valuable contacts. The diversity and breadth of the international law practice area precludes it from being confined to a tidy definition. In the public international law field, most lawyers' interest stems from an affinity with a particular country or global region (India, South Asia) and/or an interest in particular policy issues (hunger, poverty). Cornell graduates in the field advise students to learn everything they can about the region in which they are interested in order to be sensitive to the legal structure, social and political norms, customs, and geography. Internships are an excellent way to learn about an area of interest.

## Student Organizations<sup>25</sup>

- Alternative Dispute Resolution Society
- American Constitution Society
- Art Law Society
- Asian Pacific American Law Student Association
- Bioethics & Health Law Society
- Black Law Students Association
- Briggs Society of International Law
- Business Law Society
- California Law Students Association
- Christian Legal Society
- Cornell Advocates for Human Rights
- Cornell Association of Law and Economics
- Cornell Chapter of the Marshall-Brennan Constitutional Literacy Project
- Cornell International Law Journal
- Cornell Journal of Law and Public Policy
- Cornell Law Review
- Cornell Law Second Amendment Club
- Cornell Law Students Association

- · Chair: Zellnor Myrie
- Cornell Sports & Entertainment Law Society
- Environmental Law Society
- Federalist Society
- Intellectual Property and Technology Association
- Iraqi Refugee Assistance Project (IRAP)
- · Italian American Law Students Association
- Jewish Law Students Association
- Lambda Law Association (LGBTQ)
- Latino American Law Students Association
- Law Students for Reproductive Justice
- Legal Information Institute Supreme Court Bulletin
- Louis D. Brandeis Center for Human Rights Under Law
- LLM Association
- Mock Trial Board
- Moot Court Board
- Muslim Students Association
- National Lawyers Guild
- National Security Law and Policy Society
- Native American Law Students Association
- Public Interest Law Union
- Real Estate Law Association
- Society of Wine & Jurisprudence
- South Asian Law Students Association
- Spring Break Service Trip
- St. Thomas More Catholic Society
- Student Animal Legal Defense Fund
- Student Leadership Council
- · Women of Color Collective
- Women's Law Coalition

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# Georgetown University Law Center



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WEBSITE www.law.georgetown.edu

REGISTRAR'S PHONE 202-662-9220

ADMISSIONS PHONE 202-662-9010

**CAREER SERVICES PHONE** 202-662-9300

#### Overview<sup>4</sup>

Georgetown Law began modestly in the 19th century when the directors of Georgetown University recommended the establishment of a separate department to train lawyers. It was the first law school created by a Jesuit institution of higher learning in the United States.

In the fall of 1870, with high expectations and a tenuous financial structure, Georgetown's law school enrolled 25 students from 12 states and Cuba. The course of study required two years of evening classes. The LL.M. program began in 1878 and enrolled its first international student from the Philippines - in 1903. Though the law school weathered heavy financial storms and other worries, the vision of its early leaders, the reputation of the faculty, and the record of the first graduating class helped to build a strong foundation that would see it through the next century and beyond.

In 1890, construction began on a new law school building at 506 E Street, N.W. After 80 years in its Victorian quarters, the Law Center moved to 600 New Jersey Avenue following the construction of Bernard P. McDonough Hall in 1971. The Edward Bennett Williams Law Library, built in 1989, provided seating for 1,270 users. The 1993 dedication of the Bernard S. and Sarah M. Gewirz Student Center added a residence hall to the campus along with a childcare facility.

## Student-Faculty Ratio<sup>5</sup>

10.9:1

# Admission Criteria<sup>6</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 162-168 | 3.47-3.86 |
| Median               | 167     | 3.77      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Andy Cornblatt |
|------------------------|----------------|
| Application deadline   | March 1        |

Law School Admissions details based on 2015 data.

## Admission Statistics<sup>7</sup>

| Approximate number of applications | 8066  |
|------------------------------------|-------|
| Number accepted                    | 2270  |
| Percentage accepted                | 28.1% |

The above admission details are based on 2015 data.

## Law School Cost<sup>8</sup>

| Tuition and fees Full-time: | \$55,255 per year |
|-----------------------------|-------------------|
| Tuition and fees Part-time: | \$37,525 per year |
| Room and board              | \$20,025          |
| Books                       | \$1,230           |
| Miscellaneous expenses      | \$6,190           |

# Class Ranking and Grades<sup>9</sup>

The Law Center faculty awards the grades of A+, A, A-, B+, B, B-, C+, C, C-, D, and F. Some courses available to upperclass students are graded under the pass/fail option described below. Grades of AP and AF are entered administratively, as described below.

# **Grading System**

The following numerical equivalents are assigned to each letter grade:

| A+  | 4.00 |
|-----|------|
| А   | 4.00 |
| A-  | 3.67 |
| B+  | 3.33 |
| В   | 3.00 |
| B-  | 2.67 |
| C+  | 2.33 |
| С   | 2.00 |
| C - | 1.67 |
| D   | 1.00 |
| F   | 0.00 |
|     |      |

An A+ grade is assigned a 4.00 numerical equivalent, and is awarded (although not regularly) in recognition of truly extraordinary academic performance in a Law Center class. Even the best paper or examination in a course might not receive an A+.

An AF (Administrative F) indicates a failing grade entered in administratively and not by a course professor. The AF is given where the student failed to take the course examination or complete other course requirements. It is factored into a student's grade point average as an F, and is assigned a 0.00 numerical equivalent. An AP (Administrative Pass) is also entered administratively and indicates that the student passed the course but did not stop writing before the time allowed for the examination expired. An AP is not factored into the student's grade point average but allows the student to earn the allotted credits. Students receive an AF and AP in the instances set forth in the Attendance, Examinations, and Written Work section of this chapter and in the Student Disciplinary Code, Section 402 (Administrative Sanctions) provided in the Conduct Policies chapter of this Handbook.

A student's cumulative grade point average is computed by multiplying the numerical equivalent of each letter grade by the credit value of the course, adding the results together, and then dividing the total by the total number of credits. In computing a student's grade point average, computations are carried to two decimal places. Each student's grade point average is computed at the end of each semester.

While the cumulative grade point average is based upon all of the student's Law Center grades, the annual grade point average is based only upon a student's Law Center grades for one academic year. The academic year begins with the Summer session and ends with the following Spring semester. In calculating the student's grade point average, the Law Center will include the academic credits for any course in which the student received an F or AF, even when the student has successfully retaken the course.

The grading processes for examination courses are anonymous and are designed to be as fair as possible. Faculty are asked to submit grades approximately four weeks after the end of an examination period. Students may access their grades through MyAccess. Grades will not be released for any student who has an outstanding student account balance or an administrative hold on the student's account. The Law Center will not release grades over the telephone, even to the student, out of concern for students' privacy.

Grades earned at Georgetown Law's London Summer Program follow the Georgetown Law grading system, will appear on the Georgetown Law transcript, and will be included in the computation of the student's Law Center grade point average. Grades for courses taken at the Center for Transnational Legal Studies (CTLS) are listed on the Law Center transcript and are included in the computation of the student's Law Center grade point average. (See the Center for Transnational Legal Studies section of this chapter for a description of how CTLS numerical scores are harmonized with the Georgetown Law grading system.)

Grades for courses taken at other law schools and in graduate programs at other universities are not listed on the Law Center transcript and are not included in the computation of the student's Law Center grade point average. Finally, grades for courses taken for credit in the graduate program on the Main Campus are listed on the Law Center transcript but are not included in the computation of the student's Law Center grade point average.

## Pass/Fail Option

In April 2014, the faculty revised its pass/fail policy. The policy is intended to encourage students to be adventurous in their course selection and not be deterred from taking a course out of concern for

their grade point averages. Upperclass J.D. students are permitted to take a maximum of 7 credits pass/fail in elective courses that are available on a pass/fail basis. Mandatory pass/fail courses (e.g., Week One courses) and the pass/fail components of experiential learning offerings (field placements in practicum courses and externships) do not count against the 7-credit pass/fail limit. In other words, the 7-credit ceiling applies only to classroom courses that students elect to take on a pass/fail basis. Note that courses taken on a mandatory pass/fail basis in an approved study-abroad program or at another ABA-approved law school (e.g., while the student is a visiting student), also do not count against the 7-credit ceiling.

## Grade Normalization (Curve)<sup>10</sup>

The following is the faculty-approved recommended curve for all first-year and upper-level examination courses.

| А   | 12%    |
|-----|--------|
| A-  | 19%    |
| B+  | 28%    |
| В   | 31%*   |
| B-  |        |
| C+  |        |
| С   | 5-10%* |
| C - |        |
| D   |        |
| F   |        |

<sup>\*</sup> Because the target percentage of grades of B- and below is a range, rather than a specific number, the target percentage of B grades can increase by one percent for every percent below 10 percent that a faculty member decides to award grades of B- and below.

#### Honors<sup>11</sup>

| Honor       | Criteria  |
|-------------|---|
| Dean's List | J.D. students whose annual grade point averages place them in the top one-third of their class at the Law Center will have their transcripts marked "Dean's List" for the appropriate academic year. All candidates for the J.D. degree at the Law Center are eligible for the Dean's List provided they completed, during the academic year, at least 24 credits at the Law Center if enrolled in the full-time program, or 16 credits at the Law Center if enrolled in the part-time program. Students who transfer from one program to the other during an academic year must earn a minimum of 12 credits for the semester in which they are a full-time student, and a minimum of 8 credits for the semester in which they are a part-time student, to be eligible for Dean's List. Joint degree students, concurrent degree students, and students who study abroad during one semester of the academic |

year are eligible for Dean's List recognition, based solely on their J.D. courses taken at the Law Center, if they complete at least 16 graded J.D. credits at the Law Center during the academic year and maintain full-time status in their joint or concurrent degree program, if applicable. Students earning fewer than the minimum number of credits are not eligible for the Dean's List in an academic year. Courses taken at the Law Center in the receding Summer session or in the Law Center's Graduate Programs are included in the calculation of a student's annual grade point average and count toward the required minimum number of credits for Dean's List eligibility.

Dean's List eligibility is computed separately for first-year, upper class, and graduating students. For the first-year class, the Dean's List is calculated separately for each of the six first year sections. The Dean's List for first-year students consists of the students whose annual grade point averages place them in the top one-third of their particular first-year section after the Spring semester.

The upper class Dean's List is calculated separately in two groups. The first group consists of students in their final year of law school. The second group consists of all other upper class students.

# Diplomas With Honors

Students who meet the academic standards set by the faculty may be awarded the J.D. degree with honors and their diplomas will be marked cum laude, magna cum laude, or summa cum laude, as appropriate.

The degree cum laude is awarded to students whose cumulative grade point averages place them in the top one-third of those graduating, and the degree magna cum laude, to the top 10%.

The J.D. degree summa cum laude is the highest academic honor that the faculty can bestow upon a graduating student. There is no cumulative grade point average that automatically entitles a student to that honor. Instead, the J.D. degree summa cum laude is granted at the sole discretion of the faculty. To be eligible for consideration for the award of summa cum laude, a graduate must have completed at least 71 credits at the Law Center and have a minimum cumulative grade point average of 3.70/4.00.

# Order of the Coif, Georgetown Chapter

The Order of the Coif was established in 1912 to recognize graduating students who achieved an exemplary cumulative grade point average. Graduating students whose cumulative grade point averages place them in the top 10% of the class are elected to membership in the Order, the national law school honor society for the encouragement of scholarship and advancement of ethical standards in the legal profession. To be eligible for consideration for Order of the Coif, a graduate must have completed at least 64 graded academic credits at the Law Center (effective beginning in the 2013-2014 academic year, graded credits earned at a transfer student's previous law school are counted toward this minimum credit requirement).

## Awards<sup>12</sup>

#### Name of Award

ABA/BNA Award for Excellence in Health Care Law

ABA/BNA Award for Excellence in Intellectual Property Law

ABA/BNA Award for Excellence in Labor & Employment Law

American Bankruptcy Institute Medal of Excellence

Thomas Bradbury Chetwood, SJ Prize

The Joyce Chiang Memorial Award

The Jeffrey Crandall Award

Dean's Certificate

Kathleen Stowe Dixon Visiting Student

Georgetown University Alumni Club of DC Award

The Kappa Beta Pi Prize

The Milton A. Kaufman Prize

The Charles A. Keigwin Award

John F. Kennedy Labor Law Award

The Francis Lucey, SJ Award

The George Brent Mickum III Prize

Vincent G. Panati Memorial Award

Bettina E. Pruckmayr Memorial Award

The Leon Robbin Patent Award

The Sewall Key Prize

CALI Excellence for Future Award

## Journals 13-25

American Criminal Law Review: The American Criminal Law Review is the nation's premier journal of criminal law. The ACLR is published by the students of Georgetown Law. The ACLR was first published in 1962 by the University of Southern California Law School in conjunction with the American Bar Association. The ABA moved the publication to the University of Kansas Law School the following year and changed its title to the American Criminal Law Quarterly ("ACLQ"). As an ABA publication, the ACLQ concentrated on a practitioner's approach to the criminal law.

**Annual Review of Criminal Procedure:** The Office of Journal Administration would like to thank you for your continued patience during our subscriptions database upgrade. We are now live in our new database and responding to customer queries and service requests. Over the next few months we will be working to verify complete accuracy of all records in the new system and customer assistance and feedback would be greatly appreciated. If you receive any correspondence that does not appear correct, we ask that you please contact us immediately.

**Georgetown Immigration Law Journal:** The Georgetown Immigration Law Journal is a scholarly publication that is dedicated to the advancement of legal knowledge in the field of immigration law. The Journal is published quarterly and is dedicated to exploring and critically analyzing international and domestic events as they shape the field of immigration law. Each issue features articles by scholars and legal practitioners, as well as a significant number of student notes and a section reviewing current developments in immigration.

**Georgetown Environmental Law Review:** Over the last several years, members of the Georgetown International Environmental Law Review (GIELR) have discussed omitting the word "International" from the journal's name to reflect the greater depth and breadth of both our journal and the Georgetown environmental law curriculum. This spring, our journal members pursued this change, and we are pleased to announce that the GIELR is now officially the Georgetown Environmental Law Review (GELR).

Georgetown Journal of Gender and the Law: The Georgetown Journal of Gender and the Law is in its fourteenth year of publication. The mission of the Journal is to explore the impact of gender, sexuality, and race on both the theory and practice of law. The Journal complements a long tradition of feminist scholarship and advocacy at the Law Center. As you may know, Georgetown established the first sex discrimination clinic in the country. The Law Center also boasts one of the nation's most prestigious feminist legal faculties. The Journal seeks to complement the critical work being done by existing feminist journals while expanding inquiries into the intersection between gender, sexuality, and race. To that end, we have developed a unique publication that integrates cutting-edge scholarship and practical applications into each of the three distinct issues - one published in the winter and two published in the spring - that make up each volume. For more information on the three issues published by the Journal or the Journal's mission, please see the respective sections of this website.

**Georgetown Journal of International Law:** The Georgetown Journal of International Law is one of the nation's top resources for scholars and practitioners in the field of international law. Formerly known as Law and Policy in International Business, the Journal publishes an annual review and commentary on the U.S. Court of International Trade in the fall. In the final three issues of each volume, the Journal publishes a diverse range of material in the fields of public international law, private international law, transnational law, foreign relations law, and comparative law. In addition to its publications, the Journal sponsors an annual symposium on a topic of current prominence; recent topics have included Economic Sanctions, Corporate Responsibility and the Alien Tort Statute, International Cyberlaw, and Sovereign Wealth Funds.

**Georgetown Journal of Law & Modern Critical Race Perspectives:** The Georgetown Journal of Modern Critical Race Perspectives (MCRP) is one of Georgetown's newest law journals and one of the few law journals in the country dedicated to legal scholarship on race and identity. We were founded in 2007 by an extraordinarily driven group of students who were inspired by their experiences with critical race theorists here at Georgetown and who saw the establishment of a race and identity law journal as a meaningful kind of activism. We produce two issues per year.

**Georgetown Journal of Law & Public Policy:** The Georgetown Journal of Law & Public Policy is published twice annually by students of Georgetown Law. GJLPP is a scholarly legal journal with a focus on conservative, libertarian, and natural law thought. Though the bulk of our content will either advocate or critique conservative, libertarian, or natural law positions, our Washington location allows us to stay abreast of all areas of law and public policy. We hope that practitioners, professors, judges, and students of all stripes will enjoy reading and submitting to GJLPP.

**Georgetown Journal of Legal Ethics:** The Georgetown Journal of Legal Ethics was founded in 1987 by Father Robert Drinan. Before joining the faculty of Georgetown Law, Father Drinan served in the U.S. House of Representatives for ten years on behalf of the 4th District of Massachusetts. He dedicated his career to many human rights interests and legal causes, including the elevation of the stature of legal ethics as a discipline and in practice. Father Drinan passed away in January 2007.

**Georgetown Journal on Poverty Law & Policy:** The Georgetown Journal on Poverty Law and Policy is the nation's premier law journal on poverty issues. As part of its mission to bring an end to the desperate conditions afflicting so many in this wealthy nation, the Journal publishes articles from distinguished law professors and practitioners in poverty-related fields.

In addition, the Journal features student research, works from scholars in poverty-related disciplines, and the "voices" of persons living in poverty. The Journal's unique, comprehensive, and multidisciplinary approach to poverty issues and law represents a groundbreaking approach to scholarly publication. Consistent with its mission, the Journal is also actively involved in local community outreach and works with legal and social service organizations to provide assistance to those in need.

**Georgetown Law Journal:** The Georgetown Law Journal is headquartered at Georgetown Law in Washington, D.C. and has published more than 500 issues since its inception, as well as the widely used Annual Review of Criminal Procedure (ARCP). The Journal is currently, and always has been, run by law students.

**The Tax Lawyer:** Welcome to The Tax Lawyer! We publish four issues annually, including an issue of The State and Local Tax Lawyer. You can find our current issue and past issues online at The Tax Lawyer. The Tax Lawyer and The State and Local Tax Lawyer are published by the Section of Taxation of the American Bar Association with the assistance of the Georgetown University Law Center and its students.

Journal of National Security Law & Policy: In 2003, a group of leading national security scholars created the Journal of National Security Law &Policy with an initial grant from the American Bar Association Standing Committee on Law and National Security. The Journal's mission, as defined by founding Editorial Board member, Dean Elizabeth Rindskopf Parker, University of the Pacific, McGeorge School of Law, was "to provide a forum for the exchange of views between academics and practitioners as they search for the best ways to achieve the two values fundamental to our system of government and to the world's future, law and security." With stewardship by co-founding editors-in-chief, Stephen Dycus (Vermont Law School) and John Cary Sims (Pacific McGeorge), the Journal quickly established a reputation among peer-reviewed law journals for scholarly contribution and credible, sound policy analysis and recommendations.

**Food and Drug Law Journal:** The Food and Drug Law Journal (FDLJ) has led the academic and practical discussions of the law regarding food, drugs, cosmetics, biologics, and medical devices for seventy years. Published quarterly by the not-for-profit and non-partisan Food and Drug Law Institute (FDLI), the peer-reviewed FDLJ is the only forum exclusively dedicated to food, drugs, and related areas. From the Third Circuit to the Supreme Court, jurists have cited and relied upon its scholarship in order to understand this complicated and expanding area of law. Similarly, professors, practitioners, physicians, and policymakers rely on the FDLJ for insight into how the law has changed, and where the law is heading.

#### **Moot Court<sup>26</sup>**

The Moot Court Program is the centerpiece of the Supreme Court Institute's public service activities. These practice sessions allow attorneys to prepare for oral arguments before the Court. The Law Center has become the principal stop of many counsel seeking expert assistance in oral argument preparation prior to appearing before the Court. Nearly all of the cases heard by the Court each Term are mooted at Georgetown before a panel of "Justices" that includes law faculty and experienced Supreme Court advocates. While the SCI is especially interested in providing assistance to those attorneys who will be arguing at the Court for the first time, the Institute also holds moot courts for some of the nation's very best and most experienced Supreme Court advocates. Moots are provided as a public service to counsel at no charge on a non-partisan basis. Most moot courts take place in the Supreme Court Institute Moot Courtroom, located on the Law Center campus in the Hotung International Building, Room 2003.

## Clinical Programs<sup>27</sup>

Georgetown has long been nationally recognized for its leadership in the field of clinical legal education. Our clinics offer students an unparalleled opportunity to serve the public, explore career possibilities, gain first-hand insight into the strategic and ethical dimensions of the profession, and acquire valuable legal skills in a supportive educational environment. In the 2015-2016 academic year, we will offer seventeen different clinical courses. Over 300 students are expected to participate, again making this the largest in-house clinical program in the nation.

- Legal Resources for the Public
- Affordable Housing Transactions Clinic (Harrison Institute)
- Appellate Litigation Clinic
- Center for Applied Legal Studies
- Community Justice Project
- Criminal Defense & Prisoner Advocacy Clinic
- Criminal Justice Clinic
- D.C. Law Students in Court
- D.C. Street Law Program
- Domestic Violence Clinic
- Federal Legislation and Administrative Clinic
- Institute for Public Representation
- International Women's Human Rights Clinic
- Juvenile Justice Clinic
- Public Policy Clinic: Climate Change, Health & Food, Human Rights, Trade (Harrison Institute)
- Social Enterprise and Nonprofit Clinic
- Clinical Faculty

# Placement Facts<sup>28</sup>

## Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$160,000 - \$160,000 |
|---------------------------------------|-----------------------|
| Private sector - Median               | \$160,000             |
| Public service - Median               | \$52,073              |

#### **Employment Details**

| Graduates known to be employed at graduation               | 81.8% |
|--|-------|
| Graduates known to be employed ten months after graduation | 87.2% |

## Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 54.7%      |
| Business and Industry         | 5.1%       |
| Government                    | 12.9%      |
| Judicial Clerkships           | 9%         |
| Public Interest Organizations | 15.4%      |
| Academia                      | 2.9%       |
| Unknown                       | 0%         |

# **Externships/Internships**

# Externships<sup>29</sup>

#### J.D. Externships:

Externships offer Georgetown law students the opportunity to earn credit for unpaid work in the public sector. Facilitated by our unique location in the heart of Washington, most of our students work for the federal government, though a substantial number choose to work on the Hill, in judicial chambers, or in local or national non-profit agencies.

Students receive either 2 or 3 credits for 110 or 165 hours worked, respectively, over 11 weeks in the academic year or 6 weeks in the summer. In addition to their field work, students participate in a one credit seminar that meets seven times over the course of the semester. Externships are mandatory pass/fail offerings and do not count toward the seven-credit limit on pass/fail courses.

#### LL.M Externships:

Externships offer students the opportunity to gain insight into the legal system by seeing law in action, and to gain a deeper understanding of an area of the law by integrating classroom work with real world experience. Externships also allow students to explore their professional objectives, to understand better an area of practice, and to enhance opportunities for public/community service.

The majority of LL.M. students are eligible to participate in the LL.M. Academic Externship Program. Students in the Two-Year LL.M. program may participate during the second year of their program. International students may participate in the Externship Program during their spring semester. By virtue of the fact that they receive an internship as part of their scholarship, COST Scholars are not permitted to do an externship for credit.

LL.M. students will receive two (2) credits that will be graded on a pass/fail basis, provided they meet all deadlines and complete program requirements. Although LL.M. students may participate in only

one (1) "for-credit" externship during their LL.M. program, they are free to participate in as many non-credit internships as they can arrange and manage, assuming they have permission to work in the United States.

The academic externships are unpaid and must be located in the DC metropolitan area. Organizations select their own for-credit extern(s), and select these externs based on their own hiring criteria. If the externship is at a for-profit entity, the student's work product and time cannot be billed to a client. The Academic Externship credits do not count toward the specialization credit requirements for either the LL.M. degrees or the LL.M. certificate programs.0

## Internships<sup>30</sup>

#### **IInvestigative Internship Program**

Recognizing the need for high quality representation for indigent criminal defendants, the Criminal Justice Clinic was founded in 1960. Our goal is to ensure that persons charged with criminal offenses have access to top-notch legal services. We provide them with energetic, innovative and dedicated attorneys. As part of the Criminal Defense & Prisoner Advocacy Clinic, Criminal Justice Clinic, and the Juvenile Justice Clinic, the Investigative Internship Program was founded in 1985 and continues today as an integral part of the success of our clinical program. Our Investigators work closely with clinic attorneys in all aspects of pre-trial preparation. In exchange for our interns' assistance, we offer a hands-on educational and working environment.

## Student Organizations<sup>31</sup>

- 1L Tutors
- Advocates Against Sexual Violence
- American Bar Association
- American Civil Liberties Union-Georgetown Law
- American Constitution Society
- Asian Pacific American Law Students Association
- Black Law Students Association
- Beyond a Reasonable Stout
- Catholic Student Association
- Christian Legal Society
- Club Basketball
- + Colombia
- Consumer Law Society
- Contemplative Law Society
- Corporate Law Association
- Criminal Law Association
- Cuban American Bar Association
- Cyber law Association
- Entertainment Media Alliance-Law
- Environmental Law Society
- Equal Justice Foundation
- Everybody Wins Georgetown Law
- Federalist Society
- Food Law Society
- · Foreign Lawyers at Georgetown

- Future of Technology in the Law
- Gardening Club
- Georgetown Venture Lawyers
- Georgetown Labor and Employment Law Society
- Georgetown Speakers Club
- Gilbert & Sullivan Society
- Green Committee
- Gun Club
- Habitat for Humanity
- Home Court
- House Reach
- Hoya Lawya Runners
- · Human Rights Action / Amnesty International
- Human Rights Institute
- Immigration Law Club
- Innocence Project
- International Arbitration Society
- International Law Society
- J. Reuben Clark Law Society
- · Jewish Law Students Association
- Kalmanovitz Initiative for Labor and the Working Poor
- · Korean American Law Students Association
- · Latin American Law Students Association
- Law Docs
- Law Weekly
- Lawcappella
- Law Democrats
- Law and International Development Society
- Lawyers for Corporate Accountability
- Law Students for Reproductive Justice (not sponsored or funded by University)
- · LL.M. Tax Council
- Military Law Society
- Muevelo Latin Dance
- Muslim Law Students Association
- National Lawyers Guild
- National Security Law Society
- Older and/or Wiser Law Students
- OUTLaw
- Outreach
- Parents Group
- Peer Advisor & Alumni Mentor Program
- · Phi Alpha Delta
- Ping Pong Club
- Project Finance Society
- Project on Law and Politics
- Public Interest Fellows Program (OPICS)
- · Republican Law Students Association
- Returned Peace Corp Volunteers
- · Rugby Club
- Secular Student Alliance

- Securities & Financial Law Organization
- SJD Students
- Soccer Club
- Social Poker Club
- Society for Health Law & Bioethics
- Softball Club
- South Asian Law Students Association
- Speakers Club
- Space Law Society
- Student Animal Legal Defense Fund
- Student Bar Association
- Student Intellectual Property Law Association
- Students Against Looting Valuable Antiquities
- Students for Sensible Drug Policy
- · Transfer Students Association
- Uncorked
- Women of Color Collective
- Women's Basketball Club
- Women's Legal Alliance
- Workers' Solidarity Group
- Youth Advocacy Group

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# University of Texas School of Law



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727 East Dean Keeton Street,
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**REGISTRAR'S PHONE** 512-475-1140

**ADMISSIONS PHONE** 512-232-1200

**CAREER SERVICES PHONE** 512-232-1150

#### Overview<sup>3</sup>

At Texas Law, we prepare students for great careers at the highest levels of the legal profession and public affairs. We do it with the greatest classroom teachers in America, who train our students to think deeply about legal questions and solve sophisticated problems. And we do it with the finest and most extensive set of clinical programs anyplace, where our students help real clients with real problems under the supervision of world-class clinical instructors. All this learning takes place in a collegial culture, free from the cutthroat atmosphere sometimes associated with top-tier schools. All this is why the University of Texas is the best place in the country to be a law student.

The University of Texas School of Law began as The University of Texas at Austin's Department of Law when the university was founded in 1883. The law school started with two professors and 52 students in the basement of the university's Old Main Building. The school has since grown to more than 1,200 students and offers the Doctor of Jurisprudence (J.D.) and the Master of Laws (LL.M.).

# Student-Faculty Ratio<sup>4</sup>

9.8:1

## Admission Criteria<sup>5</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 162-169 | 3.48-3.86 |
| Median               | 167     | 3.73      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Maria Rivera |
|------------------------|--------------|
| Application deadline   | March 1      |

Law School Admissions details based on 2015 data.

## Admission Statistics<sup>6</sup>

| Approximate number of applications | 4303  |
|------------------------------------|-------|
| Number accepted                    | 944   |
| Percentage accepted                | 21.9% |

The above admission details are based on 2015 data.

## Law School Cost<sup>7</sup>

| Tuition and fees Full-time: | \$33,162 per year (in-state)<br>\$49,244 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$12,620   |
| Books                       | \$1,294  |
| Miscellaneous expenses      | \$5,440  |

## Class Ranking and Grades<sup>8</sup>

The following letter grades are assigned in the School of Law: A+, A, A-; B+, B, B-; C+, C; D; and F. An explanation of the grading policy appears on the student's transcript.

| Α+ | 4.30 |
|----|------|
| А  | 4.00 |
| A- | 3.70 |
| B+ | 3.30 |
| В  | 3.00 |
| B- | 2.70 |
| C+ | 2.30 |
| С  | 2.00 |
| D  | 1.70 |
| F  | 1.30 |

A student must receive a final grade of at least D in a course to receive credit for that course. Grades of F are included in the grade point average, but courses in which the student earned an F are not counted toward the number of hours required for a degree.

When a student repeats a course, the original and all subsequent grades are included in the student's grade point average.

Grades, except those in seminars, are based primarily on examinations. Grades in seminars are based primarily on individual research as reflected in a paper and, in some instances, an oral report.

#### Grade Normalization (Curve)8

#### **Grade Distributions**

Following is the faculty policy on grades (effective 2014)

- 1. The mean grade for a class shall be between 3.25 and 3.35, unless one of the exceptions enumerated below (see 2) applies.
  - a. Inclusion of Non-JDs Is Optional: All JD students enrolled in the class must be included in this calculation. The instructor has discretion as to whether to include any enrolled non-JD students in this calculation. If the non-JD students are not included with the JD students in the mean calculation, no mean requirement applies to the non-JD students.
  - b. Treatment of First-Year Students in Upper-Class Courses: Professors may calculate separate curves for first-year and upper-class students in courses that enroll both. Each curve considered separately shall be subject to these rules.

# 2. Exceptions

- a. High Incoming GPAs: If the average incoming GPA of the JD students who enroll in an upperdivision class is above 3.5, the maximum permitted mean grade for the class rises accordingly (i.e., to the level of the average incoming GPA of the JD students). The minimum permissible mean grade remains 3.25, subject to other exceptions listed below.
- b. Small Enrollments: In classes with 20 or fewer students (counting only JDs if non-JD students are graded separately) where relief is not already available under exception 2(a) ("High Incoming GPAs"), faculty may seek relief from rule 1 from the Associate Dean for Academic Affairs on either of the following grounds:
  - i. the method of evaluation for the class renders it inappropriate to conform to the mean requirement; or
  - ii. the class did not generate an appropriate grade distribution.
- c. Truly Exceptional Circumstances: In classes with 21 or more students (counting only JDs if non-JD students are graded separately) where relief is not already available under exception 2(a) ("High Incoming GPAs"), faculty may seek relief from rule 1 from the Associate Dean for Academic Affairs in the event of a truly exceptional justification.
- d. Seminars: Seminars automatically are exempt from rule 1.

## 3. Distribution of Grades

- a. Mandatory Distribution of Grades in First-Year Large Sections:
  - 30 to 40% of grades must be A+, A, or A-; and,
  - at least 5% of grades must be C+, C, D, or F.
- b. Recommended Distribution of Grades in Other Courses:
  - about 35% of grades should be A+, A, or A-;
  - about 55% of grades should be B+, B, or B-; and,
  - about 10% of grades should be C+, C, D, or F.

c. Maximum Percentage of A+ Grades: A maximum of 6% A+ grades (rounded up to the next whole number) may be awarded in most classes. In seminars, no more than 15% of the grades may be A+.

#### Honors<sup>9</sup>

Effective Spring 2011, graduates of the School of Law who are judged by the faculty to have completed the Doctor of Jurisprudence with scholarly distinction are awarded degrees with honors. In general, honors are awarded solely on the basis of work done at the University's School of Law. No more than 35 percent of the graduating class may receive honors, high honors, and highest honors. No more than 5 percent may receive high honors and highest honors. No more than 1 percent may receive highest honors.

#### Order of the Coif

Order of the Coif is computed once each year and includes the graduates from the August, December, and May graduating classes, e.g., Aug. 2010, Dec. 2010, and May 2011. The three classes are combined and the top 10% are eligible to be invited to join Coif. Computations are done after all grades for the three classes are received, typically in September. The list of names is submitted to the faculty sponsor who will then notify the students.

## Awards<sup>10, 11</sup>

| Name of Award            | Awarded for/to  |
|--------------------------|---|
| Order of the Coif        | The Order of the Coif is a national law school honor society, founded to encourage scholarship and to advance the ethical standards of the legal profession. New members of the University chapter are chosen each fall from the top 10 percent of students who received the JD degree in the previous graduating class.  |
| Order of Barristers      | The Order of Barristers was established in 1965 to give recognition to the outstanding participants in the advocacy program. The organization was founded at the School of Law and is now a national honor society with more than 100 law school members from all parts of the nation. Each year a University of Texas law school student is elected national secretary. Membership in the University chapter is limited to ten third-year students who have demonstrated superior abilities in advocacy, chosen by the Faculty Advocacy Committee. |
| Dean's Achievement Award | The School of Law offers a Dean's Achievement Award. The award is given each semester to the outstanding student in each course, chosen from among those with the highest grades. Seminars and courses offered only on the pass/fail basis are excluded.  |

| Justice Center Graduating<br>Student Awards | The Justice Center fosters engagement in public interest law, public service, and pro bono activities by recognizing student commitment to using the law to serve others. In spring 2015, the Justice Center will recognize up to six graduating law students. The selection committee will consider students' work in public interest, legal pro bono, government, legislative, and other non-profit sectors, as well as their participation in law school clinical courses, pro bono projects, and student groups. At least one award will specifically recognize commitment to pro bono activities and at least one award will specifically recognize commitment to government service, in addition to other service.  |
|---|---|
| Chancellors                                 | Established in 1912, Chancellors is the most prestigious honorary society of the School of Law. The purpose of the society is to honor and reward students who, through outstanding and consistent scholarship and achievement, have shown themselves most likely to succeed and to become a credit to their profession and their alma mater. Eligible for membership each year are the sixteen students who have the highest grade point averages among those who are not already members and who have completed forty-two semester hours of coursework in the School of Law. The number of Chancellors selected in one academic year may be increased from time to time, but at no time does the total selected in any year exceed 5 percent of the preceding senior class. The offices of Chancellors are, in order of scholastic standing and rank: Grand Chancellor, Vice Chancellor, Clerk, Keeper of Peregrinus, and, in equal rank, such Chancellors-at-Large as are required to fill out the membership. |

# Journals 12-24

#### American Journal of Criminal Law:

The American Journal of Criminal Law is proud to announce the immediate availability of Volumes Volume 40:1-3 (2012-2013) and Volume 41:1-3 (2013-2014), as well as the opportunity to order Volume 42 (2014-2015). We invite you to subscribe thereby ensuring your receipt of this fine legal periodical. Volume 39 article topics include the applicability of the Foreign Corrupt Practices Act to sovereign wealth funds, immigration advice during criminal proceedings, expert testimony on the reliability of eyewitnesses, death qualification process, implications of the U.S. Sentencing Guidelines, the "excuse theory" in criminal law, and interrogation under Berghuis v. Thompkins. Hardcopy subscriptions ordered through our publications office are available domestically for only \$30 per volume/academic year and \$35 for foreign delivery. Recent single issues are only \$15, including USPS shipping for domestic orders. We believe the American Journal of Criminal Law will be a great resource to you and your library and look forward to including you in our family of subscribers.

#### Texas Environmental Law Journal:

TELJ is an official publication of the Environmental and Natural Resources Law Section of the State Bar of Texas [homepage] and is published jointly with students of The University of Texas School of Law. Intended to be published tri-annually, the Journal gives timely and practical information about developments in environmental law. It includes articles by practitioners and academicians;

information about recent developments involving cases, statutes, and rules relevant to environmental law; and notes submitted by law students throughout Texas. The opinions expressed in the Journal are solely the opinions of the respective authors and are not the opinions of the State Bar of Texas, the Environmental and Natural Resources Law Section of the State Bar of Texas, The University of Texas School of Law, or The University of Texas Environmental Law Journal.

## Texas Hispanic Journal of Law & Policy:

The Texas Hispanic Journal of Law & Policy is pleased to announce the opportunity to order Volumes 20 and 21 and the upcoming Volume 22:1 (2015-2016). The Journal seeks to advance legal scholarship through feature articles, essays, book reviews, and student notes relevant to a national and international audience of legal scholars and practitioners. Our latest issues have inspired the academic community to recognize the importance of Latino legal representation.

## Texas Intellectual Property Law Journal:

TIPLJ was started in 1991 by a group of University of Texas law students to provide intellectual property attorneys with a journal dedicated to the field. These students quickly realized that intellectual property is an increasingly important area of the law, but with few publications dedicated to the topic. TIPLJ seeks to fill this void by publishing insightful articles focusing on substantive legal issues and recent developments in the areas of patent, copyright, trademark, unfair competition, and trade secret law. The student editors also host a successful guest speaker series, an annual symposium on contemporary IP topics, and work closely with leading IP practitioners of the Intellectual Property Law Section of the State Bar of Texas.

#### **Texas International Law Journal:**

The Texas International Law Journal (TILJ) is proud to announce the availability of Volumes 49:1-3 and 50:1-3 and the opportunity to order Volume 51:1-3 (2015-2016). Please note our current rates: \$45 domestic subscribers; \$40 alumni/students; \$50 international subscribers. TILJ is the fourth-oldest student-published international law journal and the tenth-ranked student-edited international law journal in the United States. TILJ strives to advance an understanding of contemporary international legal issues through timely articles, and student notes. Past contributors to TILJ include preeminent scholars and practitioners such as Dean Rusk, Robert Reich, Louis Henkin, Charles Alan Wright, and W. Page Keeton. As a note, TILJ will continue printing 3 or 4 issues in each volume.

In the rapidly expanding discipline of international law, the Texas International Law Journal (TILJ) helps readers stay abreast and informed of recent developments and new scholarship by providing access to leading international legal, theoretical, and policy analysis. TILJ publishes academic articles, essays, and student notes in the areas of public and private international law, international legal theory, the law of international organizations, comparative and foreign law, and domestic laws with significant international implications. The editors and staff aim to fulfill these needs by concentrating on groundbreaking articles that will be useful to both practitioners and scholars. TILJ is among the oldest and best-established student-published international law journals in the United States. In the wake of the Bay of Pigs disaster and the Cuban Missile Crisis, our publication began as an offshoot of the Texas International Law Society. In January 1965, under the guidance of Professor E. Ernest Goldstein, we planted the Texas flag in the international arena with our first issue, entitled The Journal of the University of Texas International Society. Publications thereafter were biannual, taking the name Texas International Law Forum until the summer of 1971, when TILJ adopted its present title and became a triannual publication. Over the years, TILJ staff has made the

most of its established heritage. We have developed international repute by forging close ties with numerous scholars and authors worldwide. As a result, we receive more than six hundred unsolicited manuscripts each year and are extremely selective in our publication choices. This position has helped us develop one of the largest student-published subscription circulations of any international law journal in the United States. TILJ's subscription base includes law schools, government entities, law firms, corporations, embassies, international organizations, and individuals from virtually every state in the United States and more than forty-five countries. With approximately thirty editorial board members and one hundred fifteen staff members made up of full-time J. D. and LL.M. students, TILJ maintains a refined and well-organized editing process. As economic integration accelerates and nations forge closer ties in the new millennium, we are confident TILJ will continue to provide a significant contribution to the burgeoning field of international law. In an increasingly complex world, TILJ is committed to promoting international legal understanding and debate. With your support, TILJ will continue to bring a critical perspective to the questions and dilemmas confronting public and private actors around the globe.

## Texas Journal of Oil, Gas, and Energy Law:

The Texas Journal of Oil, Gas, and Energy Law (TJOGEL) is the newest serial publication at the University of Texas School of Law, and the only student-edited journal in the country focused on promoting scholarship in the energy legal field. TJOGEL was formally created and endorsed by the Dean in the summer of 2005. The Journal maintains a full staff of over 60 students. The Journal is published under the umbrella of the Texas Law Publications department, and joins the school's other stable of excellent legal periodicals. Each issue of TJOGEL features full-length articles touching some of the most important topics facing oil and gas attorneys today, ranging from upstream drafting and interpretation of instruments to downstream transactional and regulatory issues. TJOGEL hosts an annual energy law symposium, as well as several events throughout the year that give practitioners opportunities to network and interact with students interested in pursuing careers in energy law.

## Texas Journal of Women Gender and the Law:

Since the release of Volume 1 in 1990, the Journal has secured its place at the forefront of contemporary legal issues through the publication of articles, essays, notes, and reviews that enhance and maintain discourse on gender concerns. To this end, the Journal aims to expand feminist legal thought and inspire dialogue about legal, social, and political issues affecting women, ultimately enhancing the relationship between theoretical and practical perspectives of gender and law.

## Texas Journal on Civil Liberties & Civil Rights:

The Texas Journal on Civil Liberties & Civil Rights (TJCLCR) is a key source of information on current issues in civil liberties, civil rights, and constitutional law. The 2014-2015 academic year marks the 20th annual publication of the Texas Journal on Civil Liberties & Civil Rights, formally the Texas Forum on Civil Liberties & Civil Rights. The Journal was formed in 1992 by a group of law students wishing to facilitate a scholarly discussion on the state of civil rights in America by publishing cutting edge articles at the intersection of law, politics, and society written by judges, lawyers, professors and fellow students. We receive funding, guidance and a healthy subscriber base from members of the Individual Rights and Responsibilities Section of the State Bar of Texas [www.IRRTX.com].

#### Texas Law Review:

The Review publishes seven issues throughout the year beginning each November. Each issue contains

contemporary and compelling articles, essays, commentaries, and book reviews from leading legal scholars. In addition, the Review includes student notes on current legal issues. The seventh issue, published every June, traditionally contains papers submitted during annual symposia featuring particular legal topics. This combination of analysis, review, exchange, and opinion makes the Texas Law Review a valuable and increasingly cited legal resource. The Texas Law Review is established as a legal resource of particular importance to the national and international legal community.

## Texas Review of Entertainment and Sports Law:

With the TRESL mission statement as our guide, to "chronicle, comment on, and influence the shape of the law that affects the entertainment and sports industries, throughout the United States and the world," we continue to provide an informative and compelling collection of articles by active attorneys, distinguished professors, and talented law students.

#### Texas Review of Law & Politics:

The Review, published at The University of Texas School of Law, is one of the nation's premier conservative law journals. Its mission is to be the prime forum for the discussion and debate of provocative legal issues such as criminal justice, federalism, affirmative action, constitutional history, and religious liberties. In its short history, the Review has caught the attention of the judiciary, legal scholars, and the popular media. Justice Scalia cited the Review in DC v. Heller and the Michigan Supreme Court cited the Review in a majority opinion calling for judicial restraint when courts are asked to modify legal rules. The Review has also been cited in briefs to the Supreme Court in many of the most influential cases of our time, including Grutter v. Bollinger, MGM Studios v. Grokster, and Kelo v. City of New London.

## The Review of Litigation:

TROL seeks to advance legal scholarship through feature articles, essays, and notes relevant to a national and international audience of legal scholars and practitioners. As the first journal devoted exclusively to the topics related to trial and appellate advocacy, TROL publishes papers on evidentiary, procedural, and substantive issues. TROL addresses the needs of both academia and the practicing attorney with a pragmatic examination of current litigation issues.

## Moot Court<sup>25, 26</sup>

The University of Texas School of Law is a nationally recognized center of training in advocacy and winner of the American College of Trial Lawyers' Emil Gumpert Award. The school's state-of-the-art facilities for the teaching of advocacy and dispute resolution include the John B. Connally Center for the Administration of Justice, the John L. Hill Trial Advocacy Center, and the Harry M. Reasoner Center for Trial Practice. The advocacy facilities also house a large, fully functional courtroom, complete with judicial chambers, jury rooms, and attorney conference rooms, as well as a number of teaching courtrooms and video review rooms.

The Advocacy Program began more than 30 years ago as a response to concerns expressed by many distinguished graduates. The critics were judges and legal professionals at work in the field; their targets, the influx of new law graduates who, while well-versed in the theory and history of the law, had little or no idea how to function in a courtroom. Through a series of trial tactics courses and the initiation of the student advocacy organization, the program began to flourish. Today, the Advocacy Program is producing winning national teams and top honors for its excellence.

The University of Texas now has a unique Advocacy Program that links the academic and competitive aspects of advocacy. The program focuses on all areas of advocacy by building on the rich tradition already established and assisting students in developing a core set of skills that will make them persuasive advocates no matter who their audience.

A variety of courses are offered combining basic theory and techniques, client and case management skills, practical interdisciplinary experiences, and the philosophy behind the art of persuasion. The Advocacy Program includes not only a full-time faculty, but also an adjunct faculty comprised of talented and experienced attorneys and judges. Students work in small groups with faculty in classes designed to provide realistic advocacy experiences. As such, students are afforded the opportunity to practice voir dire before real jurors, utilize focus groups for various courtroom techniques, depose witnesses before student court reporters and even to have motions heard at the courthouse before state and federal court judges.

The Advocacy Program also sponsors several interscholastic mock trial competition teams such as the Peter James Johnson National Civil Rights Trial Competition, Georgetown White Collar Crime Invitational, John L. Costello National Criminal Law Advocacy Competition, AAJ Student Trial Advocacy Competition, National Trial Competition, and the Capitol City Challenge. Participation on an interscholastic team requires not only talent and skill, but also tremendous commitment. The students competing for the University of Texas have achieved and continue to maintain a level of excellence rarely matched. In just the last ten years, the University of Texas mock trial and moot court teams brought home twelve national titles, a host of regional championships and advanced in almost every interscholastic competition they attended.

The goal of the University of Texas School of Law Advocacy Program is to produce the best advocates in both the state and the nation. Through the innovative academic courses, competitive advocacy tournaments and the instruction of many dedicated attorneys and judges who participate in the program, our students are provided the well-rounded education necessary to achieve this goal.

Each year, the School of Law sponsors students with a proven commitment to oral and written advocacy as they participate in selected interscholastic moot court competitions. The competitions are held in simulated courtroom, arbitration, policy and transactional settings across the country.

The competitions require students to integrate theory, doctrine, strategy and skills in intensive contests that build on the practical and analytical skills developed during the first-year legal research and writing course. These competitions function as dynamic laboratories in which students hone an array of skills needed to excel in law practice.

## Clinical Programs<sup>27</sup>

Texas Law offers extensive clinical education opportunities, with fifteen clinics covering a range of legal issues and numerous internships in nonprofit organizations, government agencies, domestic and international courts, and the legislature. These exciting and challenging courses allow students to gain meaningful real world experience while still in school. The low student-to-faculty ratios and small size of the clinics ensure that students work closely with experienced faculty and their classmates. Students often describe working on clinic cases and projects as highlights of their time at Texas Law.

Clinical courses are valuable for all students, whether they are interested in litigation or transactional practice. The intensive nature of clinical work helps develop analytical and advocacy skills, and offers hands-on practice in factual investigation, research and writing, trial advocacy, problem solving,

client relations, and professional responsibility. Students gain useful work experience through regular interaction with clients, attorneys, judges, and other professionals. Many students also have the rewarding opportunity to assist needy clients and communities.

Clinic students provide legal services directly or work closely with faculty members on complex cases. They represent clients during the preparation, trial, and appeal of cases in litigation or in law-related transactions and projects. Each clinic consists of a classroom component and a casework component. Student work is closely supervised by the clinical faculty. All clinics are graded on a pass/fail basis, and there is no final paper or examination. Clinic students must pay a \$100 fee. All clinics require an application.

- Actual Innocence Clinic
- Capital Punishment Clinic
- Children's Rights Clinic
- Civil Rights Clinic
- Criminal Defense Clinic
- Domestic Violence Clinic
- Entrepreneurship and Community Development Clinic
- Environmental Clinic
- Housing Clinic
- Human Rights Clinic
- Immigration Clinic
- Juvenile Justice Clinic
- Legislative Lawyering Clinic
- Mental Health Clinic
- Transnational Worker Rights Clinic

## Placement Facts<sup>28</sup>

## Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$110,000-\$160,000 |
|---------------------------------------|---------------------|
| Private sector - Median               | \$160,000           |
| Public service - Median               | \$51,000            |

## **Employment Details**

| Graduates known to be employed at graduation               | 68.9%  |
|--|--------|
| Graduates known to be employed ten months after graduation | 86.9 % |

## Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 55.3%      |
| Business and Industry         | 8.8%       |
| Government                    | 14.1%      |
| Judicial Clerkships           | 13.8%      |
| Public Interest Organizations | 7.2%       |

| Academia | 0.9% |
|----------|------|
| Unknown  | 0%   |

## Externships/Internships<sup>29</sup>

## **Internships**

Internships present great opportunities for students to gain hands-on experience, explore areas of practice, improve their knowledge and skills, and build their professional networks. Student interns work closely with experienced attorneys and judges in nonprofit organizations, government agencies, domestic and international courts, and legislative offices. Each internship consists of closely supervised work at an approved field placement and an academic component taught by faculty. Field supervisors are experienced attorneys and judges committed to helping educate students, and they provide challenging and interesting professional experiences to interns in their offices.

All internships require an application. Internship courses are graded on a pass/fail basis, and there is no final paper or examination. No salary may be received for an internship (although a student may be able to accept a limited stipend for unusual living or educational expenses).

- Government Internship
- International Internship
- Judicial Internship
- Legislative Internship
- Nonprofit Internship
- Prosecution Internship
- US Attorney Internship

## Student Organizations<sup>30</sup>

- Action Committee for Career Services
- American Constitution Society
- Asian Law Students Association
- Assault & Flattery
- Austin Young Lawyers Assoc Student Chapter
- Board of Advocates
- Chicano/Hispanic Law Students Association
- Christian Legal Society
- Delta Theta Phi International Law Fraternity
- Environmental Law Society
- Food Law Society
- Human Rights Law Society
- Intellectual Property Law Society
- J. Reuben Clark Law Society
- Jewish Legal Society
- Law Students for the Arts
- Law Students Mentoring Undergraduates
- Law Yoga Club
- Legal Research Board
- · National Lawyers Guild
- OUTLaw (LBGTS Alliance)

- Public Interest Law Association
- Street Law
- Student Animal Legal Defense Fund
- · Student Bar Association
- Texas Business Law Society
- Texas Federalist Society
- · Texas Health Law Society
- Texas Law Democrats
- Texas Law Fellowships
- Texas Law Students for Reproductive Justice
- · Texas Law Womens Christian Fellowship
- Texas Parents Attending Law School (Texas PALS)
- Texas Real Estate Law Society (TRELS)
- Thurgood Marshall Legal Society
- Women's Law Caucus
- Youth Court

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# Vanderbilt University Law School



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**MAIN PHONE** 615-322-2615

**WEBSITE** law.vanderbilt.edu

**REGISTRAR'S PHONE** 615-322-0019

**ADMISSIONS PHONE** 615-322-6452

**CAREER SERVICES PHONE** 615-322-6192

#### Overview<sup>5</sup>

Vanderbilt Law School has trained excellent lawyers for careers throughout the United States and around the world for 140 years.

Located on the Vanderbilt University campus in Nashville, Tennessee, the law school combines the advantages of a stimulating university community, a top-tier faculty, a small, carefully selected student body, and a vibrant, livable city.

Known for offering a rigorous academic program in a collegial, supportive atmosphere, Vanderbilt Law School attracts law students and faculty seeking a first-rate academic institution that also affords an excellent quality of life.

Situated on the park-like Vanderbilt University campus, which is a national arboretum, the law school's state-of-the-art building offers an atrium with comfortable study nooks and wireless internet access throughout.

## Student-Faculty Ratio<sup>6</sup>

10.9:1

## Admission Criteria<sup>7</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 161-168 | 3.50-3.83 |
| Median               | 166     | 3.74      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Todd Morton |
|------------------------|-------------|
| Application deadline   | April 1     |

Law School Admissions details based on 2015 data.

## Admission Statistics<sup>8</sup>

| Approximate number of applications | 3852  |
|------------------------------------|-------|
| Number accepted                    | 1467  |
| Percentage accepted                | 38.1% |

The above admission details are based on 2015 data.

# Law School Cost<sup>9</sup>

| Tuition and fees Full-time: | \$51,360 per year |
|-----------------------------|-------------------|
| Room and board              | \$14,376          |
| Books                       | \$1,842           |
| Miscellaneous expenses      | \$8,288           |

## Class Ranking and Grades<sup>10</sup>

Grades are due 30 days after the end of the exam period and are made available to students as soon as possible thereafter. Students are graded on the grading scale below:

| A+ | 4.3 |
|----|-----|
| А  | 4.0 |
| Α- | 3.7 |
| B+ | 3.3 |
| В  | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| С  | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D  | 1.0 |
| D- | 0.7 |

Students may access their academic records through YES. The site may also be accessed through the Law School intranet Quick Links. The VUnetID and e-password are necessary to access student information.

## **Anonymous Grading of Examinations**

Anonymous grading is accomplished by a carefully planned system in which each student receives a randomly-assigned identification number for each exam. Students are not personally identified until the professor reports the grades of the written examination. Any adjustments to the exam grades, for class performance or other reasons, are made separately. Students may obtain the exam grade from the Academic Life Office. Final grades are posted in YES.

# Re-grading and Final Grade Review

Re-grading and re-examination are not accepted practices in the Law School. Such measures would be in serious conflict with the anonymous grading system and are not regarded as appropriate methods to administer a fair, uniform, unbiased grading system. Accordingly, grade changes are made only in the event of a clerical error.

## Honors<sup>11</sup>

| Honor                 | Criteria  |
|-----------------------|---|
| Dean's List           | Students in the top 20 percent of their class, as based on the semester GPA, receive Dean's List honors.  |
| The Order of the Coif | The Order of the Coif, the national legal scholarship society, has a chapter at Vanderbilt. Election to membership in the order is limited to those students in the top 10 percent of the graduating class who have completed at least 75 percent of their law studies (66 class hours) as graded class hours. Graded courses are those for which grades in the A+ through F range are awarded and are recorded on the transcript. Courses taken on a pass-fail basis are not included. Because Vanderbilt accepts transfer credits but not grades, it is unlikely that a transfer student can meet the 75 percent rule to qualify for the Order of the Coif. |
| Founder's Medal       | The Founder's Medal, signifying first honors, was endowed by Commodore Cornelius Vanderbilt as one of his gifts to the university. It is awarded to the student in the graduating class who has attained the highest grade point average, having completed at least 55 credit hours and five full-time semesters in residence at Vanderbilt.  |

#### Awards<sup>12</sup>

| Name of Award                         | Awarded for/to  |
|---------------------------------------|---|
| Junius L. Allison Legal Aid<br>Award. | Awarded annually to the student adjudged to have made the most significant contribution to the work of the Legal Aid Society. Set up to honor Professor Junius L. Allison, first director of the Vanderbilt Legal Clinic.                         |
| The Banks Award.                      | Selected and awarded by the Jessup Moot Court competition team to the member who has made the greatest contribution to the team's overall success during the prior year. This award was established in memory of Thomas Cloney Banks (J.D. 1983). |

| Bennett Douglas Bell<br>Memorial Prize.                        | Established by Lily Cartwright Bell, in 1938, to honor her husband, and awarded to the graduating student who is not only well versed in the law, but who, in the words of the donor, "shows the highest conception of the ethics of the profession and who would strive to 'do justly, love mercy, and walk humbly with God,' as did the one in whose memory the prize is given and whose name it bears, Bennett Douglas Bell." |
|--|--|
| The Damali A. Booker<br>Award.                                 | Presented annually to the third-year law student who has a keen dedication to legal activism and a demonstrated commitment to confronting social issues facing both Vanderbilt Law School and the greater Nashville community.   |
| G. Scott Briggs<br>Transnational Legal<br>Studies Award.       | Awarded each year to the senior who has exhibited a high degree of scholastic achievement in transnational legal studies and who has made the most significant contribution to the development of international legal inquiry while a student of Vanderbilt Law School. This award was endowed by Mr. Briggs (J.D. 1969) in memory of his parents.   |
| Darby Dickerson Legal<br>Academy Scholars<br>Program Stipend.  | Darby Dickerson (J.D. 1988) established this fund in 2004 to provide stipend awards to deserving students enrolled in the Legal Academy Scholars Program.  |
| The Philip G. Davidson lii<br>Memorial Award.                  | The Philip G. Davidson III Memorial Award is presented annually to the student, chosen by the Vanderbilt Bar Association Board of Governors, who is dedicated to the law and its problem-solving role in society, and who provides exemplary leadership in service to the Law School and the greater community. The award has been endowed by Mr. Davidson's family and friends.   |
| Robert F. Jackson<br>Memorial Prize.                           | Awarded to "that member of the second-year law class who has maintained the highest scholastic average during the two years." This prize was established in 1945 by Mrs. Robert F. Jackson in memory of her husband, who was for many years an esteemed member of the Board of Trust.  |
| Chris Lantz Award.   | Awarded each year to a student who demonstrates a dedication to developing a sense of community among his or her classmates with a strong capacity for leadership and commitment to his or her legal studies. This award was endowed by the Class of 2011 to honor the memory of their friend and classmate Chris Lantz.   |
| Lightfoot, Franklin, And<br>White Llc Legal Writing<br>Awards. | Awarded annually for Best Brief and Best Oralist in each of the eight sections of the first-year Legal Research and Writing course. This award is sponsored by Lightfoot, Franklin & White LLC of Birmingham, Alabama, to support the teaching of practical legal skills in the Law School curriculum.   |
| LI.M. Research Prize.  | Awarded for outstanding achievement in the completion of a scholarly research and writing project.   |

| Archie B. Martin Memorial<br>Prize.   | Awarded to the student of the first-year class who has earned the highest general average for the year. The late Dr. Herman L. Martin of New York City made provision for the prize, which is given in honor of his son, who was a member of the first year class when he died in 1923.   |  |
|---|---|--|
| Richard A. Nagareda<br>Award.   | Awarded by the Cecil D. Branstetter Litigation and Dispute Resolution Program to a student in the graduating class for extraordinary achievement in the study of litigation and dispute resolution.   |  |
| National Association<br>Of Women Lawyers'<br>Outstanding Law Student<br>Award.                              | Awarded to the student whose Law School involvement best fulfills the goals of contributing to the advancement of women in society and promoting women's issues in the legal profession, and who has exhibited tenacity, enthusiasm and academic achievement while earning the respect of others. The Association provides an honorary membership for a year, which includes receipt of its publications and other membership benefits. |  |
| Jordan A. Quick Memorial<br>Award.  | Award given to the graduating student judged to have made the greatest contribution to the quality of life at the Law School through his or her leadership with the Vanderbilt Bar Association. This award was established in 1997 by family and friends of Jordan Quick (J.D. 1993).   |  |
| Stanley D. Rose Memorial<br>Book Award.   | Awarded to the law student who has submitted the best legal writing in the field of jurisprudence or legal history, in fulfillment of the Law School's advanced writing requirement. This award was a gift from the Civil Division of the U.S. Department of Justice in memory of Stanley Rose (J.D. 1949).   |  |
| Carl J. Ruskowski Clinical<br>Legal Education Award.  | Awarded to the student who, in his or her representation of clients in the Law School's clinical program, demonstrated excellence in practice of law and best exemplified the highest standards of the legal profession. This award was established by Mae Ruskowski in memory of her husband, Carl Ruskowski (J.D. 1939).  |  |
| Vanderbilt Scholastic<br>Excellence Award.  | Awarded to the student designated by the professor as receiving the highest grade in all courses except seminars and limited enrollment courses.  |  |
| Weldon B. White Prize.  | Awarded to the student in the graduating class who submitted the best paper in fulfillment of the Law School's advanced writing requirement. This award was established in 1968 by relatives and friends of Justice Weldon B. White, a former professor in the Law School.  |  |
| The Chris Lantz Memorial<br>Journal Of Entertainment<br>And Technology Law<br>Outstanding Service<br>Award. | Awarded to the student, other than the editor-in-chief, who has made the most significant contribution to the advancement of the Vanderbilt Journal of Entertainment and Technology Law.  |  |

| Vanderbilt Journal Of<br>Entertainment And<br>Technology Law Student<br>Writing Award. | Awarded to the student submitting the most outstanding piece of student writing for publication in the Vanderbilt Journal of Entertainment and Technology Law.  |
|--|---|
| Grace Wilson Sims Prize<br>For Transnational Law<br>Third Year Editor.                 | Awarded to the member of the third-year staff selected as having done the most outstanding work on the Vanderbilt Journal of Transnational Law during the academic year.  |
| Masamichi Yamamoto<br>Second-Year Editor Award.  | Awarded to the second-year staff member who has made the most significant contribution to the advancement of the Vanderbilt Journal of Transnational Law during the academic year. This award was endowed in 2008 by Mr. Masamichi Yamamoto (J.D. 2007), who served on the editorial staff in 2005-06 and 2007-07, in memory of his mother, Michiko Yamamoto. |
| Grace Wilson Sims Medal In<br>Transnational Law.                                       | Awarded to the Editorial Board member, other than the editor-inchief, who has done the most outstanding work on the Vanderbilt Journal of Transnational Law during the school year.   |
| Grace Wilson Sims Prize<br>For Student Writing In<br>Transnational Law.                | Awarded to the student submitting the best piece of student writing for publication in the Vanderbilt Journal of Transnational Law during the school year.  |
| Law Review Candidate's<br>Award.   | Awarded by the second-year staff of the Vanderbilt Law Review to the third-year staff member, other than the editor-in-chief, who has made the most significant contribution to their development as staff members of the Vanderbilt Law Review.  |
| Law Review Editor's<br>Award.  | Awarded annually to a third-year editorial board member who has made the most significant contribution to the Vanderbilt Law Review.  |
| Morgan Prize.  | An award, in honor of Professor Edmund M. Morgan, given to the student contributing the most outstanding piece of student writing published in the Vanderbilt Law Review during the school year. The winner of this prize is ineligible to receive the Weldon B. White Prize.   |
| Myron Penn Laughlin Note<br>Award.   | Awarded to the student, other than the recipient of the Morgan Prize, who has contributed the best student note published in the Vanderbilt Law Review during the school year.  |
| Bass Berry & Sims Moot<br>Court Competition Award.                                     | Awarded to the semifinalists in the Intramural Appellate Competition.   |
| John Cortner Memorial<br>Moot Court Competition<br>Award.                              | Awarded to the two members of the winning team in the Intramural Appellate Competition. The award was established by family and friends in memory of John A. Cortner, (J.D. 1985) as a memorial to his energetic commitment to the Moot Court program, in which he served as the Chief Justice of the Moot Court Board.                                       |
| K. Harlan Dodson Moot<br>Court Staff Award.  | An award to the senior member of the moot court staff, other than<br>the chief justice, who rendered the most outstanding service during<br>the year in all aspects of the moot court program. This award was<br>established by Harlan Dodson III (J.D. 1969) in memory of his father.  |

| Judge Albert C. Hunt     |  |  |
|--------------------------|--|--|
| National Moot Court Team |  |  |
| Award                    |  |  |

John Hunt endowed this fund to provide awards to students chosen to become members of the National Moot Court Team. This award honors the memory of his father, Judge Albert C. Hunt, a 1909 graduate of Vanderbilt Law School, who was a Justice of the Supreme Court of Oklahoma at the time of his death.

#### Journals<sup>13-16</sup>

#### Vanderbilt Law Review

The Vanderbilt Law Review is published six times a year (in January, March, April, May, October, and November) by the Vanderbilt Law Review, Vanderbilt University Law School, 131 21st Av. S., Nashville, TN 37203.

Law Review Member Selection: The Law Review selects new members in the spring of their first year. Students interested in Law Review membership are required to compete in a case comment competition following their spring final exams. Members are selected based on a combination of their case comment score and their first year grade point average. The Law Review selects thirty-two first year students annually.

Transfer students may also become members. The Law Review conducts a transfer competition in the fall.

Second year students may also write on to the Law Review. The write-on competition is conducted in the spring.

Law Review Member Duties: Second year Law Review members have two principal duties. Second year students are required to assist the Managing Department in cite-checking professional and student pieces. Thorough and accurate completion of this duty is a requirement for membership.

The Law Review also requires all second year members to write a student note. The note may be on any original American jurisprudential topic. Thoughtful, well-written, and innovative notes will be published by the Law Review.

Third year members have the opportunity to serve on the Law Review's editorial board. Editorial positions are chosen in the spring of a member's second year.

Antidiscrimination Policy: It is the policy of the Law Review not to discriminate on the basis of race, gender, age, religion, ethnic background, marital status, or sexual orientation.

#### Vanderbilt Journal of Transnational Law

Established in 1967, the Vanderbilt Journal of Transnational Law is one of the world's most prominent and widely cited legal journals devoted to current and emerging issues of comparative and international law. Published by a student board, each of the five annual issues contains articles written by prominent international scholars and legal practitioners.

# Vanderbilt Journal of Entertainment and Technology

The Vanderbilt Journal of Entertainment & Technology Law (JETLaw) is an official, highly ranked,

student-run publication of Vanderbilt Law School focusing on technology, intellectual property, and entertainment law. JETLaw publishes four issues annually, including a special issue comprised of papers presented at its annual symposium, hosted on the law school campus in Nashville, TN.

JETLaw serves as a unique and inclusive forum for cutting-edge legal scholarship dedicated to the expanding nexus of entertainment, technology, and law in an increasingly connected world. Recognizing that this fusion of entertainment and technology poses novel legal issues in many fields of law, JETLaw welcomes scholarly submissions from the perspectives of copyright, administrative, sports, art, science, technology, and entertainment law, among others.

In addition to the printed journal, JETLaw seeks to connect interested communities through its blog, which incorporates easily accessible legal analysis of current events, cases, and issues related to the journal's scope.

JETLaw was founded in 1998 as the Vanderbilt Journal of Entertainment Law and Practice and changed its name in 2005.

# Environmental Law & Policy Annual Review

The Environmental Law and Policy Annual Review (ELPAR) is a joint publication between Vanderbilt University Law School (VULS) and the Environmental Law Institute (ELI) in Washington, D.C. Each year, Vanderbilt Law students work with an expert advisory board and senior staff from ELI to identify the year's best legal and policy solutions to pressing environmental problems. The result is a one issue, student-edited volume that includes condensed versions of the selected articles, along with commentaries from leading experts from the academy, law firms, business, government and non-governmental organizations. The comments represent a broad range of perspectives.

The authors of the articles and comments present their work at an annual conference in Washington, D.C., that is co-sponsored by ELI and VULS. The attendees have an opportunity for dialogue with the panelists and with other audience members. Our audience includes representatives from businesses, state and federal government, think tanks, and non-profit organizations.

# Moot Court<sup>17</sup>

The Vanderbilt Moot Court Board promotes the practice of effective appellate advocacy by leading all appellate advocacy activities at Vanderbilt Law School. Each year, the Board produces a unique Constitutional Law moot court problem and runs the Bass Berry & Sims Intramural Moot Court Competition, which serves as the selection process for new board members. The Board also holds tryouts for students to compete in traveling teams that participate in various moot court competitions around the country. Finally, the Board assists the law school's Legal Writing Department in organizing and implementing the first-year oral arguments program, a required component of the Legal Writing curriculum.

# Clinical Programs<sup>18, 19</sup>

Vanderbilt's clinical legal education program provides students an opportunity to learn both the theory and practice of law in context. Vanderbilt's clinical programs allow students to gain an understanding of the legal system and its participants and an appreciation of issues of professional responsibility. Clinical courses are offered for academic credit on a pass/fail basis, and students may enroll for one or two semesters.

Within the clinical program, students have the opportunity to represent clients in state and federal court, to represent clients in transactions or to complete substantive research in support of international institutions, domestic government agencies or international tribunals. All students work under the close supervision of a faculty member.

Clinics involve a significant time commitment. On average, clinic students are expected to devote approximately eight hours per week to casework, although workloads vary considerably during the semester with a substantial time commitment required when a case becomes particularly active.

Clinical courses provide students the opportunity to understand the role of the lawyer, to hone their legal skills and to delve into a particular area of law. Because they assume the role of lawyer, students begin to understand more fully the expectations and responsibilities of that role.

In the past few years, among other cases, clinic students have won cases in the U.S. Court of Appeals for the Sixth Circuit, have won a post conviction case on behalf of a client who was convicted of murder, have obtained orders of protection for victims of domestic violence, have appeared before the U.S. Patent & Trademark Office, and have assisted in major prosecutions around the world.

The law school offers the following clinical courses:

# **Appellate Litigation Clinic**

Students enrolled in Appellate Litigation Clinic represent individuals with cases on appeal, ranging from immigration to criminal sentencing to general civil cases.

#### Civil Practice Clinic

Students enrolled in Civil Practice Clinic represent individuals in Social Security disability appeals, and children and parents who need special education services in public schools.

#### **Criminal Practice Clinic**

Students enrolled in Criminal Practice Clinic represent adults charged with criminal offenses and children charged with criminal offenses and delinquency.

# Family Law and Domestic Violence Clinic

Students enrolled in Family Law and Domestic Violence Clinic represent indigent victims of domestic violence in obtaining orders of protection, and custody matters with unmarried couples.

# **Immigration Advocacy Practicum**

Students enrolled in the Immigrant Advocacy Practicum represent noncitizens in applications for humanitarian-based immigration relief in conjunction with a local legal services organization, while also working on a community legal education or policy advocacy project.

# Intellectual Property and the Arts Clinic

Students enrolled in Intellectual Property and the Arts Clinic represent individuals, businesses, organizations, groups, and associations in matters in various intellectual property fields, including

copyright, trademark, publicity rights, and trade secrets. The Clinic also offers community education programs on intellectual property and arts-related topics.

#### International Law Practice Lab

Students enrolled in International Law Practice Lab will learn specific lawyering skills such as treaty negotiation, research relating to international law and the intersections of international and domestic law.

# Medical Legal Partnership Clinic - VA Hospital

Students enrolled in the Medical Legal Partnership Clinic represent patients of the Veterans' Administration Hospital (and possibly other veterans) with civil legal problems, with emphasis on those problems that affect the clients' medical care.

#### Placement Facts<sup>20</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$110,000-\$160,000 |  |
|---------------------------------------|---------------------|--|
| Private sector - Median               | \$130,908           |  |
| Public service - Median               | \$56,000            |  |

# **Employment Details**

| Graduates known to be employed at graduation               | 82.5% |
|--|-------|
| Graduates known to be employed ten months after graduation | 87.1% |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |  |
|-------------------------------|------------|--|
| Law Firms                     | 53.1%      |  |
| Business and Industry         | 5.1%       |  |
| Government                    | 11.9%      |  |
| Judicial Clerkships           | 16.4%      |  |
| Public Interest Organizations | 10.7%      |  |
| Academia                      | 1.7%       |  |
| Unknown                       | 1.1%       |  |

# **Externships/Internships**

# Externships<sup>21</sup>

Vanderbilt Law School offers many opportunities for students to pursue externships that provide valuable professional experience while gaining academic credit.

Students may engage in externships in Nashville during the school year or during the summer. Also during the summer, students may engage in externships anywhere in the U.S. or the world. The Externship Program allows students to choose and design placements tailored to their individual goals

and interests, typically by working with federal or state judges, prosecutors, defenders, or agencies; state attorneys general or legislative offices; corporate legal departments; or legal aid or other nonprofit or non-governmental organizations.

Externship placements and proposals are approved by the Associate Dean for Clinical Affairs. Students may not receive course credit for any work for which they are paid. A limited number of students may engage in a full semester externship outside Nashville. These students spend the entire semester at the externship site. Students who do not engage in full semester externships may count a maximum of 6 externship credits toward graduation requirements. Students who engage in full semester externships receive 8 credits for their externship, and may count no additional externship credits toward graduation requirements.

The following externships are available to students at Vanderbilt Law School:

- Externship in Nashville (Fall, Spring, Summer)
- Pre-approved Sites in Nashville
- Externship Outside Nashville (Summer)
- Externship Full Semester (Fall, Spring)
- International Law Externship Programs
- Environmental Law Externships

# Internships<sup>22</sup>

The Vanderbilt International Legal Studies program's internship and externship programs allow Vanderbilt students to gain substantial experience working alongside legal professionals on a range of important international law projects in organizations in the U.S. and abroad. Coordinated by Professor Michael Newton, the program places students in international courts, international institutions, offices of the U.S. government, and nongovernmental organizations (NGOs) in Europe, Africa, and Latin America.

As part of the International Legal Studies Program, Vanderbilt students frequently participate in opportunities directly related to client support that lead directly to externship opportunities or create contacts that later lead to employment opportunities.

# **Summer Internships:**

- U.S. Government Agencies
- International Organizations
- International Courts and Tribunals
- Non-Governmental Organizations

# Student Organizations<sup>23</sup>

- Alternative Dispute Resolution Organization
- Animal Law Society
- Art Law Association
- Cork and Tap Society
- Criminal Law Association
- Entertainment & Sports Law Society
- Environmental Law Society
- Health Law Society
- Intellectual Property Association

- International Law Society
- Labor & Employment Law Society
- Law & Business Society
- Legal Technology Society
- Vanderbilt Bar Association
- Ambassadors
- Honor Council
- American Constitution Society
- Disability Law Society
- Federalist Society
- Law Students for Reproductive Justice
- Law Students for Social Justice
- Law Students for Veterans Affairs
- Legal Aid Society and Public Interest Stipend Fund
- OUTLaw
- Students for Innocence and Prisoner Rights
- Women Law Students Association
- Mock Trial Board
- Moot Court Board
- Asian-Pacific American Law Student Association
- Black Law Students Association
- Jewish Law Students Association
- La Alianza
- Middle Eastern Law Student Association
- South Asian Law Students Association
- Environmental Law & Policy Annual Review
- Journal of Entertainment & Technology Law
- Journal of Transnational Law
- Vanderbilt Law Review
- Catholic Law Students Association
- Headnotes
- Law Futbol Club
- Phi Delta Phi
- Transfer Students Association

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# 17 UCLA School of Law



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website www.law.ucla.edu **REGISTRAR'S PHONE** 310- 825-2025

**ADMISSIONS PHONE** 310-206-5713

**CAREER SERVICES PHONE** 310-206-1117

#### Overview<sup>2</sup>

Founded in 1949, UCLA School of Law has garnered a reputation for artful teaching, influential scholarship and enduring innovation. As the first public law school in Southern California and the youngest top-ranked law school in the United States, UCLA Law has consistently pushed new boundaries in the study and practice of law.

Beginning in the 1970s, our clinics were among the first to teach students systematically about the link between doctrinal mastery and practical skills. We remain committed to this integration of theory and practice with an extraordinary array of simulated transaction courses and live-client clinics that cover everything from mergers and acquisitions to workers' rights and environmental law.

In the 1990s, UCLA Law created an Empirical Research Group (ERG) so that faculty could incorporate sophisticated data techniques into their research. During this time, the law school also established think tanks where policy and legal issues could be discussed free of partisan influence and ideological biases. These institutes have consistently promoted the highest standards of intellectual discourse. Through research and published articles, our centers offer invaluable information for legislators, the judiciary and the public while providing critical training for UCLA Law students and the legal community.

Over the decades, UCLA Law has developed a depth and breadth of academic offerings unsurpassed by any other law school in the nation. Our Epstein Program in Public Interest Law and Policy is among the best anywhere. We are one of four among the top 20 law schools with a specialization in Business Law and Policy – and the only one to offer a specialization in Critical Race Studies.

UCLA Law's faculty also has emerged as one of the most influential nationwide. Our professors are leading scholars in areas including bankruptcy, corporate law, constitutional law, critical race theory, entertainment law, environmental law, intellectual property and tax law.

Today, the UCLA Law alumni community is more than 15,000 strong and extends around the world. Alumni live and practice in virtually every state, the District of Columbia, multiple U.S. territories and more than 50 foreign nations. These graduates excel in their chosen fields, from private practice to business to government to public interest and beyond. We have a long tradition of distinction on the

bench, with more than 320 alumni who are serving, or have served, on courts throughout the country. Six UCLA Law alumni are now judges on the U.S. Court of Appeals for the Ninth Circuit - the largest number of graduates from any one law school who are serving on the court.

We take pride in these achievements and recognize that the strength of UCLA Law is a direct result of the superlative work of our faculty and staff, the talents of our diverse and academically gifted student body, and the accomplishments and unstinting generosity of our alumni. By building on past successes, UCLA Law continues to propel the school, students, faculty and alumni into a future of unparalleled distinction.

# Student-Faculty Ratio<sup>3</sup>

11.4:1

# Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 162-169 | 3.51-3.86 |
| Median               | 166     | 3.74      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Robert Schwartz |
|------------------------|-----------------|
| Application deadline   | February 1      |

Law School Admissions details based on 2015 data.

# **Admission Statistics**

| Approximate number of applications | 5254   |
|------------------------------------|--------|
| Number accepted                    | 1562   |
| Percentage accepted                | 29.7 % |

The above admission details are based on 2015 data.

#### Law School Cost<sup>5</sup>

| Tuition and fees Full-time: | \$45,284 per year (in-state)<br>\$51,778 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$17,719   |
| Books                       | \$1,580  |
| Miscellaneous expenses      | \$7,069  |

# Class Ranking and Grades<sup>6</sup>

The academic transcripts for the classes of 2017 and 2018 contain letter grades. The grading system is outlined below.

| Grade      | Grade Points                    |
|------------|---------------------------------|
| <b>A</b> + | 4.3 (Extraordinary Performance) |
| А          | 4.0 - 4.29                      |
| A-         | 3.7 - 3.99                      |
| B+         | 3.3 - 3.69                      |
| В          | 3.0 - 3.29                      |
| B-         | 2.7 - 2.99                      |
| C+         | 2.3 - 2.69                      |
| С          | 2.0 - 2.29                      |
| C-         | 1.7 - 1.99                      |
| D+         | 1.3 - 1.69                      |
| D          | 1.0 - 1.29                      |
| F          | 099                             |

Students may report their grade point averages on their resumes using either a letter grade or the appropriate numerical calculation. When students report their GPAs either verbally or in writing, the GPA may be rounded up only to the second numeral behind the decimal point (nearest hundredth) (i.e., 3.765 may be rounded up to 3.77, but not to 3.8 or 3.9; or 3.699 may be rounded up to a 3.70). As an alternative, students may state the entire GPA or drop one or more of the three numerals behind the decimal (i.e., 3.763 may be reported as a 3.76 or 3.7). "Rounding up" means that the third numeral behind the decimal point (nearest thousandth) is a 5, 6, 7,8 or 9 which, when "rounded" and then dropped from the GPA, makes the second numeral behind the decimal point one number higher than originally calculated. Students may not use numbers beyond the third numeral behind the decimal point of their GPA for rounding or any other purpose.

#### Class Rank

It is the policy of the School of Law not to rank its student body. The only exceptions are (1) the top 12 students in each class each year are ranked; (2) students applying for judicial clerkships and academic positions; and (3) students in the top 10 percent of each graduating class are invited to join the Order of the Coif, the national legal honorary scholastic society.\* These distinctions will appear in the memorandum section of the transcripts.

\*Under Coif's rules only students who have completed at least 75 percent of their UCLA Law units in letter-graded courses are eligible for consideration. Transfer students should check with the Dean of Students office to verify how many letter-graded courses they should take to qualify.

#### Honors<sup>7</sup>

#### **GRADUATION HONORS**

| Name Of Award     | % of Class Receiving | GPA Required | # of Students |
|-------------------|----------------------|--------------|---------------|
| Order of the Coif | 10                   | 3.771        | 34            |
| Summa cum laude   | 0                    | 0            | 0             |
| Magna cum laude   | 0                    | 0            | 0             |
| Cum laude         | 0                    | 0            | 0             |
| Other             | 0                    | 0            | 0             |

#### Awards<sup>8</sup>

Prizes and awards publicly acknowledge the outstanding academic and research accomplishments of UCLA Law students and faculty. Whether your gift is a one-time cash award or the establishment of an endowment, it elevates the stature of our school, the caliber of our students, and the recognition of excellence in law school and beyond.

#### Journals9

#### Asian Pacific American Law Journal

The Asian Pacific American Law Journal is the first law journal in the nation to address the legal, social and political issues facing the Asian-American and Pacific Islander community. The Journal welcomes all students as members.

#### Chicana/o-Latina/o Law Review

The Chicana/o-Latina/o Law Review is one of a few legal journals in the country devoted to scholarly analysis of issues relevant to Chicano and Latino communities. It publishes articles by judges, lawyers and scholars who provide new perspectives on the legal problems of the Latino community. All students are welcome to join.

#### **Criminal Justice Law Review**

The Criminal Justice Law Review (CJLR) focuses on current topics in criminal law, policy, and practice. CJLR seeks to develop a discourse regarding criminal justice by publishing articles, editorials, and interviews of practitioners, academics, and policymakers. CJLR also aims to foster a community by hosting an annual symposium for students, academics, practitioners, policymakers, and judges to come together to discuss current criminal justice issues.

# Dukeminier Awards Journal of Sexual Orientation and Gender Identity Law

Each year, the Dukeminier Awards Journal staff and faculty advisory board identify the best articles on sexual orientation law and public policy from law reviews around the country and reprint these articles in a prize journal. The Dukeminier Awards Journal also publishes original articles written by law students, which are chosen as part of a national writing competition.

#### **Entertainment Law Review**

The Entertainment Law Review, published biannually, is devoted to legal issues affecting film, television, radio, computer and print media, and includes such topics as copyright and patent issues; the regulation of the entertainment industry; and labor, constitutional, administrative and antitrust law as they relate to the industry.

# The Indigenous Peoples' Journal of Law, Culture & Resistance

We are the Indigenous Peoples' Journal of Law, Culture & Resistance and we are here to serve as a law journal that publishes writings concerning Native Peoples' cultures, traditions, and histories. We publish with the goal of bettering and advancing Native Nations and Indian People.

# Journal of Environmental Law and Policy

The Journal of Environmental Law and Policy offers diverse perspectives on topics of current environmental interest, such as toxic waste disposal and solar water heating. It offers students with an interest in environmental law or policy an immediate opportunity to become involved in editing and publishing in a field of rapidly growing importance.

# Journal of International Law & Foreign Affairs

The Journal of International Law & Foreign Affairs is an interdisciplinary publication promoting scholarship in international law and international relations. It publishes articles by leading scholars, practitioners and other professionals from around the world, as well as student comments. Some of JILFA's issues are topical, focusing on immigration or international gender and race discrimination, and others offer more variety, ranging from conflicting approaches to technological developments, to the international criminal court, to sovereign debt crises.

#### Journal of Islamic and Near Eastern Law

Established in 2001, the Journal of Islamic and Near Eastern Law is the first journal in the United States dedicated to this area of study. The inaugural issue was published in 2002. JINEL presents scholarly and practical articles dealing with the complex and multifaceted issues of Islamic and Near Eastern law and its applications and effects within and outside of the Near East.

#### Journal of Law and Technology

Since 1996, the Journal of Law and Technology has produced an online journal providing a forum for timely and relevant materials addressing the law's attempt to keep pace with technological innovation. JOLT's content includes traditional scholarly articles and comments, and practical advice from attorneys practicing at the cutting edge of law and technology. JOLT also hosts an IP/High Tech Career Forum.

#### National Black Law Journal

The National Black Law Journal has been committed to scholarly discourse exploring the intersection of race and the law for 35 years. Started in 1970 by five African-American law students and two African-American law professors, the NBLJ was the first of its kind in the country. It has aimed to build on this tradition by publishing articles that make a substantive contribution to current dialogue

taking place around issues such as affirmative action, employment law, the criminal justice system, community development and labor issues. The Journal is committed to publishing articles that inspire new thought, explore new alternatives and contribute to current jurisprudential stances.

#### Pacific Basin Law Journal

The Pacific Basin Law Journal is the only law review in the country devoted to the study of international and comparative law within the rapidly developing economic sphere of the Pacific Basin. Articles and case notes are solicited from members of the international legal community throughout East Asia and the Americas. In keeping with its practical focus, the Journal devotes special attention to legal issues that directly affect trade flows and international transactions in the Pacific Basin.

#### **UCLA Law Review**

UCLA Law Review, which publishes six times a year, has earned a reputation as one of the nation's leading legal periodicals; it is run by a student board of editors which determines membership on the basis of a writing competition. Membership on the Review helps students develop skills in legal research and writing and make significant contributions to the advancement of the law through the publication of commentary on crucial legal issues.

# Women's Law Journal

The Women's Law Journal, published biannually since 1989, provides a forum for feminist legal scholarship written by academics and students. Among its past noteworthy contributors are Catharine MacKinnon, Mary Daly, Frances Olsen and William Rubenstein.

# **Moot Court**<sup>10</sup>

The UCLA Moot Court Honors Program is an intramural competition open to second- and third-year law students. Teams of students brief and argue a case created especially for the competition by members of the Moot Court Executive Board. The focus is on appellate advocacy, and the judges consist primarily of local members of the bench and bar. Competitors receive scores based 50 percent on their brief and 50 percent on their oral presentation. Based upon evaluations from these judges, advocates with cumulative scores placing them among the top 40 percent of all advocates participating in the Fall and Spring competitions become members of the Moot Court Honors Program. The top two advocates from each issue and side of the Spring Honors Competition (eight total) are chosen to argue in the Roscoe Pound Semi-Finals. The best oral advocate from each issue and side (four total) go on to argue the case before three of the nation's most distinguished jurists in the annual Roscoe Pound Tournament. The top 12 students who compete in both the Fall and Spring competitions are named Distinguished Advocates. The top 19 students who compete in both the Fall and Spring are eligible for various international, national and state teams.

# Clinical Programs<sup>11-17</sup>

UCLA School of Law has long been recognized for its innovative approach to clinical teaching, which transforms the classroom into a real-world laboratory through the integration of theory and practice. The school has been a national leader in clinical teaching since the early 1970s, and continues to offer rigorous practical tUCLA School of Law has long been recognized for its innovative approach to clinical teaching, which transforms the classroom into a real-world laboratory through the integration of theory and practice. We have been a national leader in clinical teaching since the early 1970s, and

continue to offer rigorous practical training across a wide range of practice areas. Students gain crucial firsthand experience that prepares them for future careers, learning from faculty whose knowledge and expertise place them at the forefront of clinical education.

From the very first year, students have opportunities to receive training and hands-on experience by participating in the El Centro Legal Clinics. El Centro places students with public interest legal services organizations to provide legal assistance to under-served individuals, families and communities. Second- and third-year students can participate in a broad array of clinical courses that encompass all areas of legal practice: litigation, transactional and public interest. In addition, second- and third-year students can do part-time and full-time externships, working for judges, government agencies, public interest law firms and nonprofit organizations.

Our clinical program is led by exceptional faculty-visionary scholars who have contributed the cornerstone ideas that form the basis of clinical training as well as a new generation of leaders who are bringing clinical education into areas of the legal profession that have long remained outside the scope of hands-on training.

# Live Client Clinic offerings include:

- Asylum Clinic
- Bankruptcy Transactional Course: Negotiating and Confirming Chapter 11 Plans
- Business Deals
- California Prison to Parole
- Cappello Trial Advocacy Clinic Simulated Trial Advocacy
- Civil Rights Litigation Clinic
- Civil Trial Advocacy
- Community Economic Development
- Corporate In-House
- Criminal Defense Clinic
- Criminal Trial Advocacy
- Deposition and Discovery in Complex Litigation
- Environmental Aspects of Business Transactions
- Frank G. Wells Environmental Law Clinic
- Fundamentals of Transactions Skills
- Housing and Sustainability Transactions Clinic
- Human Rights and International Criminal Law Online Forum
- Intensive Voir Dire
- International Commercial Arbitration
- International Commercial Negotiations
- International Human Rights Clinic
- Mediation
- Medical-Legal Partnership Clinic
- Mergers and Acquisition Transaction Planning
- Negotiation Theory and Practice
- Patent Law Clinic
- Pretrial Civil Litigation
- Pretrial Criminal Litigation
- Public Policy Advocacy
- Real Estate Law Clinic
- Regulatory Lawyering

- Sanela Diana Jenkins Clinic on Gender Violence in Eastern Congo
- Scott & Cyan Banister First Amendment Clinic
- Sports and the Law
- State Appellate Practice
- Street Law American Legal Education
- Supreme Court Clinic
- Trademark Law Clinic
- Trial Advocacy
- Tribal Legal Development Clinic
- Veterans' Benefits Clinic
- Workers' Rights Clinic
- · Youth and Justice Clinic

#### Placement Facts<sup>18</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$85,000 - \$160,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$160,000            |
| Public service - Median               | \$46,000             |

# **Employment Details**

| Graduates known to be employed at graduation               | 58.9% |
|--|-------|
| Graduates known to be employed ten months after graduation | 87.5% |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 64.2%      |
| Business and Industry         | 7.7%       |
| Judicial Clerkships           | 6.8%       |
| Academia                      | 1.3%       |
| Public Interest Organizations | 13.9%      |
| Government                    | 6.1%       |
| Unknown                       | 0%         |

# Externships/Internships<sup>19-24</sup>

# **Externships**

The well-established externship program at UCLA Law is designed to complement our upper-level curriculum. Externships offer a supervised work environment where students can put their training into practice. Though our externship program, students are able to work with a wide variety of employers and in a range of practice areas. Students can work as an extern law clerk to a judge, at a government agency, a non-profit organization or in some circumstances with in-house counsel. Students may also apply to the UCDC Law Program in Washington D.C.

#### Full-Time Externship Program

Full-time externships open doors for students and allow them to gain practical training and experience in a wide range of complex practice areas under expert supervision. Students might learn more about criminal law practice at the Los Angeles District Attorney Major Crimes Division or the Office of the Federal Public Defender, conduct work with the securities and exchange commissions in New York and Los Angeles, or assist with impact litigation at the Natural Resources Defense Council.

# **Agency Externships**

UCLA School of Law offers full-time externships in a variety of settings from government agencies to non-profit organizations. Students pursue externships in California, Seattle, Chicago, New York and Washington, DC (through our UCDC Program). Students taking a full-time agency externship must also enroll in a two-unit tutorial supervised by a faculty member who specializes in the subject matter of the student's externship. The tutorial is designed to help the student reflect on lawerying and professional issues raised during the externship.

# Judicial Externships

Students can also choose to pursue a judicial externship in either the state or federal system, and in the trial, appellate or specialized courts. In a judicial externship, a student might gain exposure to oral argument in the Ninth Circuit Court of Appeals, witness trial court practice and procedure firsthand, or develop knowledge of specialized areas of the law. Students who enroll in a judicial externship also attend a contemporaneous two-unit judicial process class at the law school.

# Part-Time Externship

Students in their second and third years may apply for a part-time externship with a judge, a government agency, a non-profit organization or with in-house corporate counsel. Externships allow students to expand upon their substantive and clinical coursework and to take advantage of unique opportunities for professional development. From interviewing clients at the Asian Pacific Caucus to learning how deals work at NBC Universal Studios, externships allow students to pursue their individual interests and gain experience that will serve them in their career. Students who enroll in part-time externships are required to write regular journals that help them reflect on their work experiences.

# **UCDC Law Program**

The UCDC Law Program is a uniquely collaborative, full-semester externship program in Washington, D.C. The program combines a weekly seminar-style course on Law and Lawyering in the Nation's Capital, with a full-time field placement to offer law students an unparalleled opportunity to learn how federal statutes, regulations, and policies are made, changed, and understood in the nation's capital. During four months' total immersion in the theory and practice of Washington lawyering, students will have contact with all three branches of the federal government, independent regulatory agencies, and advocacy nonprofits.

The Program includes law students from Berkeley, UCLA, UC Davis, and UC Irvine, and typically enrolls between 15 and 35 students. The Program is housed at the University of California Washington Center, a UC facility located at 1608 Rhode Island Avenue, N.W., just minutes from the White House and most government departments and agencies.

# Internships

#### Summer Internships

A broad swath of UCLA Law students take advantage of our summer internships and through your generosity, you can support the tremendous intellectual growth that occurs during this time.

Summer internships offer one of the best ways to prepare students to embark on their careers and to think differently about their law school experience. Whether it's an internship in public interest or government, students learn new skills, augment doctrinal knowledge, and deepen their understanding of the ethical and professional responsibilities of an attorney. These remarkable opportunities enrich our students' classroom learning and extracurricular activities when they return to campus in the fall and impact them for life.

# Internships with the Entertainment Industry

Many students are interested in volunteering with the legal department of an entertainment industry company, such as a motion picture or television studio or a music company. Under the California Labor Code, these companies may only hire students who get paid or receive academic credit for their work. Because the studios do not pay their interns, and because UCLA Law does not award credit for summer externships or part-time externships during the school year at for-profit institutions, these internship positions have largely been unavailable to our students.

In an effort to remedy this problem, the Law School Administration has devised a way for students to work at these internships and receive credit in the fall semester following their summer work, thus satisfying the Labor Code requirements. UCLA Law students are eligible to receive course credit for an entertainment industry summer internship by completing a research paper, preferably in connection with a general topic area on which they worked during their term at the respective venue.

# Student Organizations<sup>25</sup>

Our more than 50 student organizations offer many opportunities for students to engage with the diverse community of Los Angeles, build connections with practicing lawyers and potential employers, and form lifelong bonds with their peers.

Student organizations host lively debates, meaningful community service activities and stimulating social events. Whether organizing a national Latino/a law student conference through La Raza Law Students Association or attending a panel discussion on high art and intellectual property through the Art Law Society, UCLA Law students benefit from immersive learning experiences and valuable networking opportunities.

- Advocates for Children and Teens
- American Constitution Society
- Armenian Law Students Association
- Art Law Society
- Asian/Pacific Islander Law Students Association
- Black Law Students Association
- Business Law Association
- Christian Law Students Association
- Criminal Justice Society

- Disability Law Society
- Education and Law Society
- El Centro Legal Clinics
- Empirical Legal Scholars Association
- Entertainment Law Association
- Environmental Law Society
- · Federal Bar Association
- Federalist Society
- Food Law Society
- Gaming Law Association
- Health Law Society
- Intellectual Property Law Association
- International Human Rights Law Association
- International Justice Project
- International Law Society
- Iranian Law Students Association
- J. Reuben Clark Law Society
- JD/MBA Association
- Jewish Law Students Association
- La Raza Law Students Association
- Law and Entrepreneurship Association
- Law and Philosophy Association
- Law Student Alliance for Israel
- Law Students for Reproductive Justice
- Law Students in Balance
- Law Women of UCLA
- LawCappella
- Mock Trial Association at UCLA
- Moot Court Honors Program
- Muslim Law Students Association
- · National Lawyers Guild
- Native American Law Students Association
- OUTLaw
- Real Estate Law Association
- Second Amendment Society
- South Asian Law Students Association
- Sports Law Federation
- Student Bar Association
- Tax and Estate Planning Law Association
- Veterans' Law Society
- Womyn of Color Collective

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# Washington University School of Law-St. Louis



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St. Louis, MO 63130-4899

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**WEBSITE**www.law.wustl.edu

**REGISTRAR'S PHONE** 314-935-4610

**ADMISSIONS PHONE** 314-935-4525

CAREER SERVICES PHONE 314-935-6451

#### Overview<sup>2</sup>

A WashULaw education will introduce you to all facets of the law, while also empowering you to personalize your curriculum and further investigate your areas of interest. Our program is designed to educate well-rounded, thoughtful attorneys. You will be well-prepared to make a difference for your clients, with a solid foundation in the history of the law and the skills to respond to new challenges.

# Student-Faculty Ratio<sup>3</sup>

9.6:1

# Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 161-168 | 3.18-3.80 |
| Median               | 167     | 3.67      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Mary Ann Clifford |
|------------------------|-------------------|
| Application deadline   | August 1          |

The above admission details are based on 2015 data.

# Admission Statistics<sup>5</sup>

| Approximate number of applications | 4613  |
|------------------------------------|-------|
| Number accepted                    | 1275  |
| Percentage accepted                | 27.6% |

The above admission details are based on 2015 data.

# Law School Cost<sup>6</sup>

| Tuition and fees Full-time: | \$51,626 per year |
|-----------------------------|-------------------|
| Room and board              | \$14,400          |
| Books                       | \$2,000           |
| Miscellaneous expenses      | \$6,300           |

Law School Cost details based on 2015 data.

# Class Ranking and Grades<sup>7</sup>

Effective with the class of 2013, the Washington University School of Law changed the grading system from number grades (70-100) to letter grades (A, B, etc.), along with changing the GPAs to a 4.0 scale (based on 31 number grades separated by .06, ranging from 2.50-4.30) that continue to allow the Faculty to distinguish between students' scores to a greater degree than the systems at most other Law Schools. The conversion scale is:

| Letter<br>Grades | Values    |
|------------------|-----------|
| Α+               | 4.00-4.30 |
| А                | 3.76-3.94 |
| A-               | 3.58-3.70 |
| B+               | 3.34-3.52 |
| В                | 3.16-3.28 |
| B-               | 3.04-3.10 |
| C+               | 2.92-2.98 |
| С                | 2.80-2.86 |
| D                | 2.74      |
| F                | 2.50-2.68 |

Effective with the class of 2004 and ending with the class of 2013, the Washington University School of Law instituted a grading system with a scale of 70 - 100. Effective with that graduating class, the middle score in the scale was changed from an 83 to an 87. With this new scale, a grade of 74 or better was necessary to earn credit in a course. A 79 average was necessary to remain in good standing each year and overall in the new scale. The conversion of number grades to letter grades (updated in 2013) is:

| A+ | 95-100 |
|----|--------|
| А  | 91-94  |
| A- | 88-90  |
| B+ | 84-87  |

| В  | 81-83 |
|----|-------|
| B- | 79-80 |
| C+ | 77-78 |
| С  | 75-76 |
| D  | 74    |
| F  | 70-73 |

# **Additional Grades Codes:**

The law school offers following additional grade codes:

| AUD            | Audit                 |
|----------------|-----------------------|
| CR# or CR      | Credit                |
| CIP            | Course In Progress    |
| N              | Grade Not Recorded    |
| HP             | High Pass             |
| NCR# or NCR    | No credit             |
| I - Incomplete | Incomplete            |
| IP             | In Progress           |
| Р              | Pass                  |
| PW             | Permitted to withdraw |
| RX             | Reexamined in course  |
| LP             | Low Pass              |
| RW             | Required to withdraw  |
| R              | Course repeated       |

# Honors<sup>8</sup>

| Order of the Coif  The Order of the Coif is an honorary scholastic society (http://www.orderofthecoif.org) the purpose of which is to encourage excellence   |
|--|
| in legal education by fostering a spirit of careful study, recognizing those who as law students attained a high grade of scholarship, and honoring those who as lawyers, judges and teachers attained high distinction for their scholarly or professional accomplishments. J.D. students who rank in the top ten per cent of their class are selected, barring any disciplinary or honor issues. Based on Order of the Coif rules, in order to be eligible a student must have taken 75% of his/he credits "graded." If a student plans to graduate with the 86 minimum credits required for the J.D, this means s/he must take at least 64 credits graded, and no more than 22 credits non-graded. According to |

|                 | the Order of the Coif, "'Graded courses' are those for which academic accomplishment is recorded on the basis of educational measurement involving four or more discriminators." WUSL's modified pass/fail courses (HP94, P, LP78, F70), such as Pretrial and Trial, count as graded courses per this definition. Credit bearing activities such as publications, competitions (participants and board members), supervised research, Judicial Clerkship, Negotiation, and Non-Law courses do not count as graded courses because there are only two grade discriminators - Credit or No Credit. Students vying for the top 10% should keep this information in mind, especially if considering applying for a semester abroad (which would likely involve at least 12 non-graded credits) or doing an externship (the Congressional/ Administrative Law externship has 8 non-graded credits, and other externships usually have 12 non-graded credits). Initiates receive certificates and the honor appears on the transcript. |
|-----------------|--|
| Dean's List     | This honor is bestowed upon J.D. students at the end of the fall and spring semesters and is based on the semester grade point average. Students whose semester GPAs are in the top 1/3 of their J.D. Class make the Dean's List for that semester. The honor appears on the transcript.   |
| summa cum laude | J.D. students graduating in the top 2% of their class earn summa cum laude honors  |
| magna cum laude | students in the top 10% earn magna cum laude honors  |
| cum laude       | students in the top 33 1/3% (top third) earn cum laude honors  |
| Honor Scholar   | This honor is bestowed upon J.D. students at the end of the academic year and is based on the yearly grade point. J.D. students who rank in the top 10% of their class according to their yearly GPAs are designated as Honor Scholars. Recipients receive a letter from the Dean and the honor appears on the transcript.   |

# Awards<sup>9</sup>

| Name of Award   | Awarded for/to  |
|---|---|
| Alumni Association Award  | This honor is bestowed by the Alumni Association of the School upon<br>the member of the J.D. graduating class who attains the highest<br>grade point average in his or her entire School of Law career. The<br>winner receives a certificate, and the honor appears on the transcript.   |
| American Bar Association<br>Section of State and Local<br>Government Law, Student<br>Excellence Award | This award recognizes an outstanding student in the areas of land use law and/or local government law. The honoree receives a current ABA Section of State & Local Government Law publication and a certificate of recognition from the ABA Section. The honor appears on the transcript. |

| Breckinridge Practice<br>Court Award                  | This award is based upon proficiency in the preparation of briefs, mastery of subject matter, and excellence in presentation of oral arguments in moot court competitions. It is usually given to more than one student and sometimes there is a first and second place. The winners receive: a certificate and the award appears on the transcript.   |
|---|--|
| Charles Trobman Memorial<br>Award                     | This award is in memory of Charles Trobman, JD'95, and is presented to the graduating J.D. student with the highest grade in Immigration Law. The winner receives a certificate and the honor appears on the transcript.   |
| Charles Wendell Carnahan<br>Award                     | This award is given to the graduating J.D. student achieving the highest final grade in Conflict of Laws. The winner receives a certificate and the award appears on the transcript.   |
| Christophine G. Mutharika<br>International Law Award  | This prize was created by Professor A. Peter Mutharika and his family in memory of his late wife, Christophine. The award is given to the graduating J.D. student with the highest grade in International Law. The winner receives a certificate and the award appears on the transcript.  |
| Dan Carter-Earl Tedrow<br>Memorial Award              | Established by the J.D. Class of 1958 in memory of their classmates, Dan Carter and Earl Tedrow, this award is given to the senior who, because he/she has demonstrated an agreeable and mature attitude, an active interest in law school affairs, a conscientious regard for studies, a helpful and understanding relationship with associates, and an inclination to further the ideals of the legal profession, is selected by the Senior Class as the exemplification of the aims of all those entering the profession of law. The winner receives a certificate and the award appears on the transcript. |
| Dean's Book Award                                     | This award is presented in some school years by the Dean to a graduating J.D. student in recognition of outstanding leadership and service to the School of Law. The winner receives a book from the Dean, a certificate and the award appears on the transcript.  |
| Don Sommers Award in<br>Professional Responsibility   | This award is presented to the J.D. graduating student who received the highest grade in Legal Profession. All ethics curriculum courses with enrollments of at least 30 qualify as "Legal Profession" for purposes of granting this award. The winner receives a certificate and the award appears on the transcript.   |
| Equal Justice Works Award                             | [formerly the National Association of Public Interest Law Pro Bono and Public Service Award] This award is presented to J.D. students in recognition of outstanding commitment to pro bono and public service. The winner receives a certificate and the award appears on the transcript.  |
| Excellence in Alternative<br>Dispute Resolution Award | This award is presented to students who have excelled in the Law<br>School's ADR classes or the ADR competitions: Client Counseling,<br>Negotiation, and Representation in Mediation Competitions.   |
| F. Hodge O'Neal Corporate<br>Law Award                | This award is presented to the J.D. graduating student with the highest grade in Corporations. The winner receives a certificate and the award appears on the transcript.  |

| Family Law Award                                    | This award is presented to the graduating J.D. student receiving the highest grade in Family Law. The winner receives a certificate and the award appears on the transcript.  |
|---|---|
| Gary I. Boren Memorial<br>Award                     | This award was created by Michael Goldstein and the law firm of Suelthaus & Kaplan in memory of Professor Boren. This is awarded to the highest ranking student completing the LL.M. in Taxation. The winner receives a certificate and the honor appears on the transcript.  |
| Intellectual Property &<br>Technology Award         | This is awarded to the highest ranking student completing the LL.M. in Intellectual Property and Technology Law. The winner receives a certificate and the honor appears on the transcript.   |
| International Academy of<br>Trial Lawyers Award     | This award is made possible by the International Academy of Trial Lawyers for the encouragement of competent courtroom practice and is to be chosen from J.D. students demonstrating proficiency in advocacy and litigation skills, as demonstrated in classes or competitions. The winner receives a certificate and the award appears on the transcript.  |
| International LL.M. Best<br>Advocate Award          | This award is presented to a graduating LL.M. student for excellence in analysis and advocacy demonstrated in the Introduction to U.S. Law & Methods courses. The winner receives a certificate and the award appears on the transcript.  |
| Jack Garden Humanitarian<br>Award                   | This award is presented to a graduating J.D. student who has contributed significantly to the School of Law or the broader community. The winner receives a certificate and the award appears on the transcript.  |
| Joseph Kutten Awards in<br>Bankruptcy and Insurance | These awards are presented to the J.D. graduating students who received the highest grades in Bankruptcy and Insurance. The winners each receive a certificate and the awards appear on the transcripts.  |
| Judge Amandus Brackman<br>Moot Court Award          | This award is presented to a graduating J.D. student for proficiency in briefing and arguing cases in Moot Court competitions. The winner receives a certificate and the award appears on the transcript.   |
| Judge John W. Calhoun<br>Trial Practice Award       | This award is given to the graduating J.D. student who has demonstrated exceptional talent and enthusiasm for trial practice, as demonstrated in classes or competitions. The winner receives a certificate and the honor appears on the transcript.  |
| Judge Myron D. Mills<br>Administrative Law Award    | This award is presented to the graduating J.D. student who has written the best paper on an Administrative Law topic in a course for credit during each academic year. The Associate Dean will solicit from members of the faculty nominations of student work in the Administrative Law field; the Associate Dean shall call upon one teacher with expertise in Administrative Law to choose the best paper from among those nominated. The winner receives a certificate and the award appears on the transcript. |

| Latin Honors  | Latin Honors are awarded to J.D. students based on the final cumulative GPA which is known once all grades are posted in mid to late June each year. J.D. students graduating in the top 2% of their class earn summa cum laude honors; students in the top 10% earn magna cum laude honors, and students in the top 33 1/3% (top third) earn cum laude honors. [Latin Honors were not awarded prior to the J.D. Class of 2003.]  |
|---|---|
| LL.M. Best Advocate Award   | [See International LL.M. Best Advocate Award]   |
| Mary Collier Hitchcock<br>Prize   | This award is presented to one J.D. graduating member of each of the three Washington University publications (Law Quarterly, Journal of Law and Policy, and Global Studies Law Review) for outstanding writing. The winners receive a certificate and the award appears on the transcript.   |
| Milton F. Napier Trial<br>Award   | This award is made possible by the Lawyers Association. It is presented to a graduating J.D. student who exhibits proficiency in trial advocacy, as demonstrated in classes or competitions. The winner receives a certificate and the award appears on the transcript.   |
| National Association<br>of Women Lawyers<br>Outstanding Law Graduate<br>Award | This award is presented to a J.D. graduating student for academic achievement, professional image, and commitment to the advancement of women in society. The winner receives a certificate and the award appears on the transcript.  |
| Order of Barristers   | The Order of Barristers is a national law school honorary organization (http://www.utexas.edu/law/academics/advocacy/boa/barristers. html) founded to encourage oral advocacy and brief writing skills through effective law school appellate moot court and mock trial programs. Ten students from the senior class are selected by the clinical faculty, on the basis of excellence in and service to lawyering skills competitions. The winners become members of the Order of Barristers, receive certificates and the honor appears on each student's transcript.  |
| Order of the Coif   | The Order of the Coif is an honorary scholastic society (http://www.orderofthecoif.org) the purpose of which is to encourage excellence in legal education by fostering a spirit of careful study, recognizing those who as law students attained a high grade of scholarship, and honoring those who as lawyers, judges and teachers attained high distinction for their scholarly or professional accomplishments. J.D. students who rank in the top ten per cent of their class are selected, barring any disciplinary or honor issues. Based on Order of the Coif rules, in order to be eligible a student must have taken 75% of his/her credits "graded." If a student plans to graduate with the 86 minimum credits required for the J.D, this means s/he must take at least 64 credits graded, and no more than 22 credits non-graded. According to the Order of the Coif, "'Graded courses' are those for which academic accomplishment is recorded on the basis of educational measurement involving four or more discriminators." WUSL's modified pass/fail courses (HP94, P, LP78, F70), such as Pretrial and Trial, count as |

|  | graded courses per this definition. Credit bearing activities such as publications, competitions (participants and board members), supervised research, Judicial Clerkship, Negotiation, and Non-Law courses do not count as graded courses because there are only two grade discriminators - Credit or No Credit. Students vying for the top 10% should keep this information in mind, especially if considering applying for a semester abroad (which would likely involve at least 12 non-graded credits) or doing an externship (the Congressional/ Administrative Law externship has 8 non-graded credits, and other externships usually have 12 non-graded credits). Initiates receive certificates and the honor appears on the transcript. |
|--|--|
| Philip Gallop Award                    | This award is presented to the graduating J.D. student receiving the highest grade in Real Estate Transactions. This award given in honor of Mr. Philip Gallop by his family. The winner receives a certificate and the award appears on the transcript.   |
| Public Service Law Student of the Year | This award is presented to the graduating J.D. student who has demonstrated extraordinary commitment and dedication to serving those most in need. The winner receives a certificate and the honor appears on the transcript.  |
| William M. Pomerantz Trial<br>Award    | Established in May 1987 by the family of William M. Pomerantz, a prominent trial attorney in Hartford, Connecticut, for nearly fifty years, a graduate of Pennsylvania and Boston University Law School, and committed to excellence in the art of trial advocacy. This award is presented to a member of the J.D. graduating class for excellence in regional mock trial competition. The winner receives a certificate and the award appears on the transcript.  |

#### Journals<sup>10-13</sup>

# The School publishes four student-edited journals:

# Washington University Law Review

Inaugurated as the St. Louis Law Review in 1915 and retitled the Washington University Law Quarterly in 1936, the Washington University Law Review is a student-run academic journal that publishes six issues per year. Our staff selects and edits articles from legal scholars, practitioners, and students, and we welcome submissions on any legal topic.

# Washington University Journal of Law and Policy

The Journal, unlike most law reviews, centers each volume around a pertinent theme or issue. The articles therein are authored by professors of law, legal practitioners, judges, and distinguished scholars from a variety of academic disciplines.

# Washington University Global Studies Law Review

Welcome to the internet home of Washington University Global Studies Law Review. Building on Washington University's distinguished reputation, Global Studies presents outstanding articles, book

reviews, essays, and notes from prestigious academics, practitioners and prominent students to expand the global community's knowledge and understanding of real-world issues. Global Studies Law Review publishes quarterly.

# Washington University Jurisprudence Review

Washington University Jurisprudence Review is the only student-edited, in-print journal of jurisprudence in the United States. The Jurisprudence Review promotes academic discussion and scholarship at the nexus of law and legal theory by publishing two issues per year with works that contribute to analytic, normative, and comparative jurisprudence from scholars both within and without the legal academy. We also seek to enrich the law school experience by fostering critical analysis of the suppositions and theories that underpin the law school curriculum.

# **Moot Court<sup>14</sup>**

The School offers a rich program of lawyering skills competitions to the curricula. Both first-year and upper-class students are encouraged to refine their lawyering techniques through our various lawyer advocacy competitions. Some of the competitions earn academic credit, and all of the competitions provide excellent training in valuable lawyering skills and professional values. The trial and appellate skills competitions are administered by the Trial and Advocacy Program, and client counseling, negotiation, mediation, and other alternative dispute resolution (ADR) competitions are administered by the ADR Program. Below are the different moot courts offered here:

- Environmental Law Intramural Moot Court
- National Environmental Law Moot Court
- Wiley Rutledge Intramural Moot Court
- ABA National Appellate Advocacy Moot Court
- William E. McGee National Civil Rights Moot Court
- Philip C. Jessup International Law Moot Court
- Niagara International Law Moot Court
- Saul Lefkowitz Moot Court
- Giles Sutherland Rich Moot Court

# Clinical Programs<sup>15</sup>

Recognizing that acquiring professional skills and values in a real world context is an essential component of legal education, Washington University Law guarantees every interested student at least one clinical opportunity during his or her second or third year of law school.

Listed below are clinical courses available to all law students at Washington University Law:

- Appellate Clinic
- Children & Family Advocacy Clinic
- Civil Rights, Community Justice & Mediation
- Congressional & Administrative Law Externship
- Corporate Judicial Externship
- Criminal Justice Clinic
- Entrepreneurship and Intellectual Property Clinic
- Government Lawyering Externship
- Interdisciplinary Environmental Clinic
- International Justice and Conflict Resolution Externship

- Judicial Clerkship Externship
- Juvenile Law and Justice Clinic
- Lawyering Practice Externship
- Low Income Taxpayer Clinic
- New York City Regulatory and Business Externship
- Patent Law Externship
- Prosecution Clinic
- Semester-in-Practice Externship
- Summer Clinical Opportunities
- Supervised Practicum
- Urban Revitalization Clinical Practicum

# Placement Facts<sup>16</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$65,000 - \$110,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$110,000            |
| Public service - Median               | \$51,000             |

# **Employment Details**

| Graduates known to be employed at graduation               | 67.1% |
|--|-------|
| Graduates known to be employed ten months after graduation | 91.1% |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 49.8%      |
| Business and Industry         | 20.4%      |
| Government                    | 15.9%      |
| Judicial Clerkships           | 8.6%       |
| Public Interest Organizations | 2%         |
| Academia                      | 3.3%       |
| Unknown                       | 0%         |

# Externships/Internships<sup>17, 18</sup>

# **Externships**

# **Externship Courses**

Our rich and diverse group of lawyering courses place students out in the community as members of law offices and community organizations at which students provide legal services under the direct supervision of an on-site attorney or judge. These courses expose students to a variety of legal settings in non-profit, community, governmental law offices, and judicial chambers, and a variety of experiences in litigation, policy, judicial and organizational advocacy settings. These externships are local, national and international and include such placements as federal public defender offices,

United States Attorneys offices, local, national and international courts, legal services organizations, and Congressional and Administrative offices in Washington, D.C. Washington University Law faculty supervise the experiences of the students in these courses, staying in close contact with the students and their externship supervisors to help them develop their legal skills and to provide a framework for reflection and insight into the legal profession and professional possibilities.

# **Summer Clinical Opportunities**

During the summer, Washington University Law offers a variety of intensive local, national, and international externships. Summer clinical course offerings include the Judicial Clerkship Externship and the Lawyering Practice Externship (LPE). In the summer LPE, students either may seek placements in the regular offices that the LPE utilize during the regular academic year or in similar placements in other locations in the United States and abroad.

- Congressional & Administrative Law Externship
- Corporate Judicial Externship
- Government Lawyering Externship
- International Justice and Conflict Resolution Externship
- Judicial Clerkship Externship
- Lawyering Practice Externship
- New York City Regulatory and Business Externship
- Patent Law Externship
- Semester-in-Practice Externship

# Internships

IP/TL LLM students are encouraged to apply for unpaid internships either during their academic program or the summer after the program. Alumni and friends of the LLM program offer students opportunities at in-house counsel settings and at law firms of all sizes.

#### Student Organizations<sup>19</sup>

- American Constitution Society
- · American Indian Law Students Association
- Animal Law Society (Student Animal Legal Defense Fund) (opens in new window)
- Asian Pacific American Law Students Association (APALSA)
- Barely Legal Theater
- Black Law Students Association (BLSA) (opens in new window)
- China Law Society
- Christian Legal Society
- Criminal Law Society
- Education Law & Policy Society
- Energy & Environmental Law Society
- Federalist Society
- Fitness Club
- Future Advocates in Training
- Graduate-Professional Council (opens in new window)
- Health Law Association
- Immigration Law Society
- Intellectual Property Law Society
- International Law Society

- Jewish Law Society
- JD/MBA Association
- Latin American Law Students Association (LALSA)
- Law and Social Work Society
- Labor & Employment Law Society
- Law Students for Reproductive Justice
- Law Students For Life
- Middle Eastern Law Students Association
- Negotiation and Dispute Resolution Society
- Parents and Non-Traditional Students Association
- OUTLaw
- Phi Alpha Delta (opens in new window)
- Public Interest Law Society (PILS) (opens in new window)
- Real Estate & Economic Development Law Society
- Sidebar Wine Society
- South Asian Law Students Association (SALSA)(opens in new window)
- Sports & Entertainment Law Society (SLES)
- Student Bar Association (SBA)
- Student Law Association of Metropolitan St. Louis
- Student Veterans Association (SVA)
- Tax Law Society
- Youth & Family Law Society
- WashU Out West
- Women's Law Caucus (WLC)
- Women of Color Law Society

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# University of Southern California Gould School of Law



MAILING ADDRESS<sup>1</sup>
699 Exposition Boulevard,
Los Angeles, CA 90089

**MAIN PHONE** 213-740-7331

website gould.usc.edu **REGISTRAR'S PHONE** 213-740-6314

**ADMISSIONS PHONE** 213-740-2523

**CAREER SERVICES PHONE** 213-740-7397

#### Overview<sup>2</sup>

The University of Southern California Gould School of Law cultivates analytical ability, ethical values, and a spirit of collegiality that prepare our students for meaningful careers benefiting society. We enrich human knowledge and the principles of justice through superior scholarship.

#### Founded in 1896

With more than 100 years of renowned legal education, USC Law is an institution that continues to make history, through its philosophy of innovation, and through its people. By the students, for the students, that's the founding premise and guiding principle behind USC Law.

At the end of the 19th century, when there was no formal law school in Southern California, aspiring lawyers prepared by "reading law" at local firms. Then, in 1896, a band of ambitious apprentices brought organized legal education to Los Angeles. Their goal: Create "a school of permanent character," and educate lawyers of exceptional quality. Today's USC Law reflects a distinguished past built on the principles of equity and excellence, and the courage to break new ground.

# Student-Faculty Ratio<sup>3</sup>

10.2:1

#### Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 161-167 | 3.49-3.86 |
| Median*              | 166     | 3.76      |

The above LSAT and GPA data pertain to 2015 entering class.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

# Admission Statistics<sup>5</sup>

| Α | pproximate number of applications | 4244  |
|---|-----------------------------------|-------|
| Ν | umber accepted                    | 1270  |
| Р | ercentage accepted                | 29.9% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>6</sup>

# Expenses

| Tuition and fees Full-time: | \$58,022 per year |
|-----------------------------|-------------------|
| Room and board              | \$16,300          |
| Books                       | \$1,990           |
| Miscellaneous expenses      | \$4,420           |

# Class Ranking and Grades<sup>7</sup>

The Law School grading system uses both numerical grades and letter grade equivalents. Numerical grades range from 1.9 to 4.4 with letter-grade equivalents ranging from F to A+. The system differs from a typical letter-grade system (in which A=4.0, A-=3.7, and B+=3.3, etc.) in that faculty can assign intermediate numbers, such as 3.4. For example, although both 3.3 and 3.4 are grades of "B+", the 3.4 carries a slightly higher numerical value, and therefore contributes to a higher GPA. This combination of letters and numbers was selected because the letters can be easily understood by all potential employers, while the intermediate numbers allow more gradations and therefore more nuance than a simple system of letters only.

# **Grade Scale**

The chart linked below shows the current numerical and letter grades as well as the equivalent grades on the old 65-90 grading system used for students entering before the Fall 2001 semester. These equivalents are provided for informal guidance only. Grades may be reported only in the manner in which they are recorded and displayed officially on the transcript or Record of Academic Performance (RAP). Grades may not be converted from one system to the other for reporting purposes:

| Designation    | Numerical<br>Grade | Letter<br>Grade |
|----------------|--------------------|-----------------|
| Highest Honors | 4.4                | A+              |
| High Honors    | 4.3                | A+              |
| High Honors    | 4.2                | Α+              |
| High Honors    | 4.1                | A+              |
| High Honors    | 4                  | Α               |
| High Honors    | 3.9                | А               |

| Honors | 3.8 | А  |
|--------|-----|----|
| Honors | 3.7 | A- |
| Honors | 3.6 | Α- |
| Honors | 3.5 | A- |
| Honors | 3.4 | B+ |
| None   | 3.3 | B+ |
| None   | 3.2 | В  |
| None   | 3.1 | В  |
| None   | 3   | В  |
| None   | 2.9 | B- |
| None   | 2.8 | B- |
| None   | 2.7 | B- |
| None   | 2.6 | C+ |
| None   | 2.5 | C+ |
| None   | 2.4 | С  |
| None   | 2.3 | C- |
| None   | 2.2 | C- |
| None   | 2.1 | C- |
| None   | 2   | D  |
| None   | 1.9 | F  |
|        |     |    |

A grade above 1.9 (F) or a grade of CR must be earned to receive credit toward the 88 units required for the Juris Doctor degree. Courses will not be counted towards the J.D. degree when a grade of 1.9 (F) is entered.

Sometimes students may notice markings other than "CR" or a numerical grade on their records. Other markings which may appear on the transcript or RAP are:

- IP "In Progress" No grade is yet reported; IP represents the first half of a two-semester course; grade reported at the end of the second semester.
- MG Missing Grade; faculty member did not submit a grade for the student for the course; or faculty member submitted a numerical grade when a non-numerical grade is required, or vice versa.
- W Withdrawal, approved by academic petition to the Registrar, no grade entered.
- IN Incomplete; assigned when work is not completed because of documented illness or other "emergency" occurring after the twelfth week of the semester.
- IX If a mark of IN is not removed within one calendar year it becomes a grade of IX, and is calculated into the GPA as a failing grade.

#### Grade Normalization (Curve)8

In order to achieve fairness and consistency across classes and courses, the average and the distribution of grades in Law School courses are controlled following USC Law's historic grading patterns.

#### Honors<sup>9</sup>

#### **Graduation Honors:**

| Honor Name        | % of Class Receiving | GPA Required |
|-------------------|----------------------|--------------|
| Order of the Coif | 10                   | top ten %    |

#### Awards<sup>10</sup>

USC Law offers a variety of prizes, awards and fellowships listed below. All eligible students will be considered for these awards.

| Name of Award                      | Awarded for/to   |
|------------------------------------|--|
| Carl M. Franklin Award             | Excellence in international law                          |
| Kelly Prize                        | Highest GPA during second year                           |
| Peter Knecht Memorial Award        | Excellence in contracts, copyright and entertainment law |
| Law Alumni Award                   | Highest GPA during law school                            |
| Malcolm Lucas Award                | Highest GPA after first year                             |
| Alfred J. Mellenthin Award         | Highest GPA after first and second years                 |
| Dorothy Write Nelson Award         | Contribution to improvement of administration            |
| Norman Zarky Award                 | Excellence in entertainment law                          |
| Shattack Award                     | Leadership   |
| Miller-Johnson Equal Justice Award | Contribution and commitment to civil and social justice  |
| Mason C. Brown Award               | Excellence in trial advocacy and public interest         |

#### Journals<sup>11-13</sup>

#### The Southern California Law Review:

Established in 1927, the Southern California Law Review is an independent and autonomous entity. Each year the Law Review publishes one volume, which is produced in six separate issues. Each issue normally contains several articles written by outside contributors and several notes written by USC Gould School of Law students. The Law Review strives to publish articles on a wide range of topics and to serve all segments of the legal community. In addition, the Law Review frequently hosts a symposium in order to explore timely or controversial areas of law.

Matters of policy, procedure, and content are determined solely by the Editorial Board. All decision making authority is delegated by the Dean of the law school to the Editor-in-Chief. The Editor-in-Chief, in turn, delegates various responsibilities to the Editorial Board and the Law Review Staff.

Postscript is an online companion to the Southern California Law Review that permits us to publish a wider variety of worthwhile material than we can accommodate in our printed journal. We seek to publish a wide range of timely legal commentaries, response pieces, book reviews, and student work.

#### The Southern California Review of Law and Social Justice (RLSJ):

The Southern California Review of Law and Social Justice (RLSJ) is an honors law journal at the University of Southern California Gould School of Law. RLSJ started in 1992 as the Southern California Review of Law and Women's Rights, but in 2006, starting with the sixteenth volume, the journal expanded its focus and renamed itself to reflect a focus beyond just women's rights to all issues of social justice.

RLSJ annually publishes one volume, in three separate issues. This year RLSJ will be hosting a symposium, in conjunction with volume 21, issue 1, on mechanical restraints.

#### The Southern California Interdisciplinary Law Journal (ILJ):

The Southern California Interdisciplinary Law Journal (ILJ) was founded in 1978 to assess contemporary society, conceive new and unique legal methodology, and seek solutions to contemporary societal problems. The Journal seeks to do this by challenging traditional legal scholarship through the perspectives of disciplines upon which the law is premised. As a result, the Journal provides a framework upon which the future of the law must grow.

#### **Moot Court**<sup>14</sup>

The Hale Moot Court Honors Program, founded in 1948, provides students with an opportunity to develop their written and oral advocacy skills. Participants gain invaluable experience by engaging in oral arguments before judges and practicing attorneys and by drafting their own appellate briefs.

Each spring, all first-year students are invited to compete in Qualifying Rounds conducted by current Executive Board members and the second-year student participants of the Program. During the summer break, the Executive Board then extends invitations to forty first-year students to participate in the next year's Program based on their oral argument scores, their grade on a brief from the Legal Research, Writing and Advocacy class, and their grade point averages. The students who accept the Board's invitation become participants in the Hale Moot Court Honors Program as second-year students.

Each Hale Moot Court Honors Program Competition involves two issues, and every participant drafts an appellate brief on behalf of either the Petitioner or Respondent regarding one of the two issues. In the oral argument portion of the Preliminary Rounds, participants present arguments on behalf of both the Petitioner and Respondent during two separate rounds. During the fall semester, to help them draft their briefs, participants attend an issue clinic and work with Executive Board Editors to create a polished final draft. In preparation for the Preliminary Rounds, they attend an oral advocacy clinic and participate in practice oral argument rounds with Executive Board members. Participants ultimately present their arguments before three-person panels of state and federal judges, experienced attorneys, and faculty members. Based on their Preliminary Round oral argument scores and their appellate brief scores, sixteen of the forty participants are chosen to advance to the Quarterfinal Round. Participants who advance choose their issue and side through a lottery selection for each subsequent round.

During the spring semester, the sixteen Quarterfinalists present their oral arguments and eight participants are chosen for the Semifinal Round. The Competition culminates in March of each year, with four participants competing in the Final Round. The Final Round takes place before a panel of three distinguished judges from across the country, in front of an audience of the participants' peers, professors, and members of the community. Past Final Round judges have included United States Supreme Court Justices, State Supreme Court Justices, and United States Circuit Court Judges. The Final Round judges select the Competition Champion. The Executive Board also presents awards to six participants who have written the best briefs.

At the end of the academic year, participants may apply for positions on the next year's Executive Board. Third-year students on the Executive Board administer the next Hale Moot Court Honors Program.

Third years may also participate on the National Moot Court team. The National Team is composed of third-year students who represent USC Law in competitions against other law students in moot court competitions across the country.

# Clinical Programs<sup>15</sup>

USC's clinical training programs are designed to develop lawyering skills of the highest quality. The USC Gould School of Law offers two types of clinical training: classroom courses that include simulated exercises, and supervised casework with actual clients. Through classroom exercises, students use hypothetical case materials in simulated law office and courtroom settings, with actors playing the roles of clients and witnesses. Then, students learn legal skills and principles by working on actual cases for real clients under the supervision of faculty member. The following clinical programs combine classroom exercises with client representation.

- Immigration Clinic
- Intellectual Property and Technology Law Clinic
- International Human Rights Clinic
- Mediation Clinic
- Post-Conviction Justice Project
- Small Business Clinic
- · Access to Justice Practicum
- Children's Legal Issues Practicum
- Medical-Legal Community Partnership Seminar and Practicum

# Placement Facts<sup>16</sup>

#### Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$105,000 - \$160,000 |  |
|---------------------------------------|-----------------------|--|
| Private sector - Median               | \$160,000             |  |
| Public service - Median               | \$24,000              |  |

#### **Employment Details**

| Graduates known to be employed at graduation               | 77.4% |
|--|-------|
| Graduates known to be employed ten months after graduation | 85.7% |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 59.3%      |
| Business and Industry         | 11.3%      |
| Government                    | 10.8%      |
| Public Interest Organizations | 11.3%      |
| Judicial Clerkships           | 3.4%       |
| Academia                      | 3.9%       |
| Unknown                       | 0%         |

#### Externships/Internships<sup>17</sup>

#### **Judicial and Clinical Externships**

The Office of Public Service is responsible for the coordination and administration of the Judicial and Clinical Externship programs. Students can receive academic credit for clinical externships by working for a non-profit public interest office or government agency. Students also receive academic credit through an externship with a judge.

#### Student Organizations<sup>18</sup>

- American Constitution Society (ACS)
- Armed Forces Law Society (AFLS)
- Armenian Law Students Association (ALSA)
- Asian Pacific American Law Students Association (APALSA)
- Bike & Transit Law Society
- Black Law Students Association (BLSA)
- Business Law Society
- Criminal Law Association
- Energy & Environmental Law Society (EELS)
- Entertainment Law Society (ELS)
- Entrepreneurship & Venture Capital Association
- Federalist Society
- Government Law Organization (GLO)
- Health Law Society
- Intellectual Property & Technology Law Society (IPTLS)
- International Law & Relations Organization (ILRO)
- Iragi Refugee Assistance Project (IRAP)
- Jewish Law Students Association (JLSA)
- Latino Law Students Association (LLSA)
- Legal Aid Alternative Break (LAAB)
- National Lawyers Guild
- OUTLaw
- Phi Alpha Delta (PAD)
- Protection & Animal Welfare Law Society (PAWLaw)
- Public Interest Law Foundation (PILF)
- Real Estate Law Society

- South Asian Law Students Association (SALSA)
- Sports Law Society
- Street Law
- Student Bar Association (SBA)
- Women's Law Association (WLA)

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# Boston University School of Law



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765 Commonwealth Avenue,
Boston, MA 02215

**MAIN PHONE** 617-353-3100

**WEBSITE** www.bu.edu/law

**REGISTRAR'S PHONE** 617-353-3115

**ADMISSIONS PHONE** 617-353-3100

**CAREER SERVICES PHONE** 617-353-3141

#### Overview<sup>2</sup>

Founded in 1872, Boston University School of Law has a rich history of diversity and accomplishment that continues today under the leadership of Dean Maureen A. O'Rourke. You are welcome to visit BU Law, which is housed in the brand Sumner M. Redstone Building and completely renovated law tower. Our facility features two modern law libraries, technologically advanced moot courtrooms, classrooms designed for optimal learning, and offices for faculty and administrative departments.

# Student-Faculty Ratio<sup>3</sup>

10.6:1

#### Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 160-164 | 3.41-3.75 |
| Median*              | 163     | 3.67      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Alissa Leonard |
|------------------------|----------------|
| Application deadline   | April 1        |

<sup>\*</sup>Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

#### Admission Statistics<sup>5</sup>

| Approximate number of applications | 4248  |
|------------------------------------|-------|
| Number accepted                    | 1609  |
| Percentage accepted                | 37.9% |

The above admission details are based on 2013 data.

#### Law School Cost<sup>6</sup>

| Tuition and fees Full-time: | \$49,330 per year |
|-----------------------------|-------------------|
| Room and board              | \$12,620          |
| Books                       | \$1,462           |
| Miscellaneous expenses      | \$4,390           |

# Class Ranking and Grades<sup>7</sup>

Excerpt from Article IX of 2014/2015 Academic Regulations

# Grading scale and procedures

In coursework for which a letter grade is assigned, the minimum passing grade is D.

The Faculty has established the following scale of numerical equivalents for letter grades:

| A+ | 4.3 |
|----|-----|
| А  | 4.0 |
| Α- | 3.7 |
| B+ | 3.3 |
| В  | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| С  | 2.0 |
| C- | 1.7 |
| D  | 1.0 |
| F  | 0.0 |

If a graded seminar or course is taken by a student on a Credit/No Credit/Honors basis, the student must earn a C or better on the graded work in the course or seminar to pass. A student who does not satisfy that standard will not receive credit for the course, and the course will not appear on the student's transcript except as provided below.

The result of any course or seminar taken on a Credit/No Credit/Honors basis is not reflected in the student's grade point average except as provided below.

If a student receives a grade of C- or D in a course taken on a Credit/No Credit/Honors basis in the final semester before the student's anticipated graduation and the student requires credit in the course to be eligible for graduation, the grade shall be included in the student's grade point average and on the student's transcript and the student shall receive credit for the course.

A student must make any election to take a course on a Credit/No Credit/Honors basis by the end of the add/drop period. A student, however, can elect to reverse this decision and take the course on a graded basis for an additional two-week period after the add/drop period.

The School of Law Registrar will release final grades to students as soon as possible after the examination period. Instructors may not release final grades directly to students.

Instructors may change final grades to correct clerical or mathematical error. Final grades may not otherwise be changed except by vote of the Faculty.

# Grade Normalization (Curve)<sup>8</sup>

For all courses and seminars with enrollment of 26 or more students receiving grades, the following grade distribution is mandatory:

| A+           | 0-5%   |
|--------------|--|
| A+, A, A-    | 20-25% (A+ subject to 5% limitation above)                   |
| B+ and above | 40-60% (subject to limitations on A range above)             |
| В            | 10-50% (subject to limitations above and below)              |
| B– and below | 10-30% (subject to limitations below on ranges C+ and below) |
| C+ and above | 5-10%  |
| D, F         | 0-5%   |

For seminars and courses with enrollment of 25 or fewer, the above distributions are not mandatory, but a median of B+ is recommended.

If a student receives a grade of C- or D in a course taken on a Credit/No Credit/Honors basis in the final semester before the student's anticipated graduation and the student requires credit in the course to be eligible for graduation, the grade shall be included in the student's grade point average and on the student's transcript and the student shall receive credit for the course.

# Honors<sup>9</sup>

# 2015-2016 Academic Year

# Class of 2014

| Cut-off point for top 5%  | 3.84 |
|---------------------------|------|
| Cut-off point for top 10% | 3.78 |
| Cut-off point for top 15% | 3.74 |

| Cut-off point for top 20%       | 3.71 |
|---------------------------------|------|
| Cut-off point for top 25%       | 3.64 |
| Cut-off point for top one-third | 3.57 |

# Class of 2017

# 2L Mid-Year Rank\* Based on Fall 2015 Cumulative Average

| Cut-off point for top 5%        | 3.9  |
|---------------------------------|------|
| Cut-off point for top 10%       | 3.71 |
| Cut-off point for top 15%       | 3.64 |
| Cut-off point for top 20%       | 3.58 |
| Cut-off point for top 25%       | 3.52 |
| Cut-off point for top one-third | 3.47 |

# Awards<sup>10</sup>

| Name of Award  | Awarded for/to   |
|--|--|
| Sebastian Horsten Prize  | To the LL.M. in American Law student who has achieved the highest cumulative average in the class of 2014.   |
| American Law Outstanding<br>Achievement Award  | For excellence in academic achievement, honorable conduct and contributions to the class.  |
| Graduate Tax Program<br>Academic Achievement<br>Award                                | For the highest cumulative average in the class of 2014.   |
| Ernest M. Haddad Award   | To the graduating Graduate Tax Program student who best exhibits overall ability, taking into consideration academic achievement, character, and potential to serve the public interest. |
| A. John Serino Outstanding<br>Graduate Banking and<br>Financial Law Student<br>Prize | For overall performance, in terms of academic achievement and dedication to the highest standards of scholarship and service.  |
| Dennis S. Aronowitz Award<br>for Academic Excellence in<br>Banking and Financial Law | For the highest cumulative average in the class of 2014.   |
| Faculty Award for<br>Academic Accomplishment   | For the most scholarly progress in the third year.   |
| William L. and Lillian<br>Berger Achievement Prizes                                  | For exemplary scholastic achievement.  |
| Faculty Awards for<br>Community Service  | For exceptional dedication to the ideals of community service.   |

| Peter Bennett Prize                             | To the graduating third-year J.D. law student receiving the highest grade point average for that year.                                     |
|---|--|
| Spencer R. Koch Memorial<br>Award               | For outstanding contributions to achieving the goals of the Esdaile Alumni Center through alumni outreach.                                 |
| Honorable Albert P.<br>Pettoruto Memorial Award | For excellence in the field of probate or family law.  |
| Melville M. Bigelow<br>Scholarship Awards       | To a members of the graduating class who show the greatest promise as scholars and teachers in law.  |
| Warren S. Gilford Humanity and Law Prize        | To a student who shows humanitarian interest in law, primarily by taking a job in the public sector after graduation.                      |
| Alumni Academic<br>Achievement Award            | For the highest cumulative average in the three-year program of law study.   |
| Sylvia Beinecke Robinson<br>Award               | For a significant contribution to the life of the School of Law.   |
| Dr. John Ordronaux Prize                        | Awarded to a member of the graduating class for the most exemplary academic performance and leadership.                                    |
| Michael Melton Award                            | For Excellence in Teaching is named for a longtime faculty member who taught in the tax area and was director of the Graduate Tax Program. |
| John Stephen Baerst<br>Award                    | For Excellence in Teaching.  |

#### Journals<sup>11</sup>

You'll find six nationally recognized law journals run by BU Law's JD students. All place in the Top 25 of the Washington & Lee University Law School's annual law journal rankings:

# **Boston University Law Review**

Established in 1921, the Law Review provides analysis and commentary on all areas of the law. It is published five times a year, containing articles contributed by law professors and practicing attorneys from all over the world, along with notes written by student members. The wide cross section of topics published gives students broad exposure to issues of concern to the legal community.

#### American Journal of Law and Medicine

Published jointly with the American Society of Law, Medicine and Ethics since 1975, this is a quarterly, interdisciplinary periodical containing professional articles, student notes, and case comments; summaries of recent legislative and judicial developments; and book reviews in the area of health law and policy. The journal specializes in health care law, both domestic and international. Articles explore bioethics, health care financing, health policy, fraud and abuse, intellectual property, and other health-related fields.

#### Review of Banking & Financial Law

This scholarly journal of banking and financial law was founded in 1982 as the Annual Review of Banking & Financial Law. Prepared under the auspices of the Graduate Program in Banking & Financial

Law, the Review contains professional articles by academics and practicing lawyers, and student notes and comments on topics ranging from banking law and regulation to commercial law, bankruptcy, and administrative and constitutional law.

## **Boston University International Law Journal**

A biannual journal established in 1980 that provides a forum for student interests and scholarship in the field of international law. It strives to publish groundbreaking and even controversial professional articles and student-written notes analyzing the most current issues of public and private international law, foreign and comparative law, and trade law.

# Journal of Science and Technology Law

BU Law's longstanding tradition as a leader in intellectual property law programs carries on in this twice-a -year journal. It provides the best scholarship regarding the intersection of science, technology, and the law. Subject matter encompasses biotechnology, computers, communications, intellectual property, the Internet, technology transfer, and business for science and technology-based companies. Professional articles, student notes, and legal updates appear in each print issue as well as online.

#### Public Interest Law Journal

Founded in 1990 and published twice a year, this journal is a non-partisan publication dedicated to academic discussion of legal issues in the public interest. It focuses on constitutional law, criminal law, family and legal ethics, environmental issues, education and civil rights law, and is particularly interested in submissions that combine theory and practical application.

#### Moot Court<sup>12-14</sup>

# Homer Albers Prize Moot Court Competition 2015

#### Edward C. Stone Moot Court Competition 2014

The Edward C. Stone Moot Court Competition is only open to all second-year JD students,\* and runs from late September through mid-November. Students work in teams of two on one of three moot court problems. The 32 Stone participants with the highest combined brief and oral argument scores are invited to participate in the second semester Homer Albers Prize Moot Court Competition. Jen Taylor McCloskey, the Associate Director of the Legal Writing and Appellate Advocacy Program, will hold an informational meeting for all interested participants in early September.

#### **Jessup Moot Court Competition**

The Jessup Moot Court Competition is a prestigious moot court competition that attracts law students from over 550 law schools in more than 80 countries. Named after Philip C. Jessup, who served on the International Court of Justice, it is held annually, culminating in the final International Tournament held in Washington, DC, every spring.

#### Clinical Programs<sup>15</sup>

Because there are so many clinical offerings, you should consult with the faculty and staff of the Clinical & Advocacy Programs Office as well as the Career Development & Public Service Office for

advice and guidance on which programs will fit with your educational and career goals. Recognizing that acquiring professional skills and values in a real-world context is an essential component of legal education, BU Law guarantees every interested student at least one clinical opportunity during his or her second or third year of law school. All clinics have a class component to accompany the fieldwork.

In the **Housing, Employment, Family & Disability Clinic**, you can represent tenants in eviction defenses in housing court, claimants in unemployment compensation appeals, parties in divorces in probate court, and claimants in Social Security disability hearings.

In the **Employment Rights Clinic**, you can represent clients in unemployment compensation cases. You may also handle wage and hour disputes, discrimination/sexual harassment cases, and Family Medical Leave Act cases.

In the **Criminal Law Clinical Program**, you will learn firsthand what it means to be a criminal law attorney. You can conduct investigations to formulate trial strategy, file pre-trial motions, participate in plea bargaining, try cases, and make sentencing arguments. Students follow their cases from beginning to end; in recent years some clinic students have even taken their cases to the Massachusetts Supreme Judicial Court.

In the **Entrepreneurship & IP Clinic**, you will assist MIT and BU student entrepreneurs starting new or growing existing businesses focused on innovative technologies, products, or services.

In the **Technology & Cyberlaw Clinic**, you will advise MIT and BU students on laws and regulations that may affect their innovation-related academic and extracurricular activities in areas that may include cyber crime, privacy issues, data security, and intellectual property.

The **Human Trafficking Clinic** offers a unique opportunity for students to work on legal cases of human trafficking, a widespread and serious human rights violation. Clinic students engage in a wide variety of legal activities, including direct representation of trafficking survivors, community education, and legal advocacy. Clinic students directly represent trafficking survivors in a variety of contexts including: applications for T-visas, and applications for victim compensation. Students also collaborate with a variety of stakeholders, including law enforcement, survivor-led organizations, government officials, and non-governmental organizations, to identify solutions to combat human trafficking.

In the **Immigrants' Rights Clinic**, you will likely represent a refugee fleeing human rights abuses in a full asylum trial before the Immigration Court. You will also represent a newly arrived unaccompanied child facing deportation in a juvenile-related hearing to find a stable and safe home in the United States.

In the **International Human Rights Clinic**, you can work on human rights projects, file briefs and amicus briefs on international human rights law issues in US domestic courts, and participate in universal jurisdiction claims in the US and other courts.

In the **Wrongful Convictions Clinic**, you will screen applications from prisoners claiming innocence: scrutinize transcripts, forensic evidence, motions and appeals, and report to the New England Innocence Project.

#### Placement Facts<sup>16</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$84,550 - \$160,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$145,000            |
| Public service - Median               | \$50,000             |

# **Employment Details**

| Graduates known to be employed at graduation               | 57.7% |  |
|--|-------|--|
| Graduates known to be employed ten months after graduation | 80.5% |  |

# **Areas of Legal Practice**

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 54.8%      |
| Business and Industry         | 15.8%      |
| Government                    | 13.6%      |
| Judicial Clerkships           | 5%         |
| Public Interest Organizations | 10.4%      |
| Academia                      | 0.5%       |
| Unknown                       | 0.4%       |

# **Externships/Internships**

#### Externships<sup>17</sup>

Take advantage of Boston's large and diverse legal community by working for credit at a legal organization in Boston. The possibilities are endless: public interest organizations, government agencies, judicial chambers of state or federal judges, and in-house legal departments in Boston. You may deal with legal issues that range from affordable housing to health law, from criminal prosecution to government regulation. Externship options are:

#### Affordable Housing Externship

Work at a public or non-profit housing and community development agency to learn how various laws, tools, and programs come together in the real world – project by project and case by case – to provide affordable housing and sustainable community development.

# **Government Lawyering Externship**

Learn about being a government lawyer through placements in such offices as the US Attorney's Office, the Massachusetts Attorney General's Office, and other federal and state agencies in Boston.

#### Health Law Externship

Immerse yourself in the legal issues facing health care providers, biotech firms, or health advocacy nonprofits in Boston.

# Independent Proposal Externship

Receive credit for an externship pursued in conjunction with an independent study project.

#### **Judicial Externship**

Intern at a trial or appellate court in the Massachusetts or federal court system and explore issues related to the roles of the judge and the judicial intern.

#### Legal Externship

Work at a range of organizations in Boston, such as MPM Capital, BU's General Counsel's Office, and Accion International.

# Internships<sup>18</sup>

# The American Law Internship Program

BU Law has established a program with the Academic Internship Council (AIC) to provide short-term, post-graduation law-related internships in the US for LLM in American Law students. Our program with AIC-called the American Law Internship Program—is designed to provide LLM graduates with short-term professional experiences (rather than permanent jobs) in the US legal market. Placements will help students further their understanding of US legal culture, gain practical exposure to US legal practice, refine their professional development skills, and expand their global networks.

# Student Organizations<sup>19</sup>

- American Constitution Society
- Asian Pacific American Law Students Association
- Black Law Student Association
- Boston University School of Law American Civil Liberties Union
- BU Law Wellness Club
- Business Law Society
- Communication, Entertainment, and Sports Law Association
- Education and School Law Association
- Employment & Labor Law Student Association
- Entrepreneur & Finance Club
- Environmental and Energy Law Association
- Federalist Society
- Health Law Association
- Human Rights Law Society
- Immigration Law and Policy Society
- Intellectual Property Law Society
- International Law Society
- J. Reuben Clark Law Society
- Jewish Law Student Association
- · Latin American Law Student Association
- Lawyers Christian Fellowship
- Law Students for Reproductive Justice
- Legal Follies

- Middle Eastern & Southeast Asian Law Students Association
- National Security Law Society
- Native American and other Indigenous Peoples Law Students Association & Peoples
- OUTLaw
- Older Wiser Law Students
- Public Interest Project
- Softball
- · Student Animal Legal Defense Fund
- · Student Government Association
- Women's Law Association

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# University of Iowa College of Law



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**REGISTRAR'S PHONE** 319-335-9080

**ADMISSIONS PHONE** 319-335-9095

**CAREER SERVICES PHONE** 319-335-6774

#### Overview<sup>5-7</sup>

The most successful and effective lawyers are true counselors, offering clients incisive analysis, clear-eyed yet compassionate understanding, and creative problem solving. The world needs more lawyers who embrace the role of counselor, and at lowa Law, we offer the best possible environment for producing them.

Students play a central role in the academic and professional life of lowa Law. Seven student-run, co-curriculum programs award academic credit for a variety of professional skills training exercises. There are more than 20 recognized student organizations within the law school, many of which actively work to enhance the professional and cultural opportunities available to students and to organize volunteer projects to provide pro bono community services.

Why apply to lowa Law? Because we have a reputation for producing lawyers who are highly skilled and successful—and who display an exemplary level of professionalism. With an lowa Law degree, you'll be more than an advocate or attorney: you'll be a trusted counselor at law for your clients, your colleagues, and your community.

#### Student-Faculty Ratio<sup>8</sup>

8.7:1

#### Admission Criteria9

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 156-162 | 3.44-3.79 |
| Median*              | 161     | 3.61      |

| Director of admissions | Collins Byrd |
|------------------------|--------------|
| Application deadline   | May 1        |

The above LSAT and GPA data pertain to the 2015 entering class.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

# Admission Statistics<sup>10</sup>

| Approximate number of applications | 1214  |
|------------------------------------|-------|
| Number accepted                    | 528   |
| Percentage accepted                | 43.5% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>11</sup>

| Tuition and fees Full-time: | \$24,177 per year (in-state)<br>\$42,021 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$17,000   |
| Books                       | \$1,100  |
| Miscellaneous expenses      | \$2,176  |

#### Class Ranking and Grades<sup>12-13</sup>

Students are not ranked until they complete their first year of study. Thereafter, rankings are done at the end of every semester and summer session, once all grades are reported.

Students will be ranked following the fall semester, spring semester and summer session each year. Final class standing will be based on the ranking in September and will include students who completed all graduation requirements in August, May and the previous December.

Grades will be awarded on a scale of 1.5 to 4.3. No academic credit shall be given for a grade below 1.8 or a grade of "Fail." A 2.1 average (the lowest "C" average) will be required for retention and graduation. A numerical grade may be translated into a letter grade for purposes of comparison as follows:

| A+ | 4.3-4.2 |
|----|---------|
| А  | 4.1-3.9 |
| Α- | 3.8-3.6 |
| B+ | 3.5-3.3 |
| В  | 3.2-3.0 |
| B- | 2.9-2.7 |
| C+ | 2.6-2.4 |
| С  | 2.3-2.1 |

| D | 2.0-1.8 |
|---|---------|
| F | 1.7-1.5 |

#### **CLASS RANKING**

Students are not ranked until they complete their first year of study. Thereafter, rankings are done at the end of every semester and summer session, once all grades are reported. The following system of ranking students by their grade point averages shall be in effect:

- (a) The top ten percent in each class may be informed of their exact rank.
- (b) The grade point averages at the 12.5 percentile and 37.5 percentile will be posted; and
- (c) The above will constitute the entire ranking system.

Students will be ranked following the fall semester, spring semester and summer session each year. Final class standing will be based on the ranking in September and will include students who completed all graduation requirements in August, May and the previous December. For purposes of ranking underclass students, the same system shall be used based upon the expected date of graduation.

#### Grade Normalization (Curve)<sup>14</sup>

#### Grade Distribution Policy (effective September 2006)

The following grading norms shall be followed in all courses in the College of Law, except as otherwise provided below:

| A+      | 4.2-4.3       | 0-5%, with a norm of 2.5%  |
|---------|---------------|----------------------------|
| А       | 3.9-4.1       | 5-10%, with a norm of 7.5% |
| A-      | 3.6-3.8       | 10-20%, with a norm of 15% |
| B+      | 3.3-3.5       | 20-30%, with a norm of 25% |
| В       | 3.0-3.2       | 20-30%, with a norm of 25% |
| B-      | 2.7-2.9       | 10-20%, with a norm of 15% |
| C+      | 2.4-2.6       | 5-10%, with a norm of 7.5% |
| C, D, F | 2.3 and under | 0-5%, with a norm of 2.5%  |

When awarding grades at the extremes of the scale (i.e., "A+" grades or "D/F" grades), faculty members must exercise their own judgment concerning what performances are outstanding ("A+") or seriously deficient ("D," "F"). To the extent a faculty member's grades at the extremes are below the distributional norms, the distribution of grades at adjacent grade levels can be adjusted to achieve the overall distributional norms of 25% of grades at the "A+/A/A-" level and 25% of grades at "B-" or below.

#### LAWR and Upper-Level Courses

For LAWR and upper-level courses with fewer than 30 students in which the final grade is based primarily on a final exam, an alternative curve is mandatory. The median grade in such courses shall be between 3.2 and 3.4 with the following distribution:

| A+/A/A-     | 3.6-4.3       | 15-35% |
|-------------|---------------|--------|
| B+          | 3.3-3.5       | 20-30% |
| В           | 3.0-3.2       | 20-30% |
| B-/C+/C/D/F | 2.9 and below | 15-35% |

The curve is not applicable in upper-level seminars and other upper level classes in which a student's grade is based primarily on the student's performance on graded skills-oriented tasks (including writing) other than a final exam.

# Honors<sup>15</sup>

| Honor               | Criteria   |
|---------------------|--|
| Order of the Coif   | The Order of the Coif, a national legal honor society, has a chapter at The University of Iowa. The Order is dedicated to scholarship and advancement of high ethical standards in the legal profession and membership is highly coveted. A Chapter may elect to membership in the Order any graduating senior (1) who has completed at least 75 percent of his or her law studies in graded courses and (2) whose grade record ranks in the top 10 percent of all the graduating seniors of the school. Under a new interpretation of the Coif Constitution (November 2013), transfer students are not excluded from eligibility for Coif membership, and will be considered as having completed their first year of law studies in graded courses for calculating (1) above. |
| Highest Distinction | With Highest Distinction: cumulative weighted average of 3.9 or more   |
| High Distinction    | With High Distinction: top 12.5% of the graduating class   |
| Distinction         | With Distinction: top 37.5% of graduating class.   |

# Awards<sup>16</sup>

| Name of Award                                    | Awarded for/to  |  |
|--|---|--|
| Hancher-Finkbine<br>Medallion Award              | Awarded to outstanding graduates who are selected from two nominations forwarded by each of the schools and colleges within the University. Recipients exemplify outstanding learning, leadership, and loyalty. |  |
| Philip G. Hubbard Human<br>Rights Award          | Based on outstanding contributions to human rights and to equal opportunity as described in the University's Human Rights Policy.   |  |
| John F. Murray Award                             | John F. Murray Award is awarded to recognize the highest academic standing in the graduating class.   |  |
| Awards for Outstanding<br>Scholastic Achievement | Awards for Outstanding Scholastic Achievement recognize four graduates for outstanding performance in both the academic and cocurricular programs of the College.   |  |

| The Iowa State Bar<br>Association Prize                   | The lowa State Bar Association Prize is awarded to a student with the attitude, ability, and other qualities that indicate success as a future leader of the lowa Bar.  The Donald P. Lay Faculty Recognition Award is presented to the student who has made distinctive contributions to the College of Law community, the College's educational programs, or the College's cocurricular programs. |  |
|---|---|--|
| The Donald P. Lay Faculty<br>Recognition Award            |   |  |
| The Alan I. Widiss Faculty<br>Scholar Award               | Outstanding achievement in appellate advocacy   |  |
| International Academy of<br>Trial Lawyers Award           | The Alan I. Widiss Faculty Scholar Award is presented to the student in the graduating class who has written the most outstanding and distinctive scholarly paper. University of lowa College of Law Faculty Meeting Minutes adopted (Apr. 19, 2001).   |  |
| The Robert S. Hunt Legal<br>History Award                 | The Robert S. Hunt Legal History Award is presented in recognition of an outstanding scholarly paper in the field of legal history by a graduating student.   |  |
| The Randy J. Holland<br>Award                             | The Randy J. Holland Award for Corporate Scholarship is presented to a member of the graduating class who has the best scholarly paper on corporate law.  |  |
| The Antonia "D.J." Miller<br>Award                        | The Antonia "D.J." Miller Award for Advancement of Human<br>Rights recognizes outstanding contributions by a student to the<br>advancement of human rights in the law school community.   |  |
| The Michelle R. Bennett<br>Client Representation<br>Award | The Michelle R. Bennett Client Representation Award recognizes outstanding service in the College's clinic program.   |  |
| The Russell Goldman<br>Award                              | The Russell Goldman Award is presented to the member of the graduating class who has the most improved academic performance after the first year.   |  |
| The National Association of<br>Women Lawyers Award        | The National Association of Women Lawyers Award is awarded to an outstanding third year student who has contributed to the advancement of women in society and women in the legal profession and who has attained high academic achievement.  |  |
| The Iowa College of Law<br>Appellate Advocacy Award       | The lowa College of Law Appellate Advocacy Award is presented to the student who has made the most outstanding achievement in appellate advocacy.   |  |
| The International Academy<br>of Trial Lawyers Award       | The International Academy of Trial Lawyers Award recognizes the student who has distinguished himself or herself in the area of trial advocacy skills.  |  |
| The Iowa Academy of Trial<br>Lawyers Award                | The Iowa Academy of Trial Lawyers Award is presented to the most outstanding student advocate in the Roy L. Stephenson Trial Advocacy Competition.  |  |

| The Erich D. Mathias Award  | The Erich D. Mathias Award for International Social Justice is presented in recognition of outstanding contribution or demonstrate commitment to attaining international social, economic, and cultural justice by a third year student.                 |  |
|---|--|--|
| The ALI/ABA Scholarship<br>and Leadership Award                                       | The ALI/ABA Scholarship and Leadership Award is presented to<br>the student who best represents a combination of scholarship<br>and leadership and the qualities embodied by the American Bar<br>Association (ABA) and the American Law Institute (ALI). |  |
| The ABA/BNA Award   | The ABA/BNA Award for Excellence in the Study of Intellectual Property is awarded in recognition of excellence in the study of Intellectual Property Law.  |  |
| The American Bankruptcy<br>Institute Medal for<br>Excellence in Bankruptcy<br>Studies | The American Bankruptcy Institute Medal for Excellence in Bankruptcy Studies is presented in recognition of excellence in bankruptcy studies.  |  |
| The Willard "Sandy" Boyd<br>Law Prize   | The Willard "Sandy" Boyd Law Prize is presented to the student who has demonstrated outstanding ability and creativity in the development of written legal scholarship.  |  |
| The Dean's Achievement<br>Award   | The Dean's Achievement Award is awarded to a student who, through<br>his or her achievements, has exemplified, promoted, or contributed to<br>cultural, racial, or ethnic diversity in the law school.   |  |
| The College's nomination for the Burton Award   | The College's nomination for the Burton Award for Legal<br>Achievement is awarded to a student in recognition of a clear,<br>concise, and comprehensive legal writing style, in a paper published in<br>the prior calendar year.                         |  |
| The ABA-Bloomberg BNA<br>Award  | The ABA-Bloomberg BNA Award Program for Excellence includes awards in the areas of Labor and Employment, Intellectual Property and Health Law.   |  |

#### **Journals**

The College of Law is pleased to be home to four student-edited journals. A majority of lowa students write for a journal during their second year of law school and many of them accept board positions during their third year.<sup>17</sup>

#### Iowa Law Review

Since its inception in 1915 as the lowa Law Bulletin, the lowa Law Review has served as a scholarly legal journal, noting and analyzing developments in the law and suggesting future paths for the law to follow. Since 1935, students have edited and have managed the Law Review, which is published five times annually. The Law Review ranks high among the top "high impact" legal periodicals in the country, and its subscribers include legal practitioners and law libraries throughout the world.<sup>18</sup>

# **Journal of Corporation Law**

The Journal of Corporation Law is the nation's oldest student-published legal periodical specializing in corporate law. The Journal enjoys a large and influential audience worldwide. For example, the Journal

currently is received by every accredited law school library in the United States, two-thirds of the one hundred largest law firms in the country, and approximately forty percent of the largest two hundred fifty firms. The Journal is also received by many federal agencies such as the Securities Exchange Commission, the National Labor Relations Board, and most federal courts. It is also available on both the WESTLAW and LEXIS database systems.

The Journal's philosophy is to provide quality articles examining subjects of current importance to businesses, scholars, and the practicing bar. Student editors believe that such an approach will produce a publication that makes a valuable contribution to the legal community in addition to serving the important function of providing excellent legal training for students.

From its inception, the Journal has been designed to serve as a practitioner-oriented publication. A great emphasis is placed on publishing material suitable for practicing lawyers. According to former lowa Law School Dean Larry Blades, the Journal is "designed to meet the needs of lawyers on a practical and down-to-earth level." To maintain such an orientation, Journal editors receive advice from an editorial advisory board that consists of distinguished attorneys and scholars. The advisory board gives suggestions to Journal editors concerning editorial processes, format, and editorial staff operations. This advice keeps the Journal attuned to the needs of the present day legal world.<sup>19</sup>

#### Transnational Law & Contemporary Problems

Transnational Law & Contemporary Problems (TLCP) is a multi-disciplinary journal published by the University of Iowa College of Law. It is student-edited and publishes two issues per year. One issue takes the form of a symposium addressing specific topics. The symposium-based issue is guest-edited by a legal scholar noted for his or her work on the symposium topic. The other yearly issue is submissions-based. TLCP addresses issues and problems that transcend national political boundaries, presenting to the international and comparative law communities matters not commonly found in other journals.<sup>20</sup>

#### The Journal of Gender, Race & Justice

The Journal of Gender, Race & Justice is not for the weak of heart or the timid in spirit. Feminist inquiry and critical race analysis are the touchstones of our endeavor. Our building blocks are new forms of analysis that reach beyond traditional conceptions of legal thought. We challenge our writers, our readers, and ourselves to question who we are and how the law defines us. We strive to be a transformative experience. In a spirit of openness, we explore how we are classified, stratified, ignored, and singled out under the law because of our race, sex, gender, economic class, ability, sexual identity, and the multitude of labels applied to us. Identity is a matrix of experiences; when the law fails to recognize any one facet of our identity, both the law and the person lose invaluable dimension. Our challenge is to examine how we negotiate our identities, how the legal system negotiates them for us and how these negotiations affect our ability to attain justice.

Our conception of justice looks beyond legal rights to how fairness, equity, and respect delineate the boundaries of what legal justice must, at a minimum, entail. We include all struggles against oppression within this conception. We seek to invoke a vision of justice that is without fear, a vision that allows us to be who we are as we are, without sanction or penalty. We encourage personal and social responsibility towards achieving this vision, and we welcome all viewpoints and ideas that are expressed with respect and collegiality.

Finally, we are a journal that promotes living discussion. Through our symposium, we will test, shape,

and strengthen our scholarship by bringing a myriad of experiences into the realm of legal thought. We intend to build alliances across differences, to rub ideas together and watch the sparks fly. We invite you to help us fan the flames, to set the legal community on fire. Subscribe, submit (your work, not yourselves), and support us in our mission.<sup>21</sup>

#### **Moot Court<sup>22</sup>**

The Moot Court Board consists of approximately 16 student judges (depending on class size) and an executive board consisting of approximately seven members. The Moot Court Board operates under the guidance of a faculty advisor. All advocates successfully completing AAI and any spring appellate advocacy program (i.e., Domestic or Jessup Competition) are eligible for election to the Moot Court Executive Board (i.e., including position of: chairperson, vice-chair positions, domestic competition coordinator, AAI coordinator, Supreme Court Day coordinator and Jessup coordinator). Students who have successfully completed AAI are eligible to become student judges. Student judges are responsible for advising student advocates on their brief writing and oral argument preparation in AAI and the Spring Semester Competitions. Student judges also judge and score student advocates' oral arguments and briefs in these programs. Selection to all positions is made by the current Moot Court Executive Board based on the student's participation in Moot Court programs, personal interviews, and an editing sample.

# Appellate Advocacy

The Appellate Advocacy program is designed to give second-year students a chance to prepare and argue an interrelated question of law and fact in an adversarial setting. In September, advocates begin a ten-week process of researching and brief writing that culminates in oral presentations of their arguments. The records and bench memos used in Appellate Advocacy I are generated by the Moot Court Executive Board of the previous academic year in conjunction with a member of the faculty. Each advocate will receive a case record of the lower court's proceedings and will work in two-person teams representing either the appellants or appellees. Each student will be assigned one issue to brief and argue. Briefs are typically 14 pages long (of which, each advocate must write seven pages). Oral arguments consist of arguing in front of a panel of three to four judges. The panel is typically comprised of two student judges, one faculty judge, and one visiting judge (a practicing attorney or judge). Those advocates with the highest total scores will have the opportunity to participate in the spring competitions (Van Oosterhout-Baskerville and Jessup Competitions) the following semester.

#### Van Oosterhout-Baskerville Domestic Competition

The Van Oosterhout-Baskerville Domestic Competition was established in honor of Richard Baskerville, a 1959 University of Iowa College of Law graduate, and Martin Van Oosterhout, a 1924 University of Iowa College of Law graduate and former Chief Justice of the United States Court of Appeals for the Eighth Circuit. Participation in the competition is restricted to the top 32 advocates of AAI who express a desire to compete in a domestic law competition. This competition is designed to sharpen the skills of the student advocate. Each advocate will write 14 pages for his or her portion of the brief and will participate in four oral arguments. Advocates argue not only the issue and side on which they write their briefs, but also the other three sides of the problem. That is, advocates argue four rounds, a different side each round: on-issue/on-brief, on-issue/off-brief, off-issue/on-brief, and off-issue/off-brief. The top four scorers in the initial rounds will be selected to argue in a final round before a respected panel of jurists. The top six advocates of the domestic competition will form the National Moot Court Team in the fall semester of the following academic year. In

addition, the two top advocates and the two top oralists (those with the highest oral argument scores) will have the opportunity to perform oral arguments before the lowa Supreme Court during the College of Law's annual lowa Supreme Court Day during the fall semester.

## Jessup International Moot Court Competition

The spring intramural Jessup Competition is modeled after the International Law Students Association Jessup International Competition to prepare students for participation on the International Jessup team (if they so desire and are chosen) the following year. Working in pairs, each student writes approximately 12 pages advocating his/her position. Oral arguments consist of an approximately 15-minute presentation before a bench. The competition gives students the opportunity to develop and improve their memorial (brief) writing skills, gain experience in oral advocacy, learn about the substance and procedure of international law, and discover how the International Court of Justice operates. The Jessup problem features current and exciting issues of international law. The top five students with the highest combined memorial and oral argument scores from the intramural Jessup Competition will comprise the College's International Jessup Team for the following academic year. The Best Advocate (scoring the highest combined memorial and oral argument score) from the Jessup Competition receives the honor of serving as captain of the Jessup International Team the following academic year. The prestigious Jessup International Moot Court Competition is held in memory of the late Judge Phillip C. Jessup, an American judge who sat on the International Court of Justice in The Hague. The International Jessup Competition provides students with an incomparable opportunity to compete not only with teams from more than 100 American law schools, but also with teams from Africa, Asia, Central America, Europe, and South America.

#### **National Moot Court Team**

Open to six finalists from Van Oosterhout-Baskerville Domestic Competition. Students participate as the law school's representatives in the Regional Moot Court Competition in the fall of their third year. Prerequisites: 91:210 Appellate Advocacy I and 91:404 Van Oosterhout-Baskerville Competition.

#### Clinical Programs<sup>23</sup>

The College of Law's Clinical Law Programs reflect the richness and diversity of modern law practice and the College of Law's commitment to clinical education. The clinic operates like a law firm within the walls of the Boyd Law Building, offering students the opportunity to put their legal skills to use in a variety of practice areas and venues.

Student interns work on cases supervised by full-time faculty members, and have primary responsibility for the representation of their clients at all stages of the legal process, including interviewing and counseling, negotiation, fact investigation, depositions, drafting and briefing, and courtroom appearances. Most interns each semester have an opportunity to argue cases before various state and federal trial or appellate courts, or before administrative agencies. Students also provide basic estate planning, document-drafting, and other transactional services to clients. Some projects involve interns partnering with grassroots organizations, non-profits, businesses, and public officials to solve recurring and systemic problems that cannot be adequately addressed through litigation or traditional legal methods.

Practice areas include consumer rights, criminal defense, disability rights and policy (Law and Policy in Action Web Site), domestic violence, immigration, international human rights, juvenile court matters, and workers' rights.

#### Placement Facts<sup>24</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$50,000 - \$110,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$70,000             |
| Public service - Median               | \$50,000             |

# **Employment Details**

| Graduates known to be employed at graduation           | 67.6%      |
|--|------------|
| Graduates known to be employed ten months after gradua | tion 86.9% |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 50.6%      |
| Business and Industry         | 18.5%      |
| Government                    | 8.37%      |
| Judicial Clerkships           | 11.9%      |
| Public Interest Organizations | 6%         |
| Academia                      | 4.2%       |
| Unknown                       | 0.6%       |

# Externships/Internships<sup>25</sup>

#### **Judicial Clerkships**

Whether you are interested in working at a state or federal court, at a trial or appellate court, or at a specialty court, the Career Services Office is committed to helping you find the judicial externship and post-graduate clerkship opportunity that is right for you. Judicial externships and post-graduate clerkships provide terrific opportunities to learn from judges while providing worthwhile public service.

Are you interested in a judicial externship or a post-graduate clerkship? Then consider joining the Judicial Clerkship Listserv.

#### Student Organizations<sup>26</sup>

- Alternative Dispute Resolution Society (ADR)
- American Constitution Society
- Environmental Law Society
- Equal Justice Foundation
- Intellectual Property Law Society (IPLS)
- International Law Society (ILS)
- Iowa Campaign for Human Rights (ICHR)
- · Law Students for Reproductive Justice
- Military and National Security Law Society
- Pro Bono Society

- Sports Law Society
- The Federalist Society
- Iowa Student Bar Association (Student Government)
- Phi Alpha Delta (PAD)
- Phi Delta Phi (PHIDs)
- Asian Pacific American Law Students Association (APALSA)
- Black Law Students Association (BLSA)
- Christian Legal Society
- · J. Reuben Clark Law Society
- Jewish Law Students Association
- Latino Law Students Association
- Middle Eastern Law Students Association (MELSA)
- Native American Law Students Association (NALSA)
- Organization for Women Law Students and Staff (OWLSS)
- The Outlaws (LGBT)

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# Emory Law School



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**MAIN PHONE** 404-727-6816

**WEBSITE** www.law.emory.edu

**REGISTRAR'S PHONE** 404-727-6042

**ADMISSIONS PHONE** 404-727-6802

**CAREER SERVICES PHONE** 404-727-6513

#### Overview<sup>4</sup>

In 1916, Emory University established a law school with a faculty of great teachers with degrees from the most highly regarded institutions of the era, a library of over 5,000 volumes, and a class of twenty-seven students.

Today, Emory University School of Law combines a practical and disciplined view toward the study of law with a commitment to providing its students experiential learning opportunities that engage them in the varied and integral roles the law plays in our community, society, and the world. Emory Law's student-centered focus, innovative programs, externships, and commitment to scholarly research ensure our graduates are prepared to make an immediate impact after graduation.

# Student-Faculty Ratio<sup>5</sup>

11.4:1

#### Admission Criteria<sup>6</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 156-166 | 3.45-3.88 |
| Median               | 165     | 3.77      |

The above LSAT and GPA data pertain to the fall 2015 entering class.

| Director of admissions | Ethan Rosenzweig |
|------------------------|------------------|
| Application deadline   | March 01         |

Law School Admissions details based on 2015 data.

#### **Admission Statistics**

| Approximate number of applications | 3921 |
|------------------------------------|------|
| Number accepted                    | 1255 |
| Percentage accepted                | 32%  |

The above admission details are based on 2013 data.

#### Law School Cost<sup>7</sup>

| Tuition and fees Full-time: | \$51,510 per year |
|-----------------------------|-------------------|
| Room and board              | \$17,932          |
| Books                       | \$1,534           |
| Miscellaneous expenses      | \$4,027           |

# Class Ranking and Grades<sup>8</sup>

GPAs are calculated using the minimum passing grade for each class. In order for the law school registrar to certify each student to the university registrar as having met the graduation requirements, the law school registrar must receive certification from each professor that no graduating student has failed an exam. Before exams begin, the registrar will send the faculty a memo with the exam number of every graduating student. After each exam, faculty go through their exams, pull out all papers for graduating students, and look over these exams to make sure they are passing. The registrar will notify the student if an exam does not pass. A student in this situation would still be able to participate in the graduation ceremony but would not receive a real diploma. Provided the student was not in academic difficulty, he/she would attend summer school to complete the required number of credit hours and then graduate in August.

Grade point average (GPA) will be determined for graduate students, although class rank is not calculated. Because graduate students are graded separately from JD students, they do not impact the JD grading curve or class rank.

Emory University School of Law uses a letter grading system, with grades ranging from A+ to F. In the JD program, a student must make a grade of at least D- to receive credit for course. A student must repeat a required course in which that student has received a grade below D-. Once a student has received an exam, he or she must complete the exam. If a student does not submit any answers, that student will receive an automatic grade of F. Partial credit may be given if a student begins the exam but does not complete it.

When a student, without permission or a valid excuse, fails to appear for an examination or appears for an examination and fails to turn in the examination, that student will receive a course grade of F. Before the time indicated in the Academic Calendar for final examinations, a schedule of examinations will be published. Special scheduling or deferral of a final examination is permitted only when the cause is beyond the control of the student and only with approval of the Dean or Dean's designate. A grade of I (incomplete) is given to indicate an authorized deferral of examination or required course work. Required course work or deferred examination must be completed by the close of the term in which the course is next offered or grade of I (incomplete) will automatically be converted to a

final grade of F. Examination papers are identified solely by randomly selected student examination numbers and not by student names. New numbers are issued each semester.

A mean of 3.30 is mandatory in every non-seminar class in which more than ten Emory JD students are taking the class for a grade, and no portion of a student's grade is group-based. A mean of 3.30 is recommended in all excluded classes.

Emory University School of Law uses a letter grading system, with grades ranging from A+ to F. In the SJD, LLM, and JM programs, a student must earn a grade of at least D- to receive credit for a course. A student must repeat a required course in which that student has received a grade below D-. Once a student has received an exam, he or she must complete the exam. If a student does not submit any answers, the student will receive an automatic grade of F. Partial credit may be given if a student begins the exam but does not complete it. SJD, LLM, and JM students who were required to submit a TOEFL or IELTS with their application will get 25% additional time to take their exams.

When a student, without permission or a valid excuse, fails to appear for an examination, or appears for an examination and fails to turn in the examination, they will receive a course grade of F. Before the time indicated on the Academic Calendar for final examinations, a schedule of examinations will be published. Special scheduling or deferral of a final examination is permitted only when the cause is beyond the control of the student and only with approval of the Dean or Dean's designate. A grade of I (incomplete) is given to indicate an authorized deferral of examination or required course work. Required course work or a deferred examination must be completed by the close of the term in which the course is next offered or the grade of I (incomplete) will automatically be converted to a final grade of F.

Examination papers are identified solely by randomly selected student examination numbers and not by student names. New numbers are issued each semester.

All students are reminded that it is faculty policy that examinations are to be taken on the day and at the time scheduled, unless an individual is excused by emergency, illness, or involuntarily assumed obligations on the day of the examination. Students in joint programs who find that they have a conflict with another school AT THE TIME OF THE EXAMINATION in the Law School should advise the office of the Assistant Dean for Student Affairs in advance of the examination period, so that the conflict can be resolved. Every effort must be made to eliminate the conflict in the other school, as law school exams are rescheduled only as a last resort.

If the exam conflict occurs during the first week of exams, the make-up will be on the first make-up day. Likewise, exams which conflict during the second week are to be made up on the second make-up day. Any student with three 9 a.m. exams on three consecutive days is permitted to move the third 9 a.m. exam to the first make-up day AFTER the exam. When a student has two examinations within a 24-hour period, such as at 9 a.m. and 2 p.m. on the same day, or at 2 p.m. and 9 a.m. the next day, he/she may postpone one exam to the next make-up day. While it is often the 2 p.m. exam that is rescheduled, these conflicts are all evaluated by the Office of Student Affairs and rescheduling is done to create the most efficient make-up exam schedule. All exam conflicts should be raised with, and must be resolved with the consent of the Assistant Dean for Student Affairs. Exams scheduled for the same time slot pose a conflict that will be resolved by the Assistant Dean for Student Affairs. Make-up exams are never scheduled before the exam is administered on the scheduled date. Take-home exams are not considered to pose a conflict.

#### Grade Normalization (Curve)9

- The regular, professional curriculum of the law school is a full-time day program leading to the juris doctor (JD) degree.
- New students are accepted only in the Fall semester.
- The JD degree is conferred on a student who has completed 90 semester hours of course credit as prescribed by the faculty, with a minimum overall grade point average of 2.25.
- Three academic years (six semesters) of resident study are required.
- For all degree programs, the majority of required credits for graduation must be earned at Emory Law.
- Joint-degree JD students must earn a minimum of 79 law school hours.
- Students who transfer to Emory Law from another US JD program who wish to earn a joint degree must earn 79 of 90 hours from the law curriculum. (Exceptions are made at the discretion of the vice dean.)
- Students who achieve a semester average of 3.45 are designated on the Dean's List that semester.
- The JD with Honors is conferred on each student whose scholastic average for his or her entire law school program is 3.45 or higher.
- The JD with High Honors is conferred on each student whose scholastic average for his or her entire law school program is 3.8 or higher.
- JD students must complete all juris doctor degree requirements within 84 months of initial matriculation.

#### Honors<sup>10</sup>

#### **Juris Doctor Students**

JD students with a final cumulative average of 3.45 graduate with Honors.

JD students with a final cumulative average of 3.80 graduate with High Honors.

Transfer students are graduated with High Honors or Honors if their averages on work at Emory meet the above requirements.

Emory students transient elsewhere are eligible for graduation with High Honors or Honors if (1) their average for work done at Emory was 3.80/3.45 or above and (2) their average grade for work done while on transient status was at least a B or equivalent numerical grade.

The First Honor Graduate is the student in the graduating class with the highest overall academic average computed on all three years of work done at Emory (summer school attendance excluded).

#### Juris Master and Master of Laws Students

One LLM Leadership Award and one JM Leadership Award will be presented each year. These leadership awards will be given to an LLM and JM student who engages with the Law School community, exhibits leadership and concern for the well-being of students, and has done well academically.

# Journals<sup>11</sup>

# **Emory Bankruptcy Developments Journal**

Published since 1984 and the only student-run bankruptcy journal in the United States, the Emory Bankruptcy Developments Journal provides a forum for research, debate, and information for practitioners, scholars, and the public. The EBDJ also hosts a symposium in the spring.

# Emory Corporate Governance and Accountability Review

The Emory Corporate Governance and Accountability Review explores the relationship between the corporation and its stakeholders in the United States and abroad. This online-only publication addresses issues of who the relevant stakeholders are and how far corporate responsibility to them should extend.

#### **Emory International Law Review**

The student-run Emory International Law Review enjoys a worldwide reputation as a leader in international scholarship. The print and online EILR publishes articles on subjects ranging from human rights to international intellectual property issues to freedom of religion and belief.

# **Emory Law Journal**

Founded in 1952 as the Journal of Public Law, the student-edited Emory Law Journal has been publishing academic, professional, and student-authored pieces on the full range of legal subjects since 1978. ELJ publishes six issues of legal scholarship along with ELJ Online, its online companion. ELJ also hosts the Randolph W. Thrower Symposium in the spring semester, bringing together legal scholars from across the country to discuss timely legal topics.

#### IP Theory

IP Theory, founded in 2010 at Indiana University Maurer School of Law, is an online, peer-edited, open-access intellectual property law publication. In 2013, Emory Law joined as a partner of the publication. Neither law journal nor blog, it occupies a niche between the two. It serves as a new forum for essays and opinion pieces that are more concise than typical law journal articles, as well as book and other literature reviews.

#### Journal of Law and Religion

The Journal of Law and Religion is a peer-reviewed, interdisciplinary journal edited by the Center for the Study of Law and Religion, with student participation, and published in collaboration with Cambridge University Press. Since 1982, JLR has been the leading academic journal publishing interdisciplinary and interfaith scholarship at the intersection of law and religion. In 2013, JLR became an Emory-edited journal.

#### Moot Court<sup>12</sup>

The Moot Court Society is a competitive, student-run organization that provides experiential opportunities to develop oral advocacy and brief-writing skills. Emory Law students organize and host the annual Civil Rights and Liberties Moot Court Competition, held at Emory Law in the Fall semester.

Membership in Moot Court Society is open to all full-time students, properly enrolled in Emory Law with a minimum cumulative grade point average of 2.35 and who satisfy the requirements of the membership listed below. Students enrolled in any joint JD degree program are considered properly enrolled for the purpose of membership, provided that other eligibility requirements are met.

Moot Court Society is comprised of 72 members. To satisfy the requirements for membership, a candidate must successfully compete in one intra-school competition and one interschool competition. On the basis of their brief-writing and oral advocacy scores in an intra-school competition, competitors will be placed on one of our special teams, and have the opportunity to compete in various interschool

competitions around the country. When candidacy requirements have been satisfactorily met, these 72 candidates become eligible for membership in Moot Court Society.

# Clinical Programs<sup>13</sup>

Emory Law's legal clinics provide students with the foundational skills, judgment, and values necessary to engage in the practice of law.

Emory Law engages students in both substantive knowledge of the law and the practical application of skills learned in the classroom through our nationally acclaimed legal clinics. Students work under the supervision of clinical faculty and experienced attorneys as they advocate for clients with real-world legal needs, experience first-hand the challenges of the legal profession, and begin a lifetime commitment to public service.

#### Barton Child Law Public Policy and Legislative Clinics:

The Barton Policy and Legislative Clinics are committed to the use of sound legal and scientific research and development of evidence-based reforms.

#### Barton Juvenile Defender Clinic:

The Barton Juvenile Defender Clinic (JDC) is dedicated to providing holistic legal representation for children in delinquency, educational advocacy, and status offense proceedings.

#### **Barton Appeal for Youth Clinic:**

Students in the Appeal for Youth Clinic provide holistic appellate representation of youthful offenders in the juvenile and criminal justice systems.

#### International Humanitarian Law Clinic:

The International Humanitarian Law Clinic works directly with organizations around the world to promote the law of armed conflict, enhance protections during wartime, and ensure accountability for atrocities.

#### Turner Environmental Law Clinic:

The Turner Environmental Law Clinic provides important pro bono legal representation to individuals, community groups, and nonprofit organizations that seek to protect and restore the natural environment for the benefit of the public.

#### Volunteer Clinic for Veterans:

The Volunteer Clinic for Veterans assists those who have served our country with the legal issues that they face, including claims for service-connected disability.

#### Placement Facts<sup>14</sup>

#### Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$75,000 - \$\$160,000 |
|---------------------------------------|------------------------|
| Private sector - Median               | \$120,000              |
| Public service - Median               | \$58,000               |

# **Employment Details**

| Graduates known to be employed at graduation                | 62.3% |
|---|-------|
| Graduates known to be employed nine months after graduation | 89.9% |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 57.8%      |
| Business and Industry         | 9.4%       |
| Government                    | 16.9       |
| Judicial Clerkships           | 3.9%       |
| Public Interest Organizations | 6.7%       |
| Academia                      | 5.1%       |
| Unknown                       | 0.4%       |

# Externships/Internships<sup>15</sup>

#### **Externships**

Take the skills and principles you learn in the classroom and learn how they apply in practice. Emory Law's Externship Program provides work experience in different types of practice so you can determine which suits you best and develop relationships that will continue as you begin your legal career.

Externships are an educational experience in every sense. Students learn about being professionals. You discover that real attorneys and judges wrestle with and take seriously real ethical issues every day, believe in the value of service regardless of their area of practice, and are committed deeply to their clients, the rule of law, and a high standard of excellence. You will also come to appreciate that, throughout your career, you should strive to improve your skills and knowledge to become better lawyers.

# Student Organizations<sup>16</sup>

- · American Constitution Society
- Amicus
- Asian American Law Students Association
- Black Law Students Association
- Louis D. Brandeis Center Law Student Chapter
- Christian Legal Society
- Emory Federalist Society
- Emory Law Students for Life
- Emory Law Students for Reproductive Justice
- Emory Mock Trial Society
- Emory Moot Court Society
- Emory OUTLaw
- Homeless Advocacy Program
- JD/MBA Society
- Jewish Law Students Association

- JM Society
- Lamar Inn of Court
- Latin American Law Students Association
- Law School Democrats
- LAWS: Legal Association for Women Students
- LLM Society
- South Asian Law Students Association
- Street Law
- · Student Bar Association
- Student Legal Services
- Supreme Court Advocacy Project

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- 13. http://law.emory.edu/academics/clinics/index.html
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# University of Minnesota Law School



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#### Overview<sup>3</sup>

One of the country's top public law schools, the University of Minnesota Law School is a leader in preparing students to solve the complex social, economic and business issues of our time. Our exceptional faculty, innovative curriculum and unmatched clinical and experiential learning opportunities equip students for the demands of the 21st century.

We are distinguished by a rare collegial culture that emphasizes teamwork, problem solving, leadership and persuasion. Students learn to think analytically, to identify the core element of a complex problem and to develop real-world solutions—skills that are essential beyond law school for all fields of employment. Public service is at our core. Our students embrace it, our faculty and staff reinforce it, and our community benefits from it.

Our faculty includes some of the most accomplished and productive scholars in the world in business law, criminal justice, international law and human rights, and law, science and technology. A large, active network of alumni in the Twin Cities and around the globe is eager to mentor, teach and hire our students.

The Law School draws a talented, diverse student body from every part of the United States and numerous countries whose median LSAT score is in the top 10% nationwide and median GPA is 3.77.

The Law School benefits from being part of one of the largest research institutions in the world and its location in vibrant and diverse Minneapolis/St. Paul, which annually ranks as one of the most affordable, livable and literate metropolitan areas in the country. With 17 Fortune 500 companies, federal and state courts, and the state capitol just minutes away, the University of Minnesota is located in one of the best places in the country to experience law in action.

# **Mission Statement**

The law faculty and the Board of Regents have adopted the following Mission Statement for the Law School:

The mission of the University of Minnesota Law School is to provide high quality legal education:

- By educating men and women in the law principally through instruction leading to a Juris Doctor degree, and through other high quality programs,
- By contributing substantially to knowledge of the legal order through the publication and other dissemination of scholarship, and
- By providing discipline-related public service to the University, the state, the nation, and the international community, and to the legal profession in those fields in which it has a special expertise.

#### Student-Faculty Ratio<sup>4</sup>

9.3:1

# Admission Criteria<sup>5</sup>

|                      | LSAT    | GPA      |
|----------------------|---------|----------|
| 25th-75th Percentile | 158-166 | 3.48-3.9 |
| Median               | 164     | 3.79     |

The above LSAT and GPA data pertain to 2015 entering class.

| Director of admissions | Nick Wallace |
|------------------------|--------------|
| Application deadline   | N/A          |

Law School Admissions details based on 2015 data.

#### **Admission Statistics**

| Approximate number of applications | 1978   |
|------------------------------------|--------|
| Number accepted                    | 879    |
| Percentage accepted                | 44.4 % |

The above admission details are based on 2015 data.

#### Law School Cost<sup>6</sup>

#### Expenses

| Tuition and fees Full-time: | \$42,231 per year (in-state)<br>\$50,373 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$11,466   |
| Books                       | \$1,700  |
| Miscellaneous expenses      | \$3,000  |

#### Class Ranking and Grades<sup>7,8</sup>

Students and alumni of the University of Minnesota Law School represent an elite, talented and well-rounded population of professionals. We draw a talented, diverse student body from every part of the United States and numerous countries. The median LSAT score is in the top 10% nationwide and median GPA is 3.79. The Law School's bar passage rates are among the highest in the nation. Our alumni work in every state and in more than 53 countries around the globe, serving as active mentors for our students.

#### Grades

The Law School has a standard distribution for grades in order to prevent grade inflation. For first year courses, the average (mean) of all grades in a given course must fall between a 3.000 ("B") and a 3.333 ("B+"). The same curve is encouraged for upper division lecture courses.

The law school grading scale is as follows:

| Letter     | Grade |
|------------|-------|
| <b>A</b> + | 4.333 |
| А          | 4.000 |
| A-         | 3.667 |
| B+         | 3.333 |
| В          | 3.000 |
| B-         | 2.667 |
| C+         | 2.333 |
| С          | 2.000 |
| C-         | 1.667 |
| D          | 1.000 |
| F          | 0.000 |

Class rank is computed once each year by the Registrar's Office at the end of the academic year after all Spring semester grades have been received. Ranks do not include Summer Session grades for the year in which they are calculated. If required, the class rank of an individual student will be given by the Registrar to Order of the Coif for qualification purposes, but will not be revealed to the student. Individual students may receive their class rank for the limited purpose of application for judicial clerkships or academic teaching positions. Class rank may not be used on a student's resume except for the aforementioned purposes.

Students are ranked with their entering class unless they have started a joint or dual degree program, or if they otherwise fall out of sequence with their class due to a leave of absence or reduction in credit load. Any student who completes fewer than four law credits in a given academic year will not be ranked, and his or her previous year's ranking will remain valid. See Academic Rule 12.5(a).

The Law School posts class performance via quartiles. The range of grade point averages defines each quartile for a given class. Quartiles for each class are listed here. Students should report their performance by stating their cumulative grade point average, and which quartile they fall within, providing the official reported grade point average range for the applicable quartile.

Joint and dual degree student class rank calculations are adjusted depending on the number of law credits completed. In the 1L year, joint degree students are ranked with their 1L class if the student has completed or has in progress 33 or fewer law credits at the time of ranking. Joint and dual degree students will be ranked with the current 2L class if they have commenced their graduate or professional coursework and have completed or have in progress between 34 and 55 credits towards their JD degree at the time of ranking, including applicable non-law course credits from the other degree program. Joint and dual degree students are ranked with the current 3L class if they have completed or have in progress 56 or more credits towards their JD degree at the time of ranking, including applicable non-law coursework from the other degree program. If a joint or dual degree student takes fewer than 4 graded law credits in an academic year, from Summer to Spring, the previous year's rank stands, and the student will not be included in the current year's calculation.

#### Honors<sup>8</sup>

The University of Minnesota Law School confers the following honors:

| Honor             | Criteria  |
|-------------------|---|
| Dean's List       | Dean's List honors are granted annually by the Dean's Office to recognize students' academic performance. The "A" Dean's List honors are conferred on students whose grade point average was 3.667 or above for the previous academic year. Standard Dean's List honors are conferred on students whose grade point average was between 3.333 and 3.666 for the previous academic year.   |
| Order of the Coif | Members of the student body in the top 10 percent of the graduating J.D. class are eligible for election to the Order of the Coif.  Order of the Coif requires that at least 75 percent of a student's credits toward degree requirements be in "graded courses" that count toward the J.D. GPA. Thus, eligibility for Order of the Coif requires a minimum of 66 total graded Law credits earned in coursework at the University of Minnesota Law School. Due to this restriction, transfer students who receive credit for a significant number of courses taken at a previous institution will not be eligible for election to Order of the Coif. This limitation may also impact the eligibility of some joint and dual degree students who take a larger proportion of courses in their partner program. |
| Summa Cum Laude   | Top 1% of the graduating J.D. class and any other students with a GPA of 4.000 or higher.   |
| Magna Cum Laude   | Top 15% of the graduating J.D. class.   |
| Cum Laude         | Top 40% of the graduating J.D. class.   |

# Awards<sup>9</sup>

The following Awards are selected by the Awards Committee or Sub-Committee thereof:

| Name of Award   | Awarded for/to  |
|---|---|
| American Bankruptcy Institute 2015<br>Medal of Excellence   | Awarded to the student with the highest demonstrated propensity and interest in bankruptcy law.   |
| American Bar Association-Bloomberg<br>Bureau of National Affairs Award<br>Program for Excellence in Health<br>Law               | Honors one or more graduating students who have demonstrated superior academic performance and an interest in the field of Health Law.  |
| American Bar Association-Bloomberg<br>Bureau of National Affairs Award<br>Program for Excellence in Labor and<br>Employment Law | Honors one or more graduating students who have demonstrated superior academic performance and an interest in the field of Labor and Employment Law.  |
| Steven M. Block Prize   | Most outstanding paper or article by a graduating student in<br>the area of civil rights and/or civil liberties. The prize honors<br>the late University of Minnesota Law Professor Steven M.<br>Block.   |
| University of Minnesota Human<br>Rights Law Award   | Recognizes one or more law graduates who have made significant contributions to scholarship and/or service in the human rights field. The award includes a monetary prize made possible by the University of Minnesota Human Rights Center at the Law School. |
| Sidney J. Kaplan Legal Scholarship<br>Fund  | Awarded to a graduate for outstanding performance as decided by the Dean or committee appointed by the Dean.  |
| Law and Inequality: A Journal of<br>Theory and Practice Outstanding<br>Editor Award   | Recognizes the Law and Inequality: A Journal of Theory and Practice editor who exhibited outstanding dedication, fulfilled his/her duties with enthusiasm, and delivered consistent and superior work throughout his/her participation on the journal.        |
| Ralph M. McCareins Antitrust Prize  | Annual award given to a second-year law student with the highest examination grade in antitrust.  |
| Minnesota Journal of Law, Science<br>& Technology Outstanding Editor<br>Award   | Recognizes the Minnesota Journal of Law, Science & Technology editor who exhibited outstanding dedication, fulfilled his/her duties with enthusiasm, and delivered consistent and superior work throughout his/her participation on the journal.              |
| Mondale Hall Engagement Award   | Recognizing graduating students who have enriched<br>the Law School through student initiatives, activities,<br>mentorship, and service to their peers, the Law School, and<br>the community.   |

| National Association of Women<br>Lawyers Award   | Honors a graduating student who best contributes to the advancement of women in society; promotes issues and concerns of women in the legal profession; exhibits motivation, tenacity and enthusiasm; demonstrates high academic achievement; and earns the respect of Law School classmates and community.   |
|--|---|
| Charles Nauen and Pati Jo Pofahl<br>Environmental and Energy Law<br>Student Award                | Honors one or more graduating students in the Environmental and Energy Law Concentration program who exemplify a strong commitment to environmental and energy law, academic accomplishment in the area, and leadership in and contributions to the Law School's environment and energy law program.  |
| American Bar Association Journal of<br>Labor and Employment Law Best 2L<br>Editor Award          | Given to the second-year staffer who displays excellence in substantive editing and technical cite-checking.  |
| American Bar Association Journal of<br>Labor and Employment Law Best 3L<br>Managing Editor Award | For exemplary professional work as a Managing Editor in editing articles and mentoring second-year staff members in their editorial work.   |
| American Bar Association Journal of<br>Labor and Employment Law Best 2L<br>Article Award         | Given to the second-year staffer who wrote an insightful, relevant, and novel article that adds value to legal professionals in the labor and employment field.   |
| Burton Distinguished Legal Writing<br>Award  | National award honoring student authors of legal articles that demonstrate creativity, knowledge, and know-how. Winners display true understanding and mastery of the law and contribute to the field's need for clarity and reform in writing.   |
| Class of 2015 Excellence in Public<br>Service Award  | Honors the graduating student who most distinguished his or her commitment to public service during the past three years through participation in formal and informal public service roles in the Law School and the legal and non-legal community.   |
| Class of 2015 Most Outstanding<br>Contribution Award   | Honors the graduating student who distinguished his or herself by contributing the most to the 3L class during the past three years through (1) outstanding class participation; (2) outstanding involvement in academic programs; (3) outstanding participation and leadership in extracurricular activities; and (4) outstanding enhancement of the Law School experience for all members of the Class of 2015. |
| Clinical Legal Education Association<br>Outstanding Student Award                                | Presented by the Clinical Legal Education Association to a law student who has excelled in a clinical course through excellence in field work, excellence in the seminar component, and contribution to the clinical community.   |

| Cooper Fellowship  | Fellowships established by Professor Laura Cooper and her husband, Benjamin Cooper, to provide University of Minnesota law students the experience of working with the expert attorneys of Mid-Minnesota Legal Aid to provide legal representation to low-income and vulnerable members of our community. |
|--|---|
| Harold Will Cox Award  | Awarded to the student(s) with the best oral arguments during the Maynard Pirsig Oral Honors Tournament.  |
| Federal Bar Association Foundation's<br>Judge Edward J. Devitt Award             | Given to a third-year student who has excelled in the study<br>of federal law and practice. Each award is named in honor<br>of a person who has contributed significantly to the federal<br>legal system in Minnesota.  |
| Dorothy O. Lareau Writing Award  | Awarded to a second-year student with the best brief in the Maynard Pirsig Moot Court tournament. Also awarded to the best brief written in each first-year legal writing section.  |
| Minnesota Intellectual Property<br>Association (MIPLA) Award                     | Presented to one or more 3L students who have demonstrated interest and achievement in Intellectual Property Law.   |
| Minnesota Law Review Volumes 35<br>& 36 Memorial Award: Excellence in<br>Writing | Awards for excellence in student writing among Minnesota<br>Law Review staff or editors.  |
| Minnesota Women Lawyers Equal<br>Justice Award                                   | Honors a paper or article addressing law and social justice.<br>Submissions are judged on the criteria of Significance,<br>Originality, Presentation, Persuasiveness and Impact.  |
| Minnesota Women Lawyers<br>Foundation Law Student Scholarship                    | Awarded to a student who best demonstrates an interest in furthering the mission of Minnesota Women Lawyers, "To advance the success of women lawyers and strive for a just society."   |
| Service to Minnesota Women<br>Lawyers Award                                      | Honors an MWL member for leadership and effort in support of the Minnesota Women Lawyers Compendium.  |
| Jacob E. Pritzker Fellowship   | The Jacob E Pritzker Fellowship, funded by Fred & Renee Pritzker, assists attorneys and staff at the Minnesota Disability Law Center to advocate for individuals with disabilities.   |
| Robina Public Interest Scholars  | The Robina Public Interest Scholar Summer Fellowship, funded by the Robina Foundation, awards grants to students at the University of Minnesota Law School working in unpaid summer public interest internships and who display a life-long dedication to public interest work.                           |
| Justice John Paul Stevens Fellowship   | The Justice John Paul Stevens Fellowship, which honors Justice Stevens' lifelong dedication to improving the justice system, awards grants to students working in unpaid summer public interest internships.  |

| Stinson Leonard Street Law Review<br>Award                                       | Awarded to Minnesota Law Review board members who demonstrate an ability to write, analyze legal problems, and provide realistic legal solutions in a Note or Comment that is published in the Minnesota Law Review during the student's third year.   |
|--|--|
| Target Corporation Diversity in Law<br>Scholarship                               | Awarded to a student who embraces Target's commitment to diversity and inclusion, and demonstrates academic achievement, leadership qualities, service to the community, and intent to practice law in Minnesota upon graduation. Recipient participates in semester-long externship course with Target's Law Department.  |
| Kent Wennerstrom Award   | For outstanding contributions by a student clinic director.  |
| University of Minnesota's President's<br>Student Leadership and Service<br>Award | The President's Student Leadership & Service Award (PSLSA) recognizes the accomplishments and contributions of outstanding student leaders at the University of Minnesota-Twin Cities. It is presented to approximately one-half of one percent of the student body for their exceptional leadership and service to the University of Minnesota and the surrounding community. |
| Lockhart Award for Excellence in<br>Scholarship, Leadership and Service          | Awarded to a third-year student who best exemplifies the combined qualities of excellent scholarship, leadership, and service.   |

## Journals<sup>10-17</sup>

The Law School is one of few law schools with student-edited, faculty-edited, and student- and faculty-edited scholarly journals. Students can satisfy legal writing requirements and gain valuable legal writing experience by participating on a journal.

#### Minnesota Law Review:

In January 1917, Professor Henry J. Fletcher launched the Minnesota Law Review with lofty aspirations: "A well-conducted law review . . . ought to do something to develop the spirit of statesmanship as distinguished from a dry professionalism. It ought at the same time contribute a little something to the systematic growth of the whole law." For the next forty years, in conjunction with the Minnesota State Bar Association, the faculty of the University of Minnesota Law School directed the work of student editors of the Law Review. Despite their initial oversight and vision, however, the faculty gradually handed the editorial mantle over to law students.

During the years 1954 and 1955, the "Faculty" editors left the masthead of the journal, the affiliation with the State Bar was severed, and the faculty Editor-in-Chief quietly assumed the role of "advisor." From April 1955 through June 1989, a student President oversaw the publication. Then, in October of 1989, the student staff revived the role of Editor-in-Chief, a title now worn by a student. Today, the Board of Editors, consisting of up to thirty-nine editors, governs the Law Review and determines its policies and procedures. Along with thirty-eight student staff members, each Board of Editors strives to rise to the challenge of Professor Fletcher to "contribute a little something to the systematic growth of the whole law."

#### Minnesota Journal of International Law:

The Minnesota Journal of International Law is a student led publication at the University of Minnesota Law School and aspires to be a leader in the multidisciplinary study of international and comparative law. The Journal annually publishes two print volumes and one online edition. Each publication consists of articles and notes relating to various areas of international law, including international politics, economics, human rights and much more. Our authors range from international scholars, legal experts to our very own student staffers.

Staffers are selectively chosen after completing a competitive two week petition process. They are then able to submit their articles for publication with the Journal and are responsible for assisting in the editing process of publishing articles. After spending a year as staffers, the law students are promoted to editorial positions. Editors work diligently to ensure the Journal remains a respected and qualified source of international law. Our staffers and editors play a key role in the Journal's success and are an inherent part of the Journal's future.

On this website, you can find PDFs of the Journal's previous publications divided by volume and issue numbers. Also, staffers and editors will begin submitting blog posts on this site to share their experiences and knowledge of numerous topics in international law. We are lucky to have such a diverse and talented group of law students and are excited to share that unique characteristic of our Journal with the world.

The Board of Editors of the Minnesota Journal of International Law look forward to publishing the 25th Volume in the upcoming academic year.

#### Law and Inequality:

The journal was founded in 1981 to examine the social impact of law on disadvantaged people. Law and Inequality publishes articles by legal scholars and practitioners, law students, and non-lawyers. Members of the staff are selected on the basis of their writing abilities and their commitment to eliminating inequality. Editors are elected from among staff members to serve during their third year in law school.

## **Constitutional Commentary:**

Constitutional Commentary was founded in 1984 and is one of the few faculty-edited law journals in the country. It enjoys a wide following among legal scholars, historians, political scientists and others interested in constitutional law and history. Part of its popularity is due to the editors' preference for "shorter and less ponderous articles" as opposed to the more lengthy and heavily footed noted articles found in traditional law reviews.

The University of Minnesota Law School publishes Constitutional Commentary three times a year. Subscription: 1 year, \$22.00 (U.S.); \$29 (International); single copies of issues in the current volume, \$9.00. Subscriptions are automatically renewed upon expiration unless a request for discontinuance is received.

#### Crime and Justice:

Crime and Justice - A Review of Research, founded by Michael Tonry and the late Norval Morris in 1977, and still edited by Michael Tonry, is a refereed hardcover Journal specializing in publication of review essays on topical research or policy subjects relating to crime and the criminal justice system.

Published by the University of Chicago Press, it is among the world's most frequently cited Journals in the field. In 2005 and again in 2010 and 2012, it was the top-ranked criminology, penology, or criminal justice journal in the world according to the ISI Social Science Citations Index analyses of scholarly impact. The contents of Crime and Justice are multidisciplinary, ranging from psychoneurology and operations research through economics, psychology, and sociology to law, philosophy, and history.

### ABA Journal of Labor & Employment Law:

In 2009, the University of Minnesota Law School became the new editorial home of the ABA Journal of Labor & Employment Law (formerly The Labor Lawyer), the publication of the American Bar Association Section of Labor and Employment Law.

Published since 1985, the journal provides balanced discussions of current developments in labor and employment law to meet the practical needs of attorneys, judges, administrators, and the public. The journal's circulation includes the 27,000 members of the ABA Section of Labor and Employment Law.

## Minnesota Journal of Law, Science & Technology (MJLST):

The Minnesota Journal of Law, Science & Technology (MJLST) is a multidisciplinary journal published twice annually, edited by faculty from across the University of Minnesota as well as by law students. MJLST addresses issues in intellectual property, technology policy and innovation, bioethics, and law and science, while maintaining a rigorous grounding in law, values, and policy. The journal is available to subscribers as a hard-copy print journal. Full text PDFs of the articles in each volume are available on this website upon publication of the journal. Issues include solicited content from lectures and symposia, as well as unsolicited submissions. In addition, issues include student Notes and Comments, book reviews, correspondence, and recent developments.

The student staff and board are chosen competitively by the students. The Faculty Editorial Advisory Board supports the work of the students and includes representatives from across University departments working on the societal implications of scientific advancements.

MJLST is based at the Law School and staffed by law students, with the support of an interdisciplinary Faculty Editorial Advisory Board. MJLST is indexed in relevant legal, scientific, and medical databases such as Westlaw, Lexis, and Hein Online.

MJLST is made possible by support from prominent law firms and businesses with interest in the intersection of law and science, the Law School, the Presidential Initiative on Law and Values, and the Office of the Senior Vice President for Academic Affairs and Provost.

This journal builds upon the foundation created by the Minnesota Intellectual Property Review (MIPR), an online, completely student-edited publication founded in 2000. Following the publication of Volume 5, Number 2 in spring 2004, MIPR became MJLST, which published its first issue in December 2004. MJLST expands the focus of MIPR to address not only intellectual property issue, but also policy, ethical, and societal issues at the intersection of law, science, and technology.

#### **Moot Court<sup>18</sup>**

Moot courts provide training in written and oral advocacy by giving students mock problems involving current real-world legal issues. Students then argue the cases to appellate courts, using the techniques and processes of real lawyers.

Moot courts are taught by full-time clinical faculty members with practice experience, adjunct attorneys and judges.

#### Civil Rights Moot Court

Participants develop extensive knowledge about civil rights law, improve writing skills, and receive extensive training and practice in oral advocacy. The University of Minnesota competes in the William E. McGee National Civil Rights Moot Court competition.

#### **Environmental Law Moot Court**

Students are introduced to the art of appellate advocacy through focus on current issues in environmental law. Students research two areas, write a summary judgment motion and appellate brief. Students also do one argument based on the summary judgment topic, then, after coaching on substantive and stylistic aspects of their oral presentation, present a final oral argument. Practicing environmental attorneys evaluate each presentation. The University of Minnesota competes in the National Environmental Law Moot Court Competition in White Plains, NY, with participants selected on the basis of the summary judgment motion and oral argument.

#### Intellectual Property Moot Court

Students advance their research, writing, and oral advocacy skills using case problems based primarily on patent, copyright, and trademark issues. Students present oral arguments and draft appellate briefs, refining both for a final presentation in courtrooms to attorneys practicing in intellectual property law. Two student directors are chosen to participate in the Giles Sutherland Rich Moot Court that takes place in four regional competitions, with two top teams from each region advancing to the national championship in Washington, D.C.

#### **International Moot Court**

The case problem presents a hypothetical lawsuit between two countries before the International Court of Justice. Each participant writes a brief and prepares an oral argument. The Law School competes in the Philip C. Jessup International Law Moot Court Competition. The team competes regionally to advance to nationals at regionals advance to nationals in Washington, D.C. In recent years, Minnesota's International Moot Court team has won a number of regional competitions, placed well at nationals, and brought home speaker and brief awards.

#### Maynard Pirsig Moot Court

Students are introduced to practical writing and oral argument exercises common in modern litigation. Directors from each section nominate the best brief for the best brief tournament and the best oralist for the best oralist tournament. Competitors in the best oralist tournament argue in front of practicing attorneys and judges, and the finals are typically judged by Justices on the Minnesota Supreme Court. Only participants in the Maynard Pirsig Moot Court are eligible to try out for the ABA Competition team. In recent years, the ABA Moot Court team has been highly successful, regularly advancing from regional to national competition, and winning numerous speaking and brief awards.

#### **National Moot Court**

Students focus on constitutional and statutory law issues through writing briefs and preparing oral

arguments. The Law School's team competes with approximately 150 law schools in the National Moot Court Competition, sponsored by the American College of Trial Lawyers and the Young Lawyers Committee of the Association of the Bar of the City of New York. The topics selected are statutory or constitutional issues of current national interest. Members compete regionally and, if successful, go on to the nationals in New York City in January. The University of Minnesota's team has advanced to the national level in 19 of the past 33 years, including 10 of the last 13.

## Clinical Programs<sup>19</sup>

With 23 diverse clinics, the University of Minnesota Law School offers students many opportunities to hone their legal skills and gain real-world experience with clients in a supportive setting. More than 50% of our students participate in at least one clinic program.

Under the Student Practice Rule adopted by the Minnesota Supreme Court, clinic students are permitted to represent clients in actual court and administrative agency proceedings under the supervision of clinic faculty.

#### 2015-2016 Clinics:

- Bankruptcy
- Business Law
- Child Advocacy & Juvenile Justice
- Civil Practice
- Civil Rights Enforcement
- Community Mediation
- Community Practice
- Consumer Protection
- Criminal Justice
- Detainee Rights
- Environmental Sustainability: Land, Water & Energy
- Family Law
- Federal Defense
- Federal Immigration Litigation
- Housing Law
- Human Rights Litigation & International Legal Advocacy
- Immigration & Human Rights Law
- Indian Child Welfare
- Innocence Project
- Insurance Law
- Misdemeanor Prosecution
- Tax (Federal Income)
- Workers' Rights

#### Placement Facts<sup>20</sup>

#### Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$65,000- \$120,000 |
|---------------------------------------|---------------------|
| Private sector - Median               | \$110,000           |
| Public service - Median               | \$46,709            |

### **Employment Details**

| Graduates known to be employed at graduation               | 69.9% |
|--|-------|
| Graduates known to be employed ten months after graduation | 81.5% |

#### Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 44.5%      |
| Business and Industry         | 10.2%      |
| Government                    | 8.9%       |
| Judicial Clerkships           | 22.9%      |
| Public Interest Organizations | 12.3%      |
| Academia                      | 1.3%       |
| Unknown                       | 0%         |

#### Externships/Internships<sup>21-27</sup>

#### **Corporate Externship**

In this program, students are placed in company law departments to experience the work of in-house counsel. The student will receive 3 credits for 150 hours, to be completed over a 6 to 8 week period. Students will work with substantive areas of law such as corporate policies and codes of conduct, employment law, vendor and supplier agreements, SEC filings and documents, international and comparative law, finance, and intellectual property. Students will also participate in or observe meetings, telephone or video conferences, and company events to experience day-to-day work of in-house counsel.

The instructor will match students and companies using a questionnaire. Students also attend two on-campus workshops and complete written assignments, including journals of their experiences. This class is available to students who have completed the 2L year.

#### **Human Trafficking Externship**

Registration in Law 6046 Sem: Human Trafficking is required to enroll in this externship. Students gain a practical experience by participating in an externship at a human trafficking-related placement and apply the classroom lessons in the legal work place.

#### Immigration Outreach and Education Externship

The Immigration Outreach and Education Externship is a year-long externship course, taught by human rights experts from The Advocates for Human Rights, and in collaboration with the Center for New Americans. In this course you will learn about immigration policy from a human rights perspective, and you will put that learning to work in the real world by developing and engaging in important outreach and education initiatives.

The course has two components.

First, students will attend weekly class sessions and/or group project meetings lasting approximately 1-2 hours. The class sessions will cover a diverse range of topics related to the history and evolution

of immigration policy in the United States, as well as current issues being debated on the local and national levels, with a special focus on how human rights can inform public policy. The classroom component will also introduce students to the tools that advocates use to effect positive change in law, policy, and our communities.

Second, students will undertake project field work through The Advocates for Human Rights on selected outreach and educational projects, which may include border policy related to undocumented Central American children or immigrant labor protections, among others.

Students will be evaluated on an Honors/Pass/Low Pass/Fail basis. There is no final exam; students will instead write a short reflective paper. There are no prerequisites, but students are encouraged to take Immigration Law and/or International Human Rights Law.

#### Judicial Externship

Each student is assigned to a judge and serves as a part-time law clerk for one semester. Positions are available with federal district, bankruptcy, courts of appeals, and magistrate- judges, with state court of appeals, district court, and tax court judges, and with tribal courts. Students receive placements with attention to their expressed preferences among the courts and kinds of cases addressed. The application process for federal placements occurs separately, and may occur before course registration; notification will be sent to all students about deadlines for applying. Working as externs, students prepare research memoranda, observe judicial proceedings, and participate in the drafting of opinions and orders. A student may select to register for 2 credits (100 hours of fieldwork) or 3 credits (150 hours of fieldwork). Students should try to arrange their schedules to have several large blocks of time available to work for a judge; free mornings are especially important for attending court hearings. Students will document and reflect on their fieldwork, and interact with other students in the class through online discussion groups and occasional class meetings. Initial enrollment is limited to ensure placement, but students on the waiting list will be added to the class as the number of confirmed judicial assignments increases.

The periodic class meetings will be held during the noon hour. A complete schedule will be distributed at or before the first class meeting. Initial enrollment is limited to 30 students, but students on the waiting list will be added to the class as the number of confirmed judicial assignments increases. Graded P/F/H/LP.

### Nonprofits and Public Sectors Externship

In this externship course, students acquire legal experience in nonprofit and public sectors under the supervision of practicing attorneys. The course has two parts: a two-credit graded seminar, and a two-credit externship graded on a pass, fail, honors basis. When registering for the externship course, students are automatically enrolled in the seminar. A course pre- or co-requisite is Professional Responsibility.

The course is designed to stimulate and integrate learning in three venues: a law office; the classroom; and personal research and work production space. For the externship component, each student is placed at an approved site and directed to report to an on-site supervisor. Over the semester, students should expect to devote 10 hours per week to work at or for their placement.

Placements may be made at nonprofits, government agencies, public interest organizations, or in law firm pro bono programs. A non-competitive application identifying the student's interests and any

specific placement requests is required at the time of registration. Classroom time will be devoted to attaining the course learning objectives, which include: skill building in professional to professional interactions; leadership; office infrastructure and management; strategic problem solving; and reflective practice; contextual substantive law and ethics; systemic analysis; and lawyer's role and career development. A significant written work product as well as guided reflections journals will be required. There is no final exam.

#### Minnesota Law Public Interest Residency Externship

The Minnesota Law Public Interest Residency Program is a new program established by Allen ('56) and Linda Saeks that connects leading public interest and government organizations with high-achieving 3L students. Students work full-time during their third year of law school for a nonprofit or government agency and have a guaranteed, full-time, paid legal position with the same organization the year following graduation. This innovative model provides students with valuable legal training while providing the organizations with much-needed legal work.

## Summer Internships & Post-Graduate Fellowships

The Robina Foundation provides funding for numerous summer and post-graduate fellowships in public interest work. Fellowship and clerkship opportunities are also available through the Minnesota Justice Foundation, Albert & Anne Mansfield Foundation, University of Minnesota Human Rights Center, Equal Justice America, Equal Justice Works, Peggy Browning Fund, and many others. Clerkships with district, tribal, and federal courts are also available both locally and nationally. The Law School's Career Center provides additional support for summer and school-year field placements and work study opportunities in the public interest field.

## Student Organizations<sup>28</sup>

- American Constitution Society For Law and Policy (ACS)- MN Chapter
- Amnesty International Legal Support Network
- Asian Pacific American Law Student Association (APALSA)
- Asylum Law Project
- Black Law Students Association (BLSA)
- Business Law Association (BLA)
- Christian Legal Society
- Criminal Justice League (CJL)
- Critical Legal Studies Reading Group
- Environmental & Energy Law Association
- Federal Bar Association (FBA)
- Federalist Society
- Fighting Mondales Ice Hockey Club
- Gamma Eta Gamma Law House
- Health Law & Bioethics Association (HLBA)
- Indian Services Project (ISP)
- International Law Society (ILS)
- Jewish Law Students Association (JLSA)
- Latino Law Students Association
- Law Council
- Law School Armed Forces Association
- Law School Democrats

- Law Students for Reproductive Justice (LSRJ)
- Litigation and Trial Advocacy Group (LTAG)
- Minnesota Justice Foundation (MJF) Student Chapter
- Minnesota Law Whirlyball
- Muslim Law Students Association (MLSA)
- Native American Law Student Association (NALSA)
- · National Lawyers Guild
- Older Wiser Law Students (OWLS)
- OUTLaw
- St. Thomas More Real Catholic Club and Pre-Saint Society
- South Asian Law Students Association (SALSA)
- Sports Law Association (SLA)
- · Student Animal Legal Defense Fund
- Student Bankruptcy Association
- Student Employment and Labor Law Association (SELLA)
- Student Intellectual Property Law Association (SIPLA)
- Theatre of the Relatively Talentless (TORT)
- Voices for Immigration Student Association
- Women's Law Student Association (WLSA)

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# University of Notre Dame Law School



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**MAIN PHONE** 574-631-6627

**WEBSITE** www.law.nd.edu

**REGISTRAR'S PHONE** 574-631-6890

**ADMISSIONS PHONE** 574-631-6626

CAREER SERVICES PHONE 574-631-7542

#### Overview<sup>3, 4</sup>

In the practice of law, the same ethical standards must be met whether you are a graduate of Notre Dame or any other university. So, what is it that makes our graduates unique? We believe it can be found in our ultimate goal. Beyond striving for professional achievement, a Notre Dame lawyer fundamentally acts in service to others. Our approach seeks to do more than train students in a profession; it seeks to help them discover their lives as a vocation. A different kind of lawyer is one who realizes the practice of law is not an end in itself. It's the beginning of a new, highly specialized way of giving back.

Notre Dame Law School is an eminent law school at the heart of a great Catholic university. We are engaged in an integrated mission that combines teaching, research, and service.

As teachers, we consider our role fundamentally to be one of professional formation, as we educate our students to practice law with competence and compassion, and to be leaders in the bar, the academy, and their communities. As scholars, we seek to advance knowledge in a search for truth through original inquiry and publication. We serve our University and the other communities to which we belong, and by doing so we seek to foster an understanding of how law enables and inhibits the achievement of individual and social goals, as well as to facilitate greater commitment to the relationship between law and social justice. We do all of this within our Catholic tradition. That tradition, which spans the globe and embraces believers from all races, cultures, and levels of economic development, leads us to strive to broaden and deepen our academic and practical understanding by drawing upon the unique resources of our religious tradition and the traditions of other faiths. Committed to the most demanding standards of scholarly inquiry, we seek to illustrate the possibilities of dialogue between, and integration of, reason and faith.

#### Student-Faculty Ratio<sup>5</sup>

10.1:1

## Admission Criteria<sup>6</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 160-165 | 3.46-3.79 |
| Median*              | 164     | 3.66      |

The above LSAT and GPA data pertain to the 2013 entering class.

| Director of admissions | Jacob Baska |
|------------------------|-------------|
| Application deadline   | March 15    |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

#### Admission Statistics<sup>7</sup>

| Approximate number of applications | 2466 |
|------------------------------------|------|
| Number accepted                    | 864  |
| Percentage accepted                | 35%  |

The above admission details are based on 2015 data.

#### Admission Statistics<sup>7</sup>

| Tuition and fees Full-time: | \$52,372 per year |
|-----------------------------|-------------------|
| Room and board              | \$9,700           |
| Books                       | \$1,700           |
| Miscellaneous expenses      | \$8,550           |

#### Class Ranking and Grades<sup>9, 10</sup>

Grading in the Law School is governed by the Hoynes Code. (A.C.M., spring 1987.)

Grades and Numerical Values

Grades are not calculated on a numerical basis, but are assigned values for calculating grade point average, according to the following grading system, effective fall semester 1987.

| Letter Grade | Value |
|--------------|-------|
| А            | 4.000 |
| A-           | 3.667 |

| B+ | 3.333 |
|----|-------|
| В  | 3.000 |
| B- | 2.667 |
| C+ | 2.333 |
| С  | 2.000 |
| C- | 1.667 |
| D  | 1.000 |
| F  | 0.000 |
|    |       |

Interpretation of Grades. Within the grading system described in section 7.1.1, "A" is superior, "B" is good, "C" is satisfactory, "D" is unsatisfactory with credit, "F" is failure. (F.M., February 14, 1992.)

Other Grades

#### Incomplete

The grade of incomplete ("I") is a temporary grade indicating failure to complete work in a course. The course work must be completed and the incomplete changed prior to the end of the next semester's final examination period; otherwise the incomplete will be changed to an "F." (F.M., May 14, 1981.)

**Satisfactory/Unsatisfactory.** The Law School will use a grade of satisfactory or unsatisfactory for selected courses.

Pass/Fail. The pass/fail option is limited to two elective courses, and only with the permission of the professor teaching the particular course. These two courses may not be taken in the same semester. The limits imposed by the first two sentences of this section may be waived by the dean, but only for extraordinarily compelling reasons. If a professor grants permission to elect the pass/fail option for a particular course, that option must be made available to all students in that course. To-21-elect this option when it is available, a student must inform the Law School Registrar of this election by no later than the end of the add-drop period for the semester in which the relevant course is offered and that election is irrevocable as of the end of that add-drop period. The professor will not be informed that the student elected the pass/fail option and so will report letter grades for all students in the course as provided in section 7.1.5. The final letter grades of "A" through "D" will then be interpreted as a pass for students who elected the pass/fail option for that course. (F.M., March 3, 1977; F.M., May 1, 2013; F.M., April 30, 2014.)

#### Other Grades

|               | Average GPA<br>(Fall 2015 semester) | Average Cumulative GPA (through Fall 2015 semester) |
|---------------|-------------------------------------|---|
| Class of 2016 | 3.461                               | 3.348   |
| Class of 2017 | 3.332                               | 3.314   |
| Class of 2018 | 3.304                               | 3.304   |

#### Grade Normalization (Curve)<sup>11</sup>

Effective academic year 2011-2012, the law school implemented a grade normalization policy, with mandatory mean ranges (for any course with 10 or more students) and mandatory distribution ranges (for any course with 25 or more students). The mean ranges are as follows:

### 1L Required Courses

Mean: 3.25 to 3.30

#### Distribution:

| А     | 8-14%  |
|-------|--------|
| A-    | 15-25% |
| B+, B | 25-35% |
| B-    | 7-13%  |
| ≤C+   | 0-10%  |

Large Upper-Level Courses (> 25 students) Mean: 3.25 to 3.35

## Distribution:

| А     | 8-18%  |
|-------|--------|
| A-    | 15-25% |
| B+, B | 20-35% |
| B-    | 5-15%  |
| ≤C+   | 0-10%  |

Small Upper-Level Courses (10 to 24 students)

Mean: 3.15 to 3.45

Distribution: none

**Previous Grading Practices** 

Prior to the introduction of the 2011 grading normalization policy, the median grade point average for first-year classes was approximately 3.1 each year. There was no grading curve, and the grading scale listed above was in place.

Beginning in the Fall of 1995, the grade of U was assigned a numeric value of 0.000. This assignment is currently still in place.

Effective in the Fall of 1988, the grading system was changed to the following: A (4.000), A-(3.667), B+(3.333), B (3.000), B-(2.667), C+(2.333), C (2.000), C-(1.667), D (1.000), and F (0.000). As noted above, this grading scale is the one currently in place.

Effective in the Fall of 1986, the grading system was changed to the following: A (4.0), A- (3.67), B+ (3.33), B (3.0), B- (2.67), C+ (2.33), C (2.0), C- (1.67, D (1.0), F (0.0).

Beginning with students admitted for the 1981-1982 academic year, the grading system was changed to the following: A (4.0), A- (3.67), B+ (3.25), B (3.0), B- (2.75), C+ (2.25), C (2.0), C- (1.75), D (1.0), F (0.0).

Beginning with students admitted for the 1972-73 academic year, the grading system was changed to the following: A, B, C, D and F with no numeric equivalences.

Beginning with the 1969-70 academic year, the Law School discontinued averages, class ranks, and the comprehensive examination. The grading system for courses was converted to Honors (H), High Pass (HP), Pass (P), and Fail (F). Where courses were taken overseas, the appropriate grade legends are explained in the semester data.

Prior to 1969-70 the passing grade in all courses as well as the then existing comprehensive examination was 70%. In computing the course average, the courses were weighted by credit hour. This weighted average and the comprehensive examination grade were then added together and divided by two to determine the semester average. The cumulative average was determined by adding the semester averages and dividing by the number of semesters.

#### Honors<sup>12</sup>

Graduation honors at Notre Dame Law School are based on grade point average, which is computed by including all courses taken at the school.

| Honor             | Criteria  |
|-------------------|---|
| Dean's Honor Roll | A Dean's Honor Roll for J.D. students, based on semester grade point average, will be published each Semester |
| summa cum laude   | cumulative GPA of at least 3.800  |
| magna cum laude   | cumulative GPA of at least 3.600  |
| cum laude         | cumulative GPA of at least 3.400  |

**Graduation Honors.** Graduation honors for J.D. and LL.M. candidates are based on grade point average, which is computed by including all courses taken in the Law School.

For determining eligibility for graduation and also graduation honors in the case of students dismissed and readmitted, the grade point average will be figured only on the basis of courses taken following readmission and those earlier courses for which degree credit is given.

Graduation Honors for J.S.D. Candidates. J.S.D. candidates shall be awarded their degrees "With Distinction " if (a) in their coursework they have satisfied the minimum requirements for a degree magna cum laude or summa cum laude under Section and (b) the Ad Hoc Committee on the J.S.D. Program, upon recommendation of the candidate's dissertation committee, concludes that the candidate's dissertation exemplifies scholarly achievement substantially higher than the standards required for satisfaction of the degree requirements for J.S.D. students at Notre Dame Law School.

# Awards<sup>13</sup>

| Name of Award  | Awarded for/to  |
|--|---|
| A. Harold Weber Award  | For Excellence in Legal Writing.  |
| The A. Harold Weber<br>Moot Court Competition<br>Award               | For outstanding achievement in art of Oral Advocacy.  |
| Alvin McKenna Alumnus<br>of the Year Award                           | Presented by BLSA to a graduate who distinguishes him/herself with<br>the African American legal community and through support of BLSA<br>programs & activities. The honoree also demonstrates a commitment<br>to service through active involvement within the community.  |
| The Arthur May Award   | Arthur May received his LL.B. from the Notre Dame Law School in 1947. For over 45 years, Mr. May served as a role model for young attorneys in the development of trial advocacy skills.  |
| The Barrett Award for<br>Trial Advocacy                              | The advocate champions the cause Entrusted to him Honorably and with the courage born of competence. To that end that justice shall prevail.  |
| Captain William O.<br>McLean Award                                   | Notre Dame Law School Community Citizenship Award.  |
| The Charles Crutchfield<br>Professional Excellence<br>Award          | Named in honor of the first African American member of the Notre Dame Law School Faculty, the Black Law Student Association presents the award to a current professor, who like Professor Crutchfield, demonstrates a commitment to diversity both in and outside of the classroom, as evidenced by scholarship and personal example.   |
| Clinical Legal Education<br>Association Outstanding<br>Student Award | Outstanding in clinics.   |
| Conrad Kellenberg Award  | In honor of Professor Conrad Kellenberg's fifty years of service to the Notre Dame Law School and the local community, this award is annually given to a graduating student who has dedicated a substantial amount of time to the betterment of the community through service. In keeping with the legacy Professor Kellenberg created, such service includes participation in the Notre Dame Legal Aid Clinic, volunteering at local community organizations, and to mentoring the youth of the South Bend area. |
| David T. Link Award  | For outstanding service in the field of social justice.   |
| Dean's Award   | Winner of the Annual Moot Court Competition.  |
| Dean Joseph O'Meara<br>Award   | Presented annually to a member of the graduating class for outstanding academic achievement.  |
| Dean Konop legal Aid<br>Award  | For outstanding participation as a member of the Notre Dame Law<br>School Legal Aid and Defender Association established by his family in<br>memory of Thomas F. Konop, Dean Notre Dame Law School 1923-1941.   |

| The Dwight King Service   | Presented by Notre Dame Black Law Students Association.   |
|---|---|
| Award   |   |
| The Farabaugh Prize   | For High Scholarship in Law.  |
| The George and<br>Claudine Pletcher Senior<br>Scholarship Award | The George and Claudine Pletcher Senior Scholarship Award   |
| The Graciela Olivarez<br>Award                                  | The Notre Dame Hispanic Law Student Association annually recognizes The Outstanding Hispanic Lawyer or Judge that best exemplifies the principles and ideals of the pioneer for whom this award is named, including commitment to community service, demonstration of the highest ethical and moral standards, and dedication to justice. |
| The Hoynes Prize  | To the member of the graduating law class who has the best record in scholarship, application, deportment, and achievement.   |
| The International<br>Academy of Trial Lawyers                   | Commends the following students for their distinguished achievement in the art and science of advocacy.   |
| Jessup International Moot<br>Court Award                        | For excellence in advocacy.   |
| John Bruce Dodd<br>Memorial Scholarship                         | Memorial Scholarship in honor of John Bruce Dodds.  |
| Jon Krupnick Award  | For Excellence in the Area of Trial Advocacy.   |
| Joseph Ciraolo Memorial<br>Award                                | For a law student who exemplifies spirit, service, and significant achievement in the face of adversity.  |
| The Judge Joseph E.<br>Mahoney Award                            | For outstanding leadership.   |
| Kresge Library Student<br>Service Award                         | This award is granted by the staff of the Notre Dame Law Library to<br>a graduating student worker whose efforts on behalf of the library<br>exemplify the highest standards of dedication, loyalty and service.  |
| Notre Dame Law School<br>Client Competition                     | For Excellence in Lawyering Process.  |
| Peter A.R. Lardy<br>Scholarship Award                           | We, the Class of 1975, Dedicate this Scholarship Award to those who exemplify his, Courage, Love and Understanding toward his fellow man.   |
| Smith-Doheny Legal<br>Ethics Award                              | For student scholarship in the field of legal ethics.   |
| The William T. Kirby<br>Award                                   | For Excellence in Legal Writing.  |

## Journals<sup>14</sup>

## American Journal of Jurisprudence (Natural Law Institute)

The Natural Law Institute, a function of the Notre Dame Law School, was established in 1947. In 1956, the Institute founded the Natural Law Forum, the only journal of its kind in the English language. The name of the journal was changed in 1970 to the American Journal of Jurisprudence.

#### Journal of College and University Law

The Journal of College and University Law, published by the Notre Dame Law School and the National Association of College and University Attorneys, is the only law review in the United States dedicated exclusively to the law of higher education. Since post-secondary education represents a microcosm of the greater community and world, virtually all legal issues of significant interest–race, gender, freedom of speech, religion and bioethics–arise on our campuses. The Journal has a national circulation of 3,800.

#### Journal of Legislation

The Journal of Legislation contains articles by both public policy figures and distinguished members of the legal community. It also publishes notes written by members of the staff. All material contained in The Journal concern either existing and proposed legislation or public policy matters. Some articles and notes make specific suggestions regarding legislative change. The Journal is presently one of the country's leading legislative law reviews and is a member of the National Conference of Law Reviews.

#### Notre Dame Journal of International and Comparative Law

The mission of the Journal of International and Comparative Law is to provide a forum of discussion for international, comparative, and human rights law; to educate students about international legal issues; to provide open and equal access to our publications; to be economically efficient, environmentally sustainable, and immediately responsive to current events in the field of international law; and to inspire our readers to work on these issues.

#### Notre Dame Journal of Law, Ethics and Public Policy

The Notre Dame Journal of Law, Ethics and Public Policy is unique among legal periodicals because it directly analyzes law and public policy from an ethical perspective. The Journal of Law, Ethics and Public Policy strengthens the Law School's moral and religious commitment by translating traditional Judeo-Christian principles into imaginative, yet workable, proposals for legislative and judicial reform.

#### Notre Dame Law Review

The Notre Dame Law Review was founded in 1925 and was known as the Notre Dame Lawyer until the name was changed in 1982. It is published five times a year by our students. It affords qualified students an invaluable opportunity for training in precise analysis of legal problems and in clear and cogent presentation of legal issues. The Law Review contains articles and lectures by eminent members of the legal profession and comments and notes by members of the staff. Entirely student edited, the Law Review has maintained a tradition of excellence, and its membership has included some of the most able judges, professors and practitioners in the country.

#### Moot Court<sup>15</sup>

The Moot Court program is a student run organization that coordinates intermural and intercollegiate competitions in appellate and international divisions.

Established in 1950, the Moot Court program provides an opportunity for students to develop their appellate advocacy skills. The program is administered by the Moot Court Board (a group of students selected to represent Notre Dame Law School in competitions) and guided by a faculty advisor.

Students are selected to the Moot Court Board after competing in the optional 1L Moot Court Competition and receiving an invitation to join the Board based on their 1L briefs and their performance in the competition. In the fall of their 2L year, Board members compete intramurally to determine placement on the Board's various teams. In years past NDLS' teams have competed in the National Moot Court competition, the ABA competition, the National Religious Freedom Competition, and the Jessup International Law Moot Court competition. The National team also performs the Showcase argument in front of a panel of sitting judges, watched by the 1L class.

Members of the Board also have the opportunity to argue actual cases in front of the Seventh Circuit Court of Appeals. Under the guidance of a local attorney, they take on a case representing a prisoner. In that capacity, they write a brief, a reply brief and argue the case before a three judge panel.

Students are entitled to one co-curricular credit for each semester that they participate in Moot Court.

## Clinical Programs<sup>16</sup>

Clinics are the law school's teaching law offices. They are free, community legal services programs that allow students to engage in law practice under close supervision of full time, seasoned expert faculty members.

Whether involving litigation, transactional work, or mediation, the clinics place students in a "first chair" position as lead attorneys in their matters, with full responsibility to carry out all lawyering duties. The clinics provide the most intensive training and supervision among NDLS experiential programs, combining classroom sessions with frequent one-on-one supervision.

While learning a host of fundamental lawyering skills, clinic students also provide an invaluable community service to clients who cannot afford legal counsel.

Each clinic has unique policies and procedures. Students interested in registering for a clinic should carefully review the information listed on that clinic's web page.

#### **Current Clinics:**

- Community Development Clinic
- Economic Justice Clinic
- Intellectual Property and Entrepreneurship Clinic
- Mediation Clinic

## Placement Facts<sup>17</sup>

#### Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$89,250 - \$160,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$112,500            |
| Public service - Median               | \$44,000             |

## **Employment Details**

| Graduates known to be employed at graduation                | 62.6% |
|---|-------|
| Graduates known to be employed nine months after graduation | 85.5% |

#### Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 51.8%      |
| Business and Industry         | 8.5%       |
| Government                    | 17.1%      |
| Judicial Clerkships           | 13.4%      |
| Public Interest Organizations | 7.3%       |
| Academia                      | 0.6%       |
| Unknown                       | 0%         |

#### **Externships/Internships**

## Externships<sup>18</sup>

Externships offer an opportunity for second-year and third-year students to earn academic credit while working in outside law offices or judicial chambers. Externships enable students to explore legal work in South Bend or other regional cities, including Chicago and Indianapolis, that may not otherwise be available through clinics or other courses. Externship students participate in faculty-led seminars and other activities to help them reflect on their field experiences.

Notre Dame offers a wide variety of externship offerings, listed in the left hand menu, that allow students to work in the field for as little as a half day per week or as much as four days per week. Many externships are subject-specific. On the other hand, two of our externship courses - the Lawyering Practice Externship and the Notre Dame Law in Chicago program - allow students to spend one, two, or four days per week in nearly any non-profit, governmental law office, court, or corporate counsel office of the student's choosing. The opportunities are nearly limitless.

Many externship positions eligible for the Lawyering Practice Externship and Notre Dame Law in Chicago programs are listed in the Job Posting section of Symplicity. Students are by no means limited to those listings, however. They are free to identify other opportunities in consultation with Professor Jones.

- Lawyering Practice Externship
- Public Defender Externship
- National Immigrant Justice Center Externship
- Intercollegiate Athletics Externship
- Seventh Circuit Practice Externship
- Corporate Counsel Externship
- Appalachia Externship
- Summer Externship

#### Summer Research Internships<sup>19</sup>

The Law School offers two international immersion opportunities as well. Through the Law & Human Development in Practice (LAW 73430) course, students participate in summer research internships on global justice issues around the world and then develop a deeper understanding of the theoretical,

historical, and practical features of human development work through a seminar that meets both before and after their summer immersions.

## Student Organizations<sup>20</sup>

- American Civil Liberties Union
- American Constitution Society
- Asian Law Students Association
- Black Law Students Association
- Business Law Forum
- Christian Legal Society
- Coalition to Abolish the Death Penalty
- Education Law Forum
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- Future Prosecuting Attorney's Council
- Health Law Society
- Hispanic Law Students Association
- Intellectual Property Law Society
- International Human Rights Society
- International Law Society
- J. Reuben Clark Law Society
- Jewish Law Students Association
- Jus Vitae of Notre Dame
- Legal Voices for Children & Youth
- Married Law Students Organization
- · Military Law Students Association
- Native American Law Students Association
- Phi Alpha Delta
- The Public Interest Law Forum
- Sports, Communications and Entertainment Law Forum
- St. Thomas More Society
- Student Bar Association
- Women's Legal Forum

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# The George Washington University Law School



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**CAREER SERVICES PHONE** 202-994-7340

#### Overview<sup>3, 4</sup>

Since enrolling its first class in 1865, The George Washington University Law School has produced some of the finest minds across the spectrum of legal scholarship. That tradition continues today, as GW Law graduates use the knowledge and skills they gain here to influence the critical legal conversations of our times.

In the early years of the Republic, when the nation's new capital was no more than a small collection of public buildings separated by pastureland, President George Washington advised Congress to establish a national university at the seat of government. His goal was to educate future generations of civil servants and thereby forge a national identity based on "principles friendly to republican government and to the true and genuine liberties of mankind." He left in his will 50 shares of stock in the Potowmack Canal Company for the endowment of a university "to which the youth of fortune and talents from all parts thereof might be sent for the completion of their Education in all the branches of polite literature-in arts and Sciences-in acquiring knowledge in the principles of Politics & good Government."

Though it would be decades before George Washington's namesake university would be established by an Act of Congress, the George Washington University Law School-established in 1865-was the first law school in the District of Columbia. Today, the School continues to embody the aspirations of the nation's first president.

#### Student-Faculty Ratio<sup>5</sup>

15.9:1

#### Admission Criteria<sup>6</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 158-166 | 3.36-3.79 |
| Median*              | 165     | 3.71      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Sophia Sim, Associate Dean |
|------------------------|----------------------------|
| Application deadline   | March 1                    |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

## Admission Statistics<sup>7</sup>

| Approximate number of applications | 6160  |
|------------------------------------|-------|
| Number accepted                    | 2546  |
| Percentage accepted                | 41.3% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>8</sup>

| Tuition and fees Full-time: | \$54,114 per year |
|-----------------------------|-------------------|
| Tuition and fees Full-time: | \$1,905 per year  |
| Room and board              | \$19,610          |
| Books                       | \$1,576           |
| Miscellaneous expenses      | \$5,100           |

# Class Ranking and Grades<sup>9</sup>

#### Grades

Letter Grade Average GPA Range:

| A+ | 4.167 or greater                                   |
|----|--|
| А  | less than 4.167 and greater than or equal to 3.833 |
| A- | less than 3.833 and greater than or equal to 3.500 |
| B+ | less than 3.500 and greater than or equal to 3.167 |
| В  | less than 3.167 and greater than or equal to 2.833 |
| B- | less than 2.833 and greater than or equal to 2.500 |
| C+ | less than 2.500 and greater than or equal to 2.167 |
| С  | less than 2.167 and greater than or equal to 1.833 |
| C- | less than 1.833 and greater than or equal to 1.500 |
| D  | less than 1.500                                    |

#### **Academic Recognition**

Students of The George Washington University Law School are not supplied with individual class rankings. However, in lieu of specific rankings, students' relative academic accomplishments are represented through two scholar designations.

Students in the top 1% to 15% of the class (based on cumulative GPA at the end of each semester) are designated "George Washington Scholars," and students in the top 16% to 35% of the class (based on cumulative GPA at the end of each semester) are designated "Thurgood Marshall Scholars."

#### **Grade Representation Policy**

- 1. There is no requirement that grades be included on student resumes. Students who wish to represent grades on their resumes, however, must do so in one or more of the following ways. These three formats are the only acceptable means of grade representation on a resume.
- a. The distinction of "George Washington Scholar" is bestowed upon those students whose cumulative grade-point average at the end of any semester places them among the top 1% to 15% of their class. The distinction of "Thurgood Marshall Scholar" is bestowed upon those students, excluding those designated George Washington Scholars, whose cumulative grade-point average at the end of the semester places them among the top 16% to 35% of their class;

#### Grade Normalization (Curve)<sup>10</sup>

| Minimum GPAs Required (Based on May 2013 graduation class)   |        |
|--|--------|
| Minimum GPA required to fall within the top 10% of the class | 3.752  |
| Minimum GPA required to fall within the top 25% of the class | 3. 567 |
| Minimum GPA required to fall within the top 33% of the class | 3. 518 |
| Median GPA   | 3.401  |
| Minimum GPA required for graduation                          | 1.67   |

## Honors<sup>11</sup>

| Honor  | Criteria  |
|--|---|
| American Bankruptcy Institute Medal                          | Excellence in the field of debtor and creditor law.   |
| American Bar Association/Bureau of National<br>Affairs Award | Demonstrated excellence in the study of health law.   |
| American Bar Association/Bureau of National<br>Affairs Award | Excellence in the study of intellectual property law. |
| American Bar Association/Bureau of National Affairs          | Excellence in the study of labor and employment law.  |
| Chris Bartok Memorial Award in Patent Law                    | Excellence in the study of patent law.                |
| Henry R. Berger Award  | Excellence in the area of tort law.                   |

| Ogden W. Fields Labor Law Award                                 | Highest overall proficiency in labor law.                       |
|---|---|
| Finnegan Prize in Intellectual Property Law                     | Best publishable article on aspect of intellectual property.    |
| Phi Delta Phi Award   | Professional responsibility, ethics, and jurisprudence.         |
| Peter D. Rosenberg Award in Patent and<br>Intellectual Property | Excellence in the study of patent and intellectual property.    |
| Joel B. Rosenthal Commercial Law Award                          | Excellence in the area of commercial law.                       |
| Laurence E. Seibel Memorial Award in Labor and Employment       | Excellence in labor and employment law courses.                 |
| Richard L. Teberg Award   | Highest overall proficiency in securities law courses.          |
| Patricia A. Tobin Government Contracts<br>Award                 | Excellence in the area of government contracts law.             |
| Jennie Hassler Walburn Award                                    | Outstanding performance in the field of civil procedure.        |
| Imogen Williford Constitutional Law Award                       | Outstanding performance in the field of constitutional law.     |
| Michael J. Avenatti Award - Pre-Trial and<br>Trial Advocacy     | Excellence in pre-trial and trial advocacy courses.             |
| Jacob Burns Award   | Winning team in the Van Vleck Moot Court Competition.           |
| Cohen & Cohen Mock Trial Award                                  | Winning team in the Cohen & Cohen Mock Trial Competition.       |
| Judge Albert H. Grenadier Award                                 | Rep. at Mid-Atlantic Regional Jessup Moot Court<br>Competition. |
| Manuel and Ana María Benítez Award                              | Extraordinary ability in the Immigration clinic.                |
| John F. Evans Award   | Outstanding achievement - criminal division of LSIC Program.    |
| Richard C. Lewis, Jr., Memorial Award                           | Extraordinary dedication to work in Jacob Burns Clinics.        |
| Community Legal Clinics Volunteer Service<br>Award              | Promoted the goals and ideals of public interest.               |
| ALI-ABA Scholarship and Leadership Award                        | Represented a combination of scholarship and leadership.        |
| Michael Dillon Cooley Memorial Award                            | Maintained compassion, vitality, and humanity.                  |
| The George Washington Alumni Association<br>Award               | Extraordinary leadership and commitment to GW and community.    |
|   |   |

| Justice Thurgood Marshall Civil Liberties<br>Award          | Performance in and dedication to civil rights and liberties.     |
|---|--|
| Nat'l Assoc. of Women Lawyers Outstanding<br>Law Grad Award | Advancement of women in society and in the legal profession.     |
| Thelma Weaver Memorial Award                                | Contributed to intellectual and professional life of GW Law.     |
| Anne Wells Branscomb Award                                  | Highest average grade in entire course of evening division.      |
| Willard Waddington Gatchell Award                           | Highest average grade in the entire course for JD degree.        |
| Charles Glover Award  | Highest average grade in the third-year, full-time<br>JD course. |
| Kappa Beta Pi Award   | Attained highest average grade in 1L.                            |
| John Bell Larner Award                                      | Highest average grade in the entire JD course.                   |
| John Ordronaux Awards                                       | 1 to highest grade in 1L; 1 to highest grade in 2L.              |

# Awards<sup>12</sup>

| Name of Award   | Awarded for/to  |
|---|---|
| American Bankruptcy<br>Institute Medal for<br>Excellence in Bankruptcy<br>Studies | Given to a member of the graduating Juris Doctor class who has demonstrated excellence in the field of debtor and creditor law.       |
| American Bar Association/<br>Bureau of National Affairs<br>Award                  | Given to the members of the graduating Juris Doctor class who have demonstrated excellence in the study of health law.                |
| American Bar Association/<br>Bureau of National Affairs<br>Award                  | Given to the members of the graduating Juris Doctor class who have demonstrated excellence in the study of intellectual property law. |
| American Bar Association/<br>Bureau of National Affairs<br>Award                  | Given to the members of the graduating Juris Doctor class who have demonstrated excellence in the study of labor and employment law.  |
| Chris Bartok Memorial<br>Award in Patent Law                                      | Given to the member of the graduating Juris Doctor class who exhibited excellence in the study of patent law.                         |
| Henry R. Berger Award   | Given to a member of the graduating Juris Doctor class who demonstrated excellence in the area of tort law.                           |
| Ogden W. Fields Labor Law<br>Award  | Given to the member of the graduating Juris Doctor class who has demonstrated the highest overall proficiency in labor law.           |
| Finnegan Prize in<br>Intellectual Property Law                                    | Given to a Juris Doctor or Master of Laws student for the best publishable article on an aspect of intellectual property law.         |

| Phi Delta Phi Award  | Given to the members of the graduating Juris Doctor class who have<br>demonstrated excellence in the courses in professional responsibility,<br>ethics, and jurisprudence.  |  |
|--|---|--|
| Peter D. Rosenberg Award<br>in Patent and Intellectual<br>Property Law                 | Given to the member of the graduating Juris Doctor class who exhibited excellence in the study of patent and intellectual property law.   |  |
| Joel B. Rosenthal<br>Commercial Law Award  | Given to a member of the graduating Juris Doctor class who has demonstrated excellence in the area of commercial law.   |  |
| Laurence E. Seibel<br>Memorial Award in Labor<br>and Employment Law                    | Given to a member of the graduating Juris Doctor class who has demonstrated excellence in the courses in labor and employment law.  |  |
| Richard L. Teberg Award  | Given to the member of the graduating Juris Doctor class who has demonstrated the highest overall proficiency in the courses in securities law.   |  |
| Patricia A. Tobin<br>Government Contracts<br>Award                                     | Given to a member of the graduating Juris Doctor or Master of Laws class who has demonstrated excellence in the area of government contracts law.   |  |
| Jennie Hassler Walburn<br>Award  | Given to a member of the graduating Juris Doctor class for outstanding performance in the field of civil procedure.   |  |
| Imogen Williford<br>Constitutional Law Award   | Given to a member of the Juris Doctor graduating class for outstanding performance in the field of constitutional law.  |  |
| Excellence in Oral Advocac   | у   |  |
| Michael J. Avenatti Award<br>for Excellence in Pre-Trial<br>and Trial Advocacy         | Given to a member of the graduating Juris Doctor class who has demonstrated excellence in the courses in pre-trial and trial advocacy.  |  |
| Jacob Burns Award  | Given at graduation to the two members of the winning team in the Van Vleck Moot Court Competition.   |  |
| Cohen & Cohen Mock Trial<br>Award  | Given at graduation to the two members of the winning team in the Cohen & Cohen Mock Trial Competition.   |  |
| Judge Albert H. Grenadier<br>Award   | Given to the members of the graduating Juris Doctor class who have<br>represented the Law School at the Mid-Atlantic Regional Jessup Moot<br>Court Competition.   |  |
| Excellence in Clinical Practic   |   |  |
| Manuel and Ana María<br>Benítez Award for Clinical<br>Excellence in Immigration<br>Law | Given to a member of the graduating Juris Doctor class who has demonstrated extraordinary ability in his or her work in the Immigration Clinic, and who possesses the personal qualities that distinguish Manuel and Ana María Benítez both immigrants to the United States from Mexico |  |
| John F. Evans Award  | Given to a member of the graduating Juris Doctor class for<br>outstanding achievement in the criminal division of the Law Students<br>in Court Program.   |  |

| Richard C. Lewis, Jr.,<br>Memorial Award                                      | Given to a member of the graduating Juris Doctor class who has exhibited extraordinary dedication to his or her work in the Jacob Burns Community Legal Clinics and unusual compassion and humanity toward clients and colleagues.  |  |
|---|---|--|
| Community Legal Clinics<br>Volunteer Service Award                            | Given to the member of the graduating Juris Doctor class who excelled in volunteering his or her time and energy to promote the goals and ideals in the public interest by contributing to the efforts of the Jacob Burns Community Legal Clinics.  |  |
| Distinguished Accomplishm   | nent  |  |
| ALI-ABA Scholarship and<br>Leadership Award                                   | Given to the member of the graduating Juris Doctor or Master of<br>Laws class who best represents a combination of scholarship and<br>leadership, the qualities embodied by the American Law Institute<br>(ALI) and the American Bar Association (ABA).   |  |
| Michael Dillon Cooley<br>Memorial Award                                       | Given to that individual in the graduating Juris Doctor class who has been most successful in maintaining his or her compassion, vitality, and humanity during law school. The recipient of this award is selected by the graduating Juris Doctor class.  |  |
| The George Washington<br>Alumni Association Award                             | Given to a member of the graduating Juris Doctor class who has demonstrated extraordinary leadership and commitment to the University and its community.  |  |
| Justice Thurgood Marshall<br>Civil Liberties Award                            | Given in honor of the late Supreme Court Associate Justice to a<br>member of the graduating Juris Doctor class who has demonstrated<br>outstanding performance in and dedication to the field of civil rights<br>and civil liberties.   |  |
| National Association<br>of Women Lawyers<br>Outstanding Law Graduate<br>Award | Given to a member of the graduating Juris Doctor or Master of Laws class who has contributed to the advancement of women in society, promoted issues and concerns of women in the legal profession, achieved academic success, and earned the respect of the Law School faculty and administration. |  |
| Thelma Weaver Memorial<br>Award   | Given to a foreign student member of the graduating Master of Laws class who has contributed most to the intellectual and professional life of the Law School, its students, and its faculty.   |  |
| Overall Academic Excellence   |   |  |
| Anne Wells Branscomb<br>Award   | Given to the member of the graduating class who attained the highest average grade in the entire course of the evening division for the degree of Juris Doctor.   |  |
| Willard Waddington<br>Gatchell Award  | Given to the three members of the graduating class who attained the highest average grade in the entire course for the degree of Juris Doctor.  |  |
| Charles Glover Award  | Given to the member of the graduating class who has attained the highest average grade in the third-year, full-time course for the Juris Doctor degree.   |  |

| Kappa Beta Pi Award    | Given by the Eta Alumnae Chapter to the women members of the graduating class in the full- and part-time divisions who attained the highest average grade in the first-year course of study for the Juris Doctor degree.  |
|------------------------|---|
| John Bell Larner Award | Given to the member of the graduating class who attained the highest average grade in the entire course for the Juris Doctor degree.  |
| John Ordronaux Awards  | Given to the member of the graduating Juris Doctor class who attained the highest average grade in the first-year, full-time course of study and to the member of the graduating Juris Doctor class who attained the highest average grade in the second-year, full-time course of study. |

#### Journals<sup>13</sup>

The George Washington Law Review (Law Review), founded in 1931, is a student-published scholarly journal that examines legal issues of national significance. The Law Review publishes six issues a year and also publishes material on its online companion publication, Arguendo. Each issue typically contains scholarly articles, essays, and student notes. The Law Review also devotes one issue to the annual Law Review Symposium and one issue to the Annual Review of Administrative Law. The Law Review is staffed and run by GW Law JD students selected as a result of their academic achievements and their performance on the annual writing competition. LLM students are not eligible to participate.

The George Washington International Law Review, founded in 1966, is a student-published journal that presents articles and essays on public and private international financial development, comparative law, and public international law. The International Law Review is published quarterly. Additionally, the International Law Review annually publishes the Guide to International Legal Research. The Guide is an authoritative and comprehensive reference tool organized by geographic regions and substantive areas of international law. The International Law Review is staffed and run by GW Law JD students selected as a result of their academic achievements and their performance on the annual writing competition. LLM students are invited to become contributing members of the Guide by submitting their resume and a personal statement to the Editor-in-Chief at the beginning of the academic year. LLM student participation is voluntary and not for academic credit.

The American Intellectual Property Law Association Quarterly Journal (AIPLA QJ), founded in 1972 and residing at GW Law since 1994, is the joint publication of the AIPLA, one of the largest private bars of intellectual property attorneys in the world, and the George Washington University Law School. The AIPLA QJ is published four times per year and is dedicated to presenting materials relating to intellectual property matters. With a readership of over 17,000 attorneys and IP professionals, AIPLA QJ is a leading journal for intellectual property and technology. Membership is open to GW Law JD students who are selected as a result of their academic achievements and their performance on the annual writing competition. LLM students with a background in either technology or IP related fields may participate as a Contributor to the AIPLA QJ. LLM students interested in applying must submit a resume, legal writing sample, and brief cover letter explaining their interest in the journal and why they will be a valuable addition to the journal to the Student Editor-in-Chief by the last day of Add/Drop for the fall semester. LLM student participation is voluntary and not for academic credit.

The Federal Circuit Bar Journal (FCBJ), as the official journal for the Federal Circuit Bar Association and the United States Court of Appeals for the Federal Circuit (CAFC), is charged with providing meaningful, insightful and timely coverage of issues within the court's purview. The FCBJ is a national quarterly publication that carries a subscriber base of over three thousand judges, professors, attorneys, and law students. Membership is open to GW Law JD students who are selected as a result of their academic achievements and their performance on the annual writing competition. LLM students may participate on the FCBJ as advisors to students during the student notes writing process. Interested LLM students may contact the Managing Editor for information. LLM student participation is voluntary and not for academic credit.

The Federal Communications Law Journal (FCLJ) is the official journal of the Federal Communications Bar Association (FCBA), the leading organization for communications lawyers and other professionals. In conjunction with the FCBA, the George Washington Law School publishes the FCLJ three times a year and features articles on a range of domestic and international issues in communications law by practitioners, Commissioners of the Federal Communications Commission, policymakers, and professors, as well as book reviews and student notes. The FCLJ is edited and managed by GW Law JD students selected as a result of their academic achievements and their performance on the annual writing competition. LLM students are not eligible to participate.

International Law in Domestic Courts (ILDC), founded in 2007 by Oxford University Press, is published online by Oxford University Press (OUP) and provides commentary on domestic judicial decisions involving international law issues from around the world. GW Law JD students are the exclusive rapporteurs for the United States and are joined by more than 70 professional rapporteurs from other countries. Rapporteurs identify and propose the cases, then write scholarly commentaries (akin to case notes) on the cases accepted for inclusion in the database. ILDC rapporteurs write about cases concerning international business law, family law, privileges and immunities, treaty law, environmental law, criminal law, foreign investment, human rights, humanitarian law, and all other subject areas of international law. OUP publishes ILDC's work as part of the Oxford Reports on International Law, which has a subscribership composed of international law professors, attorneys, judges, and other scholars. Membership is open to GW Law JD students who are selected based on their performance in the annual writing competition, academic achievements, and interest in international law. Applicants must have taken international law, and preferably other related courses, while completing their JD. ILDC also welcomes applications from U.S. LLM students who have an interest and background in international law. Foreign LL.M students with a strong understanding of their home country's domestic judicial system and an interest in international law are encouraged to submit applications to serve as a rapporteur for their home country. Applications can be submitted through ILDC, but foreign LLM students would work directly with OUP during their tenure at GW Law. LLM student participation is voluntary and not for academic credit.

The Public Contract Law Journal (PCLJ), produced jointly by the George Washington University Law School and the Section of Public Contract Law of the American Bar Association, is the premier journal read by practitioners in the field of government procurement law. The PCLJ is published quarterly and is edited and managed by JD students, selected as a result of their academic achievements and their performance on the annual writing competition, and LLM students enrolled in the program for Government Procurement Law. LLM students must participate in the annual ABA Section of Public Contract Law writing competition, or, at the discretion of the Editor-in-Chief and faculty advisors, submit a writing sample related to public contract law. LLM student participation is voluntary and not for academic credit.

**George Washington Journal of Energy and Environmental Law (JEEL)** is produced in collaboration with the Environmental Law Institute and is published three times each year. JEEL focuses on legal issues related to next-generation energy production and distribution and on environmental and climate law issues related to the production of energy. Membership is open to GW Law JD students who are selected as a result of their academic achievements and their performance on the annual writing competition. LLM students may participate on JEEL. LLM students must submit a resume, writing sample, and a statement of interest to the Editor-in-Chief to be considered for membership. LLM student participation is voluntary and not for academic credit.

## Moot Court<sup>14</sup>

Dedicated to promoting excellence among GW Law students, the Moot Court Board hosts numerous competitions throughout the year. Through their participation, students develop oral advocacy, legal research and writing skills that serve them well throughout their legal careers.

From Constitutional Law and International Law to Intellectual Property Law, Government Contracts Law, and Veterans Advocacy Law, the GW Law Moot Court Board creates opportunities for students to develop their skills in competitions that complement their interests. Every year, the Moot Court Board also hosts a first year competition that allows new students to apply their new legal skills. With professional development opportunities throughout the year and a new initiative to develop innovative resources for students, the Moot Court Board is committed to helping students make ever greater contributions to the legal community.

## Clinical Programs<sup>15-23</sup>

#### The Jacob Burns Community Legal Clinics

The Jacob Burns Community Legal Clinics were founded in 1971, and were dedicated in 1991 to acknowledge the generous support of Jacob Burns (LL.B. '24, Hon. LL.C. '70). A longtime trustee of the University, Burns (1902-1993) was renowned as a lawyer, artist, and philanthropist. GW Law is proud to honor this significant contribution to the "uplifting and maintenance of the legal profession," and his fearless advocacy of the principle of "equal justice under the law."

The Jacob Burns Community Legal Clinics vary considerably in purpose, duration, requirements, and duties. Despite their diversity, all the clinics create an exciting and supportive educational environment in which law students are provided the opportunity to develop lawyering skills and to gain insights into law and the legal profession while providing vital legal services to people who need them. The Jacob Burns Community Legal Clinics operate under the direction of Associate Dean Phyllis Goldfarb, The Jacob Burns Foundation Professor of Clinical Law.

## **Domestic Violence Project**

The Domestic Violence Project (DVP) introduces students to a variety of different forms of legal advocacy on behalf of victims of domestic violence and their children. DVP students co-enroll in Law 6688 and work in a range of domestic violence field placements which can involve direct representation or advocacy for individual clients; prosecution of domestic violence cases in state attorneys' offices; appellate work with DV LEAP, the Domestic Violence Legal Empowerment and Appeals Project housed at GW, and its law firm pro bono partners; or legislative and policy work for national or local domestic violence advocacy organizations. Students gain transferable lawyering skills while learning about social change lawyering and issues in domestic violence law. The course provides

students an opportunity to engage in real-world advocacy for clients, cases, and policy, while also focusing on their own professional development, with ongoing mentoring from the professor through small group supervision and the exchange of journals and responses.

#### Family Justice Litigation Clinic

The Family Justice Litigation clinic focuses on domestic violence and family law. Under faculty supervision, students represent indigent litigants in D.C. Superior Court, and undertake a range of cases in the Family Court (divorce, custody, child support, alimony) and the Domestic Violence Unit (civil protection orders, modification and extension of civil protection orders, and contempt). While representing domestic violence litigants, students also have an opportunity to gain exposure to criminal practice by collaborating with the U.S. Attorney's Office in related prosecutions of accused batterers. Students are responsible for every phase of litigation, including: drafting of initial pleadings, motions, discovery, settlement negotiations, and taking the case to trial. In the weekly classroom component, students study the substantive and procedural law relevant to their cases—including the local domestic violence and family law statutes, criminal law, evidentiary principles, and procedural rules—and focus on client counseling, strategic thinking, ethics, and litigation skills exercises, such as performing direct—and cross-examinations, arguing motions, and conducting negotiations.

#### Criminal Appeals & Post-Conviction Services Clinic

The Criminal Appeals and Post-Conviction Services Clinic (CAPS) (formerly known as the Federal, Criminal, and Appellate Clinic (FAC)) focuses on written and oral advocacy on behalf of clients convicted of criminal offenses. Under faculty supervision, third-year students litigate appellate cases, primarily direct appeals from criminal convictions. Students handle their cases from intake through oral argument and sometimes beyond, maintaining client contact and filing petitions for certiorari in higher courts where needed. Students meet with incarcerated clients, analyze appellate records, identify and research potential issues, file motions, write opening and reply briefs, and present oral arguments to appellate courts. Through the clinic, students develop a wide array of skills including interviewing and counseling clients, identifying relevant facts and issues in lengthy records, selecting and framing legal issues, integrating facts and law, advocating in difficult cases, writing and speaking persuasively, managing cases, and collaborating with others. The classroom component focuses on skills development, appellate case theory and practice, criminal procedure and ethics, roles of criminal justice actors, professional identity, and structural issues related to the criminal justice system.

## **Immigration Clinic**

In this clinic students represent clients from around the world on immigration law matters, including removal proceedings and petitions for affirmative asylum, before federal administrative tribunals. While taking responsibility for all aspects of client representation, students may also engage in community legal education and draft comments on proposed federal regulations in immigration matters. Students develop an array of skills, including interviewing and counseling clients, fact-gathering, problem-solving, cultural awareness, witness preparation, negotiation, written and oral advocacy, and policy analysis. Class discussions focus on case rounds, skills development and analysis of the immigration process.

#### Neighborhood Law & Policy Clinic

The Neighborhood Law and Policy Clinic focuses on legal issues involved in post-conviction "re-entry" to the community for individuals with criminal histories. This is an intensive litigation clinic in which

students, under faculty supervision, handle, from intake through trial, civil and quasi-criminal cases on behalf of the ex-offenders, parolees, and prisoners whom they represent in federal administrative tribunals or D.C. Superior Court. Representative casework includes representing a client at a parole eligibility hearing in federal prison, or appealing a client's termination from a homeless shelter due to a criminal record. Students may also participate in policy advocacy before the D.C. Council or with organizational clients on offender re-entry issues.

#### Small Business & Community Economic Development Clinic

The Small Business and Community Economic Development Clinic provides legal assistance to small businesses, social enterprises, nonprofit organizations, and artists. Under faculty supervision, students interview, advise, counsel and represent entrepreneurs and businesses and assist nonprofit organizations committed to improving the welfare of individuals and communities. Specific cases may involve drafting articles of incorporation, bylaws, articles of organization, operating agreements, or partnership agreements; researching local licensing requirements and zoning laws; reviewing and drafting contracts and leases; preparing applications for federal tax exemption; advising and counseling business founders and corporate boards; and advising clients on basic intellectual property issues, tax matters, and related legal issues.

#### Health Rights Law Clinic

This clinic enables students to explore health law while serving as counselors in the Health Insurance Counseling Project, a legal services organization within the Law Clinics that responds to over 3,500 requests for assistance each year. Students may negotiate payment plans or persuade providers to forgive medical debt; advocate for clients who need medical care that an insurer, public or private, is unwilling to provide; untangle a problem preventing a pharmacist from dispensing needed medicine; or help a client understand the extent and limitations of a public health benefit. Students develop skills in interviewing and counseling clients, investigating facts, identifying relevant law, framing case theory, and refining written and oral advocacy. The classroom component focuses on Medicare, Medicaid, and private health insurance laws and procedures, as well as client and advocacy skills. Students can expect to work with at least five to six clients in one semester.

### International Human Rights Clinic

Students in the IHR Clinic are introduced to the professional practice of law in the cross-cultural context of international human rights advocacy. They bridge theory and practice by working on live case projects that address a range of contemporary issues in the human rights field. Many clinic students engage in research and advocacy on leading international human rights issues. Other student-attorneys partner with experienced lawyers engaged in human rights-based litigation or advocacy to provide pro bono legal services to victims of such abuses in the United States and abroad. In a few cases, students may represent clients directly in litigation or related advocacy matters.

## **Public Justice Advocacy Clinic**

The Public Justice Advocacy Clinic focuses primarily on employment law and disability law. Under faculty supervision, students represent low-income clients in the U.S. District Court for the District of Columbia, D.C. Superior Court, D.C. Court of Appeals, and in administrative courts in cases involving wage and hour, unemployment compensation, disability, and other issues. We consider representing clients in other kinds of civil cases which are appropriate for students and are likely to advance the public justice mission of the Clinic. Students' case responsibilities include client interviewing,

factual development, legal analysis, drafting of pleadings, discovery, motions, briefs, oral advocacy, and settlement negotiations. Students may also work with nonprofit and community organizations on public policy issues. The classroom component focuses on law and poverty, and on developing a variety of lawyering skills, including client interviewing, case analysis, oral advocacy, litigation document drafting, and negotiations.

# Vaccine Injury Clinic

Established in 1994, the Vaccine Injury Clinic is the only one of its kind in the country. Students in the clinic represent young children and adults who are seeking compensation for vaccine-related injuries and death. They appear in trial and appellate proceedings before the U.S. Court of Federal Claims. Students also have the opportunity to engage in law reform activities, including drafting and filing in appellate courts amici curiae briefs on important vaccine issues.

#### Placement Facts<sup>24</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$115,000 - \$160,000 |
|---------------------------------------|-----------------------|
| Private sector - Median               | \$160,000             |
| Public service - Median               | \$58,000              |

#### **Employment Details**

| Graduates known to be employed at graduation            | 81.2%     |
|---|-----------|
| Graduates known to be employed ten months after graduat | ion 89.2% |

## Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 48.4%      |
| Business and Industry         | 12.3%      |
| Government                    | 21.5%      |
| Judicial Clerkships           | 8.4%       |
| Public Interest Organizations | 8.4%       |
| Academia                      | 0.9%       |
| Unknown                       | 0%         |

#### Externships/Internships<sup>25</sup>

### **Externships**

The George Washington University Law School Field Placement Program provides students with the opportunity to work closely with judges or practicing lawyers as legal externs in governmental, public interest and private non-profit organizations while earning academic credit. The program is designed to enhance the educational experience of its students through exposure to the actual practice of law.

The primary educational objectives of the program are to provide students with the opportunity to gain experience in different substantive areas of law and legal process; to develop legal research,

writing, interviewing, counseling and investigative skills; to deal with issues of professional responsibility in a real practice setting; and to engage in reflective lawyering.

Each student is supervised by a member of the law school faculty and is enrolled in a required co-requisite course. The student's externship experience also includes regular communication and feedback from an attorney field supervisor who is assigned to that student. On-site attorney supervision and instructional guidance through the law school's faculty combine to offer students a unique opportunity to gain practical experience and continue to build upon their law school education.

# Student Organizations<sup>26</sup>

- Student Bar Association (SBA)
- American Civil Liberties Union (ACLU)
- American Constitution Society
- Antitrust Law Association
- Arab Student Law Association
- Art Law and Entertainment Society
- Asian/Pacific American Law Student Association (APALSA)
- Bar None Project (BNP)
- Black Law Student Association (BLSA)
- Christian Legal Society
- Corporate and Business Law Society (CBLS)
- Criminal Law Society
- Cyberlaw Students Association (CYLSA)
- District of Columbia Public Defender Service Recording Sealing Service (DRSS)
- East Asian Law Society (EALS)
- Education Law & Advocacy Network (ELAN)
- Entertainment and Sports Law Association (ESPLA)
- Environmental Law Association (ELA)
- Equal Justice Foundation (EJF)
- Evening Law Student Association (ELSA)
- Family Law Society
- The Federalist Society
- The Feminist Forum
- Finance and International Trade Law Society (FITL)
- Government Contracts Students Association (GCSA)
- Gulf Recovery Network (GRN)
- GW Basketball Association (GWBA)
- GW Law Democrats
- GW Law Running Club
- GW Law Softball Club
- Hispanic Law Student Association (HLSA)
- Human Rights Law Society (HRLS)
- Immigration Law Association (ILA)
- International Law Society (ILS)
- The Iragi Refugee Assistance Project (IRAP)
- Jewish Law Student Association (JLSA)
- J. Reuben Clark Law Society
- Lambda Law
- Law Association for Women (LAW)

- Law Revue
- Law Students for Reproductive Justice
- Military Law Society
- Muslim Law Students Association (MLSA)
- National Lawyers Guild
- National Security Law Association (NSLA)
- Native American Law Student Association (NALSA)
- Nota Bene
- Phi Alpha Delta (PAD)
- Phi Delta Phi (PDP)
- Planning and Law Society (PALS)
- Political Law Society
- Promissory Notes (PN)
- Society of European Law Students (SELS)
- South Asian Law Student Association (SALSA)
- Space Law Society (SLS)
- Street Law
- Student Animal Legal Defense Fund (SALDF)
- Students for Sensible Drug Policy (SSDP)
- Student Health Law Association (SHLA)
- · Student Intellectual Property Law Association (SIPLA)
- Tax Law Society (TLS)
- Vintners & Brewers Legal Society

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# Arizona State University — Sandra Day O'Connor College of Law



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WEBSITE www.law.asu.edu REGISTRAR'S PHONE 480-965-3124

**ADMISSIONS PHONE** 480-965-1474

**CAREER SERVICES PHONE** 480-965-5808

#### Overview<sup>4</sup>

The Sandra Day O'Connor College of Law at Arizona State University is one of the country's preeminent law schools. Ranked No. 25 nationally by U.S. News and World Report; ASU Law is a leading provider of comprehensive and personalized legal education. Graduate programs with a range of popular focus areas, study abroad experiences, externships, community service and probono activities, and more, give students unparalleled opportunities to gain insights and practical skills needed to address legal challenges locally, nationally, and globally.

The law school prides itself on having a broad network of engaged alumni and a legal community dedicated to the success of ASU Law graduates and the legal profession. The ability to connect with the legal community will only be enhanced when ASU Law moves to the Arizona Center for Law and Society in downtown Phoenix in fall 2016. Students will be steps away from the courts, government buildings, and businesses in the heart of Arizona, in the nation's sixth largest city.

In 2006, the law school was renamed to honor Justice Sandra Day O'Connor, the first female to be appointed to the United States Supreme Court. Justice O'Connor (ret.) is a frequent visitor to ASU Law where she lends her knowledge and expertise to the next generation of lawyers and others interested in the legal profession.

# Student-Faculty Ratio<sup>5</sup>

9.8:1

#### Admission Criteria<sup>6</sup>

|                      | LSAT    | GPA      |
|----------------------|---------|----------|
| 25th-75th Percentile | 158-163 | 3.39-3.8 |
| Median*              | 161     | 3.63     |

The above LSAT and GPA data pertain to the fall 2015 entering class.

| Director of admissions | Chitra Damania |
|------------------------|----------------|
| Application deadline   | March 1        |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

# Admission Statistics<sup>7</sup>

| Approximate number of applications | 1423  |
|------------------------------------|-------|
| Number accepted                    | 616   |
| Percentage accepted                | 43.3% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>8</sup>

#### Expenses

| Tuition and fees Full-time: | \$27,074 per year (in-state)<br>\$42,794 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$12,366   |
| Books                       | \$1,888  |
| Miscellaneous expenses      | \$7,134  |

# Class Ranking and Grades<sup>9, 10</sup>

A student will be ranked at the end of each semester if the student's grades are in the top one-third of the class and the student has completed all the required first semester coursework (after 1 semester), all the required first and second semester coursework (after 2 semesters), 42 credits (after 3 semesters), 54 credits (after 4 semesters), 66 credits (after 5 semesters), or 87 credits (after 6 semesters). Class rank information shall be released only upon authorization of the student concerned.

Effective for classes entering in Fall 2009 and after:

| A+ |           |
|----|-----------|
| А  | Excellent |
| A- |           |
| B+ |           |
| В  | Good      |
| B- |           |

| C+ | Avorago             |
|----|---------------------|
| С  | Average             |
| D  | Deficient           |
| E  | Failure             |
| Р  | Pass                |
| Χ  | Audit               |
| W  | Withdraw            |
| 1  | Incomplete          |
| XE | Academic Dishonesty |
|    |                     |

#### Policies on Graded Courses and Pass/Fail Grading for classes entering before Fall 2009

All courses are to be graded on the numerical scale shown above except for (a) offerings in which the primary instructor is not a resident, visiting, or adjunct faculty member; (b) seminars in which the faculty/instructor's posted course description states that pass-fail or non-numeric grading will be employed; and (c) independent research where faculty/instructor's independent study approval form states that pass-fail or non-numeric grading will be employed. Offerings that are not numerically graded will be graded "pass-fail," within the meaning of the last paragraph of this section.

Students may, for other than first-year courses, exercise an option to convert a grade of 73 or above in a maximum of one course into a Pass (P). However, such an option may only be exercised in a course in which the instructor's posted course description indicates that such option may be exercised. The option is exercised for a particular course when the student submits a "Selection of Pass/Fail Option" form to the Registrar. The Registrar must receive the request within ten calendar days after the last set of second and third-year grades is posted for that semester. Upon receipt of such a request, and the completion of the course, the Registrar will convert the numerical grade of 73 or above into a "P" on all College records, and the actual grade will not be used in calculating the student's GPA. Once a request for any course is filed with the Registrar, it may not be withdrawn.

In those courses that are graded pass-fail or in which a student exercises a pass-fail option, a grade of the equivalent of 73 or above will be recorded as a pass. Any grade below 73 will be recorded as the numerical grade which the student earned.

# Policies on Graded Courses and Pass/Fail Grading for classes entering Fall 2009 and after (Effective beginning Fall 2009)

All courses are to be graded on letter grade scale shown above except for (a) offerings in which the primary instructor is not a resident, visiting, or adjunct faculty member; (b) seminars in which the faculty/instructor's posted course description states that pass-fail or non-numeric grading will be employed; and (c) independent research where faculty/instructor's independent study approval form states that pass-fail or non-numeric grading will be employed. Offerings that are not numerically graded will be graded "pass-fail," within the meaning of the last paragraph of this section.

In those courses that are graded pass-fail, a grade of the equivalent of C or above will be recorded as a pass. Any grade below C will be recorded as the grade which the student earned.

#### Incomplete Grades

A grade of incomplete may be given whenever a student does not complete a course because of failure to meet academic requirements according to the schedule announced by the faculty member. An instructor may assign a grade of incomplete in a first-year course with the approval of the Dean's designee for rare and unusual cases with compelling reasons.

If an incomplete is not removed by the instructor within one calendar year from issuance, it becomes part of the student's record. Students receiving incomplete grades will be notified in writing of the effect of a failure to remove an incomplete grade within the specified time period, with a copy to the professor. The initial notice will be followed by a reminder to the student prior to the expiration of the one-year period. No credit is recorded for a course until an incomplete has been removed, and an incomplete may not be changed to a withdrawal. For graduating students incomplete coursework must be submitted and certified as completed by the final scheduled day of the examination period in the semester in which they plan to graduate. Exceptions to this deadline can only be granted by the Dean's designee.

## Anonymous Grading

An instructor is not permitted access to student names on examination blue books at any time before grades are final and recorded. Supplementary credit for assignments other than final examinations or for classroom performance is permissible but must be determined and calculated in the final grade before student identification is known to the faculty member.

If mid-term scores, grades on problems or papers, classroom performance bonuses (or demerits), or other factors are to be a part courses of the final grade of any course, a list of these items and student recipients should be submitted to the Registrar. When raw scores on the final examination papers have been entered, the papers should be delivered to the Registrar. The Registrar will add the assessment factors, and enter a final grade for the course on the official grade list. Only after this process is completed, may the instructor see the student names.

An instructor may not alter the final grade except for clerical error. A written statement by the instructor explaining the reason for the change must be submitted to the Dean's designee for approval prior to changes.

#### Grade Normalization (Curve)11,12

Grade Normalization for classes entering before Fall 2009 (Spring 2001)

- 1. In courses with enrollment of 20 or more the median will be 82, 83 or 84 with 83 the suggested median. In courses with less than 20 students, 83 is the suggested median.
- 2. The percentage of grades below 70 in each first-year section must be between 3% and 6%. The percentage of grades above 89 in each first-year section must be between 10% and 20%, (Effective Spring 2002). Faculty may request a waiver of this policy from the Dean.
- 3. The lowest grade in any course is 64, which constitutes a failing grade.

#### Grade Normalization for JD classes entering Fall 2009 and after (Spring 2009)

1. In all 1L courses and upper level courses with enrollment of 20 or more the following distribution requirements will be followed:

| Grade        | Subgroup % Distribution | Group % Distribution                          |
|--------------|-------------------------|---|
| A+(*)        | 0 - 4%                  | Combined A's must                             |
| А            | 10 - 15%                | constitute 25% of the grades awarded (plus or |
| A-           | 10 - 15%                | minus 2%)                                     |
| B+           | 25 - 35%                | Combined B's must                             |
| В            | 20 - 30%                | constitute 60% of the grades awarded (plus or |
| B-           | 5 - 15%                 | minus 2%)                                     |
| C+ and Below | 15% (plus or minus 4%)  |   |
| D and E(**)  | 0 - 4%                  |   |

(\*) Note: A+ should be awarded only when exceptional work is clearly demonstrated.

(\*\*) Note: D and E should be given only when deficient performance is clearly demonstrated.

- 2. In any 1L class of fewer than 20 students, faculty must use the following grading system: (1) no more than 25% A's (+/-2%) and no more than 1 A+; (2) no more than 60% B's (+/-2%); (3) no more than 15% C+'s (+/- 4%) and below. (Effective March 2010)
- 3. In upper level classes of fewer than 20 students, faculty are to use the grade distribution system for upper level courses with 20 or more students as a guide, but are not held to that distribution. In these classes, however, faculty are to award no more than 50% A's and no more than 1 A+.

The lowest grade in any course is E, which constitutes a failing grade.

#### Honors<sup>13</sup>

At or after graduation, students may be awarded the designations cum laude, magna cum laude, and summa cum laude by the faculty. A student graduating among the top 5 students in the graduating class graduates summa cum laude. The remainder of the top 10% of the student body graduates magna cum laude. The next 15% of the class graduates cum laude. The cumulative grade point average for these designations is based on only ASU resident course work. In addition, Order of the Coif (a national honor society) is awarded to those students who rank in the upper 10% after six semesters of course work with a minimum of 66 graded credit hours.

| Honor             | Criteria   |
|-------------------|--|
| Order of the Coif | Order of the Coif (a national honor society) is awarded to those students who rank in the upper 10% after six semesters of course work with a minimum of 66 graded credit hours. |
| summa cum laude   | A student graduating among the top 5 students in the graduating class graduates summa cum laude.   |

| magna cum laude        | The remainder of the top 10% of the student body graduates magna cum laude.  |
|------------------------|--|
| cum laude              | The next 15% of the class graduates cum laude.   |
| Pedrick Scholar Honors | A JD student who, in any single semester in which he or she has taken at least 10 graded credits, achieves a GPA of 3.5 or higher shall be deemed a Pedrick Scholar for that semester. |

# Ranking and Honors for Transfer Students (Effective beginning for transfer students entering Fall 2005)

Students who transfer to the College of Law are not eligible to be ranked and are not eligible for Order of the Coif. Transfer students who earn a minimum of 40 graded credits at the ASU College of Law are eligible to earn academic honors (cum laude, magna cum laude, or summa cum laude) based on their final cumulative grade point average at the ASU College of Law.

#### Awards<sup>14</sup>

| Name of Award  | Awarded for/to   |
|--|--|
| Hon. William Canby Jr. Scholarship                               | 3rd year student with demonstrated interest in Indian law.   |
| John S. Armstrong Award  | Graduating student based on academic performance.            |
| Mary Schroeder Prize Endowment                                   | Graduating student committed to practice in public interest. |
| Daniel Strouse Prize   | Graduating student associated with ASU's CLSI.               |
| W. P. Carey/Armstrong Prize for<br>Achievement in Public Service | Graduating student dedicated to public service.              |
| Dan Strouse Scholars   | Awarded to students associated with ASU's CLSI.              |
| William H. Pedrick   | Completion of 10 graded hours with 88 minimum.               |

### Journals<sup>15</sup>

You can be part of the team that produces, edits, and publishes high-quality works of legal scholarship in one of our four law journals.

**Arizona State Law Journal:** Established in 1969 and originally published under the title Law and the Social Order, the Arizona State Law Journal is a nationally recognized legal periodical that serves as the primary scholarly publication of the Sandra Day O'Connor College of Law at Arizona State University. The Journal is routinely cited in major textbooks, treatises, and opinions at all levels of the state and federal judiciary, including the United States Supreme Court.

**Jurimetrics: The Journal of Law, Science, and Technology** is the journal of the American Bar Association Section of Science & Technology Law and the Center for Law, Science & Innovation. Jurimetrics is a forum for the publication and exchange of ideas and information about the relationships between law, science, and technology. Jurimetrics was first published in 1959. The current name was adopted in 1966. Jurimetrics is the oldest journal of law and science in the United States.

Law Journal for Social Justice: Created in 2009, the Law Journal for Social Justice (LJSJ) is the first student-run and student-created online journal at ASU Law. Through its online website, LJSJ edits, publishes, and produces notable works from legal scholars, practitioners, and law students. LJSJ also publishes twice a year, featuring articles that focus on important, novel, and controversial areas of law. LJSJ provides a fresh perspective and proposes solutions to cornerstone issues.

Sports and Entertainment Law Journal: Established in 2010, the Sports and Entertainment Law Journal (SELJ) serves as the premier legal periodical for which scholars from the sports and entertainment industries can foster academic analysis and debate, such that industry professionals, the news media, and the general public can discuss current issues as they specifically relate to sports and entertainment law. SELJ publishes biannually in the spring and fall in both digital and print. Authored by professors, practitioners, and students, each issue contains essays and articles, as well as notes or comments on the latest topics in sports and entertainment Law.

#### **Moot Court<sup>16</sup>**

Moot Court is an opportunity for law students to develop the oral and written advocacy skills learned in the classroom and put them in action towards a "simulated" trial or advocacy environment. Judges and jurors for the competitions are often practitioners and sitting judges. Many times, law students work with junior high and high school students in their mock trial/moot court activities.

Depending on their extracurricular commitments, most students find time for at least one Moot Court competition per semester. Law students in their third year can apply to be in the Order of Barristers, a national advocacy honor society.

Moot Court opportunities and benefits include:

- Gain practical lawyering skills and network with other local attorneys and judges
- Join a team and travel nationally or internationally to participate in one of hundreds of external competitions
- Coach high school students in after-school mock trial/moot court programs
- Volunteer as a timer for internal competitions
- Role play as a client volunteer for our Client Counseling competition
- Gain a competitive edge with Moot Court experience on your resume

# Clinical Programs<sup>17</sup>

ASU Sandra Day O'Connor College of Law students can participate in an array of closely supervised clinical experiences, representing entrepreneurs and small business startups seeking economic viability, families seeking assistance in obtaining immigration services, Native American legal issues, juveniles in need of advocates, and inmates with compelling claims of innocence, as well as the public by working in prosecutors' and public defenders' offices. Many ASU Law students complete two clinics.

#### Clinics include:

- Healthcare Entrepreneurship
- Immigration Law & Policy
- Indian Legal
- Innovation Advancement Program
- Juvenile & Family Justice
- · Lisa Foundation Patent Law

- Lodestar Mediation
- Post-Conviction
- Public Defender
- Prosecution
- Work-Life Law & Policy

#### Placement Facts<sup>18</sup>

#### Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$60,000 - \$105,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$75,000             |
| Public service - Median               | \$57,500             |

## **Employment Details**

| Graduates known to be employed at graduation               | 65.2% |  |
|--|-------|--|
| Graduates known to be employed ten months after graduation | 88.4% |  |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 46.1%      |
| Business and Industry         | 17.8%      |
| Government                    | 19.4%      |
| Public Interest Organizations | 5.8%       |
| Judicial Clerkships           | 8.9%       |
| Academia                      | 2.1%       |
| Unknown                       | 0%         |

# Externships/Internships<sup>19, 20</sup>

#### **Externships**

ASU Sandra Day O'Connor College of Law students can pursue externships in Arizona and across the nation, including popular destinations such as Washington, D.C., and Los Angeles. Externships are typically with judicial, government, and nonprofit organizations, and are done under the supervision of a U.S. attorney.

Designed for second- and third-year law students, the externship program enhances your educational experience through advanced legal work typically not available in the regular curriculum. In addition, you will have the opportunity to network with prominent judges, lawyers, lawmakers, and community leaders in over 100 placement options available.

Students may engage in substantial legal work with Judges from the Ninth Circuit Court of Appeals, U.S. District Court of Arizona, U.S. Bankruptcy Court District of Arizona, Arizona Court of Appeals, and Maricopa County Superior Court; agencies such as the Office of the Attorney General, Maricopa County Attorney's Office; Maricopa County Office of the Public Defender; Cities, including Phoenix,

Tempe, Mesa, Scottsdale and Peoria; or work side-by-side with lawyers in non-profit settings, such as Community Legal Services, The Florence Immigrant & Refugee Children's Project, and Phoenix Children's Hospital. Simultaneously, the work students perform provides greatly needed legal assistance to non-profit and governmental agencies and their clients.

You can get one (1) credit for every 55 hours of legal work completed through an externship, up to a total of nine (9) credits in a single externship (a total of 12 credits of externship work while in law school). Students undertaking externships in DC or LA can also take courses from ASU Law professors and earn up to six (6) additional credits. You must have a minimum of 28 credits in order to participate in any externship. All externships earn pass/fail credits (a total of 16 pass/fail credits may be applied towards graduation).

#### Internships

ASU students may receive credit for a law-related internship secured individually through LIA 484. All students are graded on a pass/fail basis and receive three hours of LIA 484 internship credit. Although legal internships are not required for law school, these internships can help students gain insight into the field of law. Law-related internships can also help students develop a strong personal statement as part of the law school application process.

# Student Organizations<sup>21</sup>

- American Constitution Society (ACS)
- American Bar Association Law Student Division
- Amicus Society (AS)
- Asian Pacific American Law Students Association (APALSA)
- ASU Graduate and Professional Student Association
- John P. Morris Black Law Students Association (BLSA)
- Chicano/Latino Law Student Association (CLLSA)
- Christian Legal Society
- Corporate and Business Law Society (CABLS)
- Delta Theta Phi Law Fraternity
- Environmental Law Society
- Executive Moot Court Board
- Federalist Society
- Health Law Society
- Intellectual Property Student Association (IPSA)
- International Law Society (ILS)
- Jewish Law Student Association (JLSA)
- J. Reuben Clark Law Society
- Jurimetrics Journal
- Law & Science Student Association (LASSA)
- Law Journal
- · Law Journal for Social Justice
- Law Society for Human Rights (LSHR)
- Law Students for Veterans Legal Issues
- Muslim Law Students' Association (MLSA)
- National Lawyers Guild (NLG)
- Native American Law Students Association (NALSA)
- OUTLaw

- Phi Alpha Delta (PAD)
- · Phi Delta Phi
- Space Law & Policy Society
- Spouses and Parents in Law School (SPILS)
- Sports & Entertainment Law Students Association (SELSA)
- Sports & Entertainment Law Journal (SELJ)
- St. Thomas More Society
- Student Animal Legal Defense Fund
- Student Bar Association (SBA)
- Tax and Estate Planning Law Association (TEPLA)
- Women Law Students' Association (WLSA)

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# Indiana University Maurer School of Law— Bloomington



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**REGISTRAR'S PHONE** 812-855-6500

**ADMISSIONS PHONE** 812-855-4765

CAREER SERVICES PHONE 812-855-0258

#### Overview<sup>3</sup>

More than 173 years of growth and change have shaped the character and reputation of Indiana Law.

Indiana Law opened in 1842 as the first state university law school in the Midwest. Upon founding the Law School, university trustees stated their intention to create a school that would be "inferior to none west of the mountains" that would prepare students to combine superior scholarship with ethics.

On Dec. 5, 1842, Professor David McDonald gave his first lecture to the class of the new Law Department of Indiana University, the ninth law school in the nation and first state law school in the Midwest. There is no record of how many students were in that first class, but there were five in the first graduating class in 1844.

Through the early years, the Law Department flourished under the direction of McDonald and other distinguished jurists, and following the Civil War enrollment soared, graduating 32 in 1871, more than half of the total graduates of the university.

In 1889, the trustees reestablished the law department as a Law School, naming David D. Banta as its first dean. The Association of American Law Schools was formed in 1900, and Indiana Law was one of the 25 charter members of this group. The Law School enrollment stood at 125 students in 1900, and there were three faculty and a Law Library of 4,000 volumes. In 1908, Indiana Law moved to Maxwell Hall, where it would remain until the mid-1950s.

#### Student-Faculty Ratio<sup>4</sup>

8.3:1

#### Admission Criteria<sup>5</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 155-162 | 3.31-3.88 |
| Median*              | 161     | 3.76      |

The above LSAT and GPA data pertain to the fall 2015 entering class.

| Director of admissions | Greg Canada |
|------------------------|-------------|
| Application deadline   | July 15     |

The above LSAT and GPA data pertain to the 2013 entering class.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

#### Admission Statistics<sup>6</sup>

| Approximate number of applications | 1433  |
|------------------------------------|-------|
| Number accepted                    | 761   |
| Percentage accepted                | 53.1% |

The above admission details are based on 2014 data.

#### Law School Cost<sup>7</sup>

| Tuition and fees Full-time: | \$31,800 per year (in-state)<br>\$51,800 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$12,981   |
| Books                       | \$1,800  |
| Miscellaneous expenses      | \$4,418  |

# Class Ranking and Grades<sup>8</sup>

Student performance is graded and credited according to the following scale:

| Grade | Grade Points Per Hour of Credit |
|-------|---------------------------------|
| A, A+ | 4.0                             |
| A-    | 3.7                             |
| B+    | 3.3                             |
| В     | 3.0                             |
| B-    | 2.7                             |

| C+ | 2.3  |
|----|--|
| С  | 2.0  |
| C- | 1.7 (No credit grade; course must be repeated if required) |
| F  | 0.0 (No credit grade; course must be repeated if required) |

Where appropriate, the following marks shall be used: W - (Withdraw al) I - (Incomplete) S - (Satisfactory) P - (Pass) HT - (Hours taken)

Within one week of the date of submission of a grade for a written examination to the Recorder, the instructor may identify the student and adjust the grade to reflect other relevant aspects of the student's performance in the course.

If a student withdraws from a course without the required approval, the grade of "F" shall be entered for that course. If the student withdraws with approval, the mark of "W" shall be entered.

After the grades for a semester or term have been reported by the Recorder to the University's Office of the Registrar, no grade or mark received for that semester or term other than the mark of "I" may be changed without the approval of the Dean.

#### Grade Normalization (Curve)9

# MINIMUM GRADE REQUIRED TO ATTAIN (Based on May 2013 Graduating Class)

| Minimum GPA required to fall within the top 10% of the class | 3.623 |
|--|-------|
| Minimum GPA required to fall within the top 25% of the class | 3.494 |
| Minimum GPA required to fall within the top 33% of the class | 3.424 |
| Minimum GPA required to fall within the top 50% of the class | 3.313 |
| Minimum GPA required to fall within the top 75% of the class | 3.284 |

#### Honors<sup>10</sup>

| Honor             | Percentage of Class Receiving   |
|-------------------|---|
| Order of the Coif | The English Order of the Coif was the most ancient and one of the most honored institutions of the common law. It was an association of lawyers who for centuries had the sole right to appear as barristers in the Court of Common Pleas. The Order takes its name from the word used to designate the cap all the members of the Order were compelled to wear. This cap or coif was originally of white lawn or silk, forming a close - fitting hood. Later when wigs came into fashion, the coif was changed to a circular piece of white lawn fastened to the top of the wig. The real decline in the power and influence of the Order came through the appointment of King's Counsel but despite efforts |

|                     | to change it, the Order remained the sole body of accepted practitioners at the Common Pleas Bar down to the Judicature Act.  |
|---------------------|---|
|                     | The American Order of the Coif is the outgrowth of an earlier society known as Theta Kappa Nu, founded in 1902 for the purpose of promoting scholarship among American law students. In 1912 the society was reorganized as the Order of the Coif "to foster a spirit of careful study and to mark in a fitting manner those who have attained a high grade of scholarship."  |
|                     | Election to the Order is restricted to the top ten percent of the graduating senior class. The chapter at the Indiana University School of Law elects its new members each July from the class comprised of those who graduated in May of the same year and December and August of the prior year. Transfer and part - time students typically are not eligible for election to the Order of the Coif because of grading comparison difficulties with the rest of the class.  |
| Order of Barristers | At Indiana University - Bloomington School of Law, ten graduating third year students are selected each year for induction into the Order of Barristers. The students come from both the trial and appellate advocacy programs. The selection of inductees on the trial side is made by Professor Alex Tanford based on performance in the trial advocacy course and/or participation on an extramural trial competition team. On the appellate side, eligibility for induction is limited to those students who participated in at least one extramural moot court competition during their years in law school. The selection of inductees on the appellate side is made by a committee of law faculty members based on nominating statements, submitted by the eligible students, which summarize their accomplishments in both intramural and extramural moot court competitions. |
| summa cum laude     | Top 1% (99th 100th percentile)  |
| magna cum laude     | Top 10% (90th -98th percentile)   |
| cum laude           | Top 30% (70th -89th percentile)   |

# Awards<sup>11</sup>

| Name of Award                  | Awarded for/to                     |
|--------------------------------|------------------------------------|
| Highest Grade in Course        | Course Professor                   |
| Scribes awards                 | Top 1L's in Legal Writing Sections |
| Merit Scholarships             | Merit based                        |
| CALI Excellence for the Future | Top grade in class: faculty choice |
| West Publisher's Award         | Top GPA in each class              |
| JUMP Scholars                  | Academic Achievement               |
| Moot Court Awards              | Merit                              |

| John Edwards University Fellowship | Top University Students |
|------------------------------------|-------------------------|
| Chancellor's Scholarships          | Top Merit               |

#### Journals<sup>12</sup>

#### Indiana Law Journal

Select students are invited to join the staff of the Indiana Law Journal during the summer following their first year of law school. Invitations are extended based on first-year academic performance and a writing competition that takes place at the end of the first year. The ILJ publishes original articles by a distinguished and diverse selection of authors that have included United States Chief Justice William Rehnquist and U.S. Solicitor General Seth Waxman. Students select, edit, and verify the accuracy and form of cited sources in the articles. The journal also publishes several student-written articles.

#### Indiana Journal of Global Legal Studies

The Indiana Journal of Global Legal Studies publishes articles by distinguished legal scholars focusing on issues of globalization and international law. Each issue generally contains articles by authors from many different countries. Select students are invited to join the staff during the summer following their first year of law school. Invitations are extended based on first-year academic performance and a writing competition that takes place at the end of the first year. Students edit and proofread articles, and verify the accuracy and form of cited sources. The journal also publishes several student-written articles.

#### **IP Theory**

IP Theory is a peer-edited on-line intellectual property law publication hosted by the Law School's Center for Intellectual Property Research. It is neither law journal nor blog; it is a different sort of publication designed to occupy a niche between the two. IP Theory serves as a forum for:

- Essays or opinion pieces that are more concise (and more lightly footnoted) than typical law review articles
- Book reviews
- · Reviews of literature, either IP scholarly literature or literature in allied fields

IP Theory is indexed as an open-access journal, and available through the usual subscription services (e.g., Westlaw). The journal is peer-edited. Faculty peers solicit and select content. Student editors are selected by their peers and the faculty advisor.

#### Indiana Journal of Law and Social Equality

The Indiana Journal of Law and Social Equality is an online journal established in May 2011.

The purpose of the Journal is to serve as an interdisciplinary academic forum for scholars, practitioners, policy-makers, and students to contribute to society's understanding of legal and policy issues concerning race, religion, gender, and class.

Membership in the Journal consists of second- and third-year students who have exhibited a demonstrated commitment to social equality through relevant discipline, employment, or volunteer work and who have had exemplary performance in their first-year studies.

#### **Moot Court<sup>13</sup>**

The Sherman Minton Moot Court Competition is a student-run program in written and oral appellate advocacy. The majority of the second-year class participates in this annual competition, which is also open to third-year students who have not previously competed owing to study abroad or joint-degree programs.

# Clinical Programs<sup>14</sup>

The Law School offers seven in-house live-client clinics, taught by clinical faculty with extensive practice experience. Each clinic gives you hands-on experience helping real clients while you develop skills as responsible, ethical, and thoughtful lawyers. Each clinic is tied to a classroom component.

- Community Legal Clinic
- Conservation Law Clinic
- · Disability Law Clinic
- Elmore Entrepreneurship Law Clinic
- Non-Profit Legal Clinic
- Viola J. Taliaferro Family and Children Mediation Clinic

#### Placement Facts<sup>15</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$62,500 - \$110,000 |  |
|---------------------------------------|----------------------|--|
| Private sector - Median               | \$95,000             |  |
| Public service - Median               | \$55,000             |  |

# **Employment Details**

| Graduates known to be employed at graduation               | 48%   |
|--|-------|
| Graduates known to be employed ten months after graduation | 82.4% |

#### Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 46.3%      |
| Business and Industry         | 16.4%      |
| Government                    | 17.4%      |
| Judicial Clerkships           | 7%         |
| Public Interest Organizations | 7.5%       |
| Academia                      | 5.5%       |
| Unknown                       | 0%         |

### Externships/Internships<sup>16</sup>

The Law School's externship program complements the school's clinical program and projects. Every semester, students head out to work for academic credit in non-profit organizations, with judges and government offices, and in public policy organizations throughout Indiana. In the summer, students work at companies, law firms, and other organizations around the globe in a fully funded fellows programs. The Law School also offers a unique third-year semester externship in Washington, D.C., for those students wishing to work with the federal government or a public advocacy organization. Each year, over 300 field placements are offered.

- Criminal Law Externship
- Independent Clinical Projects
- Indiana Legal Services Externship
- Intellectual Property Externship Program
- Judicial Field Placements
- Public Interest Externship Program
- Private Practice Externship Program
- · Semester Public Interest Program
- Student Legal Services Externship

# Student Organizations<sup>17</sup>

- Advocates for Life
- American Bar Association (ABA) Law Student Division
- American Constitution Society (ACS)
- Asian Pacific American Law Student Association (APALSA)
- Black Law Student Association (BLSA)
- Business and Law Society (BLS)
- Christian Legal Society (CLS)
- Environmental Law Society (ELS)
- Family Law Society
- Federalist Society for Law and Public Policy Studies
- Feminist Law Forum
- Health Law Society
- Indianapolis Bar Association
- Intellectual Property Association
- International Law Society (ILS)
- J. Reuben Clark Law Society (JRCLS)
- Jewish Law Students Association
- Labor and Employment Law Society
- Latino Law Student Association (LLSA)
- Law and Drama Society
- Law Students for Reproductive Justice
- Middle Eastern Law Students Association (MELSA)
- Older and Wiser Law Students (OWLS)
- OUTLaw
- Outreach for Legal Literacy
- Phi Alpha Delta
- Phi Delta Phi
- Public Interest Law Foundation (PILF)

- Society for Law and the Arts
- Sports and Entertainment Law Society
- · Student Animal Legal Defense Fund
- Student Bar Association (SBA)
- Volunteer Income Tax Assistance Program (VITA)
- Women's Law Caucus

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# University of Alabama School of Law



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**CAREER SERVICES PHONE** 205-348-6479

#### Overview<sup>2</sup>

The curriculum of The University of Alabama School of Law is traditional but certainly includes offerings in emerging areas of the law, including electives in environmental law, international law, intellectual property, white-collar crime, and business. The curriculum is also rich in clinical, advocacy, and skills offerings. Perspective offerings, such as legal history, legal philosophy, and the law in literature also are taught. Given the variety of our graduates' career paths, the curriculum must be both broad and outstanding in all of its components.

A law school graduate should have mastered the legal processes and should thoroughly grasp the role of law in ordering the affairs of society, both historically and contemporarily. The University of Alabama School of Law strives to provide its students with this understanding and with a firm base of knowledge and analytical skills.

#### Student-Faculty Ratio<sup>3</sup>

9.5:1

#### Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |  |
|----------------------|---------|-----------|--|
| 25th-75th Percentile | 156-164 | 3.29-3.93 |  |
| Median*              | 163     | 3.76      |  |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Becca Brady |
|------------------------|-------------|
| Application deadline   | N/A         |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

#### Admission Statistics<sup>5</sup>

| Approximate number of applications | 1584  |
|------------------------------------|-------|
| Number accepted                    | 581   |
| Percentage accepted                | 36.7% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>6</sup>

#### Expenses

| Tuition and fees Full-time: | \$22,324 per year (in-state)<br>\$37,664 per year (out-of-state) |  |  |  |
|-----------------------------|--|--|--|--|
| Room and board              | \$12,230   |  |  |  |
| Books                       | \$1,400  |  |  |  |
| Miscellaneous expenses      | \$5,386  |  |  |  |

## Class Ranking and Grades<sup>7</sup>

#### **Anonymous Grading**

Examinations are graded anonymously. Each student's exams are identified by a number, which changes each semester. The registrar's office very carefully protects students' anonymity, and students are expected to refrain from disclosing information (such as marking an exam "graduating senior" or some other subtle identification) to professors that might identify their exams. A professor does not learn the student name associated with a grade until after the professor has turned in the grades. Professors are not given students' anonymous numbers. After grades are determined, however, students are given opportunities to discuss examinations with professors.

The Law School Student Records Office safeguards the secrecy of the anonymous numbers by handling the mechanics of matching grades with names.

Grades are distributed to students by the Student Records Office on an announced day after all examinations have ended. Professors do not distribute grades.

Seminars, workshops, oral reports, papers and problems are not under the anonymous grading system, unless the professor so chooses.

#### **Grading System**

A student's work in law school courses and seminars is graded on a numeric scale running from zero to 4.0, which corresponds to the letter grades in the chart below. An anonymous grading system is used.

| Law School Grades    | Corresponding<br>Letter Grades |  |  |
|----------------------|--------------------------------|--|--|
| 4.0 (Excellent)      | А                              |  |  |
| 3.67                 | A-                             |  |  |
| 3.33                 | B+                             |  |  |
| 3.0                  | В                              |  |  |
| 2.67                 | B-                             |  |  |
| 2.33                 | C+                             |  |  |
| 2.0                  | С                              |  |  |
| 1.67                 | C-                             |  |  |
| 1.33                 | D+                             |  |  |
| 1.0 (Unsatisfactory) | D                              |  |  |
| 0.0 (Failure)        | F                              |  |  |

#### Failing a Course

Should a student fail a course, the dean may require the student to repeat that course. Students must repeat and pass all required classes to graduate. The grade of "I" (incomplete) may be assigned at the law school's discretion when, for acceptable and approved reasons, a student has been unable to complete the required work for a course or seminar. The award of the "I" instead of 0.0 may be contingent upon completion of the unfinished work, at which time another grade may be assigned, or upon other terms fixed by the School of Law.

### **Participation Grades**

Although it is not the general practice to do so, in courses other than seminars, and after notification to students at the start of the semester, a professor may raise grades by .3 for class participation or lower grades by .3 for lack of participation. In seminars, class participation or lack thereof may not count for more than 50% of the final course grade. In workshops, class participation or lack thereof may be the sole determinant of the grade.

For serious failure on the part of the student to participate in class as required by the professor, the student may be dropped from the course.

#### Ranking

Beginning with Spring 2010 semester grades, the Top 15% of students will receive individual numeric rankings at the end of the Spring and Fall semesters. At the end of the Spring and Fall semesters, the Registrar will publish the GPA for the Top 10%, Top 20%, Top 25%, Top 33%, and Top 50% of each class. Students thus will know, and can indicate on their resumes, if and where their grades would place them within these "bands" within the top half of the class. Students outside the Top 15% will not receive individual ranks.

#### Grade Normalization (Curve)8

Starting Summer 2014, the faculty approved the following policy regarding distribution of grades:

Grades in required first-year classes must adhere to a mandatory mean of 3.2. (Any calculated mean between 3.1500 and 3.2500, inclusive, shall be deemed to satisfy this standard.) Example distributions are as follows:

| Letter Grade | GPA  | Proposed Distribution Percentages |        |        |        |        |
|--------------|------|-----------------------------------|--------|--------|--------|--------|
| A+           | 4.33 | 1                                 | 0      | 1      | 0      | 1      |
| А            | 4    | 10                                | 11     | 14     | 14     | 10     |
| A-           | 3.67 | 17                                | 18     | 19     | 19     | 16     |
| B+           | 3.33 | 25                                | 30     | 21     | 25     | 36     |
| В            | 3    | 19                                | 18     | 19     | 19     | 17     |
| B-           | 2.67 | 16                                | 12     | 14     | 12     | 14     |
| C+           | 2.33 | 8                                 | 6      | 8      | 8      | 4      |
| С            | 2    | 2                                 | 3      | 2      | 2      | 1      |
| C-           | 2    | 1                                 | 1      | 1      | 1      | 0      |
| D+           | 2    | 1                                 | 1      | 0      | 0      | 1      |
| D            | 2    | 0                                 | 0      | 0      | 0      | 0      |
| F            | 2    | 0                                 | 0      | 1      | 0      | 0      |
| Mean         |      | 3.1633                            | 3.1998 | 3.2101 | 3.2266 | 3.2463 |

Grades in other classes need not adhere to a mandatory mean. However, grades in those classes should adhere as close to a mean of 3.3 (the mandatory mean imposed on upper-level classes of more than 12 students from Fall 2009 to Spring 2014) as is consistent with fairness and common sense. Faculty members teaching classes of 13 students or more whose calculated mean falls outside the range of 3.2500 to 3.3500, inclusive, must provide a written justification for the discrepancy when they submit their grades.

As a rule, larger classes should adhere more closely to the target mean than smaller classes because the unusual circumstances that warrant non-standard grading are less likely to occur. As the size of the class diminishes, more flexibility in grading may be required. The students enrolled in a small class may, for example, be exceptionally skilled or exceptionally dedicated to the subject matter. However, students should not expect to receive higher grades in small classes as a matter of course, nor should they receive higher grades in a small class than similar effort and ability would produce in a large class. It is the responsibility of every faculty member to ensure that their grading reflects these principles.

Even in the smallest classes, the grades awarded should reflect genuine differences in student performance. In classes of twelve students or fewer, generally no more than one half of the class should be awarded a grade of A- or higher. Faculty members who deviate from that expectation must provide a written justification for the discrepancy when they submit their grades.

A+ grades should be awarded only in cases where the top student's performance is clearly superior to the performance of other students receiving A grades. No more than one A+ grade may be awarded in any class.

Instructors in externships, trial advocacy classes, clinics, and other Pass/D/Fail classroom-based skills courses may award up to 1/3 of the students in the course a "High Pass" (HP).

In the calculation of a class mean, grades of C and lower shall be counted as 2.00. This policy shall apply only to the calculation of a class mean; it does not affect the calculation of a particular student's grade point average.

In the calculation of a mandatory class mean or application of any other grading rule, only the grades of Law School students are counted. Grades of graduate students from other departments, undergraduate students, and international students not seeking a J.D. degree are not counted.

If, after grades are reported to students, a grade must be changed due to a mathematical or clerical error, and the change results in a deviation from an otherwise mandatory grading standard, other grades need not be changed to compensate. Faculty members may not change a reported grade based on subjective considerations, such as a re-evaluation of the strength of an analysis. Subjective considerations should be addressed in the initial grading process, not in the context of an appeal.

Grade distributions, together with written justifications for deviations from the Faculty's grading standards, shall be made available to the Dean before those grades are posted. If the Dean determines that the grading for a class exhibits a substantial and unwarranted deviation from the Faculty's standards, the Dean should invite further explanation from the faculty member who submitted the grades. If the Dean still concludes that the deviation is substantial and unwarranted, and the faculty member declines to change the grades, the Dean may appoint a committee of faculty members to re-evaluate the grades. The committee shall review the graded materials and invite explanation for the deviation from the faculty member who taught the class. If the committee determines that the deviation from the Faculty's standards is substantial and unwarranted, the committee shall award appropriate grades. If grades must be changed, the committee shall solicit the assistance of the faculty member who taught the class. Grade changes pursuant to this policy should be very rare, and undertaken only under extraordinary circumstances. If reasonable minds could conclude that a deviation from the Faculty's grading standards is not unwarranted, grades should not be changed.

Under University of Alabama policy, the A+ is calculated as 4.33, except that a student's overall GPA may not exceed 4.0.

A student's academic average in the School of Law is computed by first multiplying the grade received in each course by the number of hours in the course, then totaling the figures thus produced for all courses, and dividing by the number of semester hours attempted.

#### Honors<sup>9</sup>

| Honor             | Criteria   |
|-------------------|--|
| Order of the Coif | Order of the Coif is awarded to the top 10% of the graduating class. Students may not have more than 22 pass/d/fail hours to qualify. Students not pursuing this honor do not have a limit on the number of pass/d/fail hours they can take. The process for calculating the transfer students' GPA for Order of the Coif purposes is still under consideration. |

| summa cum laude | Top 5%   |
|-----------------|----------|
| magna cum laude | Next 10% |
| cum laude       | Next 10% |

# Awards<sup>10</sup>

| Name of Award   | Awarded for/to   |
|---|--|
| Dean M. Leigh Harrison<br>Award                       | This award is presented at the end of the fifth semester to those students who are in the top five percent of their class, and have demonstrated above average ability in legal writing. The award represents outstanding achievement in academic performance, legal writing, scholarship, and intellectual attainment.  |
| Order of the Samaritan                                | To qualify for the Order of the Samaritan, a student must qualify for both the Law School's Dean's Community Service Award and the Alabama State Bar's VLP Student Award OR the Public Interest Institute's Independent Legal Public Service Program.  |
| Dean's Community Service<br>Award                     | The Dean's Community Service Award is awarded to students who complete at least 40 hours of legal or non-legal community service while in law school.  |
| Alabama Volunteer<br>Lawyers Program Student<br>Award | To earn the VLP Student Award, law students at Alabama's two accredited law schools must volunteer for at least 50 hours at an approved law office that services primarily indigent persons.   |
| Bench & Bar Legal Honor<br>Society                    | All second- and third-year students with a minimum scholastic average of 3.0 after completion of a minimum of 25 hours in law school are eligible for membership. Selection into the Bench & Bar Legal Honor Society is based on the student's GPA and participation in student government, legal journals, moot court, trial advocacy, law school societies, and other extracurricular activities. No more than fifteen percent of the student body shall be members.                                   |
| Independent Legal Public<br>Service Program Award     | A minimum of 50 hours of legal services must be in an approved law office or non-profit organization. The law office or non-profit organization can be anywhere in the country and must not fall within the VLP Student Award parameters. Students may work on legal issues in any of the following areas: race, gender, sexual orientation, animal rights/cruelty, environmental, and under-privileged groups (ex., prisoners, elderly, homeless, low-income, children, disabled, rural workers, etc.). |

# Journals<sup>11-15</sup>

#### Alabama Law Review

The Alabama Law Review is a nationally recognized journal of legal scholarship and the flagship legal journal in the state of Alabama. Each year, the Alabama Law Review publishes contributions from leading scholars as well as selected works from its own members.

The editors of the Alabama Law Review are tasked with carefully analyzing these articles and preparing them for publication in each of the four issues the journal publishes each year. As a lightedit journal, the Alabama Law Review seeks to preserve the integrity of author contributions while also guaranteeing accurate and useful citations that can provide helpful commentary and guidance to academics, the state bar, and the broader intellectual community. Each article undergoes a rigorous multi-level review to ensure the most accurate citations available.

In addition to their work as editors, members of the Alabama Law Review serve as student leaders at the University of Alabama School of Law. They regularly attend numerous lectures and symposia held each year and play a major role in welcoming visiting faculty and other distinguished guests to campus. The Alabama Law Review also publishes pieces by participants in the prestigious annual Meador Lecture Series each year for the benefit of the broader legal community.

Members of the Alabama Law Review also prepare works of scholarship for publication. Each year, the Junior Editors of the journal prepare student contributions analyzing unsettled areas of law, and the best of these contributions are published in the following volume. These pieces of scholarship provide members with the opportunity to work closely with faculty and add a lasting contribution to scholarly debate.

#### Alabama Civil Rights and Civil Liberties Law Review

Our University had its own brush with civil rights history when then-Alabama Governor, George Wallace, made his iniquitous "Stand in the Schoolhouse Door." It was then, on June 11, 1963, where segregation - enforced by the full color and force of the law ended - dying a death not with rocks, bullets or bombs but with a beaten, defeated ideology stepping meekly out of the way for progress and the never-ending march toward equality. Law students watched the governor's defiance that day from Farrah Hall, the original home of the law school and neighbor to nearby Foster Auditorium. While today's law students may no longer watch as history unfolds from the school's back windows, the students at the University of Alabama School of Law remain a vital part of the world around them. Many of us continue to be interested in the quest for civil rights for all, and through this journal year, UA law students will have an opportunity to join the fight.

Starting from just a small seed, students nurtured a proposal and won approval from the law faculty in late 2008. Their idea? The Alabama Civil Rights & Civil Liberties Law Review - a specialized law journal to track developments in the vital and interconnected areas of civil rights and civil liberties. In the field of civil rights, we survey and follow the drive for equality as the specter of discrimination - be it along racial, ethnic, religious or other lines which we use to divide one another - still lurks in many corners of everyday life. Wallace may have chosen the University as the site to make his stand over 45 years ago, but today, The University of Alabama is home to something breathtakingly different: a new vanguard for the rights and freedoms of all Americans.

# Journal of the Legal Profession

The Journal of the Legal Profession was the nation's first periodical exploring legal ethics and problems confronting the profession. For nearly forty years, essays by distinguished judges, attorneys, and legal scholars have constituted The Journal of the Legal Profession's main text.

The student staff, selected from the top 50% of students after their first year in law school, conducts research and writes commentary on cases raising questions of professional ethics. The publication provides students a unique opportunity to examine the legal community from an ethics perspective and to present their findings and opinions to an international readership.

#### Law & Psychology Review

The Law & Psychology Review is a law journal that addresses the interplay between the disciplines of law and psychology. Founded in 1975 by law students of the University of Alabama who were concerned with the rights of the mentally disabled, the Law & Psychology Review was one of the first journals to combine the disciplines of law and the behavioral sciences. The journal has significantly developed since its establishment, such that it has recently been named by Washington & Lee University School of Law as the top student-edited law journal pertaining to both law and psychology.

The scope of the Law & Psychology Review has expanded to include a broad variety of topics, such as consent to treatment, capital punishment, the rights of juveniles, the psychological aspects of expert and character evidence, and the intricacies of juror selection and decision-making. The Managing Board of the journal consistently seeks to diversify the subjects addressed by the journal and to make available to the public quality articles and research pertaining to both psychology and law.

The Law & Psychology Review is published in the Spring of each year. The journal features articles written and researched by noted legal scholars and psychologists in addition to articles written by students. All published articles are edited by the Managing Board of the journal, and to further ensure the quality of the published articles, all articles are reviewed by professors and students of the law-psychology Ph.D. program at the University of Alabama.

Ultimately, the quality of the articles and the variety of contemporary topics found in the journal allows the Law & Psychology Review to serve as an excellent source of reference and research for individuals and for graduate and undergraduate programs involved in either discipline. Individuals and academic programs interested in subscribing to the journal or submitting an article for publication are encouraged to visit the Subscription and Submission links of this website, respectively, for additional information.

#### Moot Court<sup>16, 17</sup>

International Moot Court (Jessup)

The Law School's team for the Phillip C. Jessup International Law Moot Court Competition has enjoyed much recent success, consistently winning both memorial and oralist awards.

The Phillip C. Jessup International Law Moot Court Competition is an international moot court competition with participating teams from over 500 law schools in 80 countries. The moot competition is set before the International Court of Justice, which is the principal judicial organ of the United Nations, and is based on a fictional dispute between countries.

# **Moot Court Organizations**

- Alabama Defense Lawyers Association Frederick Douglass Moot Court Competition Team
- Campbell Moot Court Board
- Hispanic National Bar Assoc. Moot Court Competition
- Jessup International Moot Court Team
- National Criminal Procedure Law Moot Court Team
- National Moot Court Team
- National Tax Moot Court Team
- Pace National Environmental Law Moot Court Team

- Robert F. Wagner National Labor & Employment Law Moot Court Team
- Saul Lefkowitz Intellectual Property Moot Court Team

## Clinical Programs<sup>18</sup>

Skills training is an important mission of The University of Alabama School of Law. One critical component of the school's professional skills curriculum is its six law clinics – the Civil Law Clinic, Community Development Law Clinic, Criminal Defense Law Clinic, Domestic Violence Law Clinic, Elder Law Clinic, and Mediation Law Clinic. These clinics provide free legal assistance to needy individuals and community organizations and offer students an opportunity to represent real clients in a variety of substantive areas including civil litigation, consumer law, criminal law, domestic relations, elder law, nonprofit organizations law, and others. The Law School guarantees every interested student the opportunity to participate in at least one law clinic before graduating, one of the few schools in the country that makes such a guarantee.

The school's first law clinic was started in 1970 when two third-year law students obtained a small grant from the state to help start the program. The clinic's first cases were typical poverty law cases, mostly domestic relations and landlord-tenant, although it did manage to sue the state agency that provided its initial funding, with the predictable result that the grant was terminated. Nevertheless, an alternate source of funding was found and today that small clinical program has grown to encompass up to 60 students each semester, all housed in a new 11,500 square foot state-of-the-art law office.

Law clinics help second and third-year students develop the tools they need to serve clients, the profession, and society. All of the law school's law clinics have dual goals: to provide hands-on training in the professional skills and values needed for the successful, ethical practice of law and to provide free legal assistance to needy residents and nonprofit or governmental organizations in Alabama. Training in professional skills and values is accomplished by placing the law clinic student, as much as possible, into the role of attorney on the case under the close supervision of experienced law school faculty. Thus, with the client's consent and as allowed under the state's student practice rule, students are the primary or "first chair" attorneys on most cases. As student attorneys, they are given responsibility for client interviewing and counseling, case planning and management, factual investigation, legal research, drafting pleadings, briefs and other legal documents, negotiations, alternative dispute resolution, settlement, and trial and appellate advocacy. In the process of taking responsibility for actual cases, students move from observers to participants in the legal system and learn to integrate substantive law, procedures, and ethics with the professional skills needed for all aspects of their professional lives. Clinics help students develop the selfconfidence needed to practice effectively in a competitive, fast-paced field. Clinics also assist students in understanding and fulfilling their ethical obligations as attorneys.

The University of Alabama School of Law offers a varied array of clinical choices to ensure that students can take advantage of this opportunity and of the school's guarantee of at least one clinical experience. Most students describe their law clinic experience as one of the most significant components of their legal education. Together, the students in the school's eight law clinics provide approximately 15,000 hours of free legal assistance each year to needy individuals and organizations; clinic faculty and staff provide over 10,000 hours of additional assistance. Annually, over 1,500 individuals and organizations are aided by law clinic program students and staff. As the only public law school in Alabama, The University of Alabama School of Law is dedicated, through its law school clinics, both to ensuring that the next generation of lawyers are well trained in the skills necessary for the successful practice of law and to helping fulfill the bar's mission to provide competent legal services for all persons.

#### Civil Law Clinic

Students provide free legal advice and representation in a wide variety of civil cases to University of Alabama students and to members of the community.

# **Community Development Clinic**

Students provide legal assistance to individuals and non-profit or community organizations seeking to improve the economic, cultural, social, or environmental well-being of disadvantaged or underserved communities.

#### Criminal Defense Clinic

Students represent indigent clients through the Tuscaloosa County Public Defender's Office in all phases of the criminal justice system.

#### Domestic Violence Law Clinic

Students provide free and comprehensive legal assistance on civil matters to victims of domestic violence in Tuscaloosa County, Alabama.

#### **Elder Law Clinic**

Students represent individuals aged 60 and over in matters such as Medicare, Medicaid and other public benefits; protection from abuse, neglect, and exploitation; advance directives and durable powers of attorney; the drafting of wills; consumer fraud; and a broad array of other civil matters.

#### **Mediation Law Clinic**

Students provide individuals with free mediation services who have cases pending in family courts in Tuscaloosa County, Alabama.

## Placement Facts<sup>19</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$50,000 - \$110,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$105,000            |
| Public service - Median               | \$56,000             |

# **Employment Details**

| Graduates known to be employed at graduation               | 49.7% |
|--|-------|
| Graduates known to be employed ten months after graduation | 85.4% |

## Areas of Legal Practice

| Graduates Employed In | Percentage |  |
|-----------------------|------------|--|
| Law Firms             | 51.9%      |  |
| Business and Industry | 16.3%      |  |

| Government                    | 11.3% |
|-------------------------------|-------|
| Public Interest Organizations | 8.1%  |
| Judicial Clerkships           | 10.6% |
| Academia                      | 1.9%  |
| Unknown                       | 0%    |

# **Externships/Internships**

## Externships<sup>20</sup>

The University of Alabama School of Law (Law School) is committed to offering its students the highest quality of legal education. In fulfillment of that goal, the Law School recognizes the value of employing a variety of methodologies and experiences. One such experience is the placement of students in practical legal settings outside of the Law School.

Externships assist the Law School in meeting its overall educational objective by permitting students to engage in the practical application of the legal knowledge gained in the classroom and practical skills learned in the classroom and in clinical settings. Externships provide students with an environment in which they can test the theories which they have learned in Law School and obtain verification of the practical application of the body of law and legal skills taught by the Law School.

# Academic Year Externship (Law 795). 2 Hours.

During the academic year, placements are available in the chambers of state and federal judges and magistrates. In the Spring semester, additional placements are available at the offices of non-profit public interest organizations. Students work eight hours per week in the offices where they are placed. Duties include hearing and pretrial preparation and assistance on trials and appeals. They will also attend several class sessions and submit multiple papers during and following the externship.

The Academic Year Externship Program is co-directed by Professor Emens and Adjunct Instructor Randy Quarles, with assistance from Assistant Dean Glory McLaughlin. Randy Quarles practices business litigation with his own firm, The Quarles Law Firm, LLC. He clerked for the Honorable Emmett Cox, U. S. Court of Appeals for the Eleventh Circuit, upon graduation from law school and prior to entering practice.

Students may only pursue one externship application below, whether to apply for a public interest placement or a judicial placement. You may not apply for both in the same semester.

#### Federal Externship (Law 733). 10 hours.

In the Spring semester of each academic year a group of University of Alabama law students will have the opportunity to earn ten hours of externship credit working in Washington, D.C. with the U.S. Congress or an executive branch agency. Duties will primarily include assisting lawyers serving as Congressional and Senate staff members and as counsel in executive branch agencies. In addition, externs will earn two additional hours of regular academic credit by participating in a legislation course taught in Washington and offered specifically for students participating in the externship program. In Spring 2014, the course will be co-taught by Michael House, Director of Hogan Lovells's legislative group, and by Ed Rogers, Chairman of BGR Group. Both the externship and the

associated legislation course help students fulfill the requirements of the Law School's Certificate in Governmental Affairs.

The Federal Legislative Externship Program is directed by Associate Dean Anne Hornsby.

#### Summer Externship (Law 634). 5 Hours.

During the summer, placements are available with offices specializing in criminal law (e.g., United States Attorneys, District Attorneys, Public Defenders, and Alabama's Attorney General) and civil law (e.g., U.S. Attorneys' Offices, Governor's Legal Counsel's office, Legal Services, National Labor Relations Board, and University of Alabama Counsel's office). Students work full time during a 6-week session under the direct supervision of attorneys in the offices to which they are assigned. They also attend externship classes at the Law School and submit papers during and at the conclusion of the externship. Students must apply and interview with the director of the Externship Program during the spring semester.

The Summer Externship Program is directed by Associate Dean Anne Hornsby and Adjunct Instructor Judge Bill Bostick. Judge Bostick is an Alabama Circuit Court Judge, Shelby County, and previously served as an Assistant District Attorney for Shelby County, Alabama, where he specialized in felony and capital prosecutions.

# Internships<sup>21</sup>

Students provide free legal advice and representation to University of Alabama students and to members of the community in civil matters on a limited referral basis. Students handle cases from intake interviews through negotiations and to hearings and trials in small claims, district, and circuit courts. The Clinic's caseload encompasses a wide variety of legal claims, including consumer law, debt collection defense, domestic relations, housing, insurance, municipal court infractions (misdemeanors), torts, and other civil matters.

#### Student Organizations<sup>22</sup>

- Alabama Law SALDF
- American Constitution Society
- Bench and Bar Legal Honor Society
- Black Law Student Association
- Business Law Society
- Christian Legal Society
- Criminal Law Association
- Defense Lawyers Association
- Dorbin Association
- Environmental Law Society
- Federalist Society
- Footnotes
- Gay-Straight Alliance (Outlaw)
- Health Care Law Society
- Intellectual Property Society
- International Law Student Association
- Jewish Law Students Association
- Labor and Employment Law Society

- LAST Society
- Law and Economics Society
- Law Democrats
- Law Republicans
- Law School Golf Association
- Negotiations Club
- Phi Alpha Delta Legal Fraternity
- Public Interest Student Board
- Raise the Bar
- Sports and Entertainment Law Society
- Student Animal Legal Defense UA Law Chapter
- Transfer Law Students Association
- Veterans Law Support Organization
- Barbri Representative
- Lexis Representative
- · Kaplan PMBR Representatives
- West Law

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# Boston College Law School



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**MAIN PHONE** 617-552-8550

**WEBSITE** www.bc.edu/lawschool

**REGISTRAR'S PHONE** 617-552-4337

**ADMISSIONS PHONE** 617-552-4351

**CAREER SERVICES PHONE** 617-552-4345

#### Overview<sup>5</sup>

Boston College Law School is among the top few law schools in the country in the number of applications it receives, and has an overall applicant-to-acceptance ratio that is among the most selective in the nation. We are viewed, in short, as doing something right.

That something lies in the history and tradition of legal education at Boston College Law School, which holds that lawyers should be neither hired guns unconcerned with moral questions, nor pure theorists hovering above the fray. The 250 men and women who earn the degree of Juris Doctor here each year are as well-versed in courtroom procedure as they are in legal history, as well-prepared to practice law as they are to discuss its theoretical underpinnings. Many have already had extensive experience researching and arguing cases through programs such as the Criminal Process, Attorney General or other clinical programs, and in advocacy competitions and classroom simulations. But for them, neither zealous advocacy nor the exercise of legal scholarship is an end in itself.

When Boston College Law School was founded in 1929 at 11 Beacon Street in downtown Boston, the first dean, Dennis Dooley, envisioned a law school with a social conscience as well as an analytical mind. From its earliest days, Boston College Law School had a reputation for toughness and high standards. It won accreditation from the American Bar Association in 1932, just three years after its founding, joining the Harvard, Yale, and Boston University law schools as the only ones in New England to attain such a distinction. Academic standards were so high that in some years, as many as two-thirds of the first-year class would be excluded for poor scholarship. But the quest for academic excellence was also shaped by a desire to educate lawyers who worked for social justice and reform.

The decades that followed have seen much change in Dean Dooley's law school-it now spreads across a 40-acre campus in Newton, Massachusetts, and ranks among the nation's premier law schools-but we have held fast to Dean Dooley's vision. While we have always placed a great deal of emphasis on the practical professional skills which every good lawyer must possess, those skills are imparted within a framework of ideals-ideals such as justice and public service that have made the study and practice of law a calling for so many who come here.

# Student-Faculty Ratio<sup>6</sup>

10.3:1

#### Admission Criteria<sup>7</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 158-163 | 3.39-3.65 |
| Median*              | 162     | 3.56      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Shawn D. McShay |
|------------------------|-----------------|
| Application deadline   | March 31        |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

#### Admission Statistics<sup>8</sup>

| Approximate number of applications | 3631  |
|------------------------------------|-------|
| Number accepted                    | 1645  |
| Percentage accepted                | 45.3% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>9</sup>

| Tuition and fees Full-time: | \$48,670 per year |
|-----------------------------|-------------------|
| Room and board              | \$11,300          |
| Books                       | \$1,300           |
| Miscellaneous expenses      | \$6,760           |

# Class Ranking and Grades<sup>10</sup>

Boston College Law School does not rank its students. An approximation of grade distributions is issued for the 2L and 3L classes at the end of each semester, and for the 1L class at the end of the Academic Year.

Academic standing is most commonly determined by written examinations conducted at the conclusion of each course. In a number of courses, class participation or presentations may be included in the final grade. In classes in which class participation is counted toward the final grade, professors will provide students with clear notice on the course syllabus, and in opening comments made during the first week of classes.

In accordance with the American Bar Association accreditation standards, work submitted to meet course requirements is retained for one calendar year after the completion of the course. The papers, examination books, and other materials are then destroyed.

It is the responsibility of the faculty collectively to strive for the elimination of disparity among grades given for similar levels of performance.

The grading system of the Law School is as follows:

| А  | 4.00       |
|----|------------|
| A- | 3.67       |
| B+ | 3.33       |
| В  | 3.00       |
| B- | 2.67       |
| C+ | 2.33       |
| С  | 2.00       |
| C- | 1.67       |
| D  | 1.00       |
| F  | 0.00       |
| 1  | Incomplete |
| W  | Withdrawal |

#### Grading definitions by verbal descriptions

The following descriptions explain the meaning of the grade labels used at Boston College Law School. Faculty members should assign grades consistently with this explanation.

**A, A-:** Exceptional work which demonstrates a superior level of academic accomplishment in the area of study.

**B+, B, B-:** Good work, which demonstrates achievement of a level of academic accomplishment in the area of study distinctly above that expected of a minimally competent graduate of an accredited American law school. Given the standards of Boston College Law School, this level of performance is expected of most graduates of the law school.

**C+, C:** Competent work, which demonstrates achievement of a level of academic accomplishment in the area of study expected of a minimally competent graduate of an accredited American law school. Given the standards of Boston College Law School, this level of performance is below that expected of most graduates of this law school.

**C-, D:** Unsatisfactory work, which does not demonstrate achievement of the minimum level of competence, expected of any graduate of an accredited American law school but which demonstrates enough potential for improvement that the student could reasonably be expected to achieve such a level by conscientious study.

**F:** Failing work, which reflects a level of learning and ability in the area of study so low as to indicate that the student has failed to perform the work, reading, and study expected of students enrolled in the course. No credit is given for a course in which an F is received, although the F will be used in computing cumulative and annual averages.

**Incomplete,** which is given when the student has not completed course requirements. The student must arrange with the professor to satisfy the course requirements within one semester. An incomplete becomes an F if the incomplete is not removed within the agreed-upon time.

#### Pass/Fail Elective

Optional pass/fail grading for classes with enrollments of less than 25 and evaluated by means other than examination. Instructors in classes with enrollments of less than 25 and evaluated by means other than examination may, after consultation with the Associate Dean for Faculty, offer such classes on a pass/fail basis. Such option must be announced to students before registration. Students in a pass/fail class may not opt for a letter grade, nor may the instructor change the class from pass/fail to letter grades.

J.D. students may take a total of six credits, in no more than two classes, on a pass/fail basis in their second and third years if such an option is offered by the professor in a particular class. Constitutional Law II and Professional Responsibility cannot be taken on a pass/fail basis.

LL.M. students may take up to three credits, in no more than one class, on a pass/fail basis during the LL.M. year. The United States Legal System and Legal Research and Writing for LL.M. students may not be taken on a pass/fail basis. Students who wish to exercise this option must obtain the appropriate form from Academic Services. Deadlines for returning the form will be announced each semester. All choices for pass/fail are final and cannot be changed once the deadline has passed.

# Grade Normalization (Curve)<sup>11</sup>

For all classes in which students are evaluated by examination, the mean grade should be approximately 3.2, and the distribution of grades should be approximately as follows:

| Α            | 10% |
|--------------|-----|
| A-           | 15% |
| B+           | 25% |
| В            | 35% |
| B-           | 10% |
| C+ and below | 5%  |

If an instructor concludes that the performance of the class being graded does not justify the above distribution of grades, the percentages set out in the table need not be followed. It is anticipated such circumstances will arise more often in classes with smaller enrollments, and that larger divergence from the prescribed mean will be justified more often in classes with smaller enrollments. Accordingly, instructors have discretion to vary the mean grades for their classes as follows:

1. For classes with enrollments of 40 or more, the mean grade may be as high as 3.30 or as low as 3.0.

2. For classes with enrollments of fewer than 40, the mean grade may be as high as 3.4 or as low as 2.9.

Instructors who wish to assign grades with means outside these ranges must consult with the Dean for Faculty before doing so. If good cause for divergence outside the prescribed range does not exist, the Associate Dean shall urge the instructor to adjust his or her grading approach so as to bring it into conformity with the grading standards set forth above.

For classes with enrollments of less than 25 in which students are evaluated by means other than examination (including seminars and clinics), the suggested mean grade is 3.5. If an instructor concludes that the performance of the class being graded does not justify a mean grade of 3.5, the instructor may assign grades with a mean in the range of 3.4 to 3.7. Instructors who wish to assign grades with means outside these ranges must consult with the Dean for Faculty before doing so. If good cause for divergence outside the prescribed range does not exist, the Associate Dean shall urge the instructor to adjust his or her grading approach so as to bring it into conformity with the grading standards set forth above.

#### Honors<sup>12</sup>

Boston College Law School does not rank its students. An approximation of grade distributions is issued for the 2L and 3L classes at the end of each semester, and for the 1L class at the end of the Academic Year.

#### Latin Honors are awarded at graduation as follows:

| Honor           | Criteria   |
|-----------------|--|
| summa cum laude | awarded to the top 2% of the class                             |
| magna cum laude | awarded to the top 10% of the class                            |
| cum laude       | awarded to students graduating in the upper third of the class |

# Awards<sup>13</sup>

| Name of Award                     | Awarded for/to   |
|-----------------------------------|--|
| James W. Smith Award              | Highest academic rank                                      |
| Susan Grant Desmarais Awards      | For public service achievement and leadership              |
| St. Thomas More Award             | Exemplifying the intellectual qualities of St. Thomas More |
| The Philip Joseph Privitera Award | Commitment to service                                      |
| Dean Dennis A. Dooley Award       | For outstanding scholarship average to 1 graduate & 2 1Ls  |
| William J. O'Keefe Awards         | For outstanding contribution to the Law School             |
| Cornelius J. Moynihan Awards      | For outstanding editorial work on publications             |
| Richard S. Sullivan Award         | Overall contribution to the Law School Community           |
| Aviam Soifer Award                | For public service achievement and leadership              |
| Lewis S. Gurwitz Award            | Selfless commitment to the underprivileged                 |
| Frederick N. Halstrom Awards      | Outstanding work in advocacy competitions                  |

| John D. O'Reilly Award                    | Service to its students                              |
|---|--|
| Richard G. Huber Award                    | Leadership and co-curriculum award                   |
| Sheila McGovern Award                     | Achievement of Personal Goals                        |
| Law School Awards for Clinical Excellence | Outstanding work in clinical programs                |
| The Dean's Award for Diversity            | Outstanding contributions to diversity               |
| LLM Leadership Award                      | Outstanding contribution to the law school community |

# **Journals**

Boston College Law School journals provide students with a valuable opportunity to gain research, writing and editing experience. Students are selected to take part in one of the Law School's four journals based on their first-year grades or successful performance on a demanding writing competition. They receive credit for their participation, and a faculty advisor supervises each of the reviews. Students also staff the Uniform Commercial Code Reporter-Digest, a quarterly publication of a national commercial service that summarizes and comments on all reported cases under the Uniform Commercial Code.<sup>14</sup>

# The Boston College Law Review

The Boston College Law Review is the oldest scholarly publication at Boston College Law School. The Review publishes articles concerning legal issues of national interest. The Review publishes five issues each year that include articles and essays written by prominent outside authors, such as Professor Vikram David Amar, Professor Herbert Hovenkamp, and Professor Jeremy Waldron.

In addition to articles written by outside academics, the Review prints the work of its student staff writers, many of whom publish notes during their third year. Recent editions have contained student notes examining such diverse issues as tipper/tippee liability under the misappropriation theory of insider trading, plea bargains struck under the threat of enemy combatant detention, and balancing women's reproductive rights against a pharmacist's conscientious objection. The Review's second-year staff members also prepare short comments on recent federal circuit court decisions, which may be published in the Review's electronic supplement. The Review also organizes, sponsors, and publishes articles from academic symposia.<sup>15</sup>

#### The Boston College Environmental Affairs Law Review

The Boston College Environmental Affairs Law Review is a student-run academic journal whose primary purpose is to publish legal scholarship concerning environmental law and policy. The Review publishes bi-annually, with issues typically printed in January and April. The Review seeks to shape discussion of the most important and relevant issues facing environmental law and policy today by publishing relevant articles, notes, and comments that contribute to legal scholarship. Our publication serves as a resource for current students, academics, and active practitioners of law.<sup>16</sup>

#### The Boston College International & Comparative Law Review

The Boston College International & Comparative Law Review is one of approximately 30 law reviews in the United States that focus on international legal issues, and one of only two that publishes an annual

survey of European Union law. The Review publishes two issues annually. The spring issue usually consists of two articles by outside authors and four student pieces. International and Comparative's scope is expansive and the Review pursues articles that address a variety of international and comparative law issues such as human rights, cross-border environmental disputes, arms control, covert action, international investment, International Court of Justice jurisdiction, and terrorism, to name only a few. Because a growing number of domestic policy issues have international implications, these areas of international law are becoming increasingly important to U.S. practitioners.<sup>17</sup>

## The Boston College Journal of Law & Social Justice

With the publication of volume 32, the Boston College Third World Law Journal changes its name to the Boston College Journal of Law & Social Justice. The staff and editors believe that the new name more accurately reflects our mission and scope. Historically, our purpose has been to publish scholarship affecting populations underserved by the legal academy—whether those populations exist in the developing or developed world, in the domestic or international spheres. The name Boston College Journal of Law & Social Justice better represents the issues we value and, at the same time, aligns us with the school's commitment, as articulated in its mission statement, to social justice.<sup>17</sup>

# The Uniform Commercial Code Reporter-Digest

The Uniform Commercial Code Reporter-Digest is a research tool used by practitioners to find case law on various commercial law topics. It was founded in 1962 by the late William Willier, Professor of Law at Boston College, and is now published by Matthew Bender & Company, a division of Lexis/ Nexis. The Digest serves as a comprehensive research tool for cases decided by all federal, state and bankruptcy courts addressing issues related to the Uniform Commercial Code. It is available in a multi-volume loose-leaf text series, on CD-ROM and online through Lexis/Nexis. Since its inception, Boston College Law School students have been the sole source of case law annotations published by the Digest.

Second-year students serve as staff writers and are responsible for annotating a significant commercial law case each week. Commercial law issues often arise in the context of contract disputes, tort claims and bankruptcy proceedings. These issues typically relate to secured transactions, transactions in goods, banking, and investment securities. To ensure that each annotation is of publishable quality, third-year editors train the staff writers and review all submissions through a multi-tiered editorial process. Every staff writer is published. In gaining exposure to multiple issues during the year, Digest members enjoy a diverse writing experience while developing the ability to apply statutory language to complicated fact patterns concisely—an essential skill when practicing in every area of the law.<sup>18</sup>

# Moot Court<sup>19, 20</sup>

## **Grimes Moot Court**

The Grimes Moot Court Competition traditionally has been viewed as the most prestigious of all BC Law intramural competitions. Held each spring, it is a valuable opportunity for second-year students to develop both written and oral appellate advocacy skills. The Grimes finals, presided over by a distinguished panel, are the highlight of the year's advocacy programs. The problems involve issues of Constitutional or federal statutory interpretation, and the subject matter of the competition alternates annually between civil and criminal law. Participation in the competition is a prerequisite to be considered for membership on third-year academic moot court teams.

**The National Moot Court** team participates in one of the oldest and most prestigious moot court competitions in the country, sponsored by the American College of Trial Lawyers. The team writes a brief on a mock record prepared by the Young Lawyers Committee of the Bar of the City of New York, usually based on a case pending in the Supreme Court of the United States. The New England region holds mock appellate arguments in the fall, and sends the top two teams to New York City for the finals in January.

**The Philip C. Jessup Moot Court** team strives to compete internationally as well as regionally and nationally. Organized by the American Society of International Law, students write briefs on both sides of a legal issue and argue an appeal in a case that could come before the International Court of Justice. The Competition is nearly fifty years old. The National finals are held in Washington, D.C. The International finals are held in different countries each year. Professors David Wirth and Thomas Carey are the faculty advisors, with additional assistance from a recent graduate familiar with the Jessup competition.

**The European Law Moot Court** is hosted by universities all over Europe. It is the most important moot court competition in EU Law and one of the most prestigious moot courts worldwide. Last year the team traveled to Braga, Portugal. The Competition requires writing a brief, in English and French, and if invited to the oral rounds, the team must argue in both languages. Professor Vlad Perju is the faculty advisor, with assistance from an alumnus who competed in the competition.

**The National Environmental Law Moot Court** team challenges students to draft a brief and compete in mock oral argument in a simulated appellate case involving a cutting edge environmental issue. This National Competition is held in the second semester each year in White Plains, New York. Cases involve three parties and present the opportunity to argue on behalf of private and public interest clients. Professor Zygmunt Plater is the faculty advisor.

**The J. Braxton Craven Moot Court** team briefs and argues issues of constitutional law arising in mock civil or criminal cases. The team travels to North Carolina for the Competition. Professor Thomas Barnico is the faculty advisor.

**The National Criminal Procedure Moot Court** team briefs and argues a criminal procedure problem at a national competition held for participating law students in San Diego, California. Professor Robert Bloom is the faculty advisor.

# First Amendment Moot Court

The First Amendment to the U.S. Constitution – the cornerstone of American democracy – is the focus of the National First Amendment Moot Court Competition. Recognized as one of the nation's finest constitutional law competitions, this annual event features a current First Amendment controversy. Professor Rosemary Daly is the faculty advisor.

# Clinical Programs<sup>21-28</sup>

We have some of the most experienced clinical teachers, supervisors, and scholars in the nation. Students learn how law works in practice, and how a lawyer's approach influences the value, direction, and quality of the legal process.

Lawyers, judges, and legal educators overwhelmingly endorse the value of clinical education. Clinics enable students to make an early and positive transition into professional life, helping them become better lawyers and giving them a better sense of what kind of work they most enjoy.

Clinical work performed by students provides an immeasurable benefit to the clients and agencies they serve.

In BC Law's clinics, students work in civil litigation, criminal justice, juvenile rights, immigration law, issues affecting women, the wrongly convicted, government practice, community development, the prevention of homelessness, the role of the judiciary, and many other individually selected areas, along with programs permitting students to practice law in London, Paris, and in many other locations around the world.

#### Civil Litigation Clinic

In the Civil Litigation Clinic, part of Boston College Legal Services LAB, students work as practicing lawyers representing actual clients in every aspect of litigation, including appearing in court and at federal and state administrative hearings (Social Security Administration, Division of Unemployment Assistance, and Department of Transitional Assistance).

Practice areas include family law, landlord-tenant, and public benefits cases. Students are responsible for their own cases and have the opportunity to plan and conduct every phase of civil litigation, from initial client interviews, through formulating a legal strategy, to counseling clients, conducting pretrial discovery and motion hearings, engaging in settlement negotiations, drafting pleadings, and courtroom advocacy, including trials and administrative hearings, as well as drafting and arguing appeals.

#### Community Enterprise Clinic

In the Community Enterprise Clinic (CEC), part of the Boston College Legal Services LAB, students help emerging businesses, entrepreneurs, and nonprofits with transactional legal matters. BC Law was one of the first schools in New England to offer a transactional legal clinic, and is one of the only schools in the nation to have a formal collaboration with an established major law firm, Nutter McClennen & Fish LLP, for consultation and assistance.

#### **Criminal Justice Clinic**

The Boston College Criminal Justice Clinic, co-directed by Professors Sharon Beckman, Frank Herrmann, S.J., and Evangeline Sarda, is comprised of the Boston College Defender Program, the BC Law Prosecution Program, and the Criminal Justice Clinic Class in which students enrolled in both the defense and prosecution programs come together for skills training and informed consideration and discussion of different perspectives on the criminal justice system. The integration of the prosecution and defense perspectives into one program, designed to encourage reflective discernment considering a broad range of perspectives, is a unique feature of the criminal justice clinical experience at Boston College Law School.

#### Housing Law Clinic

In the Housing Law Clinic students advise and represent clients facing homelessness through eviction, mortgage foreclosure, or denial of access to government-funded affordable housing. Students practicing in the clinic are vividly introduced to the pervasive problem of homelessness, as well as the pivotal role of lawyers to the just adjudication and resolution of these matters.

Most clients face eviction or the loss of government housing subsidies that they need in order to

remain housed. Students who enroll in this course can expect to defend eviction actions in local District Courts and/or Boston Housing Court; to represent individuals before local Housing Authorities in an effort to obtain affordable housing for them; to work with community organizations seeking to increase the supply of affordable housing; and to pursue affirmative litigation to correct illegal conditions in low-income housing.

# **Immigration Clinic**

The Immigration Clinic provides students with the opportunity to apply their substantive learning in a hands-on, real-world setting. Students represent noncitizens in removal proceedings before the Immigration Court in Boston, which involves arguing bond motions for detained clients, conducting direct examination of witnesses, raising evidentiary objections and arguing points of law. Students also represent noncitizens in their applications for legal status, which involves interviewing the client, evaluating whether the client is eligible for such status under the relevant immigration laws, preparing the application, drafting affidavits of the client and other supporting witnesses, gathering documents in support of the application, preparing the client for an interview before the local U.S. Citizenship and Immigration Services ("CIS") office and representing the client at the interview.

# **Juvenile Rights Advocacy Project**

The Juvenile Rights Advocacy Project (JRAP) serves as an umbrella for experiential learning at Boston College Law School in the area of children's law. JRAP delivers legal services and experiential education through:

- An in-house clinic in which supervised students represent system-involved teens on a full range of civil legal issues;
- Externship placements for students with legal service organizations specializing in children's issues;
- In-house cases in conjunction with the Immigration clinic representing youth in Special Immigrant Juvenile cases: and
- Policy work in which students seek a larger community impact on issues that arise in their individual representation with a focus on promoting continuity and accountability of youth services.

JRAP specializes in representing and serving as Guardian-ad-Litem for youth involved in multiple systems. JRAP attorneys and students are appointed by the Juvenile Court and take referrals from state agencies, attorneys and individuals. JRAP attorneys and students strive to build ongoing relationships with youth clients providing continuity of representation until the client ages out of state systems and providing representation across a range on civil legal issues.

#### Innocence Program

In the Boston College Innocence Program, students study the problem of erroneous convictions in the classroom while also working in legal practice and nonprofit settings to remedy or prevent these injustices. Students choose from a diverse range of practice settings including an in-house Innocence Clinic or in externship placements in public agencies, nonprofit innocence projects, and private law firms representing innocent prisoners in post-conviction litigation--the most diverse range of innocence program placements offered by any law school in the country. Students in the BCIP Clinic investigate and litigate post-conviction innocence cases. The clinic collaborates with the Committee for Public Counsel Services Innocence Program. The CPCS Innocence Program selects cases to assign to BCIP, and CPCS and BCIP act as co-counsel in all aspects of the investigation and litigation of these cases.

# Placement Facts<sup>29</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$76,000 - \$160,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$145,000            |
| Public service - Median               | \$51,000             |

# **Employment Details**

| Graduates known to be employed at graduation               | 57.1% |
|--|-------|
| Graduates known to be employed ten months after graduation | 83.9% |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 53.3%      |
| Business and Industry         | 13%        |
| Government                    | 13.4%      |
| Public Interest Organizations | 7.7%       |
| Judicial Clerkships           | 11.8%      |
| Academia                      | 0.8%       |
| Unknown                       | 0%         |

## **Externships/Internships**

# Externships<sup>30-34</sup>

#### Attorney General Clinical Program Seminar

The Attorney General Program provides an intensive, full-year, real-world experience in civil litigation in the Government Bureau of the Massachusetts Office of the Attorney General. Students practice under the supervision of faculty members who are assistant or special assistant attorneys general in the Government Bureau, and work directly with Bureau attorneys in the representation of state agencies and officials in state and federal courts. Students may argue orally in Superior Court on behalf of state agencies.

# Immigration Externship Program

The Immigration Externship Program provides students with the opportunity to delve into immigration law at a local firm or non-profit. From the start, they are exposed to the realities of immigration practice and given the chance to hone their lawyering skills. Placements vary and are chosen according to the student's interests. A student may be able to take on an asylum case from start to finish in one placement; with another, the student will write several briefs for cases on appeal.

#### Innocence Project Externship

The Innocence Program Externship, part of the Boston College Innocence Program, offers students

the opportunity to work 2-3 days/week in placement settings focused on preventing or remedying erroneous convictions. Placements include the New England Innocence Project, the Committee for Public Counsel Services Innocence Program, and other innocence-related placements.

**Judicial externship** courses allow students to observe and participate in the judicial process. Students spend time in courtrooms, familiarizing themselves with the various players and their roles in placements with individual or groups of judges throughout the Massachusetts court system. Throughout the semester, students take their experiences back to the classroom and discuss various aspects of the judicial process in light of the students' actual courtroom and lobby experiences.

**Health Law Externship:** Students enrolled in Boston College Law School's Health Externship Law Program spend 2-3 days each week at a hospital or health insurance General Counsel's office. Students also take Professor Dean Hashimoto's Business Law and Health Care Enterprises course and an additional one-credit externship seminar. The course examines the role of lawyers in the health law field.

# Internships<sup>35</sup>

# Post-Graduate Clerkships and Judicial Internships

One of the most prestigious experiences law students seek are judicial clerkships. Working with a judge as a clerk or intern provides opportunities to gain indispensable insights and skills that are transferable into many areas of legal practice. Law clerks can expect to sharpen their legal research skills and further refine their writing skills through substantial drafting of memoranda and judicial opinions. Often, they develop close, lifelong relationships with their judges and fellow clerks.

# Student Organizations<sup>36</sup>

- American Constitution Society
- Amnesty International
- Art Law Society
- Asian Pacific American Law Students Association
- Black Law Students Association
- BC Law Democrats
- BC Law Republicans
- Business and Law Society
- Children's Rights Group
- Christian Legal Society
- Community Economic Development Group
- Criminal Justice Law Project
- Environmental Law Society
- Federalist Society
- Gender Violence Awareness Coalition
- Gulf Coast Recovery Group
- Health Law Society
- Holocaust Human Rights Project
- Immigration Law Group
- Intellectual Property and Technology Forum
- International Law Society
- Jewish Law Student Association

- Lambda
- Latin American Law Students Association
- Law and Religion Program
- · Middle Eastern Law Students Association
- Muslim Law Students Association
- National Lawyers Guild
- · Native American Law Student Association
- Public Interest Law Foundation
- Real Estate Law
- South Asian Law Students Association
- Sports and Entertainment Law Society
- Students With Kids
- St. Thomas More Society
- Veterans Association
- · Women's Law Center

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# Ohio State University Michael E. Moritz College of Law



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CAREER SERVICES PHONE 614-247-7805

#### Overview<sup>2</sup>

The Ohio State University Moritz College of Law is an integral part of one of the world's great educational institutions. Founded in 1891 and consistently the top-ranked law school in the state of Ohio, the Moritz College of Law has grown into one of the nation's pre-eminent public law schools and one of the most respected law schools in the world.

A collegial community of approximately 570 students and more than 50 faculty members, Moritz is known for its rigorous academic program, the pioneering research of its world-class faculty, a deep commitment to teaching and professional training, and the development of future leaders.

The college's more than 10,000 alumni are central to its national reputation. Graduates include justices of the Supreme Court of Ohio, federal appeals and district court judges, U.S. senators, U.S. representatives, governors, managing partners in law firms of all sizes, chief executive officers of Fortune 500 corporations, professors at law schools across the country, and prominent attorneys in private practice, government service, and public interest law firms.

Our alumni are genuinely interested in engaging with and mentoring today's students. They share a special connection and a desire to help fellow "Moritzers" find professional success.

Likewise, the administration at the Moritz College of Law is committed to advancing the quality and reputation of the college nationally and internationally through ongoing improvements to the academic program and student services.

#### Student-Faculty Ratio<sup>3</sup>

10.1:1

# Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 156-161 | 3.44-3.81 |
| Median*              | 159     | 3.61      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Kathy S. Northern |
|------------------------|-------------------|
| Application deadline   | March 31          |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

# Admission Statistics<sup>4</sup>

| Approximate number of applications | 1621  |
|------------------------------------|-------|
| Number accepted                    | 805   |
| Percentage accepted                | 49.7% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>5</sup>

# Expenses

| Tuition and fees Full-time: | \$29,131 per year (in-state)<br>\$44,081 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$12,142   |
| Books                       | \$2,400  |
| Miscellaneous expenses      | \$5,630  |

# Class Ranking and Grades<sup>6</sup>

# **Grading Policy**

What follows is the grading policy for JD students. LL.M. students should scroll down further for the grading policy for that program. Students receive both a letter and number grade - for example, 85B. Each number grade corresponds to a specific letter grade (i.e., numbers between 93 and 100 correspond to a letter grade of A.). Further, each letter grade has its own point value on a 4.0 scale.

| Letter<br>Grade | Numerical<br>Grade | Grade Point Value (assigned to the letter grade) |
|-----------------|--------------------|--|
| А               | 93-100             | 4.0  |
| A-              | 90-92              | 3.7  |
| B+              | 87-89              | 3.3  |
| В               | 83-86              | 3.0  |
| B-              | 80-82              | 2.7  |
| C+              | 77-79              | 2.3  |
| С               | 70-76              | 2.0  |
| D               | 65-69              | 1.0  |
| Е               | 60-64              | 0.0  |

The college uses the Grade Point Average (GPA) from the letter grades to ascertain Academic Standing, Dismissal, Probation and Readmission as detailed in Chapter 6 in the Faculty Rules. A student is in good standing if he or she has an average GPA of 2.0 or better.

Students also have a Numerical Average, which is calculated by averaging the Numerical Grade. For this average, first year courses are weighted at 50 percent compared to upper-level courses, regardless of when the courses are taken. This Numerical Average is used to establish class rankings. Class rankings are computed after the second semester ends and all grades are in. Individual class ranks are disclosed confidentially to the students in the top 5 percent of the class. The remainder of the class is not given individual class ranks. Instead, the college provides a class ranking information sheet for each class that shows the numerical grade average range for certain percentage ranges in the top half of the class. Class ranking information sheets are found here.

#### Grade Normalization (Curve)7

# **Grade Distribution Policy**

In an effort to treat all students fairly, the Moritz College of Law has a long-standing grade distribution policy. The underlying reasons for the policy are to promote a common faculty-wide grading standard and to reduce instances in which different professors use different grading standards.

The college's policy suggests the following grade distribution to the teachers of first-year courses:

| A 's | 30%  |
|------|--|
| B 's | 60%  |
| C 's | 10%  |
| D, E | Not more than 4% with the direction that a D or E should be given only if inferior performance is clearly demonstrated |

For second- and third-year courses, the grade distribution is based on the past average letter grade performance of the students as a whole who registered for a particular course. A professor receives a grade distribution for the students enrolled in his or her course that semester.

There are no names on the grade distribution, so the profile in no way focuses on an individual student. For example, an Evidence professor might receive a distribution stating that, based on past performance, 20 students would be expected to receive A's; 30 students would be expected to receive B's; and 15 students would be expected to receive C's.

# Honors<sup>8</sup>

| Honor             | % of Class Receiving                                    |
|-------------------|---|
| Order of the Coif | A national honorary scholastic society for lawyers.     |
| summa cum laude   | Signifies graduation within the upper 3% of the class.  |
| magna cum laude   | Signifies graduation within the upper 10% of the class. |
| cum laude         | Signifies graduation within the upper 25% of the class. |

# Awards<sup>9</sup>

| Name of Award                                   | Awarded for/to   |
|---|--|
| Distinguished Alumna/us<br>Award                | For graduates whose accomplishments merit special recognition.   |
| Outstanding Recent<br>Alumna/us Award           | For a graduate whose early accomplishments merit special recognition.  |
| William K. Thomas<br>Distinguished Jurist Award | For fairness, freedom, and equality.   |
| Community Service Award                         | For volunteer service.   |
| Public Service Award                            | For commitment to promoting and providing access to the justice system.  |
| Alumni Medalist Award                           | For national or international career achievement.  |
| Professional Achievement<br>Award               | For career achievement.  |
| Ralph Davenport Mershon<br>Award                | For service to Ohio State.   |
| William Oxley Thompson<br>Award                 | For early career achievement.  |
| Robert M. Duncan Alumni<br>Citizenship Award    | Presented to alumni who have distinguished themselves in service to humanity and who have best exemplified the University's motto, "Education for Citizenship," by having performed significant voluntary service to their community beyond the call of business or professional duty. |
| Dan L. Heinlen Award                            | For university advocacy.   |
| Josephine Sitterle Failer<br>Award              | For volunteer service to students.   |

| Diversity Champion Award<br>(new, 2015)   | The award honors alumni who have made a significant and sustained contribution that fosters diversity and inclusion in their broader community and/or organization; recognizing and respecting the value of individual differences such as race, color, creed, religion, sexual orientation, national origin, sex, age, disability, veteran or military service status, gender identity, economic status, political belief, marital status or social background. |
|---|--|
| University Distinguished<br>Service Award | The University Distinguished Award, which began in 1952, is awarded to people who have provided a broad spectrum of services to the University in both official and unofficial capacities.   |

#### Journals<sup>10</sup>

Working on a law review is often a rite of passage for many law students. Five legal journals are published by The Ohio State Moritz College of Law. These leading publications publish innovative and relevant scholarly articles by law professors and legal scholars from across the country and around the world as well as student written notes and comments of professional interest to lawyers and policy makers.

The **Ohio State Law Journal** is a generalist law review publishing legal scholarship in all areas. The journal, which started publication in 1935, is edited by students and publishes eight issues each year. In April 2012, OSLJ launched Furthermore, an online supplement to the print version.

The **Ohio State Journal on Dispute Resolution:** Founded in 1985, the Ohio State Journal on Dispute Resolution (JDR) is a student-edited publication dedicated to the exploration of alternative methods of dispute resolution, such as negotiation, mediation, arbitration, summary jury trials, and mini-trials.

The **Ohio State Journal of Criminal Law:** The Ohio State Journal of Criminal Law is a peer-evaluated, faculty-student cooperative venture. Published semiannually, it provides useful, interesting, and provocative commentary on critical issues of interest to the national, and even international, criminal justice community.

The I/S: A Journal of Law and Policy for the Information Society, I/S: A Journal of Law and Policy for the Information Society is an interdisciplinary journal of research and commentary concentrating on the intersection of law, policy, and information technology. Published semiannually, it is faculty-edited in collaboration with student editors.

The **Ohio State Entrepreneurial Business Law Journal:** The Ohio State Entrepreneurial Business Law Journal (OSEBLJ) is nationally renowned for its intersection of business and the law. Created and managed by students, this semi-annual journal explores the legal issues facing entrepreneurs, small business owners, and venture capitalists.

### Moot Court<sup>11</sup>

Students at Moritz can gain experience in a variety of lawyering skills by competing in the intramural and interscholastic competitions administered by the Moot Court and Lawyering Skills Program. The Program's Director, Elizabeth Sherowski, is assisted by the Moot Court and Lawyering Skills Governing Board, which consists of a Chief Justice, seven Executive Justices, and nine Associate Justices. The Moot Court & Lawyering Skills Governing Board is responsible for the following intramural competitions at Moritz:

- James K.L. Lawrence Negotiations Competition (open to all 2Ls & 3Ls)
- Appellate Advocacy Performance Arguments (open to 2Ls)
- Moritz Representation in Mediation Competition (open to all 2Ls & 3Ls)
- Herman Moot Court Competition (open to all 2Ls)\*
- 1L Moot Court Competition (open to all 1Ls)
- Michael F. Colley Trial Competition (open to all 2Ls & 3Ls who have taken or are currently taking Evidence)

\*Represents one of two opportunities for 2Ls to earn a slot on one of twelve travel teams for the following academic year.

The Governing Board also assists the Director in supervising the Travel Team Program, where secondand third-year law students represent Moritz at moot court and lawyering skills competitions across the country. Recent Travel Team Program successes include:

- 2013 National Champions, Sutherland Cup Moot Court Competition
- 2013 Best National Advocate, ABA National Appellate Advocacy Competition
- 2013 National Semifinalists, ABA National Appellate Advocacy Competition
- 2013 Best Mediator, Great Lakes Mediation Tournament
- 2012 Regional Champions, National Moot Court Competition
- 2012 Regional Champions, ABA Negotiation Competition

# Clinical Programs<sup>12</sup>

The clinical programs at Moritz provide an approach to clinical education that is distinctive among American law schools. With origins dating back to 1935, Ohio State was an early pioneer in clinical legal education. As a result, faculty members of the College have long recognized that problem-solving, factual investigation, counseling, negotiation, and litigation skills are best learned by combining the actual practice of law with classroom education. J.D. students are able to take responsibility for their own cases, with an intensive academic experience in the classroom.

In the clinics, students work closely with expert faculty to provide essential representation to real clients. Many of the clinics are taught by two-person faculty teams. The faculty both provide expertise in the theory and doctrine of a particular area of law and help students develop hands-on legal experience. Under the guidance and mentoring of faculty, law students get a taste of the satisfactions and challenges of a legal career. In addition, students benefit from an average ratio of one faculty member to eight students, offering a level of learning possible only through such close supervision.

The law school offers the following clinical programs:

- Civil Law Clinic
- Criminal Defense Clinic
- Entrepreneurial Business Law Clinic
- Criminal Prosecution Clinic
- Mediation Clinic
- Justice For Children Clinic
- Legislation Clinic
- Frequently Asked Questions

#### Placement Facts<sup>13</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$ 50,000 - \$100,000 |
|---------------------------------------|-----------------------|
| Private sector - Median               | \$70,000              |
| Public service - Median               | \$50,000              |

### **Employment Details**

| Graduates known to be employed at graduation               | 46.7% |
|--|-------|
| Graduates known to be employed ten months after graduation | 89%   |

#### Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 45.6%      |
| Business and Industry         | 26.5%      |
| Government                    | 16.7%      |
| Judicial Clerkships           | 4.9%       |
| Public Interest Organizations | 3.4%       |
| Academia                      | 2.9%       |
| Unknown                       | 0%         |

# Externships/Internships<sup>14, 15</sup>

# **Externships**

Students may choose between two externship programs: the Judicial Externship Program and the Public Interest Externship Program. The goal of both programs is to provide students with valuable, practical experience in an academic setting that monitors the quality of their placements and asks students to reflect critically upon their experiences.

Approximately 30 students per semester work as judicial externs in a number of courts in Central Ohio, including the United States District Court for the Southern District of Ohio, the United States Court of Appeals for the Sixth Circuit, the United States Bankruptcy Court for the Southern District of Ohio, the Ohio Supreme Court, the Ohio Court of Appeals for the Tenth Appellate District, and the Franklin County Court of Common Pleas, General, Domestic Relations and Juvenile Divisions.

In addition, the Public Interest Externship Program places approximately 40 students per semester in state and federal governmental agencies and with non-profit organizations, such as the Federal Public Defenders' Office, the Cuyahoga County Prosecutor's Office, the Franklin County Public Defender, the Legal Aid Society of Columbus, and the Ohio Children's Defense Fund.

# Internships

# Washington, DC Summer Program

Each summer, approximately 20 students have the opportunity to take part in the Washington,

D.C., Summer Program. Students work in substantive externships in D.C., accompanied by a high-quality academic program and a summer in the nation's capital. The externship lasts at least seven weeks and students work at least 20 hours per week, in conjunction with taking classes. Students are paired with a supervisor at their externship, and the supervisor ensures that at least 80 percent of the student's time is substantive work.

# Student Organizations<sup>16</sup>

- Advocates for Children
- American Civil Liberties Union
- American Constitution Society
- Asian/Pacific American Law Students Association
- Black Law Students Association
- Beyond the Law
- Business Law Society
- Christian Legal Society \*
- Criminal Law Society
- Dispute Resolution and Youth
- Environmental Law Association
- Federalist Society
- Health Law Society
- I/S: A Journal of Law and Policy for the Information Society
- Immigration Law Society
- Intellectual Property Law Society
- Inter-Professional Council
- International Justice Mission
- International Law Society
- J. Reuben Clark Law Society
- Jewish Law Students Association
- Labor & Employment Law Association
- Latino Law Students Association
- Law School Democrats
- Law School Republicans
- LL.M.-JD Connections
- Mentoring Collaborative Student Association
- Middle Eastern Law Students Association
- Military Law Students Association
- Moot Court and Lawyering Skills Governing Board
- Moritz Community Outreach Project
- Moritz Education Law Society
- Ohio State Business Law Journal
- Ohio State Journal of Criminal Law
- Ohio State Journal on Dispute Resolution
- Ohio State Law Journal
- OUTLaws
- · Pro Bono Research Group
- Public Interest Law Foundation
- Real Estate Law Association
- SPEAK
- Sports and Entertainment Law Association

- · Street Law
- Student Animal Legal Defense Fund (SALDF)
- Student Bar Association
- Truancy Mediation Project
- Volunteer Income Tax Assistance (VITA)
- Women's Legal Society

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- 16. http://moritzlaw.osu.edu/campus-life/student-groups/



# University of California—Davis School of Law



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**ADMISSIONS PHONE** 530-752-6477

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## Overview<sup>2, 3</sup>

The UC Davis School of Law is named for Dr. Martin Luther King, Jr., an international leader in the pursuit of civil rights, equality, and education, whose personal integrity and insistence on non-violence made his life an inspiration to all who seek to promote social justice by lawful and orderly means. Dr. King represents many of the values the Law School seeks to instill in its students, and the designation of the Law School building as King Hall serves as a tribute to his legacy.

Dr. King was assassinated April 4, 1968, as the UC Davis School of Law was finishing its second year of instruction. His death had an immediate and profound impact on Law School students and faculty, who were actively involved in the legal, political, and social debates of the time. They urged campus administrators to name the building after Dr. King as a way of honoring the slain civil right leader and dedicating the Law School to King's ideals of public service and social justice. The building was officially dedicated after Dr. King on April 12, 1969 in a ceremony including a speech by U.S. Supreme Court Justice Earl Warren. "Even in the naming of the building, one can sense the high purpose to which its facilities are to be dedicated," said Warren.

During the 1980s, a committee of students and alumni commissioned a sculpture of Dr. King from artist Lisa Reinertson, which was prominently placed in the Law School foyer in 1987. The terra cotta sculpture, a life-size depiction of Dr. King in a robe carved with scenes from his life and associated figures and events from the civil rights movement, now graces the lobby of the newly expanded and renovated King Hall next to a digital exhibit dedicated to the life and legacy of Dr. King.

The mission of the School of Law of the University of California, Davis, is to be a nationally and internationally recognized leader in the development and dissemination of legal knowledge, as well as the education of students to become socially responsible lawyers committed to professional excellence and high ethical standards, and to provide significant public service through law reform and professional activities. Through its faculty, students, and graduates, the School of Law seeks to make substantial contributions toward solving the complex legal problems confronting our society.

#### Student-Faculty Ratio4

10.1:1

#### Admission Criteria<sup>5</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 159-165 | 3.27-3.68 |
| Median*              | 163     | 3.51      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Kristen Mercado |
|------------------------|-----------------|
| Application deadline   | March 15        |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

#### Admission Statistics<sup>6</sup>

| Approximate number of applications | 2996  |
|------------------------------------|-------|
| Number accepted                    | 932   |
| Percentage accepted                | 31.1% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>7</sup>

| Tuition and fees Full-time: | \$47,339 per year (in-state)<br>\$56,590 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$12,699   |
| Books                       | \$1,025  |
| Miscellaneous expenses      | \$8,048  |

# Class Ranking and Grades<sup>8, 9</sup>

# **Class Rank Information**

Faculty have 4 weeks from the date of their exam to turn in grades. Please be patient, some grades may be submitted shortly after the deadline and will post as soon as we receive them. Grades are submitted to the campus registrar's office on a regular basis and posted nightly. We recommend you check for new postings in the morning.

Students do not have an option to change the grading mode of a course from graded to non-graded (S/U). Students can choose a graded or non/graded option for Law 498 (Group Study), Law 499 (Independent Study), and Law 419 (Independent Writing Projects). Few courses are scheduled on a satisfactory/unsatisfactory basis.

All courses, except those listed in paragraph 3.2, are graded by the following table of letter grades and numerical grade point equivalents:

| A+ or A | 4.0 |
|---------|-----|
| A-      | 3.7 |
| B+      | 3.3 |
| В       | 3.0 |
| B-      | 2.7 |
| C+      | 2.3 |
| С       | 2.0 |
| C-      | 1.7 |
| D+      | 1.3 |
| D       | 1.0 |
| D-      | 0.7 |
| F       | 0.0 |

The grade of "A+" may be awarded for extraordinary achievement, and will be recorded on the student's transcript, but will be counted as an "A" when computing a student's grade point average.

The following courses are graded Satisfactory/Unsatisfactory: Law 200, 234,239, 244, 258A, 263, 280, 408, 409, 410A-B, 411, 412, 413, 414, 415, 416, 417,418, 425, 430, 445, 450, 455, 460, 470, 475, 495, and 498. Law 419 and 499 may be graded Satisfactory/Unsatisfactory, or with a letter grade, at the instructor's discretion. If an instructor wants to grade any other course Satisfactory/Unsatisfactory, he or she must obtain faculty approval before the course begins.

After the end of each semester students receive a cumulative grade point average for all of their work at this school. This average is computed by dividing the total grade points by the number of credits earned plus the number of credits assigned to any course in which an F was received. Work in other law schools or other parts of this university is not included in the grade point average.

#### F Grade

F is a failing grade. Students who receive an F in a course do not earn any credits for that course.

Students who receive an F in an elective course may repeat the course with the dean's permission. Students who receive an F in a required course must repeat the course. Both the F grade and the grade received upon repeating the course will be used to compute the cumulative grade point average except for courses repeated under Article IV.

## Incomplete Grade

The grade I means "incomplete." An instructor may give an I only when a student's work is of passing quality but is incomplete for good cause determined by the instructor. Good cause does not include extensions of time granted for convenience.

A student who receives an I in a course must complete the work within the time specified by the instructor, but in no event later than the last day of the second succeeding semester in which the student is in residence at the school. When the student satisfactorily completes the course work, the instructor will change the I to a regular grade, and the student will receive credit for the course.

Students who do not satisfactorily complete the course work within the time limit will receive no credit for the course, and the I will be treated as an F in computing the grade point average. D. An I received in a student's final semester will be treated as an F in determining whether the student has met the requirements for graduation.

#### Grade Normalization (Curve)<sup>10</sup>

It is the sense of the faculty that inequity in grading in the first-year sectioned courses should be avoided. In first-year sectioned courses, not including legal research and writing courses, faculty members should distribute grades as follows:

| Grade        | Percentage of Class Receiving        |  |
|--------------|--------------------------------------|--|
| A+, A, A-    | 20 percent (plus or minus 3 percent) |  |
| B+, B, B-    | 60 percent (plus or minus 3 percent) |  |
| C+ and below | 20 percent (plus or minus 3 percent) |  |

No faculty member shall sign a grade report deviating from this distribution without attaching thereto a written explanation of the reason for the deviation. Faculty members grading courses that are subject to this prescribed distribution are encouraged within the prescribed parameters to distribute grades such that the mean of the grades awarded, expressed as GPA, is 3.0 plus or minus 0.1.

#### Honors<sup>11</sup>

UC Davis is a member of the Order of the Coif. In order to be elected to the Order of the Coif, students must be in the top 10% of their graduating class and have 75% of their UC Davis units as graded units. Eligibility for Order of the Coif membership is determined after the sixth semester. UC Davis School of Law does not recognize Cum Laude or Summa Cum Laude.

#### Awards<sup>12</sup>

| Name of Award                      | Awarded for/to                           |
|------------------------------------|--|
| School of Law Medal                | Highest GPA post 5th Semester            |
| Patrick Hopkins Law Prize          | Law Review Writing Prize                 |
| Witken Award                       | Top grade in selected courses            |
| Academic Excellence                | Top 10% of first-year class              |
| Order of the Barristers            | Based on the number of students annually |
| Martin Luther King Service Award   | Nominated by third year law students     |
| Theodore M. Pritkin Writing Award  | Journal of Int'l Law and Policy          |
| Moot Ct. Outstanding Oral Advocate | Competition                              |

| Moot Ct. Outstanding Advocate      | Competition                         |
|------------------------------------|-------------------------------------|
| Moot Court Outstanding Brief       | Competition                         |
| Prof. Frank Environ. Writing Award | Judged by environmental law faculty |

#### Journals<sup>13</sup>

UC Davis School of Law has five student run journals. Academic credit is offered to students for participating in select roles in three of the Law School's student journals: Environs, Journal of International Law & Policy, and the UC Davis Law Review. Information about all five journals is listed below.

#### **UC Davis Law Review**

The UC Davis Law Review publishes five issues annually. Four issues typically contain scholarly works by professionals and students in the traditional law review format. The fifth issue typically contains symposium pieces that deal in depth with a selected topic of interest to legal scholars and practicing lawyers. Past symposia receiving nation-wide attention explored First Amendment rights in public schools, Katz v. United States and its impact on constitutional criminal procedure, and intellectual property's role in promoting social justice. A student's acceptance onto law review is determined by a competitive write-on competition, as opposed to grade point average or faculty appointments.

Editors of the Law Review may receive four credits over two semesters for service as an Editor. Editors must have completed an editorship quality note or comment and must perform editorial duties requiring a substantial time commitment. Law Review awards credits to Editors on a deferred basis upon completion of both semesters and only after certification by the Editor in Chief of the Law Review and approval of the faculty advisors to the Law Review. Grading is on a satisfactory/ unsatisfactory basis.

#### **Business Law Journal**

The UC Davis Business Law Journal (BLJ) is run by dedicated law students who are committed to providing current and valuable legal and business analysis. Participating students increase their opportunities to foster relationships with some of the most notable individuals in business law.

BLJ was the first business law journal in the nation to electronically publish articles written by professionals, academics, and law students using a concise, journalistic style. The journal is now published in both electronic and hard-copy format. While traditional law journals are heavy on academic theory and light on practical information, BLJ aims to provide a balanced synthesis of both. BLJ addresses a broad spectrum of issues that fall within the intersection of business and the law, including tax matters, intellectual property concerns, bankruptcy planning, employee benefits, information on the impact of recent legal rulings, and more.

#### **Environs**

Environs is a biannual environmental law and policy journal which supports an open forum for the discussion of current environmental issues. Articles explore environmental issues, particularly those pertaining to the state of California. The Editor in Chief of Environs receives one credit for each semester of service. The editor-in-chief of Environs receives two units credit for each semester of service. Managing editors receive 1 unit of credit. Grading is on a satisfactory/unsatisfactory basis.

#### Journal of International Law & Policy

The Journal of International Law & Policy is a biannual journal produced by King Hall students with an interest in international law. The journal's goal is to provide interesting and well-written articles by both students and professionals. The editor-in-chief of the Journal receives two credits for each semester of service. Managing editors receive 1 unit of credit. Grading is on a Satisfactory/ Unsatisfactory basis.

## Journal of Juvenile Law & Policy

The Journal of Juvenile Law and Policy is a biannual publication of the UC Davis School of Law addressing the unique concerns of children, their advocates, and the American legal system. Initially a product of the creativity and activism of a small group of King Hall students, the Journal has evolved into a vigorous scholarly publication committed to providing practical information regarding current juvenile, family, and educational law issues. A unique publication, the Journal is bifurcated to publish both academic works as well as practitioner and juvenile submissions in each volume. The ultimate goal of the Journal is to encourage awareness and involvement by the legal community in the various issues facing juveniles today.

#### **Moot Court<sup>14</sup>**

UC Davis School of Law provides its students with an education that has a unique balance of theory and practice.

Each fall semester, a majority of the law school's second year students participate in Appellate Advocacy (commonly called "Moot Court") as an elective, attending lectures on appellate skills and participating in a series of practice oral arguments. The course in the fall culminates in the law school's annual Moot Court Competition, in which the students participate in appellate arguments which are judged and critiqued by dozens of local attorneys and judges who volunteer their time. Students who continue Appellate Advocacy in the spring semester focus their attention on appellate brief writing. The top students each year are selected to participate in the law school's annual Neumiller Competition, the final round of the law school's Moot Court Competition.

UC Davis School of Law provides many additional opportunities for students to hone their skills as appellate advocates. All students are eligible to participate in interschool moot court competitions, with preference given to those who have taken Appellate Advocacy. Students who excel in the Appellate Advocacy class during their second year are selected as members of the law school's Moot Court Board during their third year. In addition, the top students are selected to represent the law school in the National Moot Court Competition and the Roger Traynor Moot Court Competition (the California state championship). UC Davis School of Law has been very successful in interschool moot court competitions over the years. UC Davis School of Law is a past winner of the state moot court championship, and students on several interschool moot court teams were finalists in other national moot court competitions.

# Clinical Programs<sup>15-21</sup>

The Clinical Legal Education Program at UC Davis School of Law has operated since 1971. The clinics provide legal services without charge to indigent persons, particularly client groups that have traditionally lacked significant legal representation, such as noncitizens and victims of domestic violence.

# Civil Rights Clinic

The Civil Rights Clinic allows students to advocate for the civil rights of prisoners and other indigents. Students have addressed far-reaching constitutional issues in the Ninth Circuit and U.S. Supreme Court. Cases have included claims of denial of medical or dental care, correctional officer misconduct, denial of freedom of religion, violation of due process, excessive force, and false imprisonment. Clinic students also are encouraged to investigate matters involving gender, employment, education, housing, and police practices that may give rise to civil rights claims on behalf of indigent clients.

# Family Protection and Legal Assistance Clinic

Since its opening in 1999, the Family Protection and Legal Assistance Clinic has provided free legal representation to victims of domestic violence with legal matters in Yolo County. Every day, the Clinic changes lives by obtaining restraining orders, divorce and custody orders, and the financial support necessary to allow clients to go on with their lives.

# Immigration Law Clinic

The Immigration Law Clinic was one of the first of its kind in the United States. Given its proximity to the Central Valley, California's agricultural center, the Clinic is in a unique position to serve the state's large community of both documented and undocumented immigrants. Over the years, the Clinic has represented people from all over the world, including Africa, Asia, the Caribbean, Central America, Mexico, and Eastern Europe.

# Immigration Law Clinic Projects and Programs

The Immigration Law Clinic offers several programs and projects in which students can sharpen their lawyering skills and learn firsthand about immigration law and policy.

The Immigration Litigation Clinic litigates on behalf of immigrants facing removal proceedings in immigration court.

The King Hall Immigration Detention Project provides legal assistance to immigration detainees and litigates detention issues of national impact in immigration court and at the appellate level. The project provides counsel to public defenders so that they may render effective assistance of counsel in accordance with their duties under the U.S. Supreme Court's Padilla v. Kentucky decision.

# **Prison Law Clinic**

UC Davis law students in the Prison Law Clinic use their legal skills to assist persons with problems related to incarceration in state prison. Students advocate on their clients' behalf with officials at the institution where the prisoner is housed, as well as by filing formal grievances with the California Department of Corrections. The Clinic is especially beneficial to students who wish to learn the art of negotiating and the intricacies of administrative law. Students who wish to practice criminal law, prosecution or defense, can learn about the California state prison system.

#### **Aoki Social Justice Clinic**

The Aoki Social Justice Clinic is a project of the Aoki Center for Critical Race & Nation Studies. The

project seeks to foster student excellence in critical race theory with initiatives that connect learned theory to practice, improving the lives of subordinated groups.

#### Placement Facts<sup>22</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$72,500 - \$160,000 |  |
|---------------------------------------|----------------------|--|
| Private sector - Median               | \$90,000             |  |
| Public service - Median               | \$48,000             |  |

# **Employment Details**

| Graduates known to be employed at graduation                | 54.4% |  |
|---|-------|--|
| Graduates known to be employed nine months after graduation | 82.2% |  |

#### Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 47.3%      |
| Business and Industry         | 9.53%      |
| Government                    | 22.3%      |
| Public Interest Organizations | 12.2%      |
| Judicial Clerkships           | 5.4%       |
| Academia                      | 2.7%       |
| Unknown                       | 0.7%       |

# Externships/Internships<sup>23</sup>

# **Externships**

King Hall's Externship Program allows students to earn academic credit for field placements in a government or public interest law office, while being jointly supervised by a practicing attorney and a member of the King Hall Faculty. Externships can be part or full-time, and offer students the opportunity to augment their classroom learning with hands-on, real-world lawyering experience. Over the past several years, King Hall externship placements have included District Attorney and Public Defender Offices, Judicial Chambers (both state and federal), the California Legislature, and a wide range of government offices, public interest, and public policy organizations.

- Judicial Process (Law 425) (2 to 6 or 12 units)
- Employment Relations (Law 455) (2 to 6 units)
- Federal Taxation (Law 430) (2 to 6 units)
- Public Interest (Law 460) (2 to 6 units)
- Legislative Process (Law 445) (2 to 4 units)
- Criminal Justice (Law 470) (2 to 6 or 12 units)
- Intellectual Property (Law 465) (2 to 6 units)
- Environmental Law (Law 450) (2 to 6 units)

# Student Organizations<sup>24</sup>

- ACLU at King Hall
- Agriculture Law Society
- American Bar Association, Law Student Division
- American Constitution Society
- Asian Pacific American Law Students Association
- Bahá'í Law Student Association
- Black Law Students Association
- Christian Legal Society
- Coalition for Diversity
- Criminal Law Association
- Entertainment and Sports Law Society
- Environmental Law Society
- Federal Bar Association King Hall Student Division
- Federalist Society
- Filipino Law Students Association
- Humanitarian Aid Legal Organization
- Immigration Law Association
- J. Reuben Clark Law Society
- Jewish Law Student Association
- King Hall Animal Law Forum
- King Hall Board Game Society
- King Hall Budget Policy Committee
- · King Hall Chinese Law Students Association
- King Hall Cooperative Nursery
- King Hall Families
- King Hall Futbol Club
- King Hall Health Law Association
- King Hall Intellectual Property Law Association
- King Hall International Law Association
- King Hall Korean American Law Students Association
- King Hall Labor and Employment Law Association
- King Hall Legal Foundation
- King Hall Negotiations Team
- King Hall Veterans Association
- King Hall Wine Law Society
- King Hall Women's Law Association
- Lambda Law Students Association
- La Raza Law Students Association
- Law Cappella
- Law Students For Reproductive Justice
- Middle Eastern and South Asian Law Students Association
- Muslim Law Students Association
- National Lawyers Guild
- Native American Law Students Association
- Phi Delta Phi
- Real Estate Law Society
- Students United for Reform and Justice
- Tax Law Society

- The King Hall Mentorship Program
- UC Davis Pipeline Program
- Water Association of Law and Policy

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# The College of William & Mary Marshall—Wythe School of Law



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**WEBSITE** www.law.wm.edu

**REGISTRAR'S PHONE** 757-221-2800

**ADMISSIONS PHONE** 757-221-3785

CAREER SERVICES PHONE 757-221-3805

#### Overview<sup>3</sup>

Legal education began at William & Mary in 1779, at the urging of Thomas Jefferson. He was governor of Virginia at the time and a member of the College's Board of Visitors. Jefferson believed that aspiring members of the profession should be trained to be citizen lawyers – passionate legal advocates and honorable human beings. John Marshall, the nation's fourth chief justice, studied here. So have generations of human rights activists, community leaders and defenders of the wrongfully accused.

Our remarkable history is matched only by our commitment to building the legal skills of our students, equipping them to become excellent lawyers who will make a difference in the world.

Our faculty are experienced mentors who exemplify the citizen-lawyer ideal. In every course, they use their professional and personal insights to emphasize the human element of the practice of law. Our students arrive with sharp intellects and wildly diverse talents and dedicate their time to collaborating on projects of real worth. In our Legal Practice Program, and in our clinics and externship program, they learn how to practice skillfully and with integrity.

#### Student-Faculty Ratio<sup>4</sup>

12.0:1

#### Admission Criteria<sup>5</sup>

|                      | LSAT    | GPA      |
|----------------------|---------|----------|
| 25th-75th Percentile | 158-164 | 3.4-3.86 |
| Median*              | 163     | 3.69     |

The above LSAT and GPA data pertain to the fall 2015 entering class.

| Director of admissions | Faye F. Shealy |
|------------------------|----------------|
| Application deadline   | March 1        |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

#### Admission Statistics<sup>6</sup>

| Approximate number of applications | 4567  |
|------------------------------------|-------|
| Number accepted                    | 1653  |
| Percentage accepted                | 36.2% |

The above admission details are based on 2015 data.

# Law School Cost<sup>7</sup>

| Tuition and fees Full-time: | \$30,800 per year (in-state)<br>\$39,800 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$9,765  |
| Books                       | \$1,600  |
| Miscellaneous expenses      | \$6,335  |

# Class Ranking and Grades<sup>8</sup>

## How we grade

In the first year, faculty may grade solely on examinations or may also consider class participation when assigning the final grade.

In upper-level elective and seminar courses, your academic work may be graded entirely by an exam or paper; or the professor may factor with the exam or paper grade, any of the following or combination of the following:

- in-course assignments
- quizzes
- classroom participation

If a professor bases the final grade in a course in whole or in part on written assignments other than "traditional" exams, these written assignments should be graded anonymously except where the assignment involves student-faculty interchange that in the faculty member's judgment makes anonymity for all students impossible. Professors must announce their grading practices during the add/drop period.

In clinical, externship and skills courses, how your grade is determined will be announced by the

instructor prior to the end of add/drop. In most of these types of courses, your grade predominantly will be a matter of your participation and may include written work or an exam. Naturally, these courses will have an attendance requirement. If unable to meet the attendance requirement, you should consider dropping the course before the end of add/drop.

Since 2004, law faculty are required to adhere to a mandatory grade curve and in 2012, the law faculty modified the grading policy. Only the Vice Dean can grant an exception to the policy and only then for good cause shown by the faculty member.

Once a student's degree has been conferred, the academic record is closed and it cannot be changed or amended.

#### What Types of Grades Are Given

Law grades in courses graded by standard letter grade have quality points from which your grade point average is determined:

| A+ | 4.3   |
|----|---|
| А  | 4.0   |
| A- | 3.7   |
| B+ | 3.3   |
| В  | 3.0   |
| B- | 2.7   |
| C+ | 2.3   |
| С  | 2.0   |
| C- | 1.7   |
| D  | 1.0   |
| F  | (fail O quality points that will factor into your grade point average, no credit is earned) |

#### Pass-Fail

As an alternative to these standard letter grades, two different versions of pass-fail grades may be used in Law School courses:

- 1. "Standard Pass-Fail" grading means that only two grades are possible, "P" for pass and "F" fail. Students must earn a "P" in order for the course credits to count towards the total number of credits required for graduation. A "P" in a Standard Pass-Fail course will not affect a student's grade point average. An "F" in a Standard Pass-Fail course, however, will affect a student's grade point average.
- 2. "Extended Pass-Fail" grading means that the following four grades are possible: "H" (honors), "P" (pass), "LP" (low pass), and "F" (Fail). Similarly, grades other than "F" will not affect a student's grade point average but will count towards the total number of credits required for graduation. An "F" in an Extended Pass-Fail course will affect a student's grade point average.

Absent a controlling language in a course description, instructors may select which grading system they use in a given course. If the course description does not specify a grading system and the instructor does not specify a grading system before the end of the add/drop period, Standard Letter grading will be used. If a course description or an instructor indicates that some form of pass-fail grading will be used, but does not use the exact phrase "Standard Pass-Fail" or "Extended Pass-Fail" or is otherwise ambiguous, Extended Pass-Fail grading will be used.

#### Other grades that have no effect on your grade point average may be on your transcript:

- T" (transfer credit from another institution -- students must request permission to "visit" another institution or an institution's abroad program and must seek approval to register in specific courses. To transfer, grades in approved credits must be a "C" or better and will come to the W&M transcript as a "P")
- "NG" (no grade or credit earned when a faculty member has not yet submitted your grade)
- "I" (incomplete-can only be given with permission of the Associate Dean for Administration and is never given to a graduating student in the semester they are graduating)
- "O" (audit-no credit earned)

You have the option to convert a non-required grade to a pass

You may not elect to take a regularly graded course pass/fail. You may only convert a grade earned (subject to the policy) to a "pass."

You may, if in good standing, elect to convert to a "pass" one course grade that was graded by a letter grade. This option is governed by the Grade Conversion Policy.

#### Grade Normalization (Curve)9

Mandatory Grade Policy (explanation follows this chart):

| Type of Class  | Minimum<br>GPA | Target<br>GPA | Maximum<br>GPA | Grade Distribution<br>(described below)                                |
|--|----------------|---------------|----------------|--|
| <ul> <li>First-year Doctrinal Courses</li> <li>Professional Responsibility<br/>(regardless of size)</li> </ul>   | 3.25           | 3.30          | 3.35           | Must substantially follow distribution as determined by the Vice Dean. |
| Upper-level courses of 30 or<br>more   | 3.25           | 3.30          | 3.35           | Should follow distribution to the extent practicable.                  |
| <ul> <li>Upper-level courses of 10-29</li> <li>All sections of Legal<br/>Practice Program</li> <li>(regardless of size)</li> </ul>   | 3.20           | 3.30          | 3.40           | Should follow distribution to the extent practicable.                  |
| <ul> <li>Upper-level courses of 9 or fewer</li> <li>Clinics (regardless of size)</li> <li>Courses classified as satisfying the writing requirement (regardless of size)</li> </ul> | 3.20           | n/a           | 3.70           | n/a  |

#### Limits on Mean GPA

- Faculty shall ensure that the mean GPA of each class falls between the maximum and minimum GPAs described above.
- Faculty should not treat the upper (or lower) bounds as the target GPA for their classes and should seek a target mean GPA of 3.30 in classes enrolling 10 or more students.

#### Distribution of Grades

Grades may be based on the results of assigned written work wholly or may include class participation.

| A (including A+ if available) | 10% |
|-------------------------------|-----|
| A-                            | 20% |
| B+                            | 35% |
| В                             | 20% |
| B- or below                   | 15% |

#### Legal Practice Program

The Director of the Legal Practice Program shall supervise and coordinate grading in the Program and seek substantial uniformity in distribution across its sections.

# Courses Satisfying the Writing Requirement

Seminars that do not satisfy the writing requirement are subject to the same mean requirements as other classes of similar enrollment.

In courses classified as satisfying the writing requirement, the faculty member shall apply the mandatory limits on mean GPA separately to those students writing a qualifying paper (students are considered to have written a qualifying paper even if they have otherwise satisfied the writing requirement) and to those students who are not. The permissible range of mean GPA for students not writing a paper is based on total enrollment.

Example: 19 students are enrolled in Law and Social Order, which offers students the option of writing a paper that satisfies the writing requirement. Ten of the students take this option, 9 do not. The mean GPA of the 10 paper students must fall between 3.20 and 3.70 (the range for paper courses). The mean GPA of the 9 non-paper students must fall between 3.20 and 3.40 (the range for a 19-student class).

#### Grade of A+

A single grade of A+ may (but need not) be awarded in a class with 30 or more students. No grade of A+ may be awarded in a class of fewer than 30 students.

#### Honors<sup>10, 11</sup>

Beginning spring 2012, the Law School faculty instituted the awarding of Latin Honors to the JD graduating class. This notation will appear both on the transcript and the diploma. The honors are designated as:

| Honor             | Criteria   |
|-------------------|--|
| Cum Laude         | meaning "with honor" and is awarded to the those students whose rounded rank GPA places them in the top 25% of the graduating class.   |
| Magna Cum Laude   | meaning "with great honor" and is awarded to the those students whose rounded rank GPA places them in the top 10% of the graduating class.   |
| Summa Cum Laude   | meaning "with highest honor" and is awarded to the those students whose rounded rank GPA places them in the top 3% of the graduating class.  |
| Order of the Coif | The Order of the Coif is a national scholastic honor society in law. Its purpose is "to foster a spirit of careful study and to mark in a fitting manner those who have attained a high grade of scholarship" in the study of law. The English Order of the Coif was the most ancient and one of the most honored institutions of the common law. Its origins possibly antedated the Norman Conquest. The American Order of the Coif was founded in 1912. Membership in the Order of the Coif is the highest accolade a law student may achieve; it is equivalent to membership in Phi Beta Kappa for undergraduates. Order of the Coif recognizes the scholastic achievement of students selected from the exact top ten percent of their class upon graduation. Only those students who earn 75% of their required credits for graduation through William & Mary Law School graded credits are eligible for induction to the William & Mary Chapter of Order of the Coif. Consequently, transfer students are rarely eligible for induction. |

# Awards<sup>12-26</sup>

| Name of Award   | Awarded for/to |
|---|----------------|
| ABA-BNA Award for Excellence in<br>Health Law                     |                |
| ABA-BNA Award for Excellence in<br>Intellectual Property Law      |                |
| The American Bankruptcy Institute<br>Award                        |                |
| American Bar Association State and<br>Local Government Award      |                |
| Clinical Legal Education Association<br>Outstanding Student Award |                |
| John Donaldson Tax Award  |                |
| The William Hamilton Prize in Legal<br>History                    |                |
| The Family Law Book Award   |                |

| Robert R. Kaplan International<br>Financial Law Award                 |  |
|---|--|
| The Kruchko & Fries Prize in<br>Employment Law                        |  |
| Legal Practice Scholars Award   |  |
| Lewis B Puller, Jr. Veterans' Benefits<br>Clinic Award for Excellence |  |
| Master of Laws Excellence in Legal<br>Education Award                 |  |
| Master of Laws Legal Writing Award                                    |  |
| Master of Laws Service Award  |  |
| Special Education Advocacy Award                                      |  |
| Virginia Trial Lawyers Award  |  |
| Drapers' Scholarship  | The Drapers' Company of London provides a scholarship from Queen Mary College of the University of London for a year of post-graduate study. The Law School student selected for this award is known as the Drapers' Scholar. The student enrolls at Queen Mary College and may register for courses at any of the other four colleges of the University of London that offer law courses. These include King's College, the London School of Economics and Political Science, University College and the School of Oriental and African Studies. In addition, the library of the Institute of Advanced Legal Studies is available for use by the Drapers' Scholar. The scholarship includes tuition, round-trip transportation, room and board and a stipend to defray other living expenses. |
| Dean's Certificate  | Each year the Dean awards Dean's Certificates to a select group of students who have initiated new projects, led organizations, participated enthusiastically in Law School or community activities, or demonstrated special initiative on behalf of the Law School.   |
| Ewell Award   | In 1987, the Student Assembly established an award to honor well-rounded graduating students - both graduate and undergraduate - of the College, those who best exemplify a liberal arts education through their activities as well as studies. This award was named in honor of Benjamin Stoddert Ewell, the 16th President of the College, who by ringing the Wren Building bell kept the College alive when its doors closed during the Civil War. Ewell recognized that students are the heart of the College's existence and continued the spirit until the students could bring life back to campus.   |

| The Lawrence W. I'Anson Award            | The Lawrence W. I'Anson Award is presented to a member of each graduating class who in the judgment of the Law School faculty has shown evidence of great promise through scholarship, character and leadership. The award honors Lawrence W. I'Anson of Portsmouth, Virginia, former Chief Justice of the Supreme Court of Virginia and former President of the Board of Directors of the National Center for State Courts. |
|--|--|
| The Herrmann Prize                       | This prize is awarded to the student who in the opinion of the Dean, President of the National Center for State Courts, and the Director of the Courtroom 21 Project has demonstrated the greatest potential for making future contributions to the enhancement of the efficient administration of justice through the innovative use of technology. The award honors Richard Herrmann, the Millennium Lawyer.               |
| Order of Barristers                      | This honor recognizes, on a national basis, graduating law students who excelled as student advocates in written and oral advocacy activities and competition. The award specifically honors those students who have had a high level of performance or participation in: interscholastic competitions; the administration of a moot court program; or teaching and development of the moot court team.                      |
| The Thurgood Marshall Award              | Given annually by the William & Mary Law School<br>Association, this award is presented at graduation to that<br>member of the William & Mary Law School community,<br>whether student, faculty, friend or alumnus, who best<br>exhibits the ideals of distinguished public service<br>exemplified by Justice Marshall.  |
| National Association of Women<br>Lawyers | The award recognizes the outstanding law graduate of each American Bar Association-approved law school. The award is given to a student who contributes to the advancement of women in society; promotes issues and concerns of women in the legal profession; exhibits motivation, tenacity and enthusiasm; demonstrates academic achievement; and earns the respect of the dean and faculty.                               |
| Thatcher Prize                           | The Thatcher Prize is given to an outstanding graduate student completing an advanced degree in Arts and Sciences, Education, Marine Science, Business Administration or Law, and is awarded on the basis of scholarship, character, leadership, and service. The recipient is chosen by the Commencement Committee during the Spring semester on the basis of letters of nomination from members of the College community.  |

| Spong Professionalism Award          | The Spong Professionalism award is given by the Society of the Alumni of the College of William & Mary to a third-year law student who best exemplified professionalism and ethics in the Legal Skills Program.   |
|--------------------------------------|---|
| The George Wythe Award               | Through the generosity of Robert Friend Boyd J.D. '52 and his wife Sara Miller Boyd '55, the George Wythe Award was created to recognize a member of the graduating class for his or her deep devotion and outstanding service to the Law School. The award honors George Wythe, the Law School's and nation's - first professor of law.                                      |
| CALI Excellence for the Future Award | The CALI Excellence for the Future scholastic awards program was designed by the Center for Computer-Assisted Legal Instruction to recognize academic excellence. The CALI award is presented to the student who has made the most significant contribution to legal scholarship in any law school course.  |
| Wayne M. Lee Endowed Book Award      | Established by Wayne M. Lee '75, this award honors the member of the first-year class who, upon completion of the first semester, attains the highest grade point average.  |
| Gambrell Professionalism Award       | The Gambrell Award is presented at the end of the second year of Legal Skills to the top student in each of the Legal Skills firms. These awards are possible because of an endowment that was established with the cash award that accompanied the receipt of the first national ABA Gambrell Award for Legal Professionalism presented to the Legal Skills Program in 1992. |

#### Journals<sup>27-33</sup>

Journal credit is determined by the outgoing editorial staff consistent with academic policies adopted by the faculty. Students can participate in a joint journal competition following one full-year of law school at William & Mary. The competition results in placement of eligible students to one of the four journals.

If you become eligible for journal credit, you will be enrolled in the appropriate number of credits (from 1 to 4) upon recommendation by the editorial staff and approval of the Law School administration. Journal credit is pass/fail. You can earn credit for work on only one law journal per semester.

# The William and Mary Law Review

By publishing an annual volume of legal writing containing both professional and student work, the Law Review provides a forum for academic treatment of legal issues, offers a unique educational opportunity for its student members, and aids practitioners in understanding recent developments in the law. Members of the legal community generally consider law reviews persuasive reference sources and significant avenues to effect legal and social reform. During the last decade, state and federal courts, including the Third, Fourth, Fifth, Seventh, Ninth, Tenth, and D.C. Circuit Courts of Appeal, have cited the William & Mary Law Review more than two hundred times. In 2005, Justice Scalia cited the William & Mary Law Review in his dissent from the United States Supreme Court's decision finding that the posting of the Ten Commandments in a Kentucky courthouse violated the Establishment Clause.

See McCreary County v. American Civil Liberties Union, 125 S. Ct. 2722, 2750 (2005) (Scalia, J., dissenting). More recently, in 2008, Justice Stevens cited the William & Mary Law Review in his dissent from the Supreme Court's decision in District of Columbia v. Heller, 128 S. Ct. 2783, 2839 (2008) (Stevens, J., dissenting), where the Court struck down a handgun ban under the Second Amendment.

# The William & Mary Bill of Rights Journal

Since 1992, the William & Mary Bill of Rights Journal has published important scholarly works on constitutional law. Published four times per year - in October, December, March, and May - BORJ is ranked the third most-cited student-edited constitutional law journal by Washington and Lee's Law Journal Rankings Survey.

#### The William & Mary Business Law Review

The William & Mary Business Law Review (BLR) is a scholarly publication of professional articles and student notes, edited and operated by students of the William & Mary Law School. BLR is dedicated to the nexus between business, law, and ethics.

The mission of BLR is to: (i) publish articles that analyze new laws and challenge existing laws; (ii) provide lawyers, students, judges, politicians, and scholars a practical research tool; and (iii) provide students of the William & Mary Law School an opportunity to receive a more comprehensive legal education through participation as student staff members of BLR.

In 2011, the William & Mary Business Law Review became the fifth credit conferring academic law journal at William & Mary Law School. The faculty at William & Mary Law School voted Thursday evening, February 10, 2011, to approve BLR as a credit conferring journal beginning in the 2011-2012 academic year. This vote marked the end of a two-year evaluation period and the commencement of BLR's status as a permanent journal at the law school-forever to serve the world of academia bearing the prestigious William & Mary name.

## The William & Mary Environmental Law and Policy Review

The William & Mary Environmental Law and Policy Review began in 1975 as a newsletter entitled Environmental Practice News. By 1990 the publication evolved into the William and Mary Journal of Environmental Law, and in 1995 took on its current manifestation. Publishing three times a year, ELPR focuses on current topics in environmental law and the policy implications behind the law.

#### The William & Mary Journal of Women and the Law

The Journal of Women and the Law was established in 1993 to provide a forum for scholarly debate on gender-related legal issues. As a facilitator of scholarly debate, the Journal does not promote a fixed ideology, but is instead a forum for open discussion and varying viewpoints. The Journal has attained its goal of becoming one of the nation's top specialty journals, and we wish to remain in that position by continuously publishing cutting edge pieces and providing our members with a forum to write and publish their own high quality work.

## **Moot Court<sup>34</sup>**

W&M Moot Court team members competed in numerous tournaments during the 2011-12 season including the Andrews Kurth Moot Court National Championships, the finals of the Stetson

International Environmental Moot Court Competition, and Widener Law School's Ruby R. Vale Interschool Moot Court Competition.

The Moot Court Program is one of William & Mary Law School's best opportunities for students to develop and refine oral advocacy and brief writing skills. Team members participate in moot court Moot Home tournaments, which require each team to research and write an appellate brief, then defend it before a panel of judges in an oral argument. Membership on Moot Court is an honor, and tryouts for the team are competitive.

Each year William & Mary's Moot Court Team sends its members to approximately fifteen inter-collegiate moot court tournaments around the nation. William & Mary's teams have enjoyed resounding success, and some of the teams accomplishments from 2012-14 include: winning the Judge Brown Admiralty Law Competition in New Orleans, Louisiana; advancing to the semi-finals in the Vale Corporate Securities Law competition in Wilmington, DE; advancing to the semi-finals at the Kaufmann Securities Moot Court Tournament in New York, NY; competing in the National Championships of the American College of Trial Laywers/New York City Bar Association National Moot Court Championship; advancing to the quarterfinals at the Andrews Kurth Moot Court National Championships, a tournament that included only the top 16 moot court teams in the country; and advancing to the International Finals of the Stetson University International Environmental Moot Court Competition.

In addition to competing, the William & Mary Moot Court Team annually hosts the William B. Spong Invitational Moot Court Tournament. Now in its forty-fifth year, the Spong Tournament focuses on current issues in constitutional law. Rounds are judged completely by panels of federal and state court judges. The Virginia Trial Lawyers Association is the tournament's co-sponsor, and its representatives also serve as judges for the tournament. Competitors at the Spong Tournament represent schools from across the United States.

## Clinical Programs<sup>35</sup>

William & Mary Law School offers you many opportunities to practice the wide range of skills necessary to provide clients with competent representation of the highest caliber and be successful in the practice of law. You will have many opportunities in your second and third years to represent real clients in actual cases through our clinical program; the hard part might be choosing between all the clinics we offer.

- Enrollment in the **Domestic Violence Clinic** would enable you to represent victims of domestic violence in obtaining protection, as well as in the legal issues that arise as a result of such violence.
- In the **Federal Tax Clinic**, you would assist in the representation of low income Virginia taxpayers before the IRS, U.S. Tax Court, and U.S. District Court.
- If you want to participate in the legal investigation and research of inmate claims of actual innocence, you can enroll in the **Innocence Project Clinic**.
- Working in the **Family Law Clinic** in the Williamsburg office of the Legal Aid Society of Eastern Virginia allows you to provide legal services to indigent people in a variety of civil matters.
- The **Special Education Advocacy Clinic** will allow you to assist children with special needs and their families in special education matters.
- Enrolling in the **Lewis B. Puller, Jr. Veterans' Benefits Clinic** will offer you the opportunity to learn veterans disability law and procedure and aid military veterans in the filing, adjudication, and appeal of their disability claims with the Veterans Administration, working in conjunction with the psychology students at Virginia Commonwealth University in Richmond (VCU) to refer clients for

- assessment, counseling, and therapy as needed. The Veterans' Benefits Clinic is the first service-learning project of the Health Policy and Law Initiative between William & Mary Law and VCU.
- The Virginia Coastal Policy Center (VCPC) at the College of William & Mary Law School provides science-based legal and policy analysis of environmental and land use issues affecting the state's coastal resources and educates the Virginia policymaking, non-profit, legal and business communities about these subjects.
- The **Appellate and Supreme Court Clinic** introduces 3L students to appellate practice in the federal Courts of Appeals and the United States Supreme Court. Students will work as a team to identify cases suitable for the clinic and then work as pairs to prepare appellate briefs in cases involving the First and Fourth Amendments.
- The **Elder Law Clinic** will help second- and third-year students to understand the substantive legal issues affecting the elderly. The experience will also help to improve the students' interviewing, counseling, research, writing and advocacy skills as they advance their client's interests.

## Placement Facts<sup>36</sup>

## Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$65,000 - \$135,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$90,000             |
| Public service - Median               | \$54,000             |

#### **Employment Details**

| Graduates known to be employed at graduation               | 65.1% |
|--|-------|
| Graduates known to be employed ten months after graduation | 82.3% |

### Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 42.8%      |
| Business and Industry         | 12.4%      |
| Government                    | 24.2%      |
| Judicial Clerkships           | 13.9%      |
| Public Interest Organizations | 6.2%       |
| Academia                      | 0.5%       |
| Unknown                       | 0%         |

#### **Externships/Internships**

#### Externships37

Students may earn academic credit by externing in a legal or law-related setting. Externships combine the benefits of complementing traditional classroom education, enhancing practical skills, and exposure to a broad range of substantive and procedural law.

The externship program is governed by both the American Bar Association's Standards and Executive Committee Regulations of the Association of American Law Schools.

# We offer the following types of externships:

- Federal Government Externships with executive or legislative agencies of the U.S. government, Congressional committees, and members of Congress excluding lobbying or partisan political activities
- **Judicial Externships** with judges, courts, and organizations that provide research, educational, and management services to judges and courts
- **Nonprofit Organization Externships** with civil legal services/legal aid organizations and private, nonprofit, 501(c)(3) organizations. Organizations outside the U.S. qualify if they are nonprofit organizations that would qualify for 501(c)(3) status if they were U.S. organizations.
- **Private Practice and In-house Counsel Externships** with solo practitioners, law firms, in-house law departments of corporations, and trade associations
- **Prosecutor Externships** with state and local prosecutors
- **Public Defender Externships** with federal, state, and local public defenders
- State and Local Government Externships with city or county attorneys; attorneys general; executive or legislative agencies; and legislators (excluding lobbying or partisan political activities
- U.S. Attorney Externships with civil or criminal divisions of U.S. Attorney offices
- · Virginia Attorney General Externships with divisions and sections of that office
- Washington, DC, Fall Semester Externship with federal state, and local government agencies, courts/judges, prosecutors, public defenders, legal aid offices, or 501(c)(3) organizations in Washington, DC, or the Northern Virginia or Maryland suburbs of DC.

#### Internships<sup>38</sup>

#### Interning in Election Law

William & Mary Students pursue externships during the school year and internships over the summer to hone their research and communication skills in environments where election law is practiced. These environments range from law firms, to voting rights organizations, to government agencies, and provide experience to supplement students' election law course work.

#### Student Organizations<sup>39</sup>

- American Civil Liberties Union, W&M Chapter
- American Constitution Society
- Asian-American Law Students Association
- Black Law Students Association
- Business Law Society
- Children's Advocacy Law Society
- Christian Legal Society
- Criminal Law Society
- De Vecino A Vecino
- Election Law Society
- The Federalist Society
- The George Wythe Society
- · I'Anson-Hoffman American Inn of Court
- Institute of Bill of Rights Law--Student Division
- International Law Society
- J. Reuben Clark Law Society

- Jewish Law Students Association
- Labor and Employment Law Society
- LGBT Equality Alliance
- Military Law Society
- Multicultural Law Students Association
- Sports and Entertainment Law Society
- Student Environmental & Animal Law Society
- Students for the Innocence Project
- Student Intellectual Property Society
- Virginia Bar Association, W&M Chapter
- Venture Capital and Entrepreneurship Legal Society
- W&M Women's Law Society

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# University of Georgia School of Law



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**ADMISSIONS PHONE** 706-542-7060

CAREER SERVICES PHONE 706-542-7541

#### Overview<sup>5, 6</sup>

Georgia Law is the oldest law school in the State of Georgia. Joseph Henry Lumpkin founded the University of Georgia School of Law in 1859, in collaboration with his son-in-law, Thomas R.R. Cobb, and colleague William Hope Hull. Classes were first taught in Lumpkin's law office at the corner of Prince Avenue and Pulaski Street in downtown Athens at what was then the Lumpkin law school. The strong heritage of the school provides students, staff, and alumni with a rich network that extends beyond the borders of the State.

The University of Georgia School of Law is regarded as one of the nation's top law schools. Our school offers the Juris Doctor degree (J.D.), the Master of Laws degree (LL.M.), and the Master in the Study of Law degree (M.S.L.) and features a welcoming community in a charming locale. The challenging curriculum and experienced professors dedicated to teaching the theoretical foundations of law and providing hands-on experience make Georgia Law an excellent place for your legal studies.

#### Student-Faculty Ratio<sup>7</sup>

12.2:1

#### Admission Criteria<sup>8</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 156-164 | 3.36-3.83 |
| Median*              | 162     | 3.71      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Ramsey Bridges |
|------------------------|----------------|
| Application deadline   | June 1         |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

# Admission Statistics9

| Approximate number of applications | 2078 |
|------------------------------------|------|
| Number accepted                    | 685  |
| Percentage accepted                | 33%  |

The above admission details are based on 2015 data.

#### Law School Cost<sup>10</sup>

| Tuition and fees Full-time: | \$19,476 per year (in-state)<br>\$37,524 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$11,416   |
| Books                       | \$1,800  |
| Miscellaneous expenses      | \$3,746  |

# Class Ranking and Grades<sup>11, 12</sup>

#### Class Rank

Individual class ranks are calculated for those in the top 25% of the class only. Ranking letters are emailed to each student in the top 25%. Students are informed if they grouped in the top 10%, 25%, 33%, 50% or 75% of the class.

The UGA School of Law utilizes the following grading system:

| Α+ | 4.3 |
|----|-----|
| А  | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| В  | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| С  | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D  | 1.0 |
| F  | 0.0 |

#### Grade of Incomplete

If a student receives authorization not to complete work in a course, then he or she will be given a grade of "I" (Incomplete) instead of an "F." A student can remove the "I" from his or her record by completing the required work within the time period specified by the instructor, which time period will not extend beyond the last day of the next regular semester. If a student fails to remove an "I" within the prescribed time, the "I" automatically will be changed to an "F."

#### Grade Changes and Appeals

A grade change (other than a change from an Incomplete) will be approved by the Associate Dean for Academic Affairs only in situations where the instructor has discovered a ministerial error such as mistaken computation or transcription. A re-reading of a single paper or small subset of papers by the instructor will not justify a grade change. After discussing his or her grade with the instructor, a student dissatisfied with his or her course grade may file an appeal in writing with the Dean of the Law School within 30 days of entry of the grade. The assignment of grades for a course is within the broad discretion of the instructor. Accordingly, for an appeal to be successful the student must demonstrate that the grade was produced by: 1) a ministerial error by the instructor; or 2) improper or unprofessional bias of the instructor against the particular student.

#### Grade Normalization (Curve)<sup>13</sup>

#### First Year Grades

The average grade in each first-year course must fall within the range of 2.9-3.1 based on the Law School's grading system (A+=4.3; A=4.0; A-=3.7; B+=3.3, etc.). The grades of non-J.D. students will be disregarded for purposes of this policy. Variation from this rule is permissible only in extraordinary circumstances, which must be outlined by the instructor in a letter to the Dean. Suggested guidelines, which are not mandatory, are:

- Maximum 33% "A" grades (including A+ and A-)
- Maximum 33% grades of C+ or lower
- Maximum of two A+ grades

#### **Upper-level Grades**

Except as set forth below, the average grade in all upper-level courses must fall within the range of 2.9-3.2. The grades of non-J.D. students will be disregarded for purposes of this policy. Variations are permissible only in extraordinary circumstances, which must be outlined in a letter from the instructor to the Dean. All courses and seminars with 20 or fewer students are not subject to this policy.

Suggested guidelines, which are not mandatory, are:

- Maximum 33% "A" grades (including A+ and A-)
- Maximum 33% grades of C+ or lower
- Maximum of two A+ grades

# Honors<sup>14, 15</sup>

| Honor             | Criteria   |
|-------------------|--|
| Order of the Coif | Students who excel in the School of Law's curriculum and graduate in the top 10 percent of their class are eligible for induction into the Order of the Coif, legal education's equivalent of Phi Beta Kappa. Coif membership signifies the highest academic achievement in the study of law. The University of Georgia was granted institutional membership in 1977, after meeting stringent qualification criteria. Approximately 80 American law schools have a chapter at their institution. |
| summa cum laude   | Top 2% of each graduating class will be awarded the J.D. degree.   |
| magna cum laude   | The next 8.5% of the class will be awarded the degree.   |
| cum laude         | The next 37.5% of the class will be awarded the degree.  |

The Law School recognizes scholastic attainment of genuine distinction by awarding the degree of Juris Doctor summa cum laude, magna cum laude, or cum laude based on cumulative grade-point average.

# Awards<sup>16</sup>

| Name of Award                       | Awarded for/to                                |
|-------------------------------------|---|
| MacDougald Award                    | First Honor Graduate                          |
| Meinhard Award                      | Graduate with highest cumulative GPA          |
| Class of 1993 Torts Award           | Students with highest grade in IL Torts Class |
| Chaffin Award                       | Excellence in study of Trusts & Estates       |
| Georgia Municipal Assoc. Award      | Excellence in study of Municipal Corp.        |
| Donald P. Gilmore Jr. Labor Law     | Excellence in study of Labor Law              |
| William King Meadow Award           | All-around excellence                         |
| Ellen Jordan Environmental Award    | Outstanding perf. in environmental courses    |
| American Bankruptcy Institute Metal | Excellence in study of Bankruptcy             |
| Richardson Award                    | Excellence in study of Trial Advocacy         |
| O'Byrne Award                       | Excellence in study of Taxation               |
| Environmental Law Association Award | Environmental Advocacy                        |
| Environmental Law Association Award | Outstanding Service                           |
| State Bar of Georgia Tax            | Excellence in study of Tax                    |
| State Bar of GA Real Property Award | Excellence in study of Real Property          |
| ABA-BNA Labor                       | Excellence in study of Labor Law              |
| ABA-BNA Intellectual Property       | Excellence in study of Intellectual Prop      |

| ABA-BNA Health Law   | Excellence in study of Health Law                 |
|--|---|
| Carlson Evidence Award                                     | Excellence in study of Evid & Advocacy            |
| ASLME Award  | Excellence in study of Law/Medicine               |
| Georgia Association of Women Lawyers                       | Selected by WLSA                                  |
| National Association of Women Lawyers                      | Selected by WLSA                                  |
| Outstanding Pros Student                                   | Selected by Professor                             |
| Outstanding Legal Defense Clinic Student                   | Selected by Professor                             |
| Shelley Knox Public Interest Student                       | Selected by PILC                                  |
| Weinberg Wheeler Mook Trial                                | Selected by Professor                             |
| Weinberg Wheeler Moot Court                                | Selected by Professor                             |
| Kerry Harike Joedecke Outstanding Moot<br>Court Student    | Selected by Professor                             |
| Julian McDonnell Award for Excellence in<br>Commercial Law | Selected by Professor                             |
| Barristers   | Selected by Professor                             |
| ABA Dispute Resolution                                     | Selected by Professor                             |
| GA Chapter of American Academy of<br>Matrimonial Lawyers   | Selected by Professor                             |
| State Bar of Georgia Health Law Section<br>Scholarship     | Names given to State Bar and then State Bar picks |
| Attorneys' Title Guaranty Fund Award for Excellence        | Selected by Professor                             |

#### **Journals**

Georgia Law students publish 3 highly regarded legal journals—the Georgia Law Review, the Georgia Journal of International & Comparative Law and the Journal of Intellectual Property Law. These journals, which are frequently cited by federal and state courts, textbooks, treatises and other law reviews, follow the customary format with articles from leading scholars and practitioners comprising the bulk of the content and another section consisting of student notes.<sup>17</sup>

#### Georgia Law Review

The Georgia Law Review is pleased to announce the launch of its Online Companion, the Georgia Law Review Online, as well as our organization's new website, www.georgialawreview.org.

The Georgia Law Review Online will feature short, op-ed length essays by professors, practitioners, and judges focused primarily on timely legal issues in the United States Court of Appeals for the Eleventh Circuit. Given the proud tradition of both the University of Georgia School of Law and the Georgia Law Review as preeminent legal institutions in the region, we are confident that the Georgia Law Review Online is well-positioned to deliver leading, quality commentary on developments in the Eleventh Circuit. To accompany these focused essays, our new website will feature a student-driven

blog that summarizes relevant cases published by the Eleventh Circuit. The Georgia Law Review Online will also feature responses to articles published in the Georgia Law Review, providing a platform for scholarly discussion about the topics raised in our print publications.

The Georgia Law Review will publish essays in the Georgia Law Review Online on a rolling basis and will begin accepting submissions immediately. Submissions should be no more than 3,000 words and lightly footnoted. Essays chosen for publication will be edited by Georgia Law Review staff members and will be searchable on the WestLaw and LexisNexis research databases.<sup>18</sup>

#### Georgia Journal of International & Comparative Law

The Georgia Journal of International and Comparative Law is a preeminent forum for academic discussion on current international subjects. From its inception in 1971 as a student initiative supported by former U.S. Secretary of State and UGA Law Professor Dean Rusk, the International Journal features work by legal scholars and practitioners as well as student notes written by International Journal members.

With a staff composed entirely of second- and third- year law students, the International Journal publishes three times each year. The International Journal serves as a valuable research tool for practicing lawyers and students of the law. It also provides opportunities for International Journal members to develop their own editing and writing skills.<sup>19</sup>

#### Journal of Intellectual Property Law

Created in 1993, the Journal of Intellectual Property Law is the nation's oldest student-edited journal on intellectual property law. It features articles by students, scholars, judges and practicing attorneys on a wide variety of topics including everything from trademarks, trade secrets, patents and copyrights; entertainment and sports law; technology and internet law; and the rights of publicity and privacy. The Journal is run by the students at the University of Georgia School of Law and publishes two volumes each year (Fall & Spring). The Journal also regularly hosts events and speakers on topics related to IP law and the fields it touches.<sup>20</sup>

#### Moot Court<sup>21</sup>

Sharpen your legal skills in simulated appellate court proceedings as part of Georgia Law's Moot Court teams.

Participating on a Moot Court team gives you the opportunity to draft briefs and present oral arguments, appear before federal and state justices and judges and travel to local, regional and national competitions.

Georgia Law's Moot Court program is supported by committed faculty members and Moot Court alumni who volunteer to judge practice rounds of oral arguments.

Students participate in the following moot court competitions:

- National Moot Court Tournament
- Philip C. Jessup International Law Moot Court Competition
- Georgia Intrastate Moot Court Competition
- National First Amendment Moot Court Competition

- Dean Jerome Prince Memorial Evidence Moot Court Competition
- American Bar Associational Regional Competition
- Emory National Civil Rights and Liberties Moot Court Competition
- · Mercer University National Legal Ethics and Professionalism Moot Court Competition
- Evan A. Evans National Constitutional Law Moot Court Competition
- Hulsey/Gambrell Moot Court Competition
- Andrews Kurth Moot Court National Championship
- Willem C. Vis International Commercial Arbitration Moot

Membership on the Moot Court teams is reserved for 2nd and 3rd year law students.

1st year students have the opportunity to present an appellate argument during the spring semester of their legal research and writing class. After presenting this argument, students may elect to participate in the Richard B. Russell Moot Court Competition and try out for the first 8 spots on the Georgia Law Moot Court team.

# Clinical Programs<sup>22-24</sup>

Georgia Law's commitment to practical learning is decades old. The Criminal Defense Clinic began over 40 years ago. Now, students may participate in numerous programs that work together to provide an array of opportunities for practical experience. Typically, more than 80% of students in each graduating class participate in at least one program.

Open to second- and third-year students, Georgia Law's criminal and civil programs give you the chance to:

- Develop your legal skills
- Represent clients under Georgia's Third Year Practice Act
- Work in a real courtroom
- Gain real-world legal experience
- Pursue your passion for public service

Our experiential learning programs provide access to a variety of legal fields.

#### Criminal Programs

**Criminal Defense Clinic:** The Criminal Defense Clinic is an excellent opportunity for students interested in becoming defense lawyers, prosecutors and public defenders. Law students work with attorneys in the Western Circuit Public Defender Office, interviewing clients, investigating cases, negotiating plea agreements, and appearing in court. Third-year students routinely represent clients in pre-trial hearings and trials.

**Prosecutorial Justice Program:** The Prosecutorial Justice Program teaches students trial techniques, making it ideal for students who want to litigate immediately after graduation. The program is 3 semesters long and includes classroom instruction and an externship in a prosecutor's office in or near Athens. During the externship, students can observe all phases of a criminal trial, research various questions of law and draft legal memoranda and charging documents. Students are also authorized to participate in preliminary hearings, motion hearings, arraignments, juvenile adjudications, probation revocations, grand jury proceedings and jury trials.

#### Capital Assistance Project:

The Capital Assistance Project was initiated in 1998 at the request of the Supreme Court of Georgia. Here, students work at agencies defending individuals charged with or convicted of capital crimes and undertake valuable research and writing projects to assist agency attorneys with these cases.

# Civil Programs

#### **Appellate Litigation Clinic**

The year-long Appellate Litigation Clinic is designed to teach students to be appellate litigators. The clinic essentially operates as a small firm and will accept clients with cases before both federal circuit courts of appeals and the Board of Immigration Appeals. Students work in teams of two or three to review the record of the case, identify the issues that should be raised in the appeal, draft the briefs (both opening brief and reply brief), and may do the oral argument if permitted and if oral argument is scheduled.

#### **Business Law Clinic**

The Business Law Clinic offers students an opportunity to develop lawyering skills in a professional, interactive, live-client environment. Clients include entrepreneurs, small business owners and nonprofit organizations that cannot otherwise afford legal services. Supervised law students provide services related to such matters as entity formation, corporate governance, employment and contracts. Students learn how to interview, counsel, draft and negotiate as well as develop problem-solving, analytical and editorial skills in the context of client projects and reality-grounded class work. In addition to working 8-10 hours per week on supervised client projects, law students attend a two-hour weekly seminar that covers topics relevant to the representation of entrepreneurs, small businesses and nonprofit organizations. The class is limited to eight second- and third-year students.

#### Community Health Law Partnership Clinic

Community Health Law Partnership (HeLP Clinic) is an innovative approach to addressing the social determinants of health for indigent individuals. Law students this clinic will partner with health care professionals to tackle a variety of legal needs that impact patients, including immigration, disability rights, benefits, and family law. Working under the supervision of Professor Jason Cade, students will have direct responsibility for all aspects of client representation in cases undertaken by the clinic, including the opportunity to interview and advise potential clients, to conduct research and draft legal documents, to advocate in court proceedings and administrative hearings, and to foster inter-professional approaches to holistic problem solving. From time to time, students may also have the opportunity to develop training materials for medical providers, legal advocates, or patients, and engage in related policy work. The weekly seminar component of the clinic provides skills training and substantive instruction in the clinic's primary practice areas. The seminar also includes clinical "case rounds" designed to reinforce collaborative problem solving and explore real-world professional responsibility issues. This is a year-long (two semester) clinic and is awarded 4 credits each semester.

## **Environmental Practicum**

Georgia Law offers an experiential learning program for students interested in environmental preservation: the Environmental Practicum. Students in the Environmental Practicum work to

improve water quality and protect and restore native aquatic species in targeted watersheds and the Upper Etowah River Basin.

# Family Violence Clinic

Prepare for a career in family law with the Family Violence Clinic. Students in this clinic help to protect victims of domestic violence. Clinic work includes interviewing, case preparation, counseling and advocacy.

#### Mediation Practicum

Become a certified Georgia mediator through the Mediation Practicum. Students in this program mediate cases in Small Claims Court to meet requirements for certification under standards set by the Georgia Office of Dispute Resolution.

#### **Public Interest Practicum**

Take a look at how law can meet the needs of disadvantaged community members through the Public Interest Practicum. Students in this program work with homeless and incarcerated individuals and local service institutions to coordinate resources and information on housing, child custody, debt, benefits and health care.

#### Placement Facts<sup>25</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$50,000 - \$117,500 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$81,500             |
| Public service - Median               | \$50,700             |

## **Employment Details**

| Graduates known to be employed at graduation               | 47.7% |
|--|-------|
| Graduates known to be employed ten months after graduation | 77.9% |

#### Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 49.2%      |
| Business and Industry         | 13.6%      |
| Government                    | 14.1%      |
| Judicial Clerkships           | 13.1%      |
| Public Interest Organizations | 8%         |
| Academia                      | 2%         |
| Unknown                       | 0%         |

### **Externships/Internships**

#### Externships<sup>26, 27</sup>

The University of Georgia School of Law offers following externships:

#### Civil Externships

Explore litigation and transactional law working with attorneys and judges as part of the Civil Externship. In this program, students are placed in judicial, governmental and private nonprofit positions. Students learn the fundamentals of lawyering and practical judgment by watching skilled lawyers and by practicing these skills under supervision.

## **Corporate Counsel Externship**

Explore the practice of law from the perspective of an in-house counsel. This course will benefit not only students interested in an in-house career but also those who will work in law firms and deal with in-house counsel as their primary client contact. Students will be placed with a corporate legal department and will attend a weekly seminar where they will develop skill sets required in an in-house setting, such as interviewing, counseling, negotiation, legal analysis, problem-solving, and drafting. Organizations currently participating in the program include: Acuity Brands, American Cancer Society, Axiall, BlueLinx, Chick-fil-A, Coca-Cola, Cox Communications, Delta, Gwinnett Medical Center, Imerys, InterContinental Hotels Group, McKesson, NCR, RaceTrac, Rollins, and St. Mary's Hospital, among others.

#### **Global Externships**

Georgia Law students enjoy practical global practice experience year-round, through the Global Externship At-Home, or GEA, and the Global Externship Overseas, or GEO.

## Student Organizations<sup>28</sup>

- American Constitution Society
- Asian Law Students Association
- Business Law Society
- Christian Legal Society
- Davenport-Benham: Black Law Student Association
- Dean's Ambassadors
- Education Law Student Association
- Environmental Law Association
- Equal Justice Foundation Board
- Family Law Society
- Federalist Society
- Georgia Association of Law and Politics
- Georgia Society for International & Comparative Law
- Georgia Trial Lawyers Association Student Chapter
- Health Law Society
- Hispanic Law Students Association
- Intellectual Property Law Society
- Jewish Law Student Association

- J. Reuben Clark Law Society
- Labor & Employment Law Association
- Land Use & Planning Organization
- Law Democrats
- OUTLaws
- Phi Alpha Delta Law Fraternity
- Public Interest Law Council
- Sports & Entertainment Law Society
- Street Law
- Student Animal Legal Defense Fund
- Student Bar Association
- Tax Law Society
- Women Law Students Association
- Working in the Public Interest

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# University of Washington School of Law



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#### Overview<sup>2</sup>

The University of Washington School of Law aspires to be the best public law school in the nation and one of the world's most respected centers for interdisciplinary legal studies.

Our students are asked to rethink and defend their conceptions of the law and its relation to social problems. First-year students are often surprised to learn that their principal objective is not to "learn the law" but rather to develop the intellectual tools and skills necessary to work as professionals. They gain experience in analyzing cases, statutes, and other legal materials, thereby learning the structure and operation of the legal system.

Despite its status as a state university law school, we offer courses that provide a broad view of the American legal system. Although faculty members may present the Washington view on a particular issue as an illustration for a broad-ranging discussion, graduates of the school are well prepared to practice law anywhere in the United States.

# Student-Faculty Ratio<sup>3</sup>

7.6:1

#### Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 159-166 | 3.41-3.78 |
| Median*              | 164     | 3.65      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Mathiew Le |
|------------------------|------------|
| Application deadline   | March 15   |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

#### Admission Statistics<sup>5</sup>

| Approximate number of applications | 2877  |
|------------------------------------|-------|
| Number accepted                    | 775   |
| Percentage accepted                | 26.9% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>6</sup>

| Tuition and fees Full-time: | \$31,962 per year (in-state)<br>\$44,124 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$14,625   |
| Books                       | \$1,206  |
| Miscellaneous expenses      | \$3,561  |

#### Class Ranking and Grades<sup>7</sup>

#### **Anonymous Grading**

Anonymous grading shall apply to all examinations and papers. If a professor chooses to use class performance as a component of the overall grade, he or she shall irrevocably report that component for all students to Student Services for factoring in the overall grade before release to the instructor of the examination grades.

The anonymous grading rule is inapplicable to papers written in courses in which students are writing multiple drafts and/or meeting with their instructor to discuss individual paper topics.

#### Class Rank

Class rank shall be computed at the end of students' 1L year and at the end of each academic year thereafter. Transfer students will receive a UW ranking after completing one academic year (a minimum of three academic quarters) at UW Law.

The ranking is only for the following purposes:

- to award academic honors, including graduation awards, prizes, or membership in scholarly societies, including Order of the Coif, legal journals and reviews; or
- to define percentile bands of 5% and 10% at the conclusion of the first year; and
- to define percentile bands of 5%, 10%, 20%, and 33 1/3% at the conclusion of the second and third years (after the submission and calculation of Spring quarter grades).

# Computation of Grade Point Average

Grades assigned in Law 600, Independent Research, shall not be included in the calculation of a student's grade point average after this academic year.

The significance of each grade is as follows:

| Grade | Numerical equivalent |
|-------|----------------------|
| А     | 4.0                  |
| A-    | 3.7                  |
| B+    | 3.4                  |
| В     | 3.0                  |
| B-    | 2.7                  |
| С     | 2.0                  |
| D     | 1.0                  |
| Е     | 0.0                  |

# Incompletes

The recently adopted University policy does not change the grounds for giving an Incomplete. (They remain essentially that the student establish to his instructor's satisfaction that illness or other circumstances beyond the student's control prevent the student's completion of the course.) What is changed is that the grade of I is automatically converted to a failing grade if it is not made up (i.e., the course requirements completed) by the end of the following quarter. The student may petition the Registrar for additional time (up to three quarters) and the Registrar will grant the extension if approved by the Instructor.

#### Grade Normalization (Curve)8

| Grade | Percentage of Class  |
|-------|--|
| А     | At least 5% and less than or equal to 15%.   |
| A-    | At least 20% minus (% given A) and less than or equal to 40% minus (% given A).  |
| B+    | At least 50% minus (% given A or A-) and less than or equal to 75% minus (% given A or A-).  |
| В     | % Discretionary*   |
| B-    | % Discretionary.*  |
| С     | % Discretionary. C or D grades are capped at a total of 5% for first-year courses.*  |
| D     | % Discretionary. This grade indicates that the level of performance is below that which on average is required for the award of the degree. C or D grades are capped at a total of 5% for first-year courses.* |
| E     | % Discretionary. No credit. This grade indicates unsatisfactory performance and no credit is given for the course.*  |

<sup>\*</sup> At least 25% (but no more than 50%) B and below, combined.

#### The significance of each grade is further subject to the following conditions:

These percentage ranges are mandatory for all J.D. courses, subject to the exceptions in (b) or (c) below. There is no discretion outside of these ranges. A faculty member who submits grades for a course subject to the mandatory distribution that fails to comply with the mandatory distribution will have the grades returned to her or him by the Dean, with instructions to re-submit the grades in accordance with the distribution. If the faculty member fails to do so, the faculty member will submit exam scores to the Dean or his designee, and the latter would assign grades at the mid-point of each range (i.e., 10 percent A's, 20 percent A-'s, 32.5% B+'s, 37.5% B and lower).

The mandatory distribution is not applicable to specialized and individualized courses such as seminars, clinical, experiential, and 'practice' offerings, independent study, and workshops, nor to summer quarter courses, courses heavily directed to non-law students, and courses in which most of the enrolled students are candidates for post-J.D. graduate degrees. They would also not have significance for classes of fifteen students or less.

The mandatory distribution is not applicable to designated "mastery" courses. A faculty member may have her or his course designated as a mastery course by submitting the course syllabus and evaluative elements to the Curriculum Committee, and ultimately the faculty, for approval, subject to the following conditions: (a) the course must require significant, periodic written work and feedback during the course, with stated performance standards for achieving specific grades; (b) first-year courses cannot be designated as mastery courses unless all sections of that course are offered on a mastery basis; and (c) mastery courses will be designated as such, in the catalog and course description.

A numerical class rank, based on the numerical equivalencies shown above, shall be computed for the sole purpose of awarding academic honors, including graduation awards, prizes, or membership in scholarly societies, including Order of the Coif, legal journals and reviews. Class rank shall not be disclosed on a student's transcript or otherwise disclosed except for the purpose of computing eligibility for academic honors.

Effective Spring Quarter 2007, transcripts for law students who began in Autumn Quarter 2005 or later will include a full calculated grade point average, with the following numerical conversions: A (4.0), A-(3.7), B+ (3.4), B (3.0), B- (2.7), C (2.0), D (1.0), E (0.0). Students who began earlier than Autumn 2005, will have a transcript that only shows their grade point average in classes taken since Autumn 2005.

#### Honors<sup>9</sup>

| Honor             | Criteria   |
|-------------------|--|
| Order of the Coif | The Order of the Coif is a national honorary legal society that encourages scholarship and the advancement of the ethical standards of the legal profession. Students who graduate in the upper 10 percent of each class are invited to join the Washington chapter of the society.                          |
| High Honors       | The top 5 percent of the class.  |
| Honors            | The next 15 percent of the class.  |
| Honor Graduate    | Each year the faculty (shall) designate an Honor Graduate, with an appropriate designation on a plaque in the law school. It is anticipated the Honor Graduate would ordinarily be the student graduating with the highest grade point average, though an affirmative vote of the faculty would be required. |

# Awards<sup>10</sup>

| Name of Award                             | Awarded for/to   |
|---|--|
| ABA/Bloomberg BNA<br>Award for Excellence | Each year the American Bar Association and Bloomberg BNA invite law schools around the country to participate in the annual ABA/Bloomberg BNA Award for Excellence. The intent of the program is to honor superior academic performance and to encourage student interest in the fields of labor and employment law, intellectual property law, and health law. Bloomberg BNA and the ABA Sections of Labor and Employment Law, Intellectual Property Law, and Health Law are proud to present these awards. The Law School will designate award recipients. |
| The Carkeek Prize                         | The Vivian Carkeek Prize of \$500 is awarded annually "for the best student contribution to the Washington Law Review on a point of Washington law or any point of peculiar interest to Washington attorneys."   |
| Delta Theta Phi Founders<br>Award         | Award is given to the student with the highest combined first- and second-year grades at the University of Washington; amount of award varies since it is from the annual income earnings of the fund.   |
| Mary Ellen Krug Award                     | Award is made to the student or students who have demonstrated both an interest and proficiency in the fields of labor and employment law and related subjects.  |
| Judge James J. Lawless<br>Award           | This award of \$750 is made annually to the second-year student with<br>the highest grades during the first year. The award is presented by<br>the judges of the King County Superior Court.   |
| Hugh Miracle Award                        | Award is given to the student with the best opening statement made in trial advocacy, trial practice or moot court.  |
| Eugene A. Wright Scholar<br>Award         | This award of \$2000 is made annually to a second- and a third-<br>year student who (a) have produced a paper or article of particular<br>noteworthiness as a Law Review or Journal note or comment, or as<br>an analytical writing project; or (b) have performed exceptionally well<br>in trial or appellate moot court competition, either orally or in brief<br>writing; or (c) have combined an outstanding academic record with a<br>demonstrated and exemplary record of public service and community<br>involvement.                                 |
| CALI Awards                               | Faculty members have the option when turning in their grades to designate the student with the highest grade as the winner of the CALI Excellence for the Future Award. Awardees receive a printed certificate and a permanent URL Virtual Award that they can link to from their online resumes or biographies.   |

# Journals<sup>11</sup>

**Washington International Law Journal** was founded in 1990 as an innovative vehicle for the discussion of legal and interdisciplinary policy-oriented issues affecting both Asian and trans-Pacific affairs. The Journal's function is three-fold. First, the Journal provides valuable writing and

editing experience to University of Washington law students interested in Washington International Law Journal issues. Second, the Journal, as one of the only two student-edited law journals in the United States devoted to the Pacific Basin, and the only journal featuring translations of East Asian legal scholarship, encourages the debate of issues vital to the Pacific Rim. Third, the Journal enhances the University of Washington School of Law's national and international role as a center for East Asian legal studies. Membership is competitive and based upon first year grades and writing competition scores.

**The Washington Journal of Law, Technology & Arts** publishes concise legal analysis for practicing attorneys. The Journal, which was launched in 2003, publishes in an electronic format and addresses business law and technology issues in a global context. The Journal's concise online format ensures each issue contains cutting-edge analysis of legal of emerging issues in business and technology. The Journal is a partnership between student editors and an Editorial Board comprised of faculty and attorneys who are noted experts in their respective fields. Membership is competitive and based upon first-year grades and performance in a writing competition.

**WLR** is a quarterly journal comprised of student-written pieces and professional articles on a wide range of legal issues. Annual events include a Spring Symposium, community service programs, and social events. Membership is competitive and based upon first year grades and writing competition scores.

**The Washington Journal of Environmental Law & Policy** publishes legal scholarship on environmental affairs important to the Pacific Northwest region and beyond. By drawing expertise from across the disciplines, the Journal promotes the investigation of current environmental law and proposed solutions for the future.

#### Moot Court<sup>12-14</sup>

#### University of Washington Moot Court Honor Board

Our primary mission is to assist law students in developing their advocacy skills through practice and competition Over the last academic year, over 250 UW law students have participated in the Hillis Clark Martin & Peterson 1L Appellate Advocacy Competition, the 1L Mock Trial Competition, the Peterson Wampold Rosato Luna Knopp 2L/3L Mock Trial Competition, the Contract Negotiation Competition, and the Judson Falknor Appellate Competition.

#### 1Ls

Twelve first-year students are invited to join the Board each year. Three students are invited based on their performance in the 1L Mock Trial competition. Five are invited based on their performance in the 1L Appellate Advocacy Competition held in Spring quarter. Four are invited based on their cumulative performance during all first-year competitions, including the Contract Negotiation Competition held during Winter quarter.

All applicants - even those who believe they will be invited on based on Appellate Advocacy or Mock Trial performance - must fill out membership applications. Applications for membership will be available near the end of Spring quarter. Individuals selected for membership are generally notified in early to mid-summer, prior to the submission deadline for OCI resumes.

#### 2Ls

Eight second-year students are invited to join the Board each year. Two are invited based on their

performance in the 2L/3L Mock Trial Competition. Two are invited based on their performance in the Judson Falknor Appellate Advocacy Competition. Four are invited based on their cumulative performance during all competitions during their first and second years.

#### 3Ls

3L students are generally not invited to join MCHB. Some students, however, may occasionally be invited on to the Board as Special Selections.

# **In-House Competitions**

- PWRLK 2L/3L Mock Trial Competition
- 1L Mock Trial Competition
- Judson Falknor Appellate Advocacy Competition
- HCMP 1L Appellate Advocacy Competition
- Mediation Competition

#### **National Competitions**

- 2014 National Moot Court and Mock Trial Tryouts
- AAJ Mock Trial Competition
- Jessup International Moot Court Competition
- National Moot Court Competition
- Thomas Tang Moot Court Competition
- TYLA Mock Trial Competition
- Vis International Commercial Arbitration Team
- Independent Teams

#### Clinical Programs<sup>15</sup>

Each year, the UW Clinical Law Program offers diverse practice opportunities to UW law students as they prepare to become Leaders for the Global Common Good. Students work on real cases, transactions or projects for academic credit supervised by experienced faculty members. Clinic students may advocate for clients in litigation, negotiate or mediate disputes, advise entrepreneurs and companies, develop policy by drafting legislation and getting it enacted, commenting on regulations or gathering information and writing reports for legislative bodies, or engage in community education by teaching high school students about the law. Currently between 60 and 70% of our J.D. students graduate having taken at least one clinic. The law school offers the following clinical programs:

- Children and Youth Advocacy
- Entrepreneurial Law
- Environmental Law and Policy
- Federal Tax
- Immigration Law
- Innocence Project Northwest
- International Human Rights
- Legislative Advocacy
- Mediation
- Race and Justice

- Street Law
- Technology Law and Public Policy
- Tribal Court Public Defense

#### Placement Facts<sup>16</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$73,500 - \$125,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$100,000            |
| Public service - Median               | \$56,767             |

#### **Employment Details**

| Graduates known to be employed at graduation                | 46.5% |
|---|-------|
| Graduates known to be employed nine months after graduation | 74.5% |

# **Areas of Legal Practice**

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 46.1%      |
| Business and Industry         | 14.5%      |
| Government                    | 15.2%      |
| Judicial Clerkships           | 12.7%      |
| Public Interest Organizations | 9.1%       |
| Academia                      | 1.8%       |
| Unknown                       | 0.6%       |

# Externships/Internships<sup>17-19</sup>

#### **Externships**

An externship is an experiential learning opportunity, which allows students to receive academic credit while working in judges' chambers, government agencies, and non-profit organizations.

Externship Program requirements follow ABA Standards for Approval of Law Schools.

An externship of two credits or more will fulfill the graduation requirement of 60 hours of public service for students in the Juris Doctor program.

The UW Law Externship Program facilitates the application process for these specialized programs:

- Judicial Externships
- Laurel Rubin Externship Advocacy Program (REAP)
- Olympia Quarter Fellows Program
- U.S. Senate Externships
- Washington-in-Washington Public Service Program
- International Externships

#### Internships

Two internships are required. In the summer after their first year, Gates PSL Scholars complete a tenweek summer internship. This internship, supported by a stipend, enables students to integrate the practical experience of full-time work at a government agency or public interest law organization with his or her formal legal training. A second internship is required either during the second or third school year or during the second summer.

# Student Organizations<sup>20</sup>

- Advocates for the Arts
- American Civil Liberties Union
- · American Constitution Society
- Asian/Pacific American Law Student Association
- Black Law Students Association
- · Center for Human Rights and Justice
- Chinese American Law Students Association
- Christian Legal Society
- Disability Law Alliance
- Education Law and Policy Society
- Environmental Law Society
- Federalist Society
- Food Law Society
- Immigrant Families Advocacy Project
- Incarcerated Mothers Advocacy Project
- Innocence Project Northwest Student Chapter
- International Law Society
- Japanese American Law Students Association
- Jewish Law Students Association
- Korean American Law Student Association
- Latino/Latina Law Students Association
- Law & Business Association
- Law Students Starting Second Careers
- Lawyers for Appropriate Dispute Resolution
- Military Law Students' Association
- Minority Law Students' Association
- Moot Court Honor Board
- National Lawyers Guild
- National Security Law Association
- Native American Law Student Association
- OUTLaws (LGBT Student Group)
- Parents Attending Law School
- Public Interest Law Association
- Sport/Entertainment Law Association
- Street Youth Legal Advocates of Washington
- Student Animal Legal Defense Fund
- Student Bar Association
- Student Health Law Organization
- Students for Labor and Employment Justice
- Students Organizing For Advocacy

- Technology Law Society
- The Association for Student Defenders and Prosecutors
- The Forum for Evidence-Based Law & Policy (FELP)
- Washington International Law Journal
- Washington Journal of Environmental Law & Policy
- Washington Journal of Law, Technology & Arts
- Washington Law Review
- Women's Law Caucus

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# University of Wisconsin-Madison Law School



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**REGISTRAR'S PHONE** 608-262-0050

**ADMISSIONS PHONE** 608-262-5914

**CAREER SERVICES PHONE** 608-262-7856

#### Overview<sup>2</sup>

The University of Wisconsin Law School is located on historic Bascom Hill in the heart of the beautiful UW-Madison campus. It boasts a renowned faculty, an extensive curriculum and a dynamic student body. As part of a world-class university located in the state's capital, the Law School also offers an unparalleled wealth of experiences beyond its walls.

An extensive curriculum places emphasis on the dynamics of the law-how the law relates to social change and to society as a whole-while at the same time stressing skill development. In addition to nationally recognized programs in several substantive areas, the Law School also has one of the largest clinical programs in the country. UW Law School offers many dual degree programs, concentrations and certificate programs.

With a focus on skills-based learning, our students graduate practice-ready and prepared for success. Most UW Law School students are pursuing a J.D. (Juris Doctor) degree, while many others are earning an LL.M. (Master of Laws) or the S.J.D. (Doctor of Juridical Science).

The UW Law School's nationally recognized faculty and staff work together to provide an outstanding learning environment for our students. Our faculty and staff come from a wide range of backgrounds and bring varying experiences, views and approaches to the Law School. They are inspired by the UW's distinctive law-in-action approach, and they are committed to helping students develop into confident, successful lawyers.

#### Student-Faculty Ratio<sup>3</sup>

8.2:1

#### Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 155-162 | 3.27-3.76 |
| Median*              | 161     | 3.54      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Rebecca Scheller |
|------------------------|------------------|
| Application deadline   | April 1          |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

# Admission Statistics<sup>4</sup>

| Approximate number of applications | 1292  |
|------------------------------------|-------|
| Number accepted                    | 631   |
| Percentage accepted                | 48.8% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>5</sup>

| Tuition and fees Full-time: | \$21,378 per year (in-state)<br>\$40,074 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$10,544   |
| Books                       | \$2,450  |
| Miscellaneous expenses      | \$6,070  |

#### Class Ranking and Grades<sup>6</sup>

Students have a legitimate interest in knowing how their own academic performance stacks up against the work of others, either to better enable them to compete for jobs, or to better assess the effectiveness of their study strategies, or perhaps to help make decisions about their curriculum. Law school rules generally prohibit computing and releasing class rank, based on a belief that the ranking process can exaggerate the significance of relatively small variations in student grades. Instead, we provide tables relating grade averages to approximate position in the class, and a statement explaining the table. In 2003 we changed the way in which we compile these tables in order to deal with two problems.

The problems were, first, that we could not perform the necessary calculations until all of the grades had been submitted and processed; in fact this meant that sometimes the tables were not available

as soon as students needed them to complete job applications. We are, compared to many other law schools, on a "late" academic calendar; our students receive their fall semester grades comparatively later in January than their counterparts at other law schools that begin classes in August and finish finals in early or mid-December. This problem was exacerbated when one or more faculty, often due to a health problem or family emergency, failed to get all the grades turned in by the deadline.

Second, and equally problematic, the tables were not designed to address the situation in which a student was proceeding through law school at a faster, or slower, pace than most students. At first thought, it seems that each person's "class" is unambiguous; in fact, not so. Does your "class" consist of the people who started law school with you? Or who will finish law school with you? Enough variation exists in the speed with which students accumulate credits to make the determination of the make-up of "a class" an uncertain process. We concluded that the comparison which is most relevant consists of comparing a student's performance with the performance of others who, recently, have been at the same relative point in completing their law school studies. The tables which we calculate are based on that conclusion.

A review of the distribution of cumulative GPAs over time revealed that the distribution of student grade averages was very consistent over time. The break point for the top 25%, for example, was very much the same from one year to the next to the next. We realized that we could take advantage of this stability to provide a table of the grade averages of students over the last three years, and that this would be an accurate representation of a student's comparative position in his or her class, and that this could be done so that it would always be available for use by students. Therefore, we adopted a system of publishing tables which are cumulative summaries of the average grades for the previous three academic years. These tables are re-calculated twice a year, in early July and early February.

We also created a short description of how to interpret the tables which can (and probably should) be shared with potential employers. Although the tables don't contain data drawn from the most recent semester until they are recalculated, we believe that this doesn't significantly erode their validity, and any disadvantage is outweighed by the benefits of the new system. The numbers in the tables have been rounded to two decimal places, using conventional rounding rules (e.g., 3.2489 becomes 3.25, whereas 3.24499 becomes 3.24).

The Law School, though it does not provide individual class rank information (see above), does provide individual GPAs. GPAs may be confirmed by checking the unofficial transcript posted in Symplicity or, if you have computed your own GPA, you can contact the Law School Registrar to see if your computation of your GPA matches that of the Law School.

The grade tables are issued in 5% increments (except for the top 10%, which is provided in 1% increments; this is done to make our students more competitive for judicial clerkships). Even if your GPA falls, numerically, in between the GPAs that are the cutoffs for two different percentiles (for example, if the top 30% GPA is 3.30, and the top 35% GPA is 3.25, and your GPA is a 3.28), you should not split the difference and claim to be in the "top 32.5%" of the class. In that situation, however, you could state your class standing as an estimate or an approximation, using language such as "Approximately top one-third."

University of Wisconsin Law School students receive letter grades for most law school courses. The grading scale ranges from A+ to F. For purposes of calculating student grade point averages, letter grades are converted to numerical equivalents according to the following conversion table:

A+ equals 4.3; A equals 4.0; A- equals 3.7; B+ equals 3.3; B equals 3.0; B- equals 2.7; C+ equals 2.3; C equals 2.0; C- equals 1.7; D+ equals 1.3; D equals 1.0; D- equals 0.7; and F equals 0.

Grades that are not classified as LAW will not factor into the law GPA. This includes cross-listed classes with ELPA and Business. Exchange program credits will not factor into law GPA except the Giessen summer program.

Law School courses are typically graded on a letter-graded scale from F to A+. Expressed numerically, this is a 4.3 scale (rather than the more-common 4.0 scale) with the relative values of the letters being as follows:

| Letter Grade | G.P.A. |
|--------------|--------|
| <b>A</b> +   | 4.3    |
| Α            | 4.0    |
| A-           | 3.7    |
| B+           | 3.3    |
| В            | 3.0    |
| B-           | 2.7    |
| C+           | 2.3    |
| С            | 2.0    |
| C-           | 1.7    |
| D+           | 1.3    |
| D            | 1.0    |
| D-           | 0.7    |
| F            | 0      |

The Law School's guidelines for faculty to use in assigning grades provides that for all first-year courses, and for advanced classes with an enrollment exceeding 30, the mean grade (i.e., the class average) should fall between 2.85 and 3.1 on the 4.3 scale. For advanced classes with an enrollment of 30 or less, the mean grade should fall between 2.7 and 3.3 on the 4.3 scale.

All of the First-Year Program courses are letter-graded, and there is no pass/fail (that is, "satisfactory/ unsatisfactory") option available. Generally, the second- and third-year courses are also letter-graded; however, some courses might be graded on a mandatory (as opposed to optional) Pass-Fail basis (see section 9.3, below). Clinical programs, Trial Advocacy, directed reading and directed research projects, the law journals, moot court, and the main Lawyering Skills course are graded on a mandatory pass/ fail basis. For a fuller discussion of pass/fail grading, see section 9.3, below and Law School Rule 2.03.

#### Pass/Fail Grades

Participation in clinical programs, moot court, the law journals, Trial Advocacy, Directed Reading, Directed Research, and the main Lawyering Skills course is automatically graded on a pass/fail basis (also sometimes called "Mandatory Pass-Fail"). Per Law School Rule 2.01(3), instructors may determine that other courses will be offered on a mandatory pass-fail basis.

Additionally, every semester some faculty may elect to make their courses available for students to take pass/fail on an optional basis. Pursuant to Law School Rule 2.03(1), only students who have completed 25 credits are eligible to elect to take such courses on a pass/fail basis. Lists of the courses for which taking a pass/fail grade is an option will be published to students, who will have until the last day of classes each semester to choose a course or courses to take pass/fail, should they wish (this is called exercising the "Pass-Fail option").

The Pass-Fail option may be exercised in no more than two courses in one's Law School career. A student may exercise the option twice in the same semester. "Mandatory Pass-Fail" courses do not count against the limit on the number of exercise Pass-Fail options. Finally, once a student requests to take a course Pass-Fail (by submitting the Pass-Fail selection form at the end of term) the request cannot be withdrawn once the submission deadline has passed.

Pass/fail grades are reported on the official University transcript as "satisfactory" ("S") or "unsatisfactory" ("U") as appropriate. However, should a student exercising the Pass-Fail option in a course receive a B+, A-, A, or A+, the particular letter grade earned will be recorded (instead of an "S"); the option will still be deemed to have been exercised. Should a student exercising the Pass-Fail option in a course receive a C, C+, B-, or B, the grade will be recorded as an S. If a student exercising the Pass-Fail option in a course receives an F, D-, D, D+, or C- the particular letter grade earned will be recorded; the option will nevertheless be deemed to have been exercised. As with the reported grades of B+, A-, A, or A+, the reported grades F, D-, D, D+, or C- are factored in to one's GPA.

Grades other than "S" earned in courses wherein the student has exercised the Pass Fail option (that is, B+, A-, A, or A+, as well as F, D-, D, D+, or C) do factor into the student's GPA.

Students exercising the Pass-Fail option who earn an "S" and desire to learn the nature of the underlying grade may seek the information from the course instructor (Law School Rule 2.03(3)).

# Incompletes

If a student, by the end of the term, has not completed the required work (e.g., has not submitted a final paper), the faculty member may, if the faculty member feels it is appropriate, report a grade of "INCOMPLETE" and grant the student a first extension of one full semester. If, by the end of the next term, the student still has not completed the work required, a second extension of an additional semester may be granted by the faculty member "only if the student justifies the need for an extension based on illness or other serious change of circumstances." (See Law School Rule 6.01(4)(a)).

#### Honors<sup>7</sup>

| Honor             | Criteria   |
|-------------------|--|
| Order of the Coif | The Order of the Coif is an honorary group selected from those graduating law students with the highest grade points. It is limited to no more than ten percent of the class but is not necessarily the ten percent with the highest overall grade point averages. To be considered, one must have 68 "graded credits." For the purpose of Coif eligibility, a "graded credit" is one for which a letter grade has been earned. However, graded credits do not include clinical courses or courses taken on a pass/fail basis. For a full explanation of the |

|                                      | eligibility for Order of the Coif, see Appendix D of the Law School Rules. (Note: grades earned in any semester following the semester in which the degree requirements are met are not counted for Order of the Coif eligibility purposes). Students who have re-taken a course should review the Law School Rules (Rule 6.09) for the impact on eligibility for honors.   |
|--------------------------------------|---|
| Dean's Honor List                    | <ul> <li>Pursuant to Law School Rule 8.05, a student is eligible for the Dean's Honor List (typically referred to as "Dean's List") if the following three requirements are satisfied:</li> <li>Registration for and completion of at least 12 new credits in the fall or spring semester;</li> <li>A GPA of at least 3.3 (on the 4.3 scale) on those credits, at least 8 of which must be graded on the 4.3 scale;</li> <li>Completion of the credits by the due date for turning in grades at the end of the semester in question.</li> <li>Students with disabilities that preclude a credit load of at least 12 credits should consult with the Director of Student Life about appropriate accommodations. Students who have re-taken a course should review the Law School Rules (Rule 6.09) for the impact on eligibility for honors. (Note: Prior to the Fall 2014 Term, the Dean's Honor List requirements were 14 new credits and 10 graded credits.)</li> </ul> |
| Dean's Academic<br>Achievement Award | Graduating students who have a cumulative GPA of 3.35 at the end of their penultimate semester receive the Dean's Academic Achievement Award which allows those graduates to wear an honors stole at the commencement ceremony. Students with incompletes ("I") for a grade on their law school record will not be eligible for the Dean's Academic Achievement Award until the incomplete is cleared from their record. Receiving the Dean's Academic Achievement Award is not to be confused with graduating 'with honors' (see above).   |
| summa cum laude                      | A GPA of 3.85 or better qualifies a student for summa cum laude honors.   |
| magna cum laude                      | A GPA of 3.65 or better qualifies a graduate for magna cum laude honors.  |
| cum laude                            | A cumulative GPA of 3.35 or better on reported 4.3-scale lettergrades qualifies a student at graduation for cum laude honors.   |

# Awards<sup>8</sup>

| Name of Award  | Awarded for/to  |  |
|--|---|--|
| Leon Feingold Award  | For outstanding commitment to the Law School and greater community. |  |
| Leonard Loeb American<br>Academy of Matrimonial<br>Lawyers Award | For dedication to Family Law and community service.                 |  |
| Gwynette Smalley Award   | For special contributions to the Wisconsin Law Review.              |  |

| Mary Kelly Quackenbush<br>Memorial Award | For outstanding student articles in the Wisconsin International Law Journal.  |
|--|---|
| Mathys Memorial Award                    | For Appellate Advocacy.   |
| Dean's Academic<br>Achievement Awards    | Graduating students who have a cumulative GPA of 3.35 at the end of their penultimate semester receive the Dean's Academic Achievement Award which allows those graduates to wear an honors stole at the commencement ceremony. |

#### Journals<sup>9</sup>

The Wisconsin Law Review is a student-run journal of legal analysis and commentary that is used by professors, judges, practitioners, and others researching contemporary legal topics. It includes professional and student articles, with content spanning local, state, national, and international topics. In addition to publishing the journal, the Wisconsin Law Review sponsors an annual symposium at which leading scholars debate a significant issue in contemporary law. Students earn membership through a writing competition at the end of their first year.

**The Wisconsin International Law Journal** was established in 1982, and is written by both professionals in the field and by law students. The journal offers articles of scholarly and practical interest in various areas of international law. Student members of the journal edit articles of interest in various areas of international law and draft articles for submission and possible publication. Each spring, the student members coordinate a conference on recent topics of interest in international law.

The Wisconsin Journal of Law, Gender & Society is a student-edited journal with a national scope. The Journal, which was established in 1985, publishes contributions from faculty, students, and practitioners on a wide-range of legal topics. Its focus is on scholarship that examines the intersection of law and gender with issues of race, ethnicity, socioeconomic status, and sexual orientation. The Wisconsin Journal of Law, Gender & Society is open to all students.

**The Gargoyle** is the alumni magazine of the University of Wisconsin Law School. It takes its name from the stone figure that once stood atop the earlier Law Building and now stands in the atrium of the Law School. The magazine is published twice a year in paper form, funded by alumni donations. It is also available online, where a digital archive provides access to issues going back to Volume 1, published in 1969.

#### Moot Court<sup>10, 11</sup>

Moot Court is a mock appellate advocacy experience that helps law students develop the following skills to practice law: (1) strong writing and oral advocacy skills; (2) intellectual flexibility; (3) the ability to function well under pressure; and (4) the self-confidence necessary to be successful advocates.

Similar to law review, Moot Court gives law students an opportunity to focus on a single issue, prepare an in depth written product, and improve their writing. Also like law review, employers directly recruit from our Moot Court Board.

Moot Court sends 16-17 teams to compete in competitions across the country in a variety of subjects. Competitors, also known as "Mooters," work on teams to write briefs and prepare oral arguments as if they were appearing before an appellate court.

Moot Court participates in diverse competitions across the United States each year. Check out where our Moot Court Competitors are competing this year:

- National Criminal Procedure Competition
- National Moot Court Competition
- Appellate Lawyers Association Competition
- Chicago Bar Association Moot Court Competition
- Wechsler First Amendment Competition
- Philip C. Jessup International Law Competition
- Tulane Sports Law Competition
- Vanderbilt First Amendment Competition
- Saul Lefkowitz Intellectual Property Competition
- Rendings Products Liability
- UCLA Cyber Crimes Competition
- J. Braxton Craven, Jr. Memorial Competition
- Ruby R. Vale Corporate Competition
- Kaufman Securities Law Competition
- Jerome Prince Memorial Evidence Competition

# Clinical Programs<sup>12</sup>

UW Law School is committed to practical experience as a part of legal education. UW Law was one of the first law schools to initiate a clinical program, and since then, it has strengthened and increased the number of clinical opportunities it provides. Clinicals provide hands-on lawyering experiences with real people-clients, victims, witnesses, family members, lawyers, and judges-and give you a better understanding of the roles and responsibilities of a lawyer. Under the direct supervision of clinical professors or supervising attorneys, students meet with clients, perform factual investigations, research legal issues, prepare client letters, draft legal documents, and write briefs.

The law school offers numerous clinical programs, including:

- Center for Patient Partnerships
- Consumer Law Clinic
- Criminal Appeals Project
- Family Court Clinic
- Family Law Project
- Federal Appeals Project
- Government and Legislative Law Clinic
- Immigrant Justice Clinic
- Law and Entrepreneurship Clinic
- Legal Assistance to Institutionalized Persons (LAIP)
- Mediation Clinic
- Neighborhood Law Clinic
- Oxford Federal Project
- Prosecution Project
- · Public Defender Project
- Restorative Justice Project
- Wisconsin Innocence Project

# Placement Facts<sup>13</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$65,250 - \$121,500 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$115,000            |
| Public service - Median               | \$49,429             |

# **Employment Details**

| Graduates known to be employed at graduation               | 45.8% |
|--|-------|
| Graduates known to be employed ten months after graduation | 79.7% |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 53%        |
| Business and Industry         | 20.5%      |
| Government                    | 12.1%      |
| Public Interest Organizations | 7.4%       |
| Judicial Clerkships           | 5.6%       |
| Academia                      | 1.4%       |
| Unknown                       | 0%         |

# **Externships/Internships**

# Externships<sup>14</sup>

#### Law Externship Program

Our experiential learning and skills training programs include a large number of externship opportunities: field placements outside the Law School, where students receive academic credit, but not compensation, for their work. Many of these externships are clinical course offerings, supervised by clinical or adjunct faculty members. Others are student-initiated externships in the legal departments of government or nonprofit agencies or in-house legal departments at corporations. To participate, students must have completed their first year of law school.

A student's eligibility to participate in any Law School internship or externship program is contingent on the student's being in good standing, both academically and with respect to disciplinary matters. A student's placement in an internship or externship program may be denied or revoked if the Law School determines that a student's conduct or academic performance makes that placement inappropriate for any reason.

In the fall of 2011, the Law School began a new externship initiative, allowing students to apply for a broad range of potential externship opportunities at government agencies and non-profit organizations and, if approved for enrollment in the Law Externship program by the Externship Director within the first two weeks of the semester, to receive appropriate academic credit for participation.

In order to receive academic credit for an externship, a student must devote a minimum of 45 hours of work for each academic credit, and must submit periodic reports on the externship experience, including a final paper reflecting upon the value of the externship. Students enrolled in the Law Externship course for academic credit may not receive compensation for their work at the externship site, but can be reimbursed for out-of-pocket expenses incurred in connection with the field placement.

Students interested in a field placement for credit are encouraged to meet with Ms. Heymann to discuss which organizations might be the best fit for the student's career goals and interests. Forcredit externships can be arranged during the spring, summer and fall semesters. In addition, for students with some flexibility, school-year externships outside of Wisconsin can be arranged, and it is possible for a student to earn as many as 12 credits for an externship if the student works virtually full-time at, e.g., a federal agency in D.C. or at one of the agency's regional offices in some other city. An excellent resource for learning about which agencies operate externship programs for law students during the fall and spring semesters is the Government Honors and Internship Handbook, a password-protected online publication that the UW Law School Office of Career and Professional Development subscribes to -- students may obtain the username and password from the OCPD.

Set forth below is a list of just some of the many organizations that have established externship programs for law students. They are divided into a list of organizations within the State of Wisconsin where students might consider externships, followed by a list of organizations outside of Wisconsin that host law student externs. The possible externship placements, however, are by no means limited to the organizations on these lists – students are encouraged to propose externships at organizations and agencies that offer the sort of experience and skills training that the students are most interested in obtaining.

# Internships<sup>15, 16</sup>

#### Judicial Internship Program

The Judicial Intern Program gives students an opportunity to work with trial and appellate judges and view the judicial process from the perspective of the decision maker. Placements include the Wisconsin Supreme Court; Wisconsin Court of Appeals; Dane County Circuit Courts; United States District Court in both Milwaukee and Madison; and the United States Court of Appeals for the Seventh Circuit (with the work being done in Milwaukee.) Students are able to observe the court system from the inside; learn about the work of judges and their law clerks; and evaluate the effectiveness or ineffectiveness of lawyers appearing before the courts. The actual work performed may vary from judge to judge, but the emphasis is on research and writing.

The Judicial Intern Program takes approximately 25 students during each semester of the academic year and during the summer. It is open to all students who have achieved second year status; thus students are eligible to participate in the summer following their first year. Second- and third-year students have priority and are generally placed. Students register for a law school course and receive credit for their work, but no pay. The preferred level is at least five credits, though up to seven may be earned. Each credit requires 45 hours of work during the course of the semester. Thus, a five credit placement requires a total of 225 hours of work. Students keep track of the number of hours they work each week and submit it to the person designated by the court in which they work. At the end of the semester the complete time log is signed by the designated person and turned in to the law school by the student and the appropriate number of credits is awarded. Also at the end of the semester, a final report is due that evaluates the student's experience and describes: the nature of

the work done; observations about the court system, the work of the judges, and the effectiveness or ineffectiveness of lawyers appearing before the courts; and insights into the substantive law that may have emerged while working in the courts. The judges who participate are committed to seeing that the students have productive experiences and receive feedback on their work. Students typically find their placements to be demanding but very valuable.

Students interested in placements with the Supreme Court of Wisconsin or the U.S. District Court for the W.D. of Wisconsin should keep in mind that those Justices/judges, in order to avoid the potential for conflicts of interest, will only allow students to intern in their chambers if the students have no other legal employment or law school clinical obligations.

A summer internship with a public interest organization is an excellent way to obtain practical skills and training, and to explore an area of law about which you are passionate. Summer public interest interns often develop skills in such areas as: client intake and counseling; legal and trial strategy; oral advocacy and negotiation; legal research and writing; and community organizing/outreach. Further, many public interest organizations prefer to hire attorneys who were former interns at their organization or another organization doing similar work, so summer internships can be invaluable networking opportunities. While the majority of public interest organizations have insufficient funds to pay their summer interns, numerous resources exist to aid students in finding supplemental funding.

The University of Wisconsin Law School offers internship programs to its students, including the following:

- ABA John J. Curtin, Jr. Justice Fund Summer Legal Internship Program
- Peggy Browning Fund Summer Internship
- Public Interest Law Initiative (PILI) Summer Internships

# Student Organizations<sup>17</sup>

- American Constitution Society
- Asian Law Students Association
- Black Law Students Association (BLSA)
- Business & Tax Law Association (BATLAW)
- Children's Justice Project
- Christian Legal Society (CLS)
- Elder Law and Estate Planning Society (ELEPS)
- Environmental Law Society (ELS)
- Federalist Society
- Health Law Student Association (HLSA)
- Indigenous Law Students Association (ILSA)
- Intellectual Property Students Organization (IPSO)
- Jewish Law Students Association (JLSA)
- Latino/a Law Student Association (LLSA)
- Law School Family Association
- Law Students for Reproductive Justice (LSRJ)
- Legal Assistance for Disaster Relief (LADR)
- Middle Eastern Law Students Association (MELSA)
- National Lawyers Guild (NLG-UW)
- Public Interest Law Foundation (PILF)
- QLaw (Gay, Lesbian, Bisexual, Transgender Law Students)

- Sports and Entertainment Law Society
- Student Animal Legal Defense Fund (SALDF)
- Student Bar Association (SBA)
- Unemployment Compensation Appeals Clinic (U Clinic)
- Wisconsin Agricultural & Food Law Society (WAFLS)
- Wisconsin Association of Criminal Defense Lawyers (WACDL)
- Wisconsin International Law Society (WILS)
- Women's Law Student Association (WLSA)

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# Fordham Law School



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**WEBSITE** www.law.fordham.edu

**REGISTRAR'S PHONE** 212-636-6800

**ADMISSIONS PHONE** 212-636-6810

**CAREER SERVICES PHONE** 212-636-6926

#### Overview<sup>2</sup>

Fordham Law School has provided a complete education in the law for more than a century. While the legal profession has changed during that time, the core mission of a Fordham Law education has not. We value academic excellence, the pursuit of justice, and the ethical practice of the lawyer's craft. We impart the warmth of community within the School and wherever Fordham Law alumni are found around the globe. Fordham lawyers are dedicated to the highest standards of the legal profession and using the law "in the service of others." We call this the Fordham Law Difference.

# Student-Faculty Ratio<sup>3</sup>

11.0:1

# Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 161-165 | 3.35-3.68 |
| Median*              | 163     | 3.53      |

The above LSAT and GPA data pertain to the 2013 entering class.

| Director of admissions | Kathryn Espiritu |
|------------------------|------------------|
| Application deadline   | March 15         |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

# Admission Statistics<sup>5</sup>

| Approximate number of applications | 4075  |
|------------------------------------|-------|
| Number accepted                    | 1479  |
| Percentage accepted                | 36.3% |

The above admission details are based on 2015 data.

# Law School Cost<sup>6</sup>

| Tuition and fees       | full-time: \$54,116 per year<br>part-time: \$40,666 per year |
|------------------------|--|
| Room and board         | \$19,618   |
| Books                  | \$1,840  |
| Miscellaneous expenses | \$4,120  |

# Class Ranking and Grades<sup>7,8</sup>

Student grades are calculated on both a letter and a numerical scale. There are no official class standings. At the end of the 2013-2014 academic year, a student who attained a true weighted average of 3.643 or better made Dean's List for that year. While students may not round up to compute Dean's List or awards, students may round up to the nearest hundredth of a point when reporting GPAs on their resumes (i.e., "3.278" can be presented as "3.28"). The faculty has adopted a numerical equivalent for letter grades.

Grades awarded by the law school and their corresponding grade point values are:

|    | Prior to Fall 2014 | Effective Fall 2014 |
|----|--------------------|---------------------|
| A+ | 4.3                | 4.333               |
| А  | 4                  | 4.000               |
| A- | 3.7                | 3.667               |
| B+ | 3.3                | 3.333               |
| В  | 3                  | 3.000               |
| B- | 2.7                | 2.667               |
| C+ | 2.3                | 2.333               |
| С  | 2                  | 2.000               |
| C- | 1.7                | 1.667               |
| D  | 1                  | 1.000               |
| F  | 0                  | 0.000               |
| Р  | Not in GPA         | Not in GPA          |
| S  | Not in GPA         | Not in GPA          |
| *  | Not in GPA         | Not in GPA          |

The minimum grade that will be recorded in a course is "F". The grade of "D" constitutes a passing mark in a subject. To continue in good scholastic standing, however, a student must maintain a true weighted average of at least 2.0 in every academic year. In computing a true weighted average, hours in a pass/fail course that was passed will be disregarded. If such a course was failed, an "F" will be entered on the student's transcript and a 0.0 will be used in computing the student's true weighted average. For the purposes of this rule, an academic year shall begin with the summer term, provided that where a summer term is the student's final term in law school, it will be considered part of the academic year that commenced the preceding summer.

Fordham Law School does not rank or provide official class standings; however, below are the approximate or estimated class standings for 2013-14.

| Approximate Class<br>Standing | Class of 2015<br>(rising 3LD/4LE) | Class of 2016/17<br>(rising 2LD/3LE/2LE) |
|-------------------------------|-----------------------------------|--|
| 10%                           | 3.65                              | 3.63                                     |
| 25%                           | 3.5                               | 3.42                                     |
| 33%                           | 3.43                              | 3.35                                     |
| 50%                           | 3.34                              | 3.22                                     |

# Grade Normalization (Curve)9

By a resolution adopted on April 8, 2008, the faculty made the percentage distribution of grades listed below mandatory for all first year courses (with the exception of Legal Writing). The percentage distribution of grades for first year courses will be strictly enforced.

| A+           | 0 - 3%   |  |
|--------------|----------|--|
| A and above  | 0 - 12%  |  |
| A- and above | 15 - 30% |  |
| B+ and above | 45 - 60% |  |
| В            | 30 - 45% |  |
| B- and below | 10 - 20% |  |
| C+ and below | 0 - 10%  |  |

To remain in good scholastic standing, a student must maintain a true weighted average of at least 2.0 in every academic year.

# Honors<sup>10</sup>

| Honor             | Percentage of Class Receiving  |  |
|-------------------|--|--|
| Order of the Coif | A graduating student is eligible to be inducted into the Order of<br>the Coif (1) who has completed at least 75 percent of his or her law<br>courses in graded courses and (2) whose grade record ranks in the<br>top 10 percent of all graduating students of the school. "Graded |  |

|                 | courses" are those for which academic accomplishment is recorded<br>on the basis of educational measurement involving four or more<br>discriminators.                    |  |
|-----------------|--|--|
| summa cum laude | Top 1 percent of the graduating class with the highest weighted cumulative GPA.  |  |
| magna cum laude | Top 12 percent of the graduating class with the highest weighted cumulative GPA.   |  |
| cum laude       | Top 33 1/3 percent of the graduating class with the highest weighted cumulative GPA.   |  |
| Dean's List     | Top 25 percent of the entire J.D. class based on annual weighted GPA. Annual GPA is calculated by coursework taken in previous summer session, fall and spring semester. |  |

# Awards<sup>11</sup>

| Name of Award  | Awarded for/to  |  |
|--|---|--|
| The Actum Foundation<br>Prize  | Is awarded to a graduating LL.M. student who, in the judgment of the administration, has done distinguished work in the Banking, Corporate and Finance Law Program. The prize was established through the generosity of Pierre Charpie of Switzerland, a 1995 and 1996 graduate of the Fordham LL.M. program. |  |
| The Chapin Prize   | Is awarded to the student in the graduating class who has attained the highest weighted average throughout law school. This prize was established in memory of Professor H. Gerald Chapin, who served on the Faculty of the Law School from its founding in 1905 until his death in 1920.                     |  |
| The David F. and Mary<br>Louise Condon Prize                         | Is awarded to the student who attains the highest grade in American<br>Legal History.   |  |
| The Benjamin Finkel Prize  | Is awarded to that member of the graduation class who has excelled<br>in the course in Bankruptcy. It is named in memory of a distinguished<br>alumnus, who was long a practitioner in this field, Benjamin Finkel.   |  |
| The Fordham Law Alumni<br>Association Medal in<br>Constitutional Law | Is awarded to the member of the graduating class who excelled in Constitutional Law in his or her first year.   |  |
| The Whitmore Gray Prize  | Is awarded to the graduating student who, in the opinion of a committee of the Faculty, has been outstanding in courses or activities relating to International Law practice. It was established through the generosity of Professor Whitmore Gray, a distinguished visiting professor at Fordham.            |  |
| The Emily C. and John E.<br>Hansen Award                             | Is awarded to the graduating LL.M. student in the Intellectual Property and Information Technology Program who attains the highest cumulative average. It is established in honor of Professor Hansen's parents.  |  |

| The Edward J. and<br>Elizabeth V. Hawk Prize | Established through the generosity of Professor Barry E. Hawk, is awarded to the graduating LL.M. student in the International Business and Trade Law program who attains the highest cumulative average.   |
|--|---|
| The Hugh R. Jones Award                      | In law and public policy is presented to the student in the graduating class who has attained the highest combined weighted average in the subjects of Constitutional Law, Criminal Justice and Professional Responsibility. The prize is named in honor of the distinguished former member of New York's highest court.  |
| The James Leitner Award                      | Is established by faculty and alumni of the Leitner Center for International Law and Justice. This \$1,000 prize is awarded to the graduating LL.M. student in International Law and Justice who attains the highest cumulative average. It is named for James Leitner, with gratitude for his unparalleled generosity and support for human rights around the world. |
| The Emmet J. Mccormack<br>Foundation Prize   | Is awarded to the student who has attained the highest grade in Admiralty Law.  |
| The Lawrence J. Mckay<br>Prize               | Is awarded to the graduating students who represented the Law<br>School in the National Moot Court Competition.   |
| The Honorable Joseph M.<br>Mclaughlin Prize  | Is awarded to the student who attained the highest combined weighted average during his or her first year. The award is named in honor of the Honorable Joseph M. McLaughlin of the United States Court of Appeals.   |
| The Addison M. Metcalf<br>Labor Law Prize    | Is awarded to the student in the graduating class who has received<br>the highest grade in the basic Labor Law course. The prize was<br>created through the generosity of Mr. Addison Metcalf, a longtime<br>member of the Law School's administrative staff.   |
| The Henrietta Metcalf Prize                  | Is awarded to the student in the graduating class who has received the highest grade in Contracts.  |
| The Peter J. O'Connor<br>Prize               | Is awarded to the student with the highest weighted average in courses in Evidence and New York Practice. It is named in memory of Professor O'Connor, a 1956 graduate of the school, who taught at Fordham Law School for 15 years until his death in 1988.  |
| The Thomas F. Reddy, Jr.<br>Prize            | Is awarded to the graduating senior with the highest grades in courses in Intellectual Property. It is presented in memory of Thomas F. Reddy, Jr., a 1941 graduate of the school, who was a senior partner in the firm of Penine & Edmond, and a widely respected authority in this field of law.  |
| The Robert Schuman Prize                     | Established through the generosity of Professor Roger Goebel, is awarded to the graduating J.D. student who has achieved the highest grades in courses in European Union Law. The prize is named in honor of the distinguished former Foreign Minister of France who was one of the leading statesmen inspiring the creation of the European Union.                   |
| The Senior Prize                             | Is awarded to the students in each division of the graduating class who attain the highest weighted average throughout the year.  |

| The James E. Tolan<br>Fellowship in International<br>Human Rights | Is a post-graduate fellowship that funds a Fordham Law School graduate to work for an international human rights organization for one year. The Fellowship is named in honor of James Tolan, a long-time supporter of the Crowley Program.  |
|---|---|
| The William Michael<br>Treanor Award                              | Is named for former Fordham Law School Dean William Michael Treanor and is awarded to the graduating LL.M. student in the U.S. and Comparative Law Program who attains the highest cumulative average. Established through the generosity of Professor Thomas Lee and Assistant Dean Toni M. Jaeger-Fine, this award recognizes the extraordinary contributions made by Dean Treanor to the development of the Law School's LL.M. and international programs. |
| The Milton Young Prize  | Is awarded to that member of the graduating class who has excelled in courses in the field of Taxation. It is named in memory of Milton Young, a member of the class of 1931 and has been endowed through the generosity of the Max and Victoria Dreyfus Foundation.  |
| The Philip R. Fusco<br>Memorial Award                             | Is presented to a student who participated in the intramural athletic program while demonstrating dedication, enthusiasm, good sportsmanship and academic achievement.  |
| The Eugene J. Keefe Award   | Is presented to the person who has made the most important contribution to the Fordham community. The award is presented in memory of a beloved faculty member who served at Fordham Law School from 1926 to 1968.  |
| The Adjunct Teacher of the<br>Year Award                          | Is presented to the adjunct professor selected by students for excellence inside and outside the classroom and for exhibiting the highest level of education to his or her students.  |
| The Teacher of the Year<br>Award                                  | Is presented to the professor students identify as being a master teacher.  |

# Journals<sup>12-17</sup>

Fordham Law School has several respected student publications that enrich the academic experience of students and make them a highly desired group of professionals even before they graduate. The student publications, through well-written articles, address various issues relevant to today's economy, business, society, and environment.

**The Fordham Law Review** is a scholarly journal serving the legal profession and the public by discussing current legal issues. Each volume comprises six books, three each semester, totaling over 3,000 pages. Managed by a board of twenty student editors, the Law Review is a working journal, not merely an honor society. Law Review membership is nevertheless considered among the highest scholarly achievements at the Law School. The Fordham Law Review is the seventh most cited law review in cases, ninth most cited law review in other journals, and ranked nineteenth in Washington & Lee University's most recent annual study.

**The Fordham Urban Law Journal**, now in its 43rd year, is the second oldest publication at the law school. The Journal annually publishes five books which address policy issues affecting urban areas.

Currently in its 39th year of publication, the Fordham International Law Journal is one of the most

competitive international law periodicals in the world-and, according to a recent study, one of the most frequently cited student-edited legal publications dedicated to the study of international law. The ILJ attracts contributions from prominent statespersons and members of the academic, legal, and political communities. Journal pieces have been cited in numerous US federal court decisions, US Supreme Court briefs and decisions, international courts decisions, law review articles, and CFR and ALR annotations. Past volumes featured pieces from:

The **Fordham Intellectual Property, Media & Entertainment Law Journal** was organized in 1990. Each year the Fordham IPLJ publishes one volume, comprised of four separate books in all areas of intellectual property law including: Patent law, Copyright law, Trademark law, Telecommunications, Internet law, Counterfeiting, Bootlegging and piracy issues, Entertainment and sports law, First Amendment rights, and Mass media law. Each book includes Articles, Essays, Comments, and Notes written by distinguished outside contributors, such as law professors, judges, and practicing lawyers, as well as student members of the Fordham IPLJ and Fordham University School of Law.

The **Fordham Environmental Law Review (ELR)** publishes three volumes annually, addressing topics in environmental law, legislation and public policy. ELR also sponsors an annual symposium featuring scholarly papers and panel discussions centered on an environmental issue.

The **Fordham Journal of Corporate & Financial Law** is one of the premier student-edited business law journals in the country. Our articles, essays, notes, and comments, as well as the transcripts from our annual symposia and the annual lectures sponsored by the Fordham Corporate Law Center, address important issues arising in banking, bankruptcy, corporate governance, capital markets, finance, mergers and acquisitions, securities, and tax practices. These scholarly works, which have made the Journal the #1 most-cited specialty journal in banking and finance, provide judges, policymakers, regulators, practitioners, and market participants with timely analyses of important developments in business law.

#### **Moot Court<sup>18</sup>**

Fordham has developed a tradition of accomplished advocacy through the Moot Court Board, consistently fielding championship competition teams year after year. All first year students are introduced to appellate briefs and arguments as part of their Legal Writing Course. Many students follow this initial experience with voluntary participation in the Moot Court Program during their subsequent years at the school. Staff members of the Board are from students who have earned exceptionally high scores for brief writing and arguing in either of two intramural competitions.

# Clinical Programs<sup>19</sup>

Fordham Law clinics reward you with real lawyering experience. In whichever of our 14 clinics you choose, you play an important role in the resolution of real cases. You will gain a more complete understanding of and appreciation for the law while experiencing real people, real issues, and real outcomes.

You will practice in a supportive environment dedicated to ethics and professionalism. Our clinics welcome diverse views and ideas—your ideas. We view this exchange as vital to your emergence as a more rigorous thinker, skilled craftsperson, and a responsible legal professional.

**Appellate Litigation Clinic -** Advocate for clients in federal and state courts, in criminal and civil matters. Depose witnesses. Draft appellate briefs. Develop effective strategies to serve you throughout your legal career.

**Community Economic Development -** Support local efforts to shape development. Provide desperately needed services and opportunities to childcare centers, health clinics, cooperatives, and other grassroots organizations. Empower local communities.

**Consumer Litigation -** Advocate for low-income consumers. Represent them in federal, state, and local courts against lenders, debt collectors, and merchants.

**Corporate Social Responsibility -** Promote sustainability and profitability at the same time. Help businesses maximize their social, environmental, and financial outcomes.

**Criminal Defense -** Defend the vulnerable and underrepresented. Represent clients in Manhattan Criminal Court and argue before a judge for their immediate release.

**Family Advocacy -** Be an advocate for children. Help find appropriate educational services and programs from the NYC Department of Education for the city's most vulnerable.

**Federal Litigation -** Represent clients who have been accused of serious federal crimes and face the possibility of long prison terms. Depose witnesses, argue motions, and try cases.

**Federal Tax -** Help underrepresented individuals with their legal disputes involving the IRS. Craft tax-efficient strategies for small business owners.

**Immigrant Rights -** Provide direct legal representation in a range of immigration matters. Help indigent non-citizens avoid deportation or gain legal status from federal immigration authorities.

**International Human Rights -** Become a social justice advocate. Defend the human rights of marginalized populations at home and abroad.

**International Law and Development in Africa -** Gain a better understanding of the realities and challenges of development work in Africa. Partner with African law students to create sustainable projects designed to promote growth and alleviate poverty.

**Queens DA Prosecution -** Help ensure justice is served. Work with police officers, interview victims and witnesses, determine charges, and representing the People of the State of New York.

**Legislative and Policy Advocacy -** Work outside of the courtroom with community partners to develop creative solutions for New York City's poor and disenfranchised.

**Presidential Succession -** Now is the time to take a scholarly but practical look at the adequacy of the Presidential Succession process ... And take political action to improve it.

**Mediation -** Students work with disputing parties outside the courtroom and assist them in resolving their conflicts through problem-solving negotiation skills.

**Samuelson-Glushko Intellectual Property and Information Law -** Help protect the creative work of others while defending the line between fair use and infringement. Assist musicians, artists, authors, nonprofit organizations, inventors and small business and small business with copyright, trademark, patent and privacy issues.

**Securities Litigation and Arbitration -** Protect small investors. Advocate for people whose claims oftentimes represent their life savings.

# Placement Facts<sup>20</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) |                         | \$85,000 - \$160,000 |  |
|---------------------------------------|-------------------------|----------------------|--|
| Private sector - Median               |                         | \$160,000            |  |
|                                       | Public service - Median | \$60,000             |  |

#### **Employment Details**

| Graduates known to be employed at graduation               | 54.9% |
|--|-------|
| Graduates known to be employed ten months after graduation | 74.3% |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 60.6%      |
| Business and Industry         | 13.8%      |
| Government                    | 12.1%      |
| Public Interest Organizations | 4.9%       |
| Judicial Clerkships           | 6.4%       |
| Academia                      | 2.2%       |
| Unknown                       | 0%         |

# **Externships/Internships**

# Externships<sup>21</sup>

You're already well acquainted with the classroom, now get familiar with the practice of law. From concert halls to City Hall to the hallowed halls of federal, state, and local courts, Fordham's Externship program provides numerous opportunities across New York City to develop the skills, experience, and confidence you need to become a complete lawyer.

You'll receive supervision from a mentor-attorney, guidance from a seminar professor, and support from your classmates as you experience legal practice in action across diverse areas of the law. You'll also gain a better understanding of how the law impacts institutional structures, consider issues of ethics, professionalism, and accountability in the legal workplace, and have the opportunity to do meaningful public service.

# Internships<sup>22</sup>

#### International internships

Fordham Law School offers JD students the opportunity to work in excellent law firms and courts around the globe.

# Student Organizations<sup>23</sup>

- American Constitution Society for Law and Policy
- Asian Pacific American Law Students Association
- Black Law Students Association
- · Catholic Law Student Association
- · Committee on Diversity in Business Law
- Entrepreneur Law Society
- Fashion Law Society
- · Fordham Christian Fellowship
- Fordham Compliance and Ethics Society
- · Fordham Information Law Society
- Fordham Labor and Employment Law Society
- Fordham Law Art Club
- Fordham Law Democrats
- Fordham Law Evening Student Association
- · Fordham Law Follies
- Fordham Law Republicans
- Fordham Law Softball
- Fordham Law Tortfeasors
- Fordham Law Women
- Fordham OUTLaws
- Parents Attending Law School
- Fordham Sports Law Forum
- Global Law Society
- Irish Law Students Association
- Italian American Law Students Association
- Jewish Law Students Association
- Latin American Law Students Association
- Law Students for Reproductive Justice
- Law Students Supporting Science
- Media and Entertainment Law Society
- · Muslim Law Students Association
- National Lawyers Guild
- Phi Alpha Delta Law Fraternity
- · Record at Fordham Law, The
- Society of Secularists
- South Asian Law Students Association

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- 23. http://www.fordham.edu/info/24770/student\_organizations

# Brigham Young University J. Reuben Clark Law School



MAILING ADDRESS<sup>1-4</sup> 240 JRCB, Provo, Utah 84602

**MAIN PHONE** 801-422-4274

**WEBSITE** www.law2.byu.edu

**REGISTRAR'S PHONE** 801-422-4275

**ADMISSIONS PHONE** 801-422-6386

**CAREER SERVICES PHONE** 801-422-3685

#### Overview<sup>5, 6</sup>

Founded in 1971, BYU Law School receives support from and is affiliated with The Church of Jesus Christ of Latter-day Saints. Our students learn in an intellectually and spiritually invigorating community where they look forward to using their legal skills in service throughout the world. The development of moral character and enlightened devotion to the rule of law are hallmarks of a BYU Law School education.

The mission of the BYU Law School is to teach the laws of men in the light of the laws of God. The Law School strives to be worthy in all respects of the name it bears, and to provide an education that is spiritually strengthening, intellectually enlarging, and character building, thus leading to lifelong learning and service.

# Student-Faculty Ratio<sup>7</sup>

12.3:1

#### Admission Criteria<sup>8</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 156-164 | 3.45-3.86 |
| Median*              | 161     | 3.77      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | K. Marie Kulbeth |
|------------------------|------------------|
| Application deadline   | N/A              |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

# Admission Statistics<sup>8</sup>

| Approximate number of applications | 461   |
|------------------------------------|-------|
| Number accepted                    | 186   |
| Percentage accepted                | 40.3% |

The above admission details are based on 2015 data.

# Law School Cost9

| Tuition and fees Full-time: | \$11,970 per year (LDS member)<br>\$23,940 per year (Non-LDS member) |
|-----------------------------|--|
| Room and board              | \$12,888   |
| Books                       | \$1,772  |
| Miscellaneous expenses      | \$6,420  |

# Class Ranking and Grades<sup>10, 11</sup>

Under FERPA, class ranking and cumulative grade point average records maintained by the law school are available to students. The law school compiles, and students may request, individual Student Progress Reports that disclose ranking to the middle of the class in 10% increments with additional disclosures at the top 25% and the top 33%. The remainder of the class is listed as bottom 50%. The law school also compiles an individual class rank for students in the top 15% of the class.

# **Grading Rules**

All courses and seminars shall be evaluated by numerical grades unless departure from that general policy is approved by the Curriculum Committee. Individual faculty members may determine whether to grade Directed Research on a numerical or pass/fail basis. There will be a minimum grade of 1.6 for complete non-performance and a maximum grade of 4.0.

In a pass/fail graded offering, a student may receive a grade of pass, low pass, or fail. Low pass will appear on the transcript at a grade of 2.7 per credit hour. A fail will be recorded as a 1.6.

Law school grades are on a 4.0 scale using intervals of 0.1. The presumptive top grade in each class shall be 4.0; the average required for graduation is 2.7; and the minimum grade for which credit will be given is 2.2.

The J. Reuben Clark Law School uses the following grading scale:

|           | 4.0 |           |  |
|-----------|-----|-----------|--|
|           | 3.9 | C         |  |
|           | 3.8 | Superior  |  |
| А         | 3.7 |           |  |
|           | 3.6 |           |  |
|           | 3.5 | Excellent |  |
|           | 3.4 | Excellent |  |
|           | 3.3 |           |  |
| В         | 3.2 |           |  |
| D         | 3.1 | High Pass |  |
|           | 3.0 |           |  |
|           | 2.9 |           |  |
|           | 2.8 | Pass      |  |
|           | 2.7 |           |  |
|           | 2.6 |           |  |
|           | 2.5 |           |  |
| С         | 2.4 | Low Pass  |  |
|           | 2.3 |           |  |
|           | 2.2 |           |  |
|           | 2.1 |           |  |
|           | 2.0 |           |  |
| No credit | 1.9 | Failing   |  |
| NO CIEUIL | 1.8 | i aiiiig  |  |
|           | 1.7 |           |  |
|           | 1.6 |           |  |

# Grade Normalization (Curve)12

# Median and Mean Grades

In all first-year courses, the median grade will be 3.3.

In all second - and third-year courses, the median grade will be 3.3 with two exceptions:

A deviation not exceeding 0 .2 points may be made if all of the following conditions are met:

The course has an enrollment of fewer than ten students;

The faculty member clearly demonstrates that there is a disproportionate number of excellent, or sub - par, student performances;

The Associate Dean for Faculty and Curriculum approves the deviation. Under this exception, in a particular course, a deviation may occur occasionally, but in almost all years the median for that course will be 3.3. The fact that a course involves a paper, a project, skills training, or a heavy workload does not justify a deviation from the 3.3 median.

If the median GPA of the students enrolled in the course is between 3.4 and 3.499, the instructor may use a median of 3.4; if the median GPA is between 3.5 and 3.599, the instructor may use a median of 3.5; and if the median GPA of students enrolled in the course is 3.6 or above, the instructor may use a median of 3.6. The median GPA of the students in the course will be calculated as of the beginning of the semester in which the course is offered with respect to students enrolled in the course as of the end of the semester. The registrar will notify the instructor if this exception applies to the course.

A grad e is a median grade if half the students in a course receive that grade or lower.

In any course with ten or more students, the mean grade for the course may be no more than 0.1 higher than the highest permissible median grade.

A cumulative grade-point average of at least 2.7 is required for graduation.

# Honors<sup>13</sup>

| Honor             | Criteria   |
|-------------------|--|
| Order of the Coif | The Law School was chartered as a Chapter in The Order of the Coif in March, 1984. The Chapter may elect to membership in the Order of the Coif a graduating student (1) who has completed at least 75 percent of his or her law studies in graded courses and (2) whose grade record ranks in the top 10 percent of all graduating seniors of the school. Please see the Coif Constitution, which is available on the Internet, for complete rules regarding eligibility and election to Coif. The Coif year will be from September 1 to August 31. |
| summa cum laude   | For graduates of the classes of 2015, 2016 and 2017, summa cum laude requires 3.80 or higher, or the top 2% of the class, whichever is greater; For graduates of the class of 2018 or later, to qualify for summa cum laude students must finish in the top 2% of the graduating class;  |
| magna cum laude   | For graduates of the classes of 2015, 2016 and 2017, magna cum laude requires a grade point average of 3.60 to 3.79 For graduates of the class of 2018 or later, magna cum laude in the next 10% of the graduating class;  |
| cum laude         | For graduates of the classes of 2015, 2016 and 2017, cum laude requires a grade point average of 3.45 to 3.59. For graduates of the class of 2018 or later, cum laude in the next 20% of the graduating class.   |

| Dean's List | Each student achieving grades in the top 30% of his or her graduating class in any semester in which the student has completed at least 9 credit hours in graded courses will be designated as a "Dean's List Student" for that semester. The Dean, or his or her designee, will communicate the designation by letter to each Dean's List Student. |
|-------------|---|
|             | The Law School will not post the Dean's List publicly.  |

#### Awards<sup>14</sup>

| Name of Award  | Awarded for/to  |
|--|---|
| Public Interest Service Award                        | Students who perform 100+ hours of pro bono service       |
| J. Reuben Clark Award                                | Exemplify academic excellent and integrity                |
| Christensen Memorial Award                           | Excellence in Advocacy                                    |
| Schooley Outstanding Mediator Award                  | Excellence in alternative dispute resolution              |
| Outstanding Service Award                            | Dedicated to the cause of international religious freedom |
| John S. Welch Award                                  | Outstanding Legal Writing                                 |
| Distinguished Clinical Practice Award                | Exceptional commitment to clinical practice of law        |
| Meritorious Achievement and<br>Distinguished Service | Faculty awards for varied and extensive service           |
| Humor in the Law Award                               | For a healthy and wry sense of humor                      |
| Hugh B. Brown Barrister's Award                      | For preparation and performance in the classroom          |
| National Association for Women<br>Lawyers            | For contributing to the advancement of women              |
| Margaret Rose Nelson Award                           | Best oralist in the Rex Lee Moot Court competition        |
| Linda Anderson Trial Ad Competition                  | Exceptional advocacy                                      |

#### Journals<sup>15-18</sup>

**The BYU Law Review** is made up of second- and third-year students at the J. Reuben Clark Law School. The goal of the BYU Law Review is to produce a legal periodical for use by scholars, practitioners and judges. Members of the BYU Law Review contribute to this goal by editing and writing articles and by performing other tasks associated with the publication of the BYU Law Review that are assigned periodically throughout the year.

The BYU Law Review attracts two categories of written work. The first category includes articles, essays, and book reviews, which are typically written by professors, practicing attorneys, or other legal scholars. The second category includes shorter notes and comments written by students that briefly analyze specific cases or areas of the law.

The BYU Law Review publishes six issues each year. Each issue typically contains four to five articles and a combination of two to four notes and comments. The BYU Law Review publishes the proceedings of the annual International Law & Religion Symposium, sponsored by the BYU International Center for Law & Religious Studies, in a special issue of each volume. Once a year,

the BYU Law Review hosts other symposia concentrating on timely and significant topics and publishes the articles that result.

By preparing articles, notes, and comments for publication, the members of the BYU Law Review receive intensive legal writing and editing experience. This experience improves the members' ability to analyze and discuss legal issues and contributes significantly to the orderly development of the law. A description of the editing process and staff member responsibilities are included in the BYU Law Review Handbook. Specific aspects of the BYU Law Review's purposes, structure, and organization are contained in the BYU Law Review Bylaws.

**The BYU Journal of Public Law** has been published by the J. Reuben Clark Law School, Brigham Young University, since 1986. The Journal is dedicated to publishing scholarly articles addressing topics in public law, including the relationship between governments and their citizens, the association among governments, and the effects of governmental entities upon society.

The Brigham Young University Education and Law Journal: Education laws and policy consistently occupy a position of prominence in public and professional debate, local and national legislatures, and the judicial system. Since 1992, the Brigham Young University Education and Law Journal (ELJ) has strived to provide important information and generate scholarly discussion concerning important educational issues. Published biannually, each ELJ edition highlights legal and policy issues currently affecting elementary, secondary, and higher education.

Specifically, the ELJ serves as a forum in which top legal scholars, practitioners, administrators, educators, and students from across the country share diverse and thought-provoking viewpoints. This innovative student-run journal focuses exclusively on the field of education law and plays a prominent role in educational scholarship.

The Brigham Young University International Law and Management Review was originally established by the Foundation for International Law and Management, a nonprofit educational corporation that provided financial and advisory support to the ILMR. The first issue was published in 2005, and the journal ceased publication in 2015 with Volume 11.

#### **Moot Court**<sup>19</sup>

Moot Court is a program designed to give law students experience in appellate advocacy. Its benefit lies in the invaluable practical experience its members receive. All First Year students learn Moot Court skills by writing an appellate brief and giving an oral argument for their second semester advocacy class. In conjunction with the activities of their advocacy class, First Year students are encouraged to submit their brief to Moot Court and to participate in the 1L Moot Court Competition.

The 1L Moot Court Competition is the primary mechanism by which 1Ls apply to the team, and invitations to new team members will be extended during the summer.

During the first semester of their second year, Moot Court members will participate in an intraschool competition - the Rex E. Lee competition - to determine BYU's National Moot Court team. The four finalists in this competition and the two best brief writers will go on to represent the school in regional and national ABA competitions during their third year.

Others who progress in the competition may apply to compete in other competitions around the country during winter semesters of their 2L and 3L years. In years past the Law School has sent

teams to ten different competitions around the country. These competitions often focus on specific topics, such as securities law, civil rights, or religious liberty. In addition, all members will also have the opportunity of acting as editors and judges for the first year competitions.

Participation in the Moot Court program is an excellent opportunity for students to hone their brief writing and oral advocacy skills in preparation for their professional lives.

# Clinical Programs<sup>20, 21</sup>

BYU Law offers a variety of live-client clinics that allow students to practice legal skills under the supervision of a faculty member or practicing attorney.

- Timpanogos Legal Clinic
- Tuesday Night Bar

BYU Law also has several dynamic Clinical Alliances that place students with high-quality legal service providers, combined with a classroom component that provides additional training and supervision.

- · Law and Entrepreneurship Clinic
- Negotiation and Conflict Resolution Clinic
- Government and Legislation Clinical Alliance
- Community and Economic Development Clinical Alliance
- Family Law Clinic
- Mediation Clinic

# International Center for Law and Religion Studies

The International Center for Law and Religion Studies was formally established and commenced operations as of January 1, 2000, to provide the institutional base for our long-term initiatives in the field of law and religion throughout the world. During the succeeding decade, we have emerged as a recognized leader in the field of religious rights, both at the national level in the United States and internationally. Work in the United States has included Congressional testimony in support of draft legislation and participation in numerous conferences in the U.S. Internationally, ICLRS personnel are now instrumental in organizing and participating in 20-30 regional conferences and law reform consultations each year in countries around the world.

#### **LAWHELP**

Law Help is a volunteer organization that provides free legal advice to community members in need.

# Marriage and Family Law Research Project

The Marriage and Family Law Research Project was organized in 2002 to support and promote academic activities concerning laws and policies relating to marriage and family relations and institution. The goals of the M&FLRP are to facilitate, provide and promote high quality legal scholarship, especially in scholarly conferences and publications, that includes and facilitates expression and publication of insights, information, and perspectives about family life and family laws that reflect the values of the Proclamation on the Family.

# Law and Entrepreneurship Clinic

With the explosion of business startups in Utah County, entrepreneurs are eager to reach market with the next great idea. Frequently, despite an extensive knowledge about their own business and industry, entrepreneurs need assistance making legal decisions that are critical to the future success of their emerging companies.

Brigham Young University's Law & Entrepreneurship Clinic, part of the BYU Law School, is a student-based, clinical program aimed to provide entrepreneurial-minded members of the BYU community with legal services. The BYU community has a rich history of producing world-changing entrepreneurs and businesses and the Law & Entrepreneurship Clinic hopes to help other entrepreneurs continue this great tradition.

Under the supervision of clinical faculty and staff, law students work together to represent start-up companies, entrepreneurs, and nonprofit organizations. Clients range from brand-new initiatives, where students help launch the business from a legal perspective, to more established companies with more sophisticated legal needs.

Although its principal purpose is to train students for leadership positions in law and business, the Center also provides a valuable service to the community by helping many nonprofit organizations and other clients who could not otherwise afford legal assistance.

Students participating in the Entrepreneurship Law Center provide affordable legal advice on matters such as incorporation and contract review.

Clients are selected according to several criteria: businesses that can provide students with important and versatile transactional law experience, companies likely to create new jobs for the community, and nonprofit organizations providing a unique service.

# Placement Facts<sup>22</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$60,000 - \$112,500 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$79,813             |
| Public service - Median               | \$46,000             |

# **Employment Details**

| Graduates known to be employed at graduation               | 57.8% |
|--|-------|
| Graduates known to be employed ten months after graduation | 88.4% |

# Areas of Legal Practice

| Graduates Employed In | Percentage |
|-----------------------|------------|
| Law Firms             | 45.3%      |
| Business and Industry | 13.3%      |
| Government            | 19.5%      |

| Public Interest Organizations | 4.7%  |
|-------------------------------|-------|
| Judicial Clerkships           | 15.6% |
| Academia                      | 1.6%  |
| Unknown                       | 0%    |

# Externships/Internships

#### Externships<sup>22-24</sup>

BYU Law School has one of the strongest externship programs in the country. In addition to having one of the largest student participation rates (81%), BYU Law School also has one of the largest international externship programs available with placements in more than 25 countries each year. The program is designed to provide a real-life, capstone experience for students following the completion of their first year of law school.

# Externship Program among Top in Country

With a growing national trend of student participation in law externships, BYU ranks seventh according to a study published by the National Jurist, "Best Schools for Practical Training" (March 2015).

# **Externship Program Requirements**

Following the completion of a student's first year of law school, students are eligible to extern in a variety of experiences during the summer, including: government offices, judicial chambers, public interest offices, in-house legal offices and private law firms. Students are able to set up their own externship experience or work with Career Services' established programs - ensuring a great summer legal experience.

# **Externship Program**

This program is designed to provide a real-life, "capstone" experience for students completing their first year of law study at BYU Law School. Students earn one unit of law school credit for each 50 hours of work, up to a maximum of six units. Most students in the externship program work full-time for five weeks and earn four credits. Often they prefer to start working when school ends, i.e., about the first of May. However, the number of hours and dates of work are mutually arranged between you and the student.

There is no expectation that you will hire the students for the balance of the summer or that second summer offers will be extended. Students can receive a travel or housing stipend at your discretion. As part of the program, students give us a learning plan (a list of experiences they hope to have during the externship), perform work assignments, and can participate in the full range of activities available through your office. As the supervising attorney you give work assignments (or put the student in the normal assignment channels for your office), review and sign off on the Learning Plan, and evaluate the student's performance on the Midterm Student Report and the Supervisor Review of Student Self Evaluation and Final Report.

# Internships<sup>25</sup>

# INTERN AT THE WORLD FAMILY POLICY CENTER

During the past three decades, international law has begun to reshape legal norms related to family life. Now the international legal system faces substantial academic pressure to adopt the norms that pose serious threats to family and marital stability, parental rights, human dignity and religious liberty. There is a pressing need to develop networks of academicians, policymakers, and students that support a more positive international family culture.

As an intern you will learn how to develop and implement sound governmental policies related to family life. Academic internships for undergraduates are available for 1-3 credit hours. Each intern is expected to complete an administrative assignment and a research assignment. Special arrangements can be made for graduate students with a particular interest. Interns rotate every semester.

# Student Organizations<sup>26</sup>

- 5th Grade Mentoring
- Alternative Dispute Resolution
- American Constitution Society
- Ancient Law Foundations Association
- Asian Law Students Association
- Black Law Students Association
- Business Law Association
- Court Watch
- Environment, Energy, and Resources Society
- Family Law Society
- Federalist Society
- Government & Politics Legal Society
- Health Law Club
- Immigration Law Forum
- International Law Students Association
- Iron Justice Golf
- Jail Outreach
- Joint Degree Student Association
- J. Reuben Clark Law Society, BYU Student Chapter
- Latino/a Law Student Association
- Law Spouse Association
- · Law School Choir
- Military and National Security
- Minority Law Students Association
- National Lawyers' Guild
- Native American Law Students Association
- Pacific Island Law Student Association
- Phi Delta Phi
- Public Interest Law Foundation
- Spirit in the Law
- Sports and Entertainment Law Society
- Student Bar Association
- Student Intellectual Property Law Association

- Tax and Estate Planning Society
- · Weekly Wall Squat
- Wellness, Meditation, & Yoga Club
- Women in the Law
- · Writers' League

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# University of North Carolina School of Law



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**WEBSITE** www.law.unc.edu

**REGISTRAR'S PHONE** 919-962-1249

**ADMISSIONS PHONE** 919-962-5109

CAREER SERVICES PHONE 919-962-8102

#### Overview<sup>2, 3</sup>

UNC School of Law was founded in 1845 and is part of the University of North Carolina at Chapel Hill, the nation's first state-supported university. The school has been approved by the American Bar Association since 1928.

Carolina Law prepares outstanding lawyers and leaders to serve the people and institutions of North Carolina, the nation and the world. Home to numerous centers and initiatives, the school offers strong expertise in civil rights, banking, environmental law, intellectual property, entrepreneurial and securities law, critical studies, bankruptcy and constitutional inquiry.

UNC School of Law is part of the University of North Carolina at Chapel Hill, the nation's first statesupported university. The state constitution authorized a university in 1776, and the N.C. General Assembly chartered the university on December 11, 1789.

In 1793, the cornerstone of the first building was laid, and that building, Old East, is now a National Historic Landmark. The University's first student, Hinton James, arrived from Wilmington, N.C., on February 12, 1795, making this the only public university to confer degrees prior to 1800.

In 1845, William H. Battle became the university's first professor of law, and he oversaw the legal program that has grown into UNC School of Law. At the time, Battle was also a Superior Court judge, and he later sat on the North Carolina Supreme Court.

The School of Law became a charter member of the American Association of Law Schools in 1920, and has been approved by the American Bar Association since 1928. Also in 1928, the School of Law established its chapter of the Order of the Coif. UNC-Chapel Hill has been accredited by the Commission on Colleges of the Southern Association of Colleges and Schools since 1895.

# Student-Faculty Ratio<sup>4</sup>

11.1:1

# Admission Criteria<sup>5</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 160-164 | 3.31-3.68 |
| Median*              | 161     | 3.49      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Kelly Podger-Smith |
|------------------------|--------------------|
| Application deadline   | August 1           |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

# Admission Statistics<sup>6</sup>

| Approximate number of applications | 1442  |
|------------------------------------|-------|
| Number accepted                    | 643   |
| Percentage accepted                | 44.6% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>7</sup>

| Tuition and fees Full-time: | \$23,041 per year (in-state)<br>\$39,672 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$17,008   |
| Books                       | \$1,442  |
| Miscellaneous expenses      | \$5,070  |

# Class Ranking and Grades<sup>8</sup>

#### **Class Ranks**

UNC School of Law no longer provides class ranks for individual students, with the exception of the top 10 students in each class. Students and employers will receive information about the grade-point-average cutoffs for the top 10 percent, top third and top half of each class, however.

The University of North Carolina School of Law uses the following grading scale:

| 4.0 |
|-----|
| 3.7 |
| 3.3 |
| 3.0 |
| 2.7 |
| 2.3 |
| 2.0 |
| 1.7 |
| 1.3 |
| 1.0 |
|     |

An A+ (4.3) may be awarded in exceptional situations (e.g., an A+ should not be awarded as a matter of course to the top student in each class, but only if the top student's performance is exceptional compared to the next student in the class). There is no D-; a failing grade is F (0.0).

Faculty members will report letter grades (with pluses and minuses, as appropriate) to the registrar. Some designated courses are graded on a pass-fail basis.

# Incompletes

Faculty members may award a grade of "Incomplete" (designated "IN" on a transcript) in instances in which they believe the award of such a grade is warranted. Incompletes should generally be cleared by the end of the semester following the semester in which a grade of Incomplete is awarded. Determinations that a longer period is to be made available to clear the Incomplete may be made justified by special circumstances, and in consultation with the Associate Dean for Academic Affairs. Incompletes that are not cleared within one year are converted to 0.0, although in extraordinary circumstances the faculty member, in consultation with the Associate Dean for Academic Affairs, may authorize a student to withdraw with a grade of IN. The designation "IN" followed by the grade ultimately awarded, will appear on student's transcript unless the instructor indicates that the original designation "IN" was made based on instructor error.

# Pass/Fail Courses

Some courses are designated as pass/fail courses. Students may not change a graded course to a pass/fail course. The 65-hour requirement is not affected by whether a case is graded on a pass/fail course or not.

#### Grade Normalization (Curve)9

#### First-Year Curve

First-year classes are subject to a mandatory curve. The curve has two aspects: a mean requirement and a distributional requirement. All first-year courses are subject to the mean requirement. In addition, a distributional requirement applies to the large-section first-year courses.

# Distribution Requirement

| Percent      | Grade     |
|--------------|-----------|
| 35% (31-39%) | A, A-     |
| 55% (51-59%) | B+, B, B- |
| 10% (6-14%)  | C, C+     |

- A deviation of 4 percent is permitted in each letter grade category.
- A grade of A+ is considered part of the 35 percent of grades to be awarded in the A to A- range.
- Grades below C will be considered part of the 10 percent of grades to be awarded in the C+ to C range.

#### Mean requirement

In RRWA sections, the mean has a permissible range from 3.300 to 3.500. In courses other than RRWA, the class grade mean is 3.250, with a permissible range from 3.200 to 3.300.

- A grade below a C is considered a 2.0 for purposes of determining the required mean.
- An A+ is counted based on its actual value (4.3) for determining the required mean.

# Upper-Class Mean

In upper-class courses, the mean GPA should ordinarily fall within a relatively narrow target band, varying by no more than .1 in order to ensure fair treatment of all students. In small-enrollment upper-class courses (fifteen or fewer students), a variance of .3 is permitted. In upper-class writing courses (WE or RWE), the mean GPA is somewhat higher, and a variance of .2 is permitted. The bands for upper-level offerings are as follows:

| Type of Class                          | Target Band      |
|--|------------------|
| Courses (Small-15 or fewer students)   | 3.1-3.4 mean GPA |
| Courses (Larger-more than 15 students) | 3.2-3.3 mean GPA |
| RWEs and Wes                           | 3.4-3.6 mean GPA |

Faculty members are permitted to deviate from these bands by ratcheting upwards or downwards if the mean GPA of students in the course is higher or lower than the overall mean GPA for upper-class students. For example, if the average GPA of upper-class students is 3.305, but the average GPA of the students in a Federal Jurisdiction class is 3.390 (.085 above the overall mean), the professor MAY but is NOT required to raise the class mean by .085-awarding grades in Federal Jurisdiction pursuant to a mean of 3.200-3.385, rather than 3.2-3.3. Similarly, if a Corporate Tax course draws a class with a mean GPA that is .085 lower than the overall upper-class mean, the professor MAY but is NOT required to ratchet the mean for that course downwards by .085 (3.115-3.300).

# Honors<sup>10</sup>

The Law School awards honors designations to students who graduate with high grade point averages:

| Honor             | Criteria  |  |
|-------------------|---|--|
| Order of the Coif | The top 10% of the graduating class is eligible for election by the faculty into the Order of the Coif. Only students who have completed at least 75 percent of their law studies in graded courses are eligible for consideration.   |  |
| Highest Honors    | Any student achieving a 4.0 or higher.  |  |
| High Honors       | The top 10%.  |  |
| Honors            | The top one-third of the class.   |  |
| Dean's List       | The top 50% of the class in any semester is eligible for the Dean's List provided he or she has no grades of Incomplete or Absent from Final Exam (AB). Dean's List for first-year students are also awarded, but is not announced for the fall semester until the end of the first year along with the spring semester awards. |  |

# Awards<sup>11</sup>

| Name of Award                          | Awarded for/to   |
|--|--|
| Pro Bono Publico Awards                | Each year in April, the Pro Bono Program celebrates the outstanding pro bono service of students, student groups, faculty, and alumni at the Pro Bono Publico Awards and Public Interest Reception. The Director of the Pro Bono Program solicits nominations for Pro Bono Publico Awards each March. Students, alumni, faculty, staff, and community organizations may submit a nomination. |
| Sylvia K. Novinsky Award               | This award recognizes a graduating student for three years of consistent pro bono service as a UNC Law student. It awards a graduating student for their "career" of pro bono service.   |
| 1L, 2L, and 3L Students of<br>the Year | Any UNC Law student that is in the 1L, 2L, or 3L class during the current academic year (except for members of the Pro Bono Board).  |
| Group Pro Bono Project of the Year     | Any officially recognized student group at UNC Law.  |

#### Journals<sup>12-17</sup>

First-year law students are eligible to participate in the Joint Journal Competition held each May, the week after spring semester exams.

Each of the five journals selects staff members from the competition. In total, there are 130 staff positions among the five journals available to rising second-year law students.

Journal selection is made by the editors-in-chief of the journals, typically in mid-July. Students are invited to join the journal staffs in late July before resume collection begins for on-campus interviews.

#### North Carolina Law Review

The North Carolina Law Review, a student-operated journal, serves judges, attorneys, scholars, and students by publishing outstanding legal scholarship and furthering the intellectual climate of the University of North Carolina School of Law. Through its collaboration with the legal community, the Review provides timely and thought-provoking commentary for people of North Carolina and the nation.

In addition, the Review trains its members in intensive legal research, analysis, and writing, thereby preparing them for the rigors of legal practice and public service. The Review belongs to the entire School of Law community and accepts the responsibility of enhancing the school's reputation and academic environment.

#### North Carolina Banking Institute Journal

The NCBI is a student-edited legal journal at the University of North Carolina School of Law in Chapel Hill, North Carolina. The NCBI was formed in 1996 by a dedicated group of UNC Law students, UNC Law faculty, and attorneys. The NCBI was then officially recognized as a journal by the UNC School of Law in the Spring of 1998, becoming the third recognized journal at the School. Now, in its nineteenth year, the NCBI continues to thrive with approximately 300 law schools, law firms, and financial institutions subscribing to the journal, which is published annually in the Spring.

#### North Carolina Journal of International Law

As an extension of the University of North Carolina School of Law, ILJ has two principal goals. First, ILJ seeks to broaden the image of the school by providing attorneys with a publication focused on the practice of international law. Second, ILJ seeks to keep the law school in contact with those in the business and legal community that are forging ahead in the practice of international law.

International law has been one of the fastest growing sectors in American legal curricula in recent years. The University of North Carolina School of Law has not only kept pace with this growth, but continuously encourages its development. For convincing proof of the law school's long-term commitment to providing educational opportunities in the field of international law, one need look no further than the North Carolina Journal of International Law and Commercial Regulation.

The journal was launched in 1975 as the North Carolina Journal of International Law and Commercial Regulation by a group of students and professors at UNC's School of Law who recognized international law's growing importance for the North Carolina business community. The fledgling journal produced its first issue of three articles, totaling 107 pages, with a shoestring budget and the guidance of law student Henry Burwell and faculty advisor Seymour W. Wurfel.

The journal has grown steadily since then, with Volume 40 amounting to more than 1,000 pages. Volume 41 includes the premiere issue of The Forum, the journal's online addendum. The expanded online presence reflects the editors' recognition of the need for agility amid the increasing pace of commerce, finance, war, migration, and other legally relevant global interaction. The journal posts more frequently to its blog, and Volume 41 is introducing "Reports," a class of online pieces that combine the analytical rigor of print with the immediacy of online publishing.

The journal's newly shortened name, The North Carolina Journal of International Law (ILJ), further reflects this agility. The journal started out focusing on international issues affecting the business

community; however, the journal has over time broadened its scope and expanded its purview beyond commerce and commercial law. ILJ continues to maintain its commitment to examining international commercial law, but it also examines the full range of international issues, from cyberespionage and intellectual property to human rights and territorial disputes.

Furthermore, ILJ's annual symposium features legal scholars and practitioners discussing the impact of contemporary issues on international law.

#### North Carolina Journal of Law and Technology

The North Carolina Journal of Law & Technology ("NC JOLT") was founded in 1999 at the University of North Carolina School of Law. Our mission is to provide legal scholarship focusing on the many intersections between law and technology. We define technology very broadly, covering issues in intellectual property law, cyberspace law, environmental law, criminal law, health law, privacy law, and any other subject area where the sciences and law converge.

Now in its fifteenth volume, NC JOLT has gained national recognition as one of the top intellectual property journals in the country, according to Patently-O. As a student-run journal, we take pride in producing influential legal scholarship. NC JOLT publishes one print and one online edition at the end of each academic semester. Both editions feature full-length professional articles submitted to the journal, as well as student-written comments and recent developments prepared by our staff.

Publishing with JOLT has many distinct benefits. For example, NC JOLT is one of the first journals to publish each academic year. We also assign an editor to each author to work with you throughout the editing process. Finally, we offer easy access to your published piece for later distribution through our website's advanced posting capabilities.

#### First Amendment Law Review

The First Amendment Law Review (FALR) is a student-edited legal journal that seeks to promote and protect the rights and freedoms guaranteed by the First Amendment through publishing scholarly writings on, and promoting discussion of, issues related to the First Amendment to the Constitution of the United States.

FALR publishes professional and student articles for the benefit of scholars and practitioners. Professional contributions are composed of scholarly articles, symposium papers, and novel, interesting essays on a variety of issues touching the First Amendment. Student contributions are composed of scholarly examinations of discrete First Amendment topics and recent developments in First Amendment law.

#### **Moot Court**<sup>18</sup>

One of the most recognized student groups at the Carolina School of Law, the Holderness Moot Court Bench offers law students a voluntary competitive organization to develop skills in legal research, written preparation, and oral advocacy. The Moot Court team began in 1951 when Professor Bill Aycock coached a team to the national semifinals. Advocacy within the university continues to this day, and Moot Court's influence can been seen in several events. Moot Court sponsors the annual Gressman-Pollit Awards for oral advocacy in conjunction with the UNC Law Research and Writing Program (RRWA). Members also coordinate the annual J. Braxton Craven Competition; a constitutional law competition recognized as one of the most prestigious appellate advocacy competitions nationwide.

Students can become members of Holderness Moot Court via the William B. Aycock Intraschool Moot Court Competition, which is now held in the SPRING SEMESTER of their 1L year. Prospective members may be selected for membership on one of nine competition teams: Client Counseling, Negotiation, Invitational Negotiation, Civil Rights Appellate Advocacy, International Law Appellate Advocacy, Environmental Law Appellate Advocacy, Intellectual Property Law Appellate Advocacy, Corporate Appellate Advocacy, and National Appellate Advocacy. Also selected at that time is the Craven Bench, the panel of members responsible for the administration of the Craven Competition, and the Aycock bench, the panel of members responsible for the administration of the 1L tryout competition, the William B. Aycock Intraschool Moot Court Competition.

Each team focuses on a particular area of law and a distinctive competition format. Students considering trying out for moot court should evaluate which of these formats complement their own interests and talents. There are three types of competitions. The first is the traditional appellate advocacy format, in which two teams argue issues to a panel of judges, similar to the experience first-year students have in the RRWA program. In contrast to the appellate advocacy style competition, the Negotiation and Invitational Negotiation teams engage in direct negotiation with their student adversaries. The only people who speak in a negotiation round are students; judges merely observe and provide after-round analysis. The Client Counseling team competes under a third format. Teams advise a mock client, and judges determine which team best serves the client's needs based on applied legal and personal skills. As in a negotiation setting, the judges play no active role. Unlike the negotiation setting, however, there is no exchange between competing teams.

# Clinical Programs<sup>19</sup>

Clinical legal education provides students the opportunity to learn legal theory and practice while providing much-needed legal assistance to under-represented individuals and organizations. Students represent clients with a wide range of legal problems and handle litigation, transactional and policy matters from beginning to end.

Clinical offerings are sufficiently broad to allow students to work in a variety of legal areas and enhance a number of skills: civil rights, consumer, juvenile defense, community development, domestic violence, housing, human rights, family, immigration and policy work with legislators and non-governmental organizations.

#### **Developing Practical Skills**

In the course of assisting their clients, students learn fact-finding, analytical, and rhetorical skills as part of their practical experiences. Clinical legal work also deepens student appreciation and understanding of legal theory and doctrine. Students experience, first hand, the challenges of professional ethics. They learn to solve problems, make judgments, exercise decisions, and accept responsibility for matters that are of great importance to their clients. They learn to develop systems that facilitate the competent discharge of their responsibilities as lawyers.

#### **How Students Work**

Clinic students work collaboratively with other students and law faculty who teach in the clinic and provide rigorous supervision at each phase of their clinical experience. They have the opportunity to reflect on the practice of law, to consider how to balance the demands of the clinic with other law school and personal commitments, and to develop the foundation for a meaningful professional life. Their law school education is greatly enhanced by the bonds they develop with their clients, and the

knowledge they gain about the relationship between law and social justice. For many students, clinical legal education is the most meaningful experience during law school.

Clinic students' contributions to the client and legal community increase access to justice, and are an important part of the public service mission of UNC School of Law.

The University of North Carolina School of Law offers the following clinical programs:

- Civil Legal Assistance Clinic
- Community Development Law Clinic
- Consumer Financial Transactions Clinic
- Domestic and Sexual Violence Clinic
- Immigration Clinic
- Intellectual Property Clinic
- Veterans Legal Assistance Clinic
- Youth Justice Clinic

#### Placement Facts<sup>20</sup>

#### Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$60,500 - \$135,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$100,000            |
| Public service - Median               | \$52,000             |

# **Employment Details**

| Graduates known to be employed at graduation               | 47.3% |
|--|-------|
| Graduates known to be employed ten months after graduation | 77%   |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 47.8%      |
| Business and Industry         | 16.4%      |
| Government                    | 11.6%      |
| Judicial Clerkships           | 13%        |
| Public Interest Organizations | 7.2%       |
| Academia                      | 3.9%       |
| Unknown                       | 0.%        |

# **Externships/Internships**

#### Externships<sup>21</sup>

The Externship Program at UNC School of Law is an academic program designed to enhance traditional classroom instruction by engaging students in real life lawyering experiences with practicing lawyers and judges in the community. Students receive academic credit (they are not

eligible for salary) for participating in the program, which requires on site work with one of our partner placement sites for a set number of hours each week as well as completion of accompanying journal and class requirements at the law school. Our partner placement sites include judges at federal and state levels as well as lawyers from government agencies, public interest groups, and corporate counsel who serve as mentors and on-site supervisors for the students. The Externship Program's faculty supervisors guide and facilitate the students' exploration of their externship experience through tutorials, journal writing and class discussion.

Through the program, student externs have the opportunity to "try on" and explore a particular area of practice and observe different lawyering styles and techniques. The program aims to train students to examine legal doctrines and practice in the context of actual social and business problems and concerns. In the process, externships promote the students' development of key lawyering skills such as legal analysis, research and writing, interviewing and counseling, negotiation, policy making and both informal and formal advocacy. Through their work with faculty supervisors, students critically examine their learning strategies, their goals and progress, and develop self-directed learning habits. The Program also promotes students' understanding of professional responsibility through discussion of ethical and moral issues arising in practice.

## The Three and Six Credit Programs

There are no mandatory course requirements for enrolling in the Externship Program; however, individual externship placement sites may specify prerequisites.

Students participating in the Externship Program work under the direct supervision of an on-site supervisor for approximately 10 to 11 hours each week during the 14-week semester for three credits, and 20 hours each week for six credits. Site supervisors are experienced lawyers who provide direction, supervision and feedback to the extern as the student initiates, progresses through and completes assigned projects.

Fall and Spring lottery spots are assigned in March for the upcoming academic year. Students who receive a spot from the lottery may then apply to up to four externship sites, and accept at one. With sites ranging from judges to legal aid to corporate counsel to criminal trial work, there is something for every legal interest.

The program offers 55 placements in both the fall and spring semesters at a number of sites, and is limited to third-year law students through the clinic/externship lottery. The Program can occasionally offer a three credit spot to a spring 2L student once the lottery and waitlist are complete. The fall/spring program earns 3 pass/fail credit hours for the majority of sites, with a small number of sites offering 6 pass/fail credits. Please contact the Externship Program with questions about the 6 credit program.

#### The Summer Program

The summer program offers 50 placements, both at judicial and non-judicial sites. First- and second-year students interested in summer placement earn 5 pass/fail credit hours during the 7 week session and are on-site 32 hours per week. Externs attend class on Friday mornings during the summer session.

Participation in the Summer Program is via a lottery in late November. There are no mandatory course requirements for enrolling in the Externship Program; however, individual externship placement sites may specify prerequisites.

## The Semester In Practice Program

The Semester in Practice program offers full time, semester long externships with our partner government agencies and public interest organizations in Washington DC, New York City, Atlanta and North Carolina. The program is designed as a capstone experience for students interested in a particular area of practice or skills set who are willing to spend the full semester off campus and externing full time with the host organization. Students are trained and mentored by on-site supervisors at the host organization. In addition, the Externship Program's faculty supervisors guide and facilitate the student's exploration of their experience through virtual classroom discussion, journal writing and individual conferences. Participating sites in Washington DC include the Department of Justice, Environmental Enforcement Division; the Environmental Protection Agency; the Comptroller of the Currency; the FCC; the Department of Health and Human Services; and the Securities and Exchange Commission. Students also have the opportunity to extern with the New York City and Atlanta offices of the SEC, the Atlanta office of the EPA, the Atlanta office of the CDC, the New York City office of EarthJustice, and with the Southern Environmental Law Center in Asheville and Chapel Hill, North Carolina. Students participating in the program receive 12 units of pass/fail credit. Placement in this Program is by application only and requires the approval of Professor Savasta-Kennedy. There are often specific course requirements to apply to these sites, as well as a GPA of 3.2 or above. Up to 15 students may participate in the fall of their 3L year.

## Student Organizations<sup>22</sup>

- American Civil Liberties Union (ACLU) Carolina Law Chapter
- American Constitution Society (ACS)
- Asian American Law Students Association (AALSA)
- · Attorney General Staff
- Black Law Students Association (BLSA)
- Broun National Trial Team
- Carolina Health Law Organization
- Carolina Intellectual Property Law Association (CIPLA)
- Carolina Law Ambassadors (CLA)
- Carolina Law Republicans
- Carolina Law Soccer Club
- Carolina Public Interest Law Organization (CPILO)
- Carolina Real Estate Law Association (CRELA)
- · Carolina Street Law
- Carolina Teen Court Assistance Program
- Child Action
- Christian Legal Society
- Community Legal Project (CLP)
- Conference on Race, Class, Gender and Ethnicity (CRCGE)
- Consumer & Commercial Law Society
- Critical Legal Studies Assembly (CLSA)
- Death Penalty Project
- Domestic Violence Action Project (DVAP)
- Education Law and Policy Society
- Entrepreneurial Law Association (ELA)
- Environmental Law Project (ELP)
- Federalist Society
- First Amendment Law Review
- Hispanic/Latino Law Students' Association (HLLSA)
- Holderness Moot Court

- Honor Court
- Immigration Law Association
- Innocence Project®
- International & Comparative Law Organization
- Jewish Law Association (JLA)
- Julius L. Chambers Civil Rights Appellate Advocacy Team
- Labor & Employment Law Association
- Lambda Law Students Association
- Law Students for Reproductive Justice
- Media Law Society
- · National Lawyers Guild
- Native American Law Students Association (NALSA)
- North Carolina Banking Institute Journal
- North Carolina Journal of International Law (ILJ)
- North Carolina Journal of Law and Technology (JOLT)
- North Carolina Law Review
- Parents As Law Students (PALS)
- Sports and Entertainment Law Association
- Student Animal Legal Defense Fund
- · Student Bar Association
- The Middle Eastern Law Student Association (MELSA)
- Transactional and Corporate Law Association
- UNC Media Law Society
- Veterans Advocacy Legal Organization (VALOR)
- Volunteer Income Tax Assistance (VITA)
- Women in Law (WIL)

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# University of Arizona James E. Rogers College of Law



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**WEBSITE** www.law.arizona.edu

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**ADMISSIONS PHONE** 520-621-3477

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#### Overview<sup>2</sup>

Founded in 1915, the University of Arizona James E. Rogers College of Law is one of the world's leading law schools. We have a 100-year history of graduating successful lawyers, and now we are shaping the next century of legal education.

Like the rugged Tucson landscape that surrounds our campus, we're built to take on challenges. We're rooted in tradition, but not bound by convention. We value diversity of thought, background, experience, and culture in every dimension of the law school experience.

Arizona Law is the only law school where you can earn a degree at any stage of your education, from undergraduate through doctoral. We provide more access to law school-and pathways into the law-than any school in the world.

Our faculty members are internationally known for their work, whether it's producing provocative new scholarship, influencing the practice of law, or advocating for clients in court. Much of that work sees student alongside professor, making significant contributions and growing from a true mentoring relationship.

# Student-Faculty Ratio<sup>3</sup>

8.8:1

# Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 155-162 | 3.22-3.38 |
| Median*              | 160     | 3.51      |

The above LSAT and GPA data pertain to the fall 2015 entering class.

| Director of admissions | Bianca D. Mack |
|------------------------|----------------|
| Application deadline   | May 15         |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

#### Admission Statistics<sup>5</sup>

| Approximate number of applications | 1337  |
|------------------------------------|-------|
| Number accepted                    | 435   |
| Percentage accepted                | 32.6% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>6</sup>

| Tuition and fees Full-time: | \$24,500 per year (in-state)<br>\$29,000 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$11,500   |
| Books                       | \$1,200  |
| Miscellaneous expenses      | \$8,350  |

# Class Ranking and Grades<sup>7</sup>

#### Class Ranking

First-Year Class. The first-year class shall not be ranked until the end of the academic year, except as is necessary to enable the Arizona Law Review or Arizona Journal of International and Comparative Law to choose candidates on the basis of grade point averages.

Second- and Third-Year Classes. The second- and third-year classes shall be ranked at the end of each semester. No new rankings are calculated following summer school.

Grades. The College of Law employs a letter grading system, including plus and minus grades, in which "A" means excellent, "B" means good, "C" means fair, "D" means poor, and "E" means failure. In addition, "P" means pass, "F" means fail, "I" means incomplete, and "W" means withdrawal. The letter grades have the following numerical equivalents:

| Α  | 4.00  |
|----|-------|
| A- | 3.667 |
| B+ | 3.333 |

| В  | 3.000 |
|----|-------|
| B- | 2.667 |
| C+ | 2.333 |
| С  | 2.000 |
| C- | 1.667 |
| D+ | 1.333 |
| D  | 1.000 |
| D- | 0.667 |
| E  | 0.00  |
|    |       |

Limitations on Mandatory Plus and Minus Grades. Under the mandatory grading system described in subsection (a): (1) a grade of A+, E+, or E- may not be awarded.

For purposes of raising grades on the basis of class participation, an instructor's discretion is limited to raising a grade by one grade increment only. For example, a B- may be raised only to a B and a B+ only to an A-.

# **Incomplete Work**

A grade of "I" may be awarded if a student has not completed all the course work required for a grade. The grade of "I" may not be awarded if the student is expected to repeat the course; in such case, a grade of "E" shall be awarded. A grade of I may not be used in the calculation of grade point averages, but shall be automatically changed to a final grade of "E" unless removed by a final grade within one year after the "I "is given. A student who receives a grade of "I" in a course may not audit the course before removing the incomplete.

#### Pass/Fail

Student in-house clinics shall be graded on a graded or pass-fail basis; students in placement clinics shall be graded on a pass-fail only basis.

#### Grade Normalization (Curve)<sup>8</sup>

The following rules apply with respect to class grade distributions at the Law College:

- (1) Mandatory Curve for First Year Classes. Except as otherwise provided in paragraphs (2) and (3), grades must be distributed in the following manner: 15 percent A's, 15 percent A-'s, 25 percent B's, 10 percent B-'s, and 10 percent C+'s or lower.
- (2) Permitted Deviations From Mandatory Curve for First Year Classes. Faculty may not deviate more than plus or minus 2.5 percent from the mandatory grade curve prescribed in paragraph (1), except in extraordinary circumstances. Additionally, the combined number of A's and A-'s awarded as prescribed in paragraph (1) must be 30 percent of the total grades awarded, plus or minus 2.5 percent, and the combined number of B+'s, B's, and B-'s awarded as prescribed in paragraph (1) must be 60 percent of the total grades awarded, plus or minus 2.5 percent. That is, for example,

with regard to students in a class subject to the curve, the grade of A may not be awarded to more than 17.5 percent or less than 12.5 percent of the students; the grade of A- may not be awarded to more than 17.5 percent or less than 12.5 percent of the students; and the grades of A and Acombined may not be awarded to more than 32.5 percent or less than 27.5 percent of the students. Faculty who believe that extraordinary circumstances justify a deviation of more than 2.5 percent for a particular class may seek permission to do so in writing, explicitly stating the reasons for the request, from the Academic Dean. Unless the grades are accompanied by written approval signed by the Academic Dean, the Registrar may not record grades that deviate from the mandatory grade curve by more than 2.5 percent.

- (3) First-Year Classes Excepted from the Mandatory Curve. Fall semester Legal Process Analysis, and Writing classes shall be graded on a pass/fail basis. Spring semester Legal Process, Analysis, and Writing classes, the year-long first-year legal research class, and upper-level courses offered to firstyear students as electives shall be graded as prescribed in paragraph (4).
- (4) Upper Level Classes. For all upper-level classes, other than substantial paper seminars, and other courses excepted by these bylaws or by a duly-passed faculty resolution, the target mean grade point average shall be 3.35. If the mean falls above or below the target mean, it shall in no event be greater than 3.5 or less than 3.2. Faculty may not deviate from this requirement, except in extraordinary circumstances. Faculty who believe that extraordinary circumstances justify a mean grade point average that falls outside the prescribed range may seek permission to do so in writing, explicitly stating the reasons for the request, from the Academic Dean. Unless the grades are accompanied by written approval signed by the Academic Dean, the Registrar may not record grades that deviate from the grade point average prescribed in this paragraph.
- (5) Grades of D+, D, D- and E Under Mandatory Curve. For purposes of evaluating work in assigning grades under the mandatory curve prescribed under paragraph (1), the grades of D+, D, and D- reflect varying degrees of unsatisfactory work. A grade of "E" reflects work that is so unsatisfactory as not to merit credit for the course.
- (6) Substantial Paper Seminars. There is no grade curve or required mean grade point average for substantial paper seminars or in house clinics.

# Honors<sup>9</sup>

J.D. graduates of the College of Law that rank within the highest 25 percent of the grade point averages for those in a graduation class may be awarded degrees with honors. No more than 25 percent of the total number of graduates in a class may graduate with honors. In the event that two or more graduates may have identical grade point averages that produce ties in rankings, fewer than 25 percent of those in the graduating class may be awarded degrees with honors.

| Honor             | Criteria |  |
|-------------------|----------|--|
| Order of the Coif |          | The College of Law is one of a select number of law schools holding membership in this prestigious national order. The faculty of the College of Law, in its discretion, awards this honor to J.D. graduates who are within the top 10% of the graduating class and who have completed at least 75% of their law studies in graded College of Law units. |

| summa cum laude | Highest Distinction | Top 7% of the class   |
|-----------------|---------------------|---|
| magna cum laude | High Distinction    | Next 7% of the class  |
| cum laude       | Distinction         | Next 11% of the class   |
| Dean's List     |                     | A student who enrolls for and completes a minimum of 10 graded units of law credit in any semester and who receives at least a 3.30 average for that semester shall be placed on the Dean's List. |

#### Awards<sup>10</sup>

| Name of Award                       | Awarded for/to   |
|-------------------------------------|--|
| Ralph W. Aigler                     | Outstanding graduating student   |
| Order of the Barrister              | Top 8-10 students from 2nd Yr Moot Court   |
| Grand Legal Writing Competition     | Juried competition   |
| Fegtly Moot Court Competition       | Juried competition   |
| Jenckes Competition                 | Juried competition   |
| Grand Damages Argument Competition  | Juried competition   |
| Ares Fellows                        | Selected by 1st Yr Small Section Professors  |
| Wim Birmingham Trial Advocacy Award | Graduating student w/outstanding ability in the area of trial advocacy                           |
| Munger Prize for Scholars in Intl & | Graduating students who have made outstanding  |
| Business Law                        | contributions to community service   |
| E. Herbert Herlihy Merit Award      | Must be US Citizen and must carry a full course load for entire 3L year                          |
| W. George Herlihy Merit Award       | 3L student who achieved the highest academic ranking in terms of GPA after 2 years of law school |

#### Journals<sup>10-15</sup>

Law school publications contribute to legal scholarship and explore new areas of research in the theory and practice of law.

Student editorial boards work under the direction of student and faculty leadership to publish regular volumes, which can include notes or articles from scholars nationwide, jurists, and students whose writing and research reflects professional and scholarly quality. Editorial boards are selected every spring in a competitive process with established selection criteria.

Arizona Law's student-run journals allow many students to gain highly valued skills, as they learn to research, write, and edit as well as manage the publication's business operations.

**The Arizona Law Review** was founded in 1959, and is a general-interest academic legal journal, edited and published quarterly by Arizona Law students.

The Arizona Law Review has published symposia, major empirical research projects, and articles from a wide variety of scholars.

The Arizona Journal of International and Comparative Law (AJICIL) is an internationally distributed semi-annual publication dedicated to quality legal scholarship. AJICL publishes articles on a wide variety of international and comparative law topics with the goal of providing a forum for debate on current issues affecting international legal development. In addition to two annual issues, AJICL is also committed to publishing symposia that highlight international legal developments and emerging areas of international law.

The Arizona Journal of Environmental Law & Policy (AJELP) is an interdisciplinary online publication that examines environmental issues from legal, scientific, economic, and public policy perspectives. The student-run journal publishes articles on a rolling basis, providing timely legal and policy updates of interest to the environmental community.

The Arizona Law Journal of Emerging Technologies (AZLawJET) is a collaborative, interdisciplinary journal partnering the College of Law with the UA science and engineering departments, business schools and others. Together, members from these departments guide legal scholarship in response to the challenges and opportunities presented by advancing technologies. In order to do this, AZLawJET publishes annual editions of extensive findings and legal reasoning in addition to rolling publications regarding the latest technological developments and ideas.

#### **Moot Court<sup>16</sup>**

Law students are introduced to oral and written appellate advocacy in the Moot court programs. Each spring, second-year students can enroll in the Second-Year Moot Court competition, known as the Samuel M. Fegtly Moot Court Competition. The Second-Year Program is an elective, 2 unit course. Persuasive Communication (Law 653a) is a prerequisite to Second-Year Moot Court, Jessup Moot Court, and Pace Environmental Moot Court. Editing assistance and practice oral arguments are provided by the Moot Court Board (third-year students who excelled in the second-year competition the previous year). Each student writes a brief and argues before local attorneys, judges, faculty members, and members of the Moot Court Board. The briefs and preliminary oral rounds are scored, with the students scoring highest moving to the semifinals and finals. The finals are usually judged by a panel consisting of outstanding judges and practitioners. Past judges in the competition have included judges from the U.S. Court of Appeals, the Arizona Supreme Court, the Arizona Court of Appeals, and the Arizona Superior Court.

Third-year students are allowed to participate in Second-Year Moot Court but are not eligible for honors awarded in the competition. The finalists in the Fegtly competition are eligible in their third year to be members of the national Moot Court Team and the Moot Court Board. The national team represents the College of Law in the national competition held each Spring by the American Bar Association. The two- or three-person teams write briefs and argue in the regional competition against teams from other schools, with winners of the regional competition advancing to the finals. The members of the Moot Court Board supervise the second year competition, administer the competition, edit briefs, select judges, and judge practice rounds. Unit credit is available for the national team and Moot Court Board work.

# **Clinical Programs**

Real-client experience is a critical part of your legal education. So critical that we guarantee that every student wanting a clinic placement can have one.

In our "in-house" clinics, students work under the supervision of faculty attorneys or veteran practitioners on actual cases, public policy initiatives, or other projects that have significant client impact. Other clinical opportunities are offered by community partners such as the nationally recognized Volunteer Lawyers Program (VLP). Finally, students involve alumni and other lawyers in the community to create student-run clinics.

# In-House and Community Clinics

- 9th Circuit Appellate Representation Clinic
- Arizona Attorney General's Office Clinic
- · Child & Family Law Clinic
- Civil Rights Restoration Clinic
- Community Law Group (for recent graduates)
- Criminal Defense Clinic
- Criminal Prosecution Clinic
- Estate Planning Clinic: Will Drafting in Indian Country
- Immigration Law Clinic
- Indigenous Peoples Law Clinic
- Intellectual Property & Entrepreneurship Clinic
- International Environmental Law Clinic
- International Human Rights Advocacy Workshop
- Tribal Courts Clinic
- Veterans Advocacy Law Clinic
- Workers' Rights Clinic
- Wrongful Conviction Clinic

#### Student-Organized Clinics

- Bankruptcy Reaffirmation Clinic
- Domestic Relations Clinic
- · Himmel Park Legal Referral Clinic
- Homeless Legal Clinic
- LGBT Pride Clinic
- Men's Shelter Clinic
- Minor Guardianship Clinic
- Tucson Indian Center Legal Referral Clinic

#### Placement Facts<sup>17</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$57,000 - \$117,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$89,800             |
| Public service - Median               | \$52,000             |

# **Employment Details**

| Graduates known to be employed at graduation               | 36.1% |
|--|-------|
| Graduates known to be employed ten months after graduation | 81.9% |

## Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 37.6%      |
| Business and Industry         | 9.6%       |
| Government                    | 18.4%      |
| Public Interest Organizations | 2.4%       |
| Judicial Clerkships           | 23.2%      |
| Academia                      | 7.2%       |
| Unknown                       | 1.6%       |

# Externships/Internships<sup>18, 19</sup>

#### **Externships**

An externship is the placement of a student in a law office off-campus where the student studies law practice in action under the oversight of an on-site field supervisor and a law faculty member. The Law College provides academic credit to students studying law through a variety of externship placements. These externships can usefully be grouped into "Permanent Externships," "Ad Hoc Externships" (including placements in government, non-profit, corporate and for-profit legal offices) and "Post Feb Bar Externships." The following describes each of these externship opportunities and how students may enroll in them.

#### PERMANENT EXTERNSHIPS

Permanent externships have been approved as individual courses and have the same faculty and field supervisors each semester. Each permanent externship has its own course number, listing and description that do not change. Permanent externships have the prefix LAW 693 and are assigned a section number.

#### **AD HOC EXTERNSHIPS**

Students may initiate their own field placement or apply for an existing "ad hoc" externship which refers to any non-permanent externship. Ad hoc externships all have the same course number 693 §3. All ad hoc externships must be pre-approved by the faculty and field supervisors and the Curriculum Committee. Students must fill out an ad hoc externship form and submit to the Externship Coordinator who will review and forward to the Curriculum Committee for approval. There are separate forms for Corporate & For-Profit and Government & Non-Profit. Please ensure you submit the appropriate form.

#### POST FEB BAR EXTERNSHIPS

Post February bar externships are available to both Feb bar takers and non-Feb bar 2L and 3Ls. Feb bar externship placements do not need to be pre-approved unless they are student initiated ad hoc placements. Students taking Feb Bar externships must enroll in 698C for the 8 week period post bar.

# LEGISLATIVE AND EXECUTIVE EXTERNSHIPS

The Law College currently offers two types of legislative externships - (1) externships offered in the

Arizona Legislature each spring semester and (2) externships that a student might procure on his/her own in a state or federal legislative office.

# **Internship Opportunities**

With prior approval, students may also earn academic credit for internships in governmental agencies and other public institutions, where they will receive hands-on training in law-related fields. Up to 3 School of Government and Public Policy (SGPP) law-related Internship units (300-level) and 3 Legal Internship units (400-level) may be used to fulfill Law elective requirements.

Law-related internships include positions with Pima County Attorney's Office; US Marshal's Office; CIA; FBI; US Postal Inspector; Pima County Sheriff's Department; Oro Valley and Tucson Police Departments; Public Defender's Office; Victim Witness Program; Homicide Survivors, Inc.; International Rescue Committee; US Department of State in Washington, D.C. and abroad; Congressional Offices; and the White House.

# Student Organizations<sup>20</sup>

- Advocates for Life
- American Bar Association Law Student Division
- American Civil Liberties Union
- American Constitution Society for Law and Policy
- Arizona Intellectual Property & Cyberlaw Society (AIPCS)
- Arizona Journal of Environmental Law & Policy
- Arizona Journal of International and Comparative Law
- Arizona Law Review
- Asian Pacific American Law Students Association
- Black Law Students Association
- Business Law Society
- Christian Legal Society
- Criminal Law and Policy Program
- ELS strives for two primary goals:
- Environmental Law Society
- Immigration Law Student Association
- Intellectual Property Student Association
- International Law Society
- J. Reuben Clark Law Society
- Jewish Law Students Association
- Latino Law Student Association (LLSA)
- Law Parents Club
- Law Student Legal Referral Clinic
- Law Students for Reproductive Justice
- Law Women's Association
- LEAD Mentoring
- Middle Eastern Law Students Association
- Moot Court
- National Contract Management Association Student Group (NCMA)
- National Lawyers Guild
- Native American Law Student Association
- Oral Advocacy Organization

- Phi Alpha Delta Law Fraternity, International
- Phi Delta Phi
- Pride Law
- Public Interest Law Organization
- Rogers Law Vets
- Sports & Entertainment Law Society
- Student Animal Legal Defense
- Students of Arizona Health Law Organization
- The Federalist Society
- Wills for Heroes

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# University of Colorado School of Law



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**ADMISSIONS PHONE** 303-492-7203

**CAREER SERVICES PHONE** 303-492-8651

#### Overview<sup>3, 4</sup>

The University of Colorado Law School is one of the top public law schools in the United States.

- Established in 1892 in Boulder, Colorado
- Diverse student body from over 100 undergraduate institutions
- Highly published faculty
- State-of-the-art Wolf Law Building (LEED Gold certified)
- 509 students
- 9.1:1 student-to-faculty ratio
- Thriving academic community

Welcome to the University of Colorado Law School. We offer a traditional Juris Doctor (JD) program, an option for completing the JD in 2.5 years, 8 dual degree and 5 certificate programs, and a Master of Studies in Law (MSL) program. Tuition rates for all entering students have remained the same for four years.

#### Student-Faculty Ratio<sup>5</sup>

9.9:1

# Admission Criteria<sup>6</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 157-163 | 3.28-3.77 |
| Median*              | 161     | 3.60      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Kristine M. Jackson |
|------------------------|---------------------|
| Application deadline   | March 15            |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

#### Admission Statistics<sup>7</sup>

| Approximate number of applications | 2384  |
|------------------------------------|-------|
| Number accepted                    | 1103  |
| Percentage accepted                | 46.3% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>8</sup>

| Tuition and fees Full-time: | \$31,864 per year (in-state)<br>\$38,650 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$11,916   |
| Books                       | \$1,800  |
| Miscellaneous expenses      | \$5,308  |

#### Class Ranking and Grades<sup>9</sup>

Letter grades within the University's 12-step plus/minus grading system will be reported for all students in the J.D. degree program to the appropriate University administrative office. For each credit hour, the letter grades shall have the credit point value shown in the table in subsection (B) below.

Through the spring of 2012 for J.D. students who matriculated before the Fall 2010 semester, for Law School purposes only, a numerical system of grading shall be used in addition to the University's plus/minus grading system. For J.D. and LL.M. students who matriculate in the Fall 2010 semester or later, only letter grades shall be assigned. Numerical grades, when given, shall be reported to the Law School Registrar for recording and shall be related to the University's plus/minus grading system as shown in the following table:

| University Plus/<br>Minus Grade | Credit<br>Point Value | Law School<br>Numerical Grade |  |
|---------------------------------|-----------------------|-------------------------------|--|
| А                               | 4.0                   | 93 and above                  |  |
| A-                              | 3.7                   | 90-92                         |  |
| B+                              | 3.3                   | 86-89                         |  |
| В                               | 3.0                   | 83-85                         |  |

| B- | 2.7 | 80-82       |
|----|-----|-------------|
| C+ | 2.3 | 76-79       |
| С  | 2.0 | 73-75       |
| C- | 1.7 | 70-72       |
| D+ | 1.3 | 66-69       |
| D  | 1.0 | 63-65       |
| D- | 0.7 | 60-62       |
| F  | 0.0 | 59 or below |

Instructors may raise or lower grades on the basis of classroom performance of any student.

The grade I may be given if the instructor and the Dean's Office determine that (1) an incomplete grade is appropriate because of serious illness of the student or for other equally justifiable reason; or (2) the scope of the work involved in the course is such that it is appropriate to extend the time for its completion beyond the end of the semester.

If the I grade is given, the instructor and the Dean's Office shall determine in writing the appropriate date for completion of the requirements of the course, such period not to extend beyond the end of the next regular (i.e., not summer) term. If the student fails to complete the requirements of the course by the assigned date, the I grade will be converted to an F. If, at the end of the next succeeding regular (i.e., not summer) term, the faculty member has not provided a new grade to the Law School Registrar, the I grade will be automatically converted to an F unless, prior to that time, the instructor and the Dean's Office have agreed that the grade of W (withdrew) is appropriate. The W grade should be given only where the circumstances preventing completion of course requirements are serious, unforeseeable, and beyond the student's control.

#### Pass/Fail

All academic credit previously graded on a "pass-fail" basis, and any new academic credit when so designated by the faculty, shall be graded (until otherwise changed) on a "pass-graded" basis; provided, however, the instructor of any clinical course or trial practice may, with notice prior to the start of the semester, grade such course on the same basis as other courses. "Pass-graded" shall mean that the grade of "pass" will be given when in the judgment of the instructor the quality and quantity of the work is such that on a graded basis such work would be equivalent to at least a C or 75. Should the work not receive a grade of "pass," the work shall be assigned that letter and numerical grade between F or 50 and C- or 74 that the instructor determines is appropriate. (A number grade shall be assigned if the student matriculated before the Fall 2010 semester; otherwise, a letter grade shall be assigned.)

## Grade Normalization (Curve)<sup>10</sup>

# Median Grades (through spring 2010, to expire thereafter)

The median grade in all first year courses, and in all sectioned upper division courses, including upper division courses that may be offered in different semesters of the same academic year, shall be 84,

plus or minus one point. In all other graded courses and seminars, the recommended median shall be 84, plus or minus one point. The highest recommended grade is 96.

Median Grades (beginning summer 2010, for students who matriculated before Fall 2010 semester and visiting students, to expire after spring 2012)

The median grade in all courses shall be 88, plus or minus one point.

#### Median Grades (for students who matriculate Fall 2010 semester or later)

The median grade in all courses shall be B+. MSL students will be exempt from the median pursuant to Miscellaneous Rule 38.

#### Honors<sup>11</sup>

This Honor Code ("Code") is predicated on the premise that the study and teaching of law in an academic setting is an integral part of the legal profession. Students and Faculty engaged in that activity, therefore, do so as members of the legal profession, and they recognize the need to maintain a high level of professional competence and integrity in their work. The purpose of the Honor Code is to foster a commitment to professional ethics and academic integrity.

#### Awards<sup>12</sup>

**Barbara B. Leggate Humanitarian Award:** Annual award to the staff member selected by the third-year class who has done the most to make the law school a more tolerable and humane place for students. Started as the Humanist Award in 1979 for a faculty member, it was first presented to Dean Don Sears. In 1989, it was reconceived to honor a staff member and then the Class of 2002 renamed the award to honor former registrar and six-time winner Barbara Leggate (retired, 2002).

**Clifford Calhoun Public Service Award:** Awarded annually to a faculty or staff member who contributes to the public service of the Law School in the spirit and tradition of the contributions Professor Emeritus Clifford Calhoun made during his 29-year Law School career.

**Excellence in Teaching Award:** Awarded by the student body of the Law School in appreciation of the outstanding and exceptional effort faculty members have made to enhance students' educational experience both inside and outside the classroom.

**Gilbert Goldstein Faculty Fellowship:** MDC/Richmond American Homes Foundation established the Gilbert Goldstein Fund in recognition of alumnus Gilbert Goldstein's '42 dedication and generosity to the greater Denver legal community, which includes scholarships and fellowships to deserving Colorado Law students and faculty. The Faculty Fellowship provides funding to a faculty member to take two semesters sabbatical from teaching to complete a research project.

**Jules Milstein Scholarship Award:** Given to Colorado Law faculty (tenured, tenure-track, clinical, library, and research and writing) for a substantial published work that best demonstrates excellence in legal scholarship. It is normally given once a year at the end of the spring semester for a work published at any point in the preceding two calendar years.

**Outstanding New Faculty Award:** Awarded by the third-year class since 2004 in appreciation of a new faculty member who has shown great service to students and to law school life, both inside and outside the classroom.

**Sandgrund Award for Best Consumer Rights Work:** Awarded every other year to a faculty member with the best electronic or print published work concerning consumer rights protection, including books, treatises, scholarly articles, bar association, legal periodical, and law review articles. The cash award was created with an endowment from alumnus Ron Sandgrund '82.

**Staff Recognition Awards & Program:** Every quarter, Colorado Law encourages and rewards the dedication and professionalism of the staff while providing incentives for continued excellence and employee retention. There are six categories for formal awards recognition and one informal recognition category.

#### Journals<sup>13</sup>

Colorado Law is home to three nationally respected, student-run law journals.

**The University of Colorado Law Review** is our oldest journal of legal scholarship (published as the Rocky Mountain Law Review from 1928-1962). It publishes four times per year on all topics of legal importance.

The Colorado Natural Resources, Energy, and Environmental Law Review is a biannual publication, which was founded in 1989-90 and was formerly the Colorado Journal of International Environmental Law and Policy. It publishes articles related to natural resources, energy, and environmental law and policy, and aspires to feature an article or note discussing environmental issues with international implications in each issue.

**The Colorado Technology Law Journal:** Formerly the Journal on Telecommunications and High Technology Law, this is our newest journal, founded in 2001. CTLJ has since established a position among the elite national technology and telecommunications law journals.

#### Moot Court<sup>14</sup>

Students compete in moot court competitions to develop skills in appellate brief writing and oral argument, and gain valuable trial practice experience. The Dean's Fund and endowments provide financial assistance to support student participation in these competitions. Colorado Law teams have consistently been extremely competitive in their competitions. Students may earn academic credit for their participation. Selection of teams varies by competition and from year to year, depending on student interest. The competition program is managed by a select group of students comprising the Barristers' Council. Barristers' selects competitions, provides opportunities for various specialty legal interests and gives interested 3Ls leadership opportunities. The Barristers' masthead is attached here.

Students seeking credit for participation in external mock trial competitions are required to prepare for such competition by completing law school courses in Evidence (three hours) and Trial Advocacy (two hours). Completion of Intersession Trial Advocacy satisfies the second requirement, as does completion of any other law school course called Trial Advocacy. Completion of the five-hour course Evidence and Trial Practice satisfies both requirements.

- Jim R. Carrigan Cup
- Rothgerber Moot Court Competition
- Reilly-Pozner Challenge
- Colorado Appellate Advocacy Competition
- Colorado Cup

- CU-DU Hogan Lovells Cup
- Transactional and Non-Traditional Try-Outs
- ABA National Appellate Advocacy Competition
- Child Welfare & Adoption Law Moot Court Competition
- Constance Baker Motley National Moot Court Competition
- Edward L. Bryant, Jr. National Health Law Transactional Moot Court Competition
- Hispanic National Bar Association's Annual Moot Court Competition
- Inter-American Sustainable Development Moot Court Competition
- Mardi Gras Invitational Sports Law Competition
- National Invitational Trial Tournament of Champions
- National Moot Court Competition in Child Welfare and Adoption Law
- National Student Trial Advocacy Competition
- The National Trial Competition
- National Telecommunications Moot Court Competition
- Native American Law Students Association Moot Court Competition
- National Environmental Law Moot Court Competition
- Philip C. Jessup International Law Moot Court Competition
- Saul Lefkowitz Moot Court Competition
- SIU National Health Law Moot Court Competition

# Clinical Programs<sup>15</sup>

Since 1948, Colorado Law has provided legal clinics to students and the community. By handling actual cases, students make the transition from legal theory to legal practice. We take pride in the fact that our clinics provide free legal services to many community members who could not otherwise hire an attorney. Clinics play a large role in achieving our values of civic engagement and social responsibility.

**American Indian Law Clinic -** As one of the first American Indian Law clinics in the nation, students gain faculty-supervised experience providing legal assistance in a variety of matters, including tribal sovereignty, child welfare, preservation of tribal identity, employment discrimination, public benefits, preservation of Native lands, and more.

**Civil Practice Clinic -** Students represent low-income clients in family law, social security disability, and immigration asylum cases.

**Criminal Defense Clinic -** Starting in 1948, as the first criminal defense clinic in the nation, students are taught basic criminal practice skills and represent clients in actual cases, from beginning to end, in municipal and county courts in Boulder County.

**Criminal and Immigration Defense Clinic -** Students represent indigent clients charged with misdemeanor and municipal offenses in Boulder and Jefferson Counties.

**Entrepreneurial Law Clinic -** Students work with local entrepreneurs, providing transactional legal services for the formation and development of small businesses in Colorado.

**Family Law Clinic -** Students provide legal services to low-income Coloradans who need help with family law matters such as divorces, issues related to parenting time, and child support.

**Juvenile Law Clinic -** Students represent children and youth who are abused, neglected, or accused of a crime, addressing all of the legal needs of the child client. They also represent school districts

as the petitioner in truancy matters. Students focus on advance trial advocacy with a mock child welfare trial.

**Natural Resources Clinic** - Students represent public interest clients in environmental litigation related to federal public land protection. Students learn about expert testimony and witness preparation, analysis of detailed scientific and environmental data, and submission of complex legal briefs.

**Technology Law and Policy Clinic -** Students advocate in the public interest concerning technology issues in front of regulatory entities, courts, legislatures, and standard setting bodies.

**Appellate Advocacy Practicum -** Students are responsible for completing an appellate brief for a criminal case currently on appeal in the Colorado Supreme Court or the Colorado Court of Appeals and for attending the oral argument.

#### Placement Facts<sup>16</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$60,000 - \$ 115,000 |
|---------------------------------------|-----------------------|
| Private sector - Median               | \$80,000              |
| Public service - Median               | \$50,000              |

#### **Employment Details**

| Graduates known to be employed at graduation               | 50.3% |
|--|-------|
| Graduates known to be employed ten months after graduation | 78.8% |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 40.3%      |
| Business and Industry         | 11.7%      |
| Government                    | 18.2%      |
| Public Interest Organizations | 11%        |
| Judicial Clerkships           | 15.6%      |
| Academia                      | 3.2%       |
| Unknown                       | 0%         |

# Externships/Internships<sup>17, 18</sup>

The Colorado Law externship program is offered year-round (Fall, Spring and Summer semesters). Students may only extern at government or non-profit organizations and agencies. Students may work in all three branches of the government, including state and federal judicial chambers, executive agencies, and congressional offices. Students may also extern with nonprofit organizations. Externship sponsors are not limited to agencies and organizations that have sponsored externs in the past. Sponsoring organizations must have an identified attorney supervisor in order to receive externship approval.

The Office of Career Development maintains a list of possible externships in its CDOnline site. Please search for "externships" for current listings on CDOnline. Students are encouraged to contact past sponsors from government or non-profit agencies in a professional fashion regarding any current externship needs. Examples of agencies and organizations that have participated in the program in the past include Colorado state and federal courts at every level, Leeds School of Business Demming Center Venture Fund, The Nature Conservancy, district attorney and attorney general offices, public defender offices, Colorado State Senate and Secretary of State, US EPA, EEOC, HHS and other agencies.

- U.S. Equal Employment Opportunity Commission
- National Labor Relations Board
- Colorado Dept. of Labor and Employment/ Industrial Claim Appeals Office
- Various City Attorney's Offices (e.g., Arvada, Boulder, Denver, Greeley, Jackson Hole)
- Children's Hospital of Colorado
- Denver Museum of Nature and Sciences
- Office of the University Counsel, University of Colorado
- Various labor & employment law firms employing Colorado Law students in paid work, both parttime during the school year and full-time during summers.

## Student Organizations<sup>19</sup>

- American Civil Liberties Union (ACLU)
- American Constitution Society (ACS)
- Asian Pacific American Law Students Association (APALSA)
- Barristers' Council
- Black Law Students Association (BLSA)
- Business Law Association (BLA)
- Christian Legal Society
- Class of 2016 Board
- Class of 2017 Board
- Class of 2018 Board
- Colorado Innocence Project (CIP)
- Colorado Law Student Parents Group
- Colorado Natural Resources, Energy, & Environmental Law Review
- Colorado Technology Law Journal
- Committee for Inclusiveness and Diversity
- Construction and Real Estate Law Association (CRELA)
- Criminal Prosecution Society (CPS)
- Doman Society of International Law
- Environmental Law Society (ELS)
- Federalist Society for Law and Public Policy Studies
- Health Law Society
- Jewish Law Students Association (JLSA)
- Juvenile and Family Law Club
- Latino Law Student Association (LLSA)
- Law Students for the Performing Arts (LSPA)
- Law Students for Reproductive Justice (LSRJ)
- Legal Alternative Dispute Resolution (LADR)
- Meditation Law Society
- Military Law Society (MLS)
- National Lawyers Guild (NLG)

- Native American Law Students Association (NALSA)
- OUTLaw
- Public Interest Students Association (PISA)
- Silicon Flatirons Students Group
- Society for Work, Employment, and Labor Law at CU (SWELL CU)
- Spanish Speaking Law Students Association
- Sports and Entertainment Law Students Association (SELSA)
- Student Animal Legal Defense Fund (SALDF)
- Student Bar Association (SBA)
- Students for Sensible Drug Policy (SSDP)
- Transfer and Visiting Students' Committee (TVSC)
- University of Colorado Law Review
- Women's Law Caucus (WLC)

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# University of Illinois College of Law



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**ADMISSIONS PHONE** 217-244-6415

**CAREER SERVICES PHONE** 217-333-2961

#### Overview<sup>2</sup>

The University of Illinois College of Law provides a rigorous course of study, an engaging and exceptional faculty, and an active and diverse student body. The diversity of the student body is evident in nearly 40 student organizations, based on interests and backgrounds including scholarly, service, social, political, ethnic, religious, and societal issues.

The University of Illinois and the larger Champaign-Urbana community offer exceptional arts, music, entertainment, Big Ten Conference athletics, a lively nightlife, and one of the nation's most ethnically and internationally diverse campuses.

Established in 1897, the University of Illinois College of Law is one of the oldest and best-known law schools in the nation. It was one of the small number of charter members and founders of the Association of American Law Schools (AALS) and was on the first national list of law schools approved by the American Bar Association (ABA). Illinois is the home of the founding chapter of the law honor society now known as the Order of the Coif, has been the home to many of the nation's great law textbook and treatise writers, and is the birthplace of the interdisciplinary movements such as law and economics and law and psychology.

Our mission is to serve as a preeminent site for the study of law, legal institution, and legal culture; to educate our students effectively and comprehensively in legal principles and skills; and to advance justice and the public good.

Our ongoing commitment to the highest standards of academic excellence assures College of Law graduates of their education's value in the greater legal community, across the country, and around the globe.

With the significant resources of a major research university, the expertise of world-renowned faculty members, and a variety of special program opportunities, academics at the University of Illinois College of Law are first-rate. Complementing the breadth of courses is an array of opportunities for active learning, both in the classroom and beyond. One such example is our signature Chicago Program, which is designed to enrich the College's curriculum, expand professional opportunities for students, and involve alumni and other practitioners more closely in our educational mission.

The faculty at Illinois is one of the most respected and highly cited in the nation, boasting national leaders in the fields of bankruptcy law, corporate law, criminal law, elder law, health law, labor law, property law, and a variety of other fields. About half of the College of Law faculty hold advanced graduate degrees beyond their juris doctors in fields such as medicine, economics, engineering, business, and psychology. Four members of the College's faculty have won the University of Illinois' prestigious Campus Award for Excellence in Graduate and Professional Teaching.

The College of Law building is a three-story facility of roughly 160,000 square feet, located on the University of Illinois flagship campus in Champaign-Urbana, Illinois. The building features an auditorium, a courtroom, five classrooms, four seminar rooms, clinical and experiential learning spaces, a café, and two student gathering areas. The law building also features the 58,000 square foot Albert E. Jenner, Jr. Library, which features a spacious reading room, student collaboration areas, quiet study rooms, and a classroom/conference room.

# Student-Faculty Ratio<sup>3</sup>

11.0:1

#### Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 158-163 | 3.26-3.68 |
| Median*              | 161     | 3.51      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Rebecca Ray |
|------------------------|-------------|
| Application deadline   | March 15    |

Law School Admissions details based on 2015 data.

#### Admission Statistics<sup>5</sup>

| Approximate number of applications | 1369  |
|------------------------------------|-------|
| Number accepted                    | 625   |
| Percentage accepted                | 45.7% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>6</sup>

| Tuition and fees Full-time: | \$41,328 per year (in-state)     |
|-----------------------------|----------------------------------|
|                             | \$49,078 per year (out-of-state) |

<sup>\*</sup>Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

| Room and board         | \$13,350 |
|------------------------|----------|
| Books                  | \$1,800  |
| Miscellaneous expenses | \$2,750  |

#### Class Ranking and Grades<sup>7</sup>

#### Class Rank

Subject to the exceptions listed below, the College of Law neither computes nor discloses individual class rankings. After each semester, the cumulative GPA ("CGPA") for each J.D. class (1L, 2L, 3L) at the cutoffs for top 10%, 15%, 20%, 25%, and top one-third are published.

#### **Grades**

A College of Law CGPA of 2.0 on a 4.0-point scale is required (a) for continuation as a J.D. student at the College of Law and (b) for graduation. Only graded College of Law courses count towards a student's College of Law CGPA.

#### Academic Deficiency

Students who fall below the required 2.0 CGPA are deemed to be in academic deficiency and will be subject to the following procedures:

First-year students whose first-semester CGPA is below a 2.0 may register for courses in the second semester of the first year on a probationary basis, if they elect to do so after counseling with the Associate Dean. If the academic deficiency (i.e., CGPA below 2.0) is not eliminated by the end of this probationary semester, the student will be automatically dismissed from the College of Law immediately upon calculation of the new CGPA, without regard to the student's enrollment in courses for a subsequent semester.

Any such student may submit a Petition for Readmission to the College of Law's Executive Committee, after counseling with the Associate Dean. There is no guarantee that such a petition will be granted. During other semesters, a student whose CGPA is below 2.0 is subject to the following rules:

- a. If the student's CGPA is more than seven credit hours of a "B" grade below a 2.0, the student will be automatically dismissed from the College of Law immediately upon calculation of the new CGPA, without regard to the student's enrollment in courses for a subsequent semester. Any such student may submit a Petition for Readmission to the College of Law's Executive Committee after counseling with the Associate Dean. There is no guarantee that such a petition will be granted.
- b. If a student's CGPA is seven credit hours or less of a "B" grade below a 2.0, the student will be automatically placed on academic probation. After counseling with the Associate Dean, a student on academic probation will be permitted to register for the next succeeding semester. If the academic deficiency is not eliminated by the end of this probationary semester (excluding summer sessions), the student will be automatically dismissed from the College of Law immediately upon calculation of the new CGPA, without regard to the student's enrollment in courses for a subsequent semester.

Any such student may submit a Petition for Readmission to the College of Law's Executive Committee after counseling with the Associate Dean. There is no guarantee that such a petition will be granted.

#### "I" or "DFR" Grades

If a student cannot complete required coursework by the time grades are due in circumstances attributable to good cause, the instructor may enter a grade of "I" (Incomplete) or "DFR" (Deferred). Students should be aware that the presence of an "I" or "DFR" on their transcript, until remedied, prevents them from qualifying for academic honors and prevents them from graduating. In addition, students on academic probation will not be allowed to register for courses as long as they have any "I" or "DFR" grades on their records.

Important: If the "I" or "DFR" grade is not replaced by a letter grade by the last day of classes of the next semester (excluding summer sessions), the Student Records Office is required to automatically convert the grade to an "F" (failure). An exception may be granted should the instructor notify the Associate Dean that a further extension is warranted. Any such request must be submitted to the Associate Dean for approval before the "I" or "DFR" grade is converted to a failing grade.

The following grading scale is used by the College of Law:

| Α+ | 4.00 |
|----|------|
| А  | 4.00 |
| Α- | 3.67 |
| B+ | 3.33 |
| В  | 3.00 |
| B- | 2.67 |
| C+ | 2.33 |
| С  | 2.00 |
| C- | 1.67 |
| D+ | 1.33 |
| D  | 1.00 |
| D- | 0.67 |
| F  | 0.00 |

### Grade Normalization (Curve)<sup>8</sup>

The College of Law does not impose a mandatory grading curve on any law class. The faculty, however, has adopted the following recommended curve for J.D. student grades:

- a. For all first-year courses: a mean GPA for J.D. students of 3.20, with no more than 20% of the J.D. students receiving a grade of A- or higher. At least 10% of grades must fall at C+ or below.
- b. For all upper-level courses with at least 6 J.D. students enrolled: a mean course GPA for J.D. students of 3.40. Note that for the Fall 2015 semester, this upper-level curve does not apply to the College's in-house clinics (Civil Litigation Clinic, Family Law Clinic, Community Preservation Clinic, Elder Financial Justice Clinic, Domestic Violence Clinic, and Federal Civil Rights Clinic).

# Honors<sup>9</sup>

| Honor             | Criteria   |
|-------------------|--|
| Order of the Coif | Order of the Coif is an honorary society distinguishing students whose CGPA in College of Law courses place them in the top 10% of their graduating class. In addition, society rules require that qualifying students must have completed at least 75% of their law studies (68 credit hours) in graded courses. Special rules govern the eligibility of transfer, visiting, and joint degree students for Coif membership.   |
| summa cum laude   | Students who complete their degree work with a CGPA of 3.75 and above (on a 4.0 point scale) in College of Law courses graduate.   |
| magna cum laude   | Students with a CGPA of 3.50 to 3.74 in these courses graduate.  |
| cum laude         | Students with a CGPA of 3.25 to 3.49 in these courses graduate.  |
| Harno Scholars    | The top 10% of the full-time registered students in each Law school class (i.e., 1L, 2L, and 3L) for each regular semester (excluding J.D. summer sessions) are recognized for their scholastic achievement as Harno Scholars. This designation commemorates a distinguished former Dean of the College of Law, Albert J. Harno, who led the College for 35 years, from 1922 to 1957. The recognition is based on the non-cumulative Law grades for the semester involved, and the honor is noted on the student's transcript for the relevant semester. |
| Dean's List       | The next 20% (11% through 30%) of the full-time registered J.D. students for each regular semester are recognized for their scholastic achievement as members of the Dean's List. Once again, the recognition is based on the non-cumulative Law grades for the semester involved, and the honor is noted on the transcript for the relevant semester.   |

# Awards<sup>10</sup>

| Name of Award                       | Awarded for/to                                  |
|-------------------------------------|---|
| Rickert Award                       | Outstanding 3rd year students in 4 categories   |
| CALI Excellence for the Future      | Top grade in each course                        |
| Dykema Scholarship                  | Outstanding 1st year minority student           |
| Larry Travis Bushong Writing Award  | Top student paper on gay & lesbian issues       |
| Jenner & Block Minority Scholar     | Outstanding 1st Year Minority Student           |
| Honorary Round Best Oralist         | Best oralist in Moot Court Honorary Round       |
| Harker Prize                        | Top ranked student after 1st year               |
| J. Nelson Young Tax Award           | Academic excellence in tax at 3rd year          |
| Ellen Daar Kerschner Memorial Schol | Outstanding 3rd year female student             |
| Robert E & Jane C. Ferris Scholarsh | Academic excellence in preservation of property |

| Class of 1996 Public Service Award          | Public Service Commitment                      |
|---|--|
| Cook County Circuit Honors Externs          | 1st year students with honors in legal writing |
| Ward F. McDonald Scholarship                | Excellence in Real Estate Law                  |
| H.H.Harris Foundation/Charles Hough         | Excellence in Law                              |
| SBA Grants                                  | Student leadership                             |
| Public Interest Law Foundation Award        | Public interest student grants                 |
| Illinois Cyber Security Scholarship Program | Cyber Security Program                         |
| Paul Lisnek Award                           | Excellence in trial advocacy                   |

#### Journals<sup>11</sup>

## University of Illinois Law Review

The student-edited University of Illinois Law Review is generally regarded as one of the preeminent law reviews in the country. Students who excel in a summer writing competition are invited to become members. This journal attracts articles from scholars nationwide.

#### **Elder Law Journal**

The Elder Law Journal is the oldest scholarly publication in the country dedicated to addressing elder law issues. We are an academic publication published bi-annually by the students of the University of Illinois College of Law. The journal publishes manuscripts which not only address policy decisions, but also guide practicing attorneys. Thus, the scope of The Elder Law Journal makes it the perfect addition to the libraries of attorneys who advise clients on estate planning, living wills, arrangements for long-term care, qualifying for Medicaid, as well as other areas of law pertinent to the elderly. Additionally, articles in The Elder Law Journal are of interest to scholars and professionals in fields such as social work, gerontology, ethics, and medicine.

#### The Journal of Law, Technology, and Policy

The College of Law's newest journal is The Journal of Law, Technology, and Policy. Launched in 2001, the Journal is a highly innovative, interdisciplinary publication devoted to cutting-edge issues of intellectual property. Students are invited to become members after submitting a writing sample and showing a demonstrated interest in intellectual property matters.

#### Illinois Law Update

College of Law students also write Illinois Law Update, a column focusing on recent developments in Illinois law, published monthly in the Illinois Bar Journal and read by thousands of practicing lawyers throughout the state. These students are chosen from among the top legal writing students in the College.

#### Comparative Labor Law & Policy Journal

The College also publishes the prestigious Comparative Labor Law & Policy Journal, a major international forum for the best scholarship in labor law and employment policy.

#### Illinois Business Law Journal

Law professors, practitioners, and students submit short articles for publication on this student-run website, where readers are also strongly encouraged to post comments relating to a specific article or a topic covered by an article.

#### Moot Court<sup>12</sup>

## Frederick Green Moot Court Competition

The Frederick Green Moot Court Competition is the oldest and largest of the moot court competitions at the University of Illinois College of Law and is named for longtime Professor Frederick Green, who served on the Illinois faculty from 1904 to 1939. Internal competitions are held at the College of Law, from which the top competitors are chosen to compete nationally and also to serve as editors of next year's competition.

#### Clinical Programs<sup>13</sup>

Working with real clients on real problems through our clinics, field placements, and other live client courses is one of the richest ways to learn about lawyering because of the complexity and depth that clients bring to the experience.

The College of Law offers a variety of clinical programming where students have the opportunity to work with and solve problems for real clients.

Learning professionalism, skills, substantive law, procedure, and ethics, participating students find these courses to be among the most satisfying law school experiences as they synthesize what they have learned and apply that knowledge to helping an actual person or organization.

In contrast to a standard work environment, the clinics, field placements, and other live client courses provide opportunities for students to experience law practice in a supportive, reflective setting that is focused on their learning. Students experiment with different styles of lawyering and explore a variety of legal work that may assist them in choosing a career path.

Clinics, field placements, and other live client courses also provide students with a valuable service opportunity. All of the clinics provide free legal services to individuals and organizations that would not otherwise have access to legal representation.

#### In-house Clinics

- Civil Litigation Clinic
- Community Preservation Clinic
- Elder Financial Justice Clinic
- Family Advocacy Clinic

#### Field Placements and Other Live Client Courses

- Advanced Innocence Project
- Appellate Defender
- Clinical Assistantships
- Domestic Violence Clinic

- Externships
- Federal Appellate Defender
- · Federal Civil Rights Clinic
- Innocence Project
- Legislative Projects
- Intellectual Property Clinic
- Real Estate Development
- Chicago Real Estate Practicum

#### Placement Facts<sup>14</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$60,000 - \$140,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$79,500             |
| Public service - Median               | \$56,000             |

#### **Employment Details**

| Graduates known to be employed at graduation               | 61.1% |
|--|-------|
| Graduates known to be employed ten months after graduation | 82.2% |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 54.8%      |
| Business and Industry         | 13.1%      |
| Government                    | 16.7%      |
| Public Interest Organizations | 2.4%       |
| Judicial Clerkships           | 8.3%       |
| Academia                      | 4.8%       |
| Unknown                       | 0%         |

# Externships/Internships<sup>15</sup>

# **Externships**

Externships offer students the opportunity to receive College of Law credit for hours spent working with governmental and not-for profit attorneys, and with state, federal, and international judges. Externships can be located anywhere in the world. They are highly valued by law students because:

- They yield real-world experience in the practice of law;
- They show how legal theory looks in practice;
- They permit networking with judges and attorneys; and
- They let students try out an area of law to see if it is a good fit for the student's interests and talents.

Nearly all students will complete one or more externships while enrolled at the College of Law, often during the summer months.

Students work under the direct supervision of an attorney and complete assignments such as interviewing clients and witnesses; researching legal questions, preparing pleadings, discovery motions, and briefs; and in some instances, trying cases.

## Student Organizations<sup>16</sup>

- American Bar Association (ABA) Student Division
- American Constitution Society (ACS)
- Asian American Law Students Association (AALSA)
- Bankruptcy Law Society (BLS)
- lack Law Students Association (BLSA)
- Chicago Bar Association (CBA) Student Division
- Christian Law Students Association (CLSA)
- Corporate and Business Law Association (CBLA)
- Criminal Law Society (CLS)
- Critical Thinkers Society (CTS)
- Downstate Legal Society (DLS)
- Energy and Environmental Law Society
- Entrepreneurial Legal Literacy Association (ELLA)
- Family Law Society (FLS)
- Federalist Society (Federalists)
- Government Interest Law Association (GILA)
- Health and Elder Law Society (H&ELS)
- Illinois State Bar Association (ISBA) Student Division
- Intellectual Property Legal Society (IPLS)
- International Commercial Arbitration Team (VICAT)
- Italian-American Law Students (ITALSA)
- Jewish Law Students Association (JLSA)
- Latino/Latina Law Students Association (LLSA)
- Middle Eastern Law Students Association (MELSA)
- Myra Bradwell Association for Women Law Students (WLS)
- OUTLaw (Sexual Orientation and Legal Issues Society)
- Phi Alpha Delta Law Fraternity (PAD)
- Privacy & Security Law Society
- Public Interest Law Foundation (PILF)
- Real Estate Law Society (RELS)
- South Asian Law Students Association (SALSA)
- Sports and Entertainment Law Society (SELS)
- Student Bar Association (SBA)
- Student Legal Relief (SLR)

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# Wake Forest University School of Law



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**REGISTRAR'S PHONE** 336-758-5443

**ADMISSIONS PHONE** 336-758-5434

CAREER SERVICES PHONE 336-758-5721

#### Overview<sup>5, 6</sup>

The formal study of law has been part of Wake Forest since 1894. Over the years, Wake Forest has evolved as a small Baptist college for men located just north of Raleigh, North Carolina, to an independent, multi-dimensional, nationally recognized university located in Winston-Salem. Wake Forest Law has grown along with and at times led the development of the institution of which it is a part. The law school, which has worked to meet the needs of a changing legal profession as well as the changing needs of students, continues to be a leader in legal education by modeling engagement and professionalism through academic excellence and a thorough commitment to service.

In the recruitment of our students and the placement of our graduates, our school is increasingly national in orientation, but we maintain and will continue to nurture a special relationship with our state and region.

Our school is small by tradition and design. Our goal is to establish an academic community that unites students, faculty, staff, alumni, and friends in an extended, loyal family. We must concern ourselves with the personal development of the individual student, and we should encourage all students to care for one another and for Wake Forest. We aspire to overcome any economic or ethnic barriers that may have excluded individuals from the legal profession in the past.

We believe that the faculty must be committed to teaching and to legal scholarship. We regard these functions as synergistic aspects of a single vocation. Excellent teaching is central to the educational process; legal scholarship informs that process and contributes to the improvement of the law. We seek to attract to our faculty individuals whose character and conduct exemplify the professional and personal ideals that are basic to the school's mission.

The course of study at Wake Forest emphasizes fundamental lawyering skills. Classes are small. Teachers are accessible to students outside of class. In all courses teachers stress legal analysis and critical thinking, and they encourage students to consider the social and economic settings in which legal principles and rules operate and the ways in which lawyers use those principles and rules in practice.

Believing that lawyers must be able to communicate clearly and persuasively, we emphasize the development of skill in written and oral communication. We also recognize the need to instruct our students in the effective use of informational technology. We understand that we are preparing our students to live and work in a changing world that is influenced by transnational developments and globalization.

# Student-Faculty Ratio<sup>7</sup>

10.9:1

#### Admission Criteria<sup>8</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 157-162 | 3.37-3.73 |
| Median*              | 161     | 3.60      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | R. Jay Shively |
|------------------------|----------------|
| Application deadline   | March 15       |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

# Admission Statistics9

| Approximate number of applications | 2012  |
|------------------------------------|-------|
| Number accepted                    | 1129  |
| Percentage accepted                | 56.1% |

The above admission details are based on 2015 data.

## Law School Cost<sup>10</sup>

| Tuition and fees Full-time: | \$42,738 per year |
|-----------------------------|-------------------|
| Room and board              | \$9,900           |
| Books                       | \$1,600           |
| Miscellaneous expenses      | \$10,318          |

# Class Ranking and Grades<sup>11</sup>

A cumulative weighted grade average of 73.00 or above is required by every student at the end of his or her first year and at the end of every academic year thereafter in order to remain in law school and

to qualify for graduation from Wake Forest University School of Law.

The numerical grading system for the JD students in the law school is as follows:

| А | 90 to 100 |
|---|-----------|
| В | 80 to 89  |
| С | 70 to 79  |
| D | 66 to 69  |
| F | Below 66  |

The highest grade given in the normal situation is 98. However, in exceptional circumstances a high grade of 100 may be given. The lowest grade given is 61. However, in exceptional circumstances a low grade of 59 may be given.

A cumulative weighted grade average of 73.00 or above is required of every student at the end of the first year and at the end of every academic year thereafter in order to remain in law school and to graduate.

## Grade of Incomplete

If a student receives authorization to miss an examination or not to complete work in a course within the prescribed time, he or she will be given a grade of "I" (Incomplete) instead of an "F."

### Pass/Fail Option

A student may take certain upper-level, non-required courses on a Pass/Fail basis. A student may not take more than three hours of course work on a Pass/Fail basis in any one semester.

A student who is registered for a course in which a Pass/Fail option is available may not change from the Pass/Fail to the grade option or vice versa during the final two weeks of the semester.

#### Grade Normalization (Curve)<sup>12</sup>

A cumulative weighted grade point average of 73.00 or above is required of every student at the end of the first year and at the end of every academic year thereafter in order to remain in the Wake Forest University School of Law and to graduate.

All courses shall have a mean or average grade of 85. Any deviation from this must be explained by letter to the Dean. Examples of appropriate basis for deviation from the approved grade range would include: unusually small number of students (so that there can be no presumption of random distribution); the class as a whole performed on the exam in a manner justifying deviation from the mean. This uniform grading policy does not apply (1) to non-multiple section upper level elective courses taught by full -time members of the faculty in which the class size is less than 20 students, or (2) to a paper course.

# Honors<sup>13</sup>

| Honor             | Criteria            |
|-------------------|---------------------|
| Order of the Coif | Top 10%             |
| summa cum laude   | GPA of 94 or higher |
| magna cum laude   | GPA of 92 - 93.99   |
| cum laude         | GPA of 90 - 91.99   |

# Awards<sup>14</sup>

| Name of Award   | Awarded for/to  |
|---|---|
| American Academy of Matrimonial<br>Lawyers Award            | Student with high professional standards and an interest in family law.   |
| Robert Goldberg Award in Trial<br>Advocacy                  | Student or students showing the highest aptitude and ethics in trial advocacy.  |
| I. Beverly Lake Award                                       | Proficiency in the study of constitutional law.   |
| National Association of Women Lawyers<br>Award              | Academic achievement, motivation, tenacity, and drive, as well as the promise of future contributions to the advancement of women in society and the presentation of a personable and professional image. |
| North Carolina State Bar Student Pro<br>Bono Award          | An individual who has performed pro bono law-related service for a student while in law school.   |
| Forsyth County Women's Attorney's<br>Association Book Award | Outstanding female graduate.  |
| ABA/BNA Award for Health Law                                | Excellence in Health Law.   |
| ABA and the Bureau of National Affairs<br>Award in IP       | Excellence in the study of Intellectual Property.   |
| ABA/BNA Award for Excellency in Labor & Employment          | Highest grade in Labor and Employment.  |
| The Dean's Award  | Demonstration of uncommon qualities in leadership.  |
| E. McGruder Faris Memorial Award and \$200 cash             | Student exhibiting the highest standards of character, leadership, and scholarship.   |
| Laura J. Gendy Award  | Demonstration of integrity and passion for others.  |
| Wake Forest University School of Law<br>Service Award       | Extraordinary contributions to the law school's program of legal education, faculty or students.  |

# Journals<sup>15-17</sup>

**The Wake Forest Law Review** is a student-run organization that publishes five issues annually. The Law Review also sponsors two symposiums. The Fall Symposium changes topics yearly. For over twenty years, the Spring Symposium has been dedicated to exploring business law. Through the

publication of articles, notes, comments, and empirical legal studies, the Law Review provides the profession with timely evaluations of current problems in the law and serves students as a valuable educational tool.

The Wake Forest Journal of Business & Intellectual Property Law publishes four issues annually, pertaining to a wide variety of topics within the fields of intellectual property law and business law, while attempting to focus specifically on the intersection between the two. The Journal also hosts the #1 Educational Law Blog, which offers an expanded coverage of the most recent developments in both business and intellectual property law. In addition, the Journal sponsors a symposium each spring semester. Academics, practitioners, and students of the law look to the Journal for a current and historical analysis of advancements in intellectual property law and its impact on the legal profession. Further, the Journal's revised scope and mission attempts to integrate more practice-friendly pieces into a manageable medium for the practicing business and legal communities.

**The Wake Forest Journal of Law & Policy** is an interdisciplinary publication that explores the intersection of timely legal issues with public and social policy. By examining topics of great importance, such as energy, economics, healthcare, and social justice, the Journal seeks to introduce and advance discourse consistent with Wake Forest's motto of "Pro Humanitate."

## Moot Court<sup>18.19</sup>

The Wake Forest University School of Law Moot Court Organization's purpose is to assist students in their development of effective appellate advocacy skills. Moot Court achieves this goal by giving students opportunities to develop effective legal research skills, draft persuasive appellate briefs, and deliver oral arguments through their participation in various intramural and interscholastic appellate advocacy competitions.

Each year, the Wake Forest Moot Court Board administers two intramural competitions: the George K. Walker Moot Court Competition, open to all 1L students, and the Edwin M. Stanley Moot Court Competition, open to all 2L and 3L students. Competitors research and brief one side of a hypothetical problem and then deliver a series of oral arguments before panels of judges. Distinguished federal and state judges preside over the semifinal and final rounds of each competition. Students become members of the Moot Court Board through their performances in these intramural competitions.

# Clinical Programs<sup>20</sup>

Wake Forest Law is committed to helping you practice what you learn. Through several outstanding programs – some curricular, some extracurricular, and some co-curricular – students work, argue, research, write, and practice, often while helping citizens in need. Our approach tightly integrates study, practice, and experience, and it develops great lawyers. In addition to the following clinics and externships, we offer practical skills courses as well as co-curricular opportunities such as journals and moot court and trial competition teams.

**Appellate Advocacy Clinic -** Represents low-income clients in all sorts of appeals, both civil and criminal, and in a variety of appellate courts, including the Fourth Circuit and the Seventh Circuit. Students handle an actual appeal from start to finish.

**Child Advocacy Clinic -** Focuses on the representation of children in custody cases and in issues involving the public school system. Students study the various models for representing children and analyze the ethical issues raised in the various settings.

**Community Law & Business Clinic -** Concentrates on the transactional aspects of nonprofit organizations, small business start-ups, and arts and entertainment law. Provides students with the skills needed to practice in a complex legal and regulatory environment.

**Elder Law Clinic -** Exposes students to both the legal issues and medical aspects of this growing practice area. Students represent clients in wills, guardianship, fraud, and other matters.

**Innocence and Justice Clinic -** Provides students with the opportunity to learn about the causes of wrongful convictions while giving them the opportunity to apply this knowledge to the investigation of cases where evidence can prove a client's innocence.

**Micro-Trade Clinic -** This clinic looks at issues of development and trade and provides students with an opportunity to work with clients while exploring the culture of Nicaragua.

**Veterans Legal Clinic -** Allows selected students to work under the supervision of a practicing attorney to provide legal assistance on a pro-bono basis to North Carolina military personnel, including active-duty service members, reservists, veterans, and non-affiliated veterans.

#### Placement Facts<sup>15</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$55,000- \$110,000 |
|---------------------------------------|---------------------|
| Private sector - Median               | \$75,000            |
| Public service - Median               | \$52,500            |

# **Employment Details**

| Graduates known to be employed at graduation               | 37.4% |
|--|-------|
| Graduates known to be employed ten months after graduation | 83.4% |

#### Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 46.8%      |
| Business and Industry         | 20.5%      |
| Government                    | 13.5%      |
| Public Interest Organizations | 5.8%       |
| Judicial Clerkships           | 9.9%       |
| Academia                      | 3.5%       |
| Unknown                       | 0%         |

# Externships/Internships<sup>21, 22</sup>

# **Externships**

#### Carolina Externship

This course is currently available only in the summer. The director of the externship designates one

or more cities in North and South Carolina, usually including Charlotte, NC, and offers the students externships in a designated practice area. The practice areas vary from summer to summer. Students meet weekly with the director to integrate and apply the doctrinal insights received elsewhere in the law school curriculum and in the subject matter of the field placements. The course fulfills the practical skills requirement.

# **Judicial Externship**

A clinical study of law from the viewpoint of the bench offered only during the summer. The student works as a judicial extern for a state or federal judge. Students will observe trials, conferences and hearings and research law and procedure under the judge's direction. A student must have completed their first year of law school in order to participate. Due to scheduling concerns permission must be obtained from the professor before registering for this course.

## Judicial Externship

A student may receive 1 or 2 pass/fail credits for a fall or spring semester judicial externship. The student works with a faculty supervisor of the student's choice on the selection of a judge. The student submits a statement of goals to the faculty supervisor and meets with the supervisor on the goals before the externship begins. For a 1-hour externship the student submits a minimum of 4 2-page reflection papers to the faculty supervisor during the externship and works for the judge for a minimum of 60 hours. At the end of the externship, the student submits to the supervisor a sample of the student's work for the judge. For a 2-hour externship, the same requirements for a statement of goals and post-externship work sample apply, with a minimum of 8 2-page reflection papers and 120 hours of work for the judge.

#### Juvenile Law Externship

This course, which will include both classroom and field components, offers an overview of juvenile delinquency proceedings. The class component will cover substantive and procedural aspects of juvenile delinquency proceedings along with relevant social science background. The field component will allow students to observe juvenile court judges and to represent juveniles in delinquency proceedings and related matters, under the supervision of practicing attorneys. Trial Practice Lab 610 is a pre-requisite or co-requisite for this course, unless the student obtains the permission of the instructor to waive this requirement. Consult the calendar notes in the registration materials for special scheduling requirements.

### Metropolitan Externship

Students enrolled in this course will receive 10 credits on a pass-fail basis and 3 credits of graded credit. They will participate in externships based in Washington, D.C. and will meet weekly with the Director to integrate and apply the doctrinal insights received elsewhere in the law school curriculum with the real problems, real cases, and real clients encountered in the externship. Open only to third-year students. Students enrolled in this course must complete all other graduation requirements, apart from the total credit hours requirement, before the starting date of the externship. Enrollment occurs through a specialized application process. This course fulfills the Practical Skills requirement.

## Prosecution Externship

The course is a 2-credit placement in a prosecutor's office. The faculty member consults with the supervising attorneys in the office to establish customized learning objectives for each students,

achieved through a variety of practice experiences. The number of hours that a student spends at work in the prosecutor's office will be consistent with the hours required for clinical courses. The student will also complete written exercises to promote reflection on the fieldwork. Prosecution Seminar is a prerequisite; permission of the instructor is required.

## Public Interest Externship

The course is a 2-credit placement in a public interest organization in Washington, D.C. Students will complete a significant research assignment from a public interest organization in Washington, D.C. under the supervision of the professor of the course. Students will travel to Washington to meet with the organization to receive the research assignment and again at the completion of the project to present the results to the organization. (If necessary, these meetings can be online.) Enrollment is limited. The Public Interest Lawyering Seminar is a co-requisite.

## Litigation Externship Clinic

Students are placed with supervising attorneys in offices large and small, public and private, in a wide range of practice areas. We believe we are the only clinic in the country that requires each student to have concurrent civil and criminal law placements. The idea is for students to confront not only issues of property and money but life and liberty, while rounding out a skill set that will serve both the student and their future clients well.

# Metropolitan Externship

Grants selected students the opportunity to spend a semester in practice in Washington, D.C. The program includes a programmatic initiative that includes classes, conferences, symposia, and lectures. Students intern in a government agency or non-governmental organization.

# Carolina Externship

Allows selected students to spend a summer month in Charlotte practicing in a corporate or business setting. The program involves a class and externship placement where students may expect to work on issues affecting corporations. Placements in other cities may be available, with course work handled by distance education.

## Judicial Externship

Enables selected students to be placed with judges in state and federal courts throughout the U.S. Students spend time in court with their mentoring judge as well as researching and writing. While the majority of placements are within the Triad, students may also recruit their own judges in any location.

### **Prosecution Externship**

Selected students have the chance to be placed in a prosecutor's office. Students engage in the kinds of activities a prosecutor does, under a supervising attorney in the office. Customized learning objectives are established for each student and achieved through a variety of practice experiences.

#### **Public Interest Externship**

Gives selected students the chance to complete a supervised significant research assignment for a public interest organization in Washington, D.C.

# Washington, D.C., Summer Judicial Externship

Presents selected students with the opportunity to work in some of America's most vibrant courts including the U.S. Court of Appeals for the Federal Circuit. Students engage in the kinds of tasks performed by law clerks, under the immediate supervision of an experienced attorney, and attend class.

# Internships

During the summer or during the school year, a student may receive 1 or 2 pass/fail credits for an internship in a law-related placement of the student's choosing, subject to the approval of a faculty supervisor whom the student has enlisted. The student submits a statement of goals to the faculty supervisor and meets with the supervisor on the goals before the internship begins. During the internship, the student submits reflection papers and at the end of the internship, the student submits a concluding reflection paper or paper related to the subject matter of the placement and meets with the faculty member for a de-briefing. For a 1-hour summer internship the student submits a minimum of 4 2-page reflection papers, performs a minimum of 80 hours of field work, and submits a concluding paper of a minimum of 6-8 pages. For a 2-hour summer internship, the student submits a minimum of 10-15 pages. For a 1-hour internship during the school year, the student submits a minimum of 4 2-page reflection papers, performs a minimum of 60 hours of field work, and submits a concluding paper of a minimum of 6-8 pages. For a 2-hour internship during the school year, the student submits a minimum of 8 2-page reflection papers, 120 hours of field work, and a concluding paper of a minimum of 10-15 pages.

# Student Organizations<sup>23</sup>

- AAJ Trial Team
- American Constitution Society
- Black Law Student Association (BLSA)
- Christian Legal Society
- Criminal Law Roundtable
- Domestic Violence Awareness Coalition (DVAC)
- Environmental Law Society
- Federalist Society
- Hispanic and Latino Law Student Organization
- Honor Council
- Immigration Law Society
- Journal of Business & Intellectual Property Law
- Law Review
- Moot Court
- National Trial Team
- North Carolina Advocates for Justice
- OUTLaw
- Phi Alpha Delta
- Pro Bono Project
- Public Interest Initiative
- Sports and Entertainment Law Society (SELS)
- Student Animal Legal Defense Fund (SALDF)
- Student Bar Association (SBA)
- Student Health Law Association (SHLA)

- Student Trial Bar
- · Teen Court
- Veterans Advocacy Legal Organization (VALOR)
- Wake Forest Journal of Law & Policy
- Wake Intellectual Property Student Association
- Women in Law
- Youth Advocacy Group

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# Washington and Lee University School of Law



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#### Overview<sup>4, 5</sup>

One of the smallest of the nation's top-tier law schools, Washington and Lee School of Law is located in a college town in the majestic Shenandoah Valley of Virginia, a three-hour drive from Washington, DC and within an hour of several other metropolitan areas.

W&L Law has long been an innovator in legal education, and these innovations have allowed the School to build a singular community that educates students for character and challenges them to solve the problems they will face in a complex world. It fosters a desire not simply to act, but to act intelligently and ethically.

The Washington and Lee University School of Law's mission is to provide an extraordinary and innovative program of legal education. We emphasize critical thinking and effective oral and written communication. We are committed to law and justice at all levels: local, national, and international. By assembling an academically exceptional and diverse student body in small instructional settings, the law school aims to produce ethically grounded professionals possessing a unique combination of intellectual and practical ability, with the motivation to serve. We also seek to enrich public discourse by sustaining an outstanding faculty from a spectrum of backgrounds and experiences.

Washington and Lee University provides a liberal arts education that develops students' capacity to think freely, critically, and humanely and to conduct themselves with honor, integrity, and civility. Graduates will be prepared for life-long learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.

## Student-Faculty Ratio<sup>6</sup>

8.9:1

## Admission Criteria<sup>7</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 158-162 | 3.08-3.58 |
| Median*              | 160     | 3.41      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Paul B. Rollins |
|------------------------|-----------------|
| Application deadline   | July 15         |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

# Admission Statistics<sup>7</sup>

| Approximate number of applications | 1867  |
|------------------------------------|-------|
| Number accepted                    | 907   |
| Percentage accepted                | 48.6% |

The above admission details are based on 2015 data.

# Law School Cost<sup>8</sup>

| Tuition and fees Full-time: | \$46,497 per year |
|-----------------------------|-------------------|
| Room and board              | \$15,113          |
| Books                       | \$2,500           |
| Miscellaneous expenses      | \$0               |

# Class Ranking and Grades<sup>9-11</sup>

Exact class standings are not released. Each student, however, is informed of his or her grade-point average, and may divulge this information to prospective employers. In addition, each student can determine the approximate percentile in the class in which he or she falls because students are provided with grade-point cutoffs at five percent intervals.

The following grading scale is used by the law school:

| Law Grade | Points |
|-----------|--------|
| Α         | 4.00   |
| A-        | 3.67   |

| 3.33 |
|------|
| 3.00 |
| 2.67 |
| 2.33 |
| 2.00 |
| 1.67 |
| 1.33 |
| 1.00 |
| 0.67 |
| 0.00 |
|      |

The grade points for a course are found by multiplying the number of credits awarded for the course times the appropriate grade points. For this and other grade calculations, Pass (P), No Pass (NP), (LP) Low Pass, Honors (H), Incomplete (I), Work-in-Progress (WIP) or No Grade Reported (NGR) entries do not count and should not be used.

## Pass/No Pass Policies

Any elective course (but no required course) may be taken on a pass/no pass basis unless the instructor, before the beginning of the semester in which the course is offered, denies students this option. A student who elects to take a course or courses pass/no pass must (I) also meet for the semester the requirements for graded class work in Paragraph 11 of the Law School Catalog (Juris Doctor-Degree Requirements) and (2) file in the Law Records Office a written election to take the course or courses on a pass/no pass basis no later than three weeks after the beginning of the semester. When a pass/no pass election has been filed, it cannot be withdrawn.

A grade of C or higher shall be recorded as P (Pass). A grade of C- or lower shall be recorded as NP (Not Passing) unless the student promptly files in the Law Records Office an election to accept the letter grade. Neither a grade of P nor a grade of NP shall affect the student's cumulative average. Any semester hours for which a grade of NP is recorded shall not be included in the total semester hours the student has completed toward the minimum required for a degree. If a student who has received a grade of C- or lower elects to accept the letter grade, it shall be treated as a grade in a graded course for all purposes.

# Grade Normalization (Curve)12

## Minimum GPAs Required (Based on May 2014 graduation class)

| Top 10% | 3.719 |
|---------|-------|
| Top 25% | 3.608 |
| Top 33% | 3.548 |
| Top 50% | 3.422 |
| Top 75% | 3.270 |

| Median GPA                          | 3.399          |
|-------------------------------------|----------------|
| Minimum GPA required for graduation | 2.0 cumulative |

# Honors<sup>13</sup>

| Honor             | Criteria |
|-------------------|----------|
| Order of the Coif | 10%      |
| summa cum laude   | 3%       |
| magna cum laude   | 13.4%    |
| cum laude         | 13.4%    |

# Awards<sup>14, 15</sup>

| Name of Award                       | Awarded for/to                                |
|-------------------------------------|---|
| John W. Davis Award                 | Graduate/best record for general excellence   |
| Kirgis International Award          | Graduate/outstanding record/international law |
| Academic Progress Award             | Most marked improvement in final year         |
| Calhoun Bond University             | Significant contribution to W&L Community     |
| James W. H. Stewart Tax Law Award   | Excellence in the study of Tax Law            |
| Roy L. Steinheimer Commercial Law   | Graduate/outstanding record - commercial law  |
| National Assoc. of Woman Lawyers    | Outstanding Woman Lawyers                     |
| Charles V. Laughlin Award           | Outstanding contribution to Moot Court Prog.  |
| Randall P. Bezanson Award           | Outstanding contribution to school diversity  |
| ODK Honor Society                   | Leadership in campus activities-from top 35%  |
| Virginia Bar Family Law Section Awd | Graduate/excellence in Family Law             |
| American Bankruptcy Institute Medal | Graduate/excellence in Bankruptcy Law         |
| Barry Sullivan Constitutional Law   | Graduate/excellence in Constitutional Law     |
| Thomas Carl Damewood Evidence Award | Graduate/excellence in area of evidence       |
| A.H. McLeod - Ross Malone Advocacy  | Graduate/distinction in oral Advocacy         |
| Student Bar Association President   | Graduate/recognition for services as Pres.    |
| ALI-ABA Scholar & Leadership Award  | Graduate/combination scholarship & leadership |

## Louise A. Halper Award

During the seventeen years that she taught at Washington and Lee University, Professor Louise A. Halper was an advocate for minority viewpoints on campus. She founded and served as faculty advisor to the Race and Ethnic Ancestry Law Digest, which evolved into the Journal of Civil Rights and Social Justice. Both inside and outside the classroom, she encouraged students, whatever their politics or

beliefs, to speak their minds about today's most complicated social problems. She also urged students, via their written work, to identify and advocate for new ideas, solutions or paths towards making the world a more just society for all individuals.

Created after Professor Halper's unexpected passing in June 2008, the annual Louise A. Halper Award seeks to honor her efforts as an advocate, educator, mentor, colleague, and friend. Each spring, the Award is presented to the second-year law student who is judged to have submitted the best note for publication in the Journal of Civil Rights and Social Justice. Members of the Journal's Editorial Board determine the winner.

On behalf of the entire Washington and Lee community, the Journal of Civil Rights and Social Justice wishes to thank James ('98L) and Elizabeth Williams. Mr. Williams was the Editor-in-Chief of the Race and Ethnic Ancestry Law Journal when he was a law student at Washington and Lee.

#### Journals<sup>16</sup>

# Journal of Civil Rights and Social Justice

The Washington and Lee Journal of Civil Rights and Social Justice is a biannual scholarly publication focusing on legal issues that affect historically underrepresented classes of persons in a wide variety of subject matter that includes real estate, education, healthcare, environment, and public welfare. JCRSJ publishes articles submitted by leading scholars and practitioners as well as student notes. Staffwriters of JCRSJ are chosen during the summer after their first year of law school based on a writing competition. Each staffwriter is required to write a note during the second year of law school under the supervision of a faculty advisor. Selected staffwriters continue as board members of JCRSJ during the third year of law school.

## German Law Journal

The German Law Journal is an online journal that publishes commentary and scholarship in the fields of German, European and international law. Its English-language treatment of comparative and international law attracts more than two million site visits from more than 50 countries each year. W&L students have the opportunity to write book reviews, case comments, short articles, and, following instructional learning, assist in discussing and assessing submissions for the Journal.

# Washington and Lee Law Review

Published four times each year, the Law Review presents lead articles contributed by leading scholars, judges, and lawyers, as well as student notes. Student writers are chosen during the summer after their first year of law school based upon grades and the results of a writing competition. Each staff writer develops a topic for original legal research, and writes over the course of the second year under the supervision of a faculty advisor and student editor. Selected writers continue as editors in the third year of law school.

#### Center for Law & History

The W&L Center for Law and History encourages and supports the interdisciplinary study of law in its historical context. It aims to achieve that mission by bringing together scholars from W&L and throughout the world to promote research and teaching in all areas and periods of legal history.

#### Frances Lewis Law Center

Since 1978, the Frances Lewis Law Center has continually enriched the intellectual life of the Washington and Lee law school and university community. Established with a generous gift from Frances and Sydney Lewis, the Law Center's initial mandate was to support serious research that advanced law reform.

### Transnational Law Institute

The Transnational Law Institute supports and coordinates teaching innovations, externships, internships, a speaker series, and visiting faculty to help prepare students for the increasing globalization of legal practice.

## **Moot Court**<sup>17-19</sup>

One of the oldest and largest student-run organizations at Washington & Lee, the Moot Court Program provides law students the opportunity to develop and refine their oral and written advocacy skills by working individually and collaboratively. The Moot Court Executive Board ("MCEB"), comprised of ten third-year law students, administers five competitions: the John W. Davis Moot Court Competition, the Robert J. Grey, Jr. Negotiations Competition, the Mock Trial Competition, the Client Counseling Competition, and the Representation in Mediation Competition. All second- and third-year students, excluding MCEB members, may compete, and first-year students may participate as witnesses, clients, timekeepers, and bailiffs.

## The John W. Davis Moot Court Competition

Held annually since 1980, the John W. Davis Moot Court Competition is an appellate advocacy competition that involves a contemporary question of constitutional law. It consists of two components: preparation of an appellate brief and presentation of oral arguments (on brief and off brief). Participants may write briefs individually or in teams of two; however, all participants argue individually.

Competitors advance from the initial rounds (after both on and off brief) based on the quality of their brief and oral advocacy while they advance in later rounds based purely on oral advocacy. The Moot Court Board recognizes the Best Oralist, the three other finalists, the Best Brief writer, and the runner-up Best Brief writer with awards at the celebratory banquet following the final round.

# **Client Counseling Competition**

The Client Counseling Competition simulates a law office consultation in which law students, acting as attorneys, are presented with a client matter. They conduct an interview with a person playing the role of the client and then explain how they would proceed further in the hypothetical situation. Students work in teams of two and advance as a team.

Competitors are also responsible for providing a person to act as their "client" for the opening rounds. The client can be anyone who is not participating in the competition or on the Moot Court Executive Board. Teams in past years have asked first year law students to act as clients as well as undergraduate students and upper-level law students.

The client is given a fact pattern, and the competitors receive a one or two sentence description of the reason for the client's visit. The competitors interview and counsel the client on his/her legal problem.

The competition evaluates students' ability to establish a rapport with the client, discover relevant facts, spot legal issues, and adhere to codes of professional responsibility. The winning teams are invited to represent W&L at the ABA-sponsored Regional Client Counseling Competition.

The opening rounds of the competition will last 25 minutes per team. Competitors will have 20 minutes with their clients, and 5 minutes for post-interview reflections. They will then receive feedback from the judges.

# Clinical Programs<sup>20</sup>

All students at W&L Law are required to gain actual practice experience in their third year through enrollment in one of the School's six legal clinics or participation in an externship. In this way, third-year students help to meet the need for legal assistance in the region and, at the same time, develop client contact and advocacy skills. The faculty have developed programs that deliver lawyering up close: tough lessons and real-life decisions that the profession deals with every day.

# Advanced Administrative Litigation Clinic (Black Lung)

This clinic represents physically disabled coal miners and their widows under the federal "Black Lung" benefits program. This includes preparing appeals to either the Benefits Review Board or the United States Court of Appeals for the Fourth Circuit.

# Community Legal Practice Center

Students in the Community Legal Practice Center represent lower income Rockbridge area residents in a general practice law firm setting. In the clinic, students assist their clients with the entire range of civil legal concerns, including family law (including child custody, adoption, and adult guardianship) and end of life planning issues.

# Criminal Justice Clinic

Students in the Criminal Justice Clinic represent indigent people facing criminal charges in local trial courts. Typical cases include assault, larceny, possession of marijuana, DUI, and destruction of property.

#### Immigrant Rights Clinic

Students in the Immigrant Rights Clinic the primary legal representatives for non-citizen clients in immigration matters, providing legal services to persons in removal proceedings, both detained and non-detained, and with a particular focus on vulnerable populations such as refugees, unaccompanied minors, and victims of domestic violence.

### Tax Clinic

Students in the Tax Clinic represent income-eligible taxpayers who have post-filing controversies with the Internal Revenue Service (IRS) and/or the Virginia Department of Taxation. Typical cases include representing a taxpayer who is under audit, appealing an audit, challenging an assessment, navigating collection issues, or requesting "innocent spouse" relief. In certain cases in which the taxpayer has not succeeded in resolving the problems with the IRS, the clinic might pursue litigation in the U.S. Tax Court.

# Virginia Capital Case Clearinghouse

Since 1988, the Virginia Capital Case Clearinghouse (VC3) has served as Virginia's litigation resource center for lawyers representing defendants facing the death penalty at trial in both state and federal courts. VC3 students work in two-member teams to assist court-appointed defense counsel with legal research, discovery analysis, drafting of motions and legal memoranda, client counseling, and many other tasks involved in defending death penalty cases at trial.

#### Placement Facts<sup>21</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$65,250 - \$138,750 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$92,500             |
| Public service - Median               | \$52,000             |

# **Employment Details**

| Graduates known to be employed at graduation               | 45.7% |
|--|-------|
| Graduates known to be employed ten months after graduation | 74.8% |

## Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 44.8%      |
| Business and Industry         | 16.2%      |
| Government                    | 14.3%      |
| Judicial Clerkships           | 16.2%      |
| Public Interest Organizations | 6.7%       |
| Academia                      | 1.9%       |
| Unknown                       | 0%         |

## **Externships/Internships**

# Externships<sup>22-27</sup>

Externships at Washington and Lee offer students the opportunity to work in placements off-campus as part of a unique educational experience that moves the student toward the world of legal practice. Placements include externships with State and Federal Judges, Commonwealth, City, and County Attorney's Offices, United States Attorney's Offices, Offices of the Public Defender, Corporate and University Counsel, Legal Services, Bankruptcy Trustees, private law firms, governmental agencies in Washington, D.C., and other legal agencies and organizations.

Welcome to the Washington and Lee University School of Law externship webpage. Externships at Washington and Lee offer students the opportunity to work in placements off-campus and increase the knowledge, skills, and attributes that they will need to transition from student to fully prepared member of the legal community.

Externship opportunities serve a critical role in third-year experiential learning. Students engage in off-campus placement contemporaneous with a classroom component. Both are designed to engage the student in a unique educational experience and move the student toward the world of legal practice. Enrollment in an externship course satisfies the "actual practice" requirement of the Washington and Lee University School of Law third-year curriculum. Ideally, students will strive to accomplish four things in an externship:

- Improve their legal skills, such as research, writing and analysis or negotiation, client communication and courtroom demeanor;
- Increase their knowledge of a substantive area of law such as criminal justice, administrative law, corporate law, or employment law;
- Learn the mission and administration of an agency, court, or non-profit or for-profit entity and explore how the organization accomplishes its mission; and
- Perhaps most importantly, begin to develop a concept of professional identity.

Student externs spend one to two days at their externship site each week, and must enroll in an accompanying course taught by Washington and Lee's Externship Program Director and Clinical Professor of Law, Mary Z. Natkin, or other designated faculty. Externship faculty maintain an ongoing "conversation" with supervisors, who are asked to evaluate their extern at the midpoint and the close of the semester.

## **General Externships**

Students can work at a variety of offsite placements that offer an experience different from other clinic, externship, or transnational course offerings. Externs have worked with City and County Attorney Offices, Corporate and University Counsel, Legal Aid, Public Defenders, or other legal organizations. Other options include state or federal agencies, public interest organizations, etc. Select bankruptcy externships with bankruptcy practitioners and trustees are also available for students that have taken the bankruptcy course. Students must receive Professor Natkin's approval for a placement prior to acceptance as an extern.

## DC Program

Students may apply in their second year to extern with qualifying placements in the Washington, DC area in the fall semester of their third year. Placement supervisors provide students with substantive work and meaningful feedback. Students enroll in an externship seminar and accompanying practicum established by Washington and Lee in Washington, DC. For students maintaining their residence in Lexington for the full-year, financial assistance will be provided (not to exceed the cost of your Lexington residence) of up to \$1500 per student. Students are responsible for their own housing and expenses in DC. The application process for the subsequent year begins in March.

- Judicial Externships
- Public Prosecutors Externships

# Internships<sup>28</sup>

The Transnational Law Institute supports and coordinates teaching innovations, externships, internships, job opportunities, a speaker series, and visiting faculty to help prepare students for the increasing globalization of legal practice. The Institute, which was established in 2006, is committed to the integrated study of international and comparative law, as well as those aspects of U.S. law that involve cross-border issues.

The Institute assists students in assuming internships involving international or comparative law matters in a broad array of organizations. These students are designated Institute Summer Associates or, in the case of post-graduate externships, as Institute Associates. In each of 2012 and 2011, ten students participated in these programs.

# Student Organizations<sup>29</sup>

- American Constitution Society
- Black Law Students Association
- Christian Legal Society
- Executive Committee
- Federalist Society
- German Law Journal
- · J. Reuben Clark Law Society
- · Jewish Law Student Association
- Journal of Civil Rights and Social Justice
- Journal of Energy, Climate, and the Environment
- Latin American Law Students Association
- Law Families
- Law News
- Law Review
- Law Revue
- Lewis Powell, Jr. Distinguished Lecture Series
- Moot Court Executive Board
- OUTLaw
- Phi Alpa Delta Law Fraternity
- Phi Delta Phi
- Public Interest Law Students Association
- Sports, Entertainment and Intellectual Property Law Society
- Sports Czars
- St. Thomas More Society
- · Student Bar Association
- Student Judicial Committee
- Washington and Lee Veterans' Advocates (WLVA)
- Women Law Students Organization (WLSO)

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# George Mason University School of Law



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**MAIN PHONE** 703-993-8000

**WEBSITE** www.law.gmu.edu

**REGISTRAR'S PHONE** 703-993-8015

**ADMISSIONS PHONE** 703-993-8010

**CAREER SERVICES PHONE** 703-993-8020

#### Overview<sup>4</sup>

Located in Arlington, Virginia, in close proximity to the nation's capital, Mason Law is a rich blend of individuals who come to Mason from all over the United States and from various nations around the world, representing people from every walk of life. Each brings a history and experience unique and valuable, and it is those individual differences that comprise the strength of the law school's student community.

Mason Law is the only law school in Northern Virginia and is part of the higher education system of the Commonwealth of Virginia. The 151 students entering the law school in fall 2013 hailed from four countries, including the United States, and 31 states and the District of Columbia, with 46% of matriculants coming from outside Virginia.

Students at Mason Law represent a true diversity of age and experience, as law students just out of college are joined by a significant contingent of working adults who bring their talents and real-world knowledge with them to the classroom. Students at the law school are offered a choice of day (full-time) or evening (part-time) programs from which to select the program best suited to their individual needs, with opportunities for participation in law school activities open and accessible to all.

# Student-Faculty Ratio<sup>5</sup>

10.6:1

# Admission Criteria<sup>6</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 155-162 | 3.15-3.68 |
| Median*              | 161     | 3.59      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Alison Price |
|------------------------|--------------|
| Application deadline   | April 1      |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

# Admission Statistics<sup>7</sup>

| Approximate number of applications | 2059  |
|------------------------------------|-------|
| Number accepted                    | 718   |
| Percentage accepted                | 34.9% |

The above admission details are based on 2015 data.

## Law School Cost<sup>8</sup>

| Tuition and fees Full-time: | \$25,351 per year (in-state)<br>\$40,737 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$16,928   |
| Books                       | \$1,368  |
| Miscellaneous expenses      | \$5,572  |

# Class Ranking and Grades<sup>9</sup>

Upon completion of a course, students are graded on an A+ through F scale unless the faculty has designated the course as a CR/NC course, or the Associate Dean for Academic Affairs specifically authorizes a grade other than one on the A+ through F scale. When so authorized, CR indicates work equivalent to a C or better on the A+ through F scale. The grade of NC indicates work that falls below the equivalent of a C on the A+ through F scale and does not qualify for credit towards the Juris Doctor degree.

Quality points are awarded as follows:

| Letter | Points |
|--------|--------|
| A +    | 4.33   |
| А      | 4.00   |
| A-     | 3.67   |
| B+     | 3.33   |
| В      | 3.00   |
| B-     | 2.67   |

| C+ | 2.33 |
|----|------|
| С  | 2.00 |
| C- | 1.67 |
| D+ | 1.33 |
| D  | 1.00 |
| D- | 0.67 |
| F  | 0.00 |
|    |      |

Other grades and notations which may be found on student transcripts, but which are excluded from grade point average calculation, include:

- CR (Credit)
- NC (No Credit)
- IN (Incomplete)
- W (Withdrawal)
- Au (Audit-no credit granted)

A student may complete assigned work, including a final examination, after the end of the semester only if the student has first received the written permission of the instructor and the Director, Student Academic Affairs. If permission has been granted to complete the missed work, the temporary notation in lieu of grade, "IN", is entered and is replaced by the appropriate grade upon completion of that work. If permission is not granted to complete the late work, the student receives an "F" or "NC", whichever applies. Late work must be completed according to a timetable approved in writing by the instructor and the Director, Student Academic Affairs.

# **Passing Grades**

All School of Law grades on the letter scale except "F" are passing, and credit is earned for the work completed with such grades. Credit is also awarded for grades of "CR." Graded credit earned elsewhere is eligible for credit at the School of Law only if it was earned with a grade of "C" or better, and such credit is treated as ungraded in computing grade point averages at the School of Law. Neither academic credit nor residence credit is awarded for work receiving an "F" or "NC."

#### Withdrawal

"W" is entered in lieu of a grade as a final academic disposition of a course upon withdrawal approved in writing by the Director, Student Academic Affairs.

# Grade Normalization (Curve)<sup>10</sup>

- (a) The mean grade for all required courses listed in AR 3-3.2 (exclusive of Introduction to Legal Research, Writing, and Analysis, Trial-Level Writing, Appellate Writing, and Legal Drafting), may range from 3.20 to 3.30.
- (b) Mean grade ranges for Introduction to Legal Research, Writing, and Analysis, Trial-Level Writing, Appellate Writing, and Legal Drafting, will be established by the Associate Dean for Academic Affairs.

- (c) The mean grade for upper level elective courses with 50 or more students may range from 3.15 to 3.35.
- (d) The mean grade for upper level elective courses with fewer than 50 students may range from 3.05 to 3.45.
- (e) Faculty members may not submit grades in which the mean is outside the designated range without first submitting a written justification to the Associate Dean for Academic Affairs and obtaining written permission from the Associate Dean for Academic Affairs.

## Honors<sup>11</sup>

| Honor           | Percentage of Class Receiving   |
|-----------------|---|
| summa cum laude | The top one percent of the class are eligible to be considered for this honor. Those eligible include those whose grades are within this range either at the end of their penultimate semester or at the end of their final semester. This honor is awarded only at the discretion of the Academic Standing and Student Affairs Committee, which solicits faculty input about individual candidates and then applies the following standard:  |
|                 | Through demonstrated analytical ability, clarity of written expression, and maturity of judgment, this student has exhibited the capacity eventually to assume an important leadership position in our profession.  |
| magna cum laude | Absent special circumstances (as determined by the Academic Standing and Student Affairs Committee on the basis of faculty input), the top ten percent of the class (based on GPA either through the penultimate semester or the final semester) receive this honor. In doubtful cases, the Committee applies the following standard:  Through demonstrated analytical ability, clarity of written expression, and maturity of judgment, this student has shown the promise of a distinguished career at the bar. |
| cum laude       | Absent special circumstances (as determined by the Academic Standing and Student Affairs Committee on the basis of faculty input), the top twenty percent of the class (based on GPA through the penultimate semester) and the top twenty-five percent of the class (based on GPA through the final semester) receive this honor.   |

Honors determinations that are made prior to graduation will be announced at the commencement ceremony.

# Awards<sup>12</sup>

| Scott C. Whitney Writing Prize          | merit-based |
|---|-------------|
| Professor Richard S. Murphy Prize       | merit-based |
| Professor Richard S. Murphy Scholarship | merit-based |

| Mary Fischer Doyle Public Service Scholarship                         | merit-based |
|---|-------------|
| Betty Southard Murphy Awards in Constitutional Law and Labor Law      | merit-based |
| Ann Southard Murphy and Cornelius Murphy Jr. Tuition Assistance Award | merit-based |
| Philip H. Dorsey, II Law Library Scholarship Fund                     | merit-based |
| LRWA Awards   | merit-based |
| Law School Service Award  | merit-based |
| Fairfax Bar Foundation Scholarship                                    | merit-based |
| VSB & VA Chapter of AAML Family Law Book Award                        | merit-based |
| Giles Sutherland Rich Award - Excellence in Study of IP Law           | merit-based |
| VA Trial Lawyers Advocacy Award                                       | merit-based |
| Oblon, Spivak, McClelland, Maier & Neustadt P.C. Scholarship          | merit-based |
| Dr. Lawrence Cranberg Scholarship Endowment - Science & Law           | merit-based |
| Banner & Witcoff IP Law Scholarship                                   | merit-based |
| Cloudigy Law Scholarship Fund   | merit-based |
| Sen. Leroy S. Bendheim Scholarship                                    | merit-based |
| Sterne, Kessler, Goldstein & Fox IP Law Scholarship                   | merit-based |
| Smolen Plevy Scholarship  | merit-based |
| GMU Law Alumni Association Scholarship                                | merit-based |
| Robert A. Levy Fellowships in Law & Liberty                           | merit-based |
| Venable Foundation Scholarship  | merit-based |
| Public Service Scholarship  | merit-based |
| Marc P. Katz Law Student Scholarship                                  | merit-based |
| Lorraine H. Cichowski Law Student Scholarship                         | merit-based |
| The Curran and Whittington Scholarship in Trial Advocacy              | merit-based |
| School of Law Fellowship  | merit-based |
|   |             |

## Journals<sup>13-18</sup>

The George Mason University School of Law is home to the George Mason Law Review and four student-edited professional journals: the Civil Rights Law Journal; The Journal of Law, Economics & Policy; The Journal of International Commercial Law; and the National Security Law Journal. Students completing their first year of law school are eligible to apply for membership on the law review or one of the journals through participation in the Write-on competition.

## George Mason Law Review

George Mason Law Review is a student-managed academic journal that publishes four issues a year. Members of GMLR select and edit scholarly articles written by law professors and practitioners that greatly contribute to the field of legal scholarship. Members also have the opportunity to write a

casenote or comment, a number of which are published in George Mason Law Review. All first-year students who have a desire to participate in this organization should prepare for both the challenges and the fulfillment of membership.

# Civil Rights Law Journal

Founded in 1990, the Civil Rights Law Journal is published three times a year by a Board of Editors comprised of select students at George Mason University School of Law in Arlington, Virginia. The Board's goal is to provide informative and innovative commentary on a wide variety of issues pertaining to civil rights that contribute to the legal community. The Civil Rights Law Journal serves as a forum for thought-provoking scholarly articles written by leading academics and experienced practitioners on current legal developments. The articles selected for publication each year promote a greater understanding of civil rights laws and precedent, serve as a catalyst for legal change and development, and provide a source of legal authority and analysis to the legal community.

## The Journal of Law, Economics & Policy

The Journal of Law, Economics & Policy's mission is to publish and distribute four annual, innovative, thought-provoking journals on law, economics and policy. Each issue will comprise creative, original, ground-breaking articles that appeal to both academia and the practicing legal community.

The Journal represents a unique undertaking. It is the first student-run journal of law and economics in legal academia. The journal serves as an outlet for the experience and interests of George Mason law students, including our Levy Fellows, who are economics Ph.D.'s currently working on their J.D.'s. Most important, it is structured as a cooperative journal. Although student-edited, the journal is peer-reviewed, ensuring that the published articles are of the highest quality. One issue each year will be devoted to specialized symposia bearing on important questions of legal and economic policy. The second annual issue will be a peer-reviewed compendium of articles submitted by individual authors. The focus will be on the legal side of law and economics, an approach that we hope will de-emphasize technical mathematics while providing readers with greater access to economic insights about legal and policy issues.

#### The Journal of International Commercial Law

The George Mason Journal of International Commercial Law (JICL) is a legal periodical founded in 2008 to further the study of international commercial law while providing international scholars and practitioners a forum to exchange, develop, and publish innovative ideas. The Journal publishes scholarly, concise, and practical material from leading scholars and practitioners to provide a source of authority and analysis for the advancement of uniformity in the law underlying international commerce.

Published by a select group of student editors at the George Mason University School of Law in Arlington, Virginia, JICL is uniquely dedicated to the legal issues affecting international commerce. This area of the law encompasses issues such as international sales and trade, anti-dumping measures, money-laundering, anti-terrorism measures, international privacy laws and consumer protection, international bribery, intellectual property and copyright law, international and government contracts, and much more. With the onset of globalization and the international nature of commercial transactions, complex issues arise that require thought and development. JICL is positioned to be at the forefront of these developments, tackling these issues and pioneering the discourse.

More than just a journal, JICL is determined to be an outlet for scholarship and commercial thought. Moreover, the Journal is primarily published online, a medium effective in reaching the Journal's international audience and reflective of its innovative approach to scholarship.

# **National Security Law Journal**

The National Security Law Journal ("NSLJ") is a student-edited legal periodical published twice annually at George Mason University School of Law in Arlington, Virginia. We print timely, insightful scholarship on pressing matters that further the dynamic field of national security law, including topics relating to foreign affairs, intelligence, and national defense.

## Moot Court<sup>19, 20</sup>

The George Mason University School of Law Moot Court Board (MCB) provides members with opportunities to develop skills in appellate advocacy. Board members represent GMUSL in extramural moot court competitions nationwide.

The Board also assists non-member George Mason Law students in developing their written and oral skills. MCB members organize two annual intramural moot court competitions: the Upper Class Competition and the First Year Competition.

The mission of the GMUSL Moot Court Board is to provide students with intellectually challenging opportunities to develop and refine their oral and written advocacy skills in the style of appellate-level legal argument. The Board provides GMUSL with a competitive moot court program that enhances competitors' competence, skills, and professionalism in all phases of appellate advocacy across diverse areas of law. The Board sponsors two intramural appellate competitions annually, the First Year Competition and the Upper Class Competition. Members of the Board represent GMUSL at moot court competitions nationwide.

## Clinical Programs<sup>21</sup>

Through Mason's clinics students provide legal assistance to clients under the supervision of Mason professors and supervisors. Students may participate in the same clinic for two semesters, subject to professor approval. Students also may enroll in more than one clinic during their time at Mason Law, subject to Academic Regulation 3.3-1.

George Mason University School of Law offers the following clinical programs:

- Legal Clinic Arts & Entertainment Advocacy Clinic
- Legal Clinic Mason Veterans and Servicemembers Legal Clinic (MVETS)
- Supervised Externship and Clinic Domestic Relations
- Legal Clinic Law and Mental Illness
- Legal Clinic Practical Preparation of Patent Applications
- Legal Clinic Supreme Court Clinic

#### Placement Facts<sup>22</sup>

## Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$63,000 - \$135,000 |  |
|---------------------------------------|----------------------|--|
| Private sector - Median               | \$80,000             |  |
| Public service - Median               | \$57,292             |  |

# **Employment Details**

| Graduates known to be employed at graduation               | 56%   |  |
|--|-------|--|
| Graduates known to be employed ten months after graduation | 79.9% |  |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 37.7%      |
| Business and Industry         | 21.1%      |
| Government                    | 19.4%      |
| Public Interest Organizations | 5.7%       |
| Judicial Clerkships           | 10.9%      |
| Academia                      | 5.1%       |
| Unknown                       | 0%         |

## Externships/Internships<sup>23</sup>

# **Externships**

Under the supervision of Mason professors and field supervisors, the supervised externship programs are designed to allow students who have completed their first year of law school to perform substantive legal and legal policy work (unpaid) outside the classroom for academic credit. George Mason's proximity to Washington, D.C. and location in vibrant Northern Virginia offers students a wide range of opportunities to work in the field. In addition, in the summer semester, students may work outside of the D.C. area for academic credit, subject to professor approval. All externship programs are pass/fail, and students earn 2 or 3 out-of-class credits for their field work, depending on the particular externship program.

The law school offers following programs:

- Supervised Externships Fall, Spring, Summer
- Supervised Externship Capitol Hill
- Supervised Externship Virginia Practice
- Supervised Externship Domestic Relations

# Student Organizations<sup>24</sup>

- Alternative Dispute Resolution Society
- American Constitution Society
- American Inn of Court
- Black Law Students Association
- Business Law Society
- Christian Legal Society
- Civil Rights Law Journal
- Communications Law Association
- Environmental Law Society (ELS)
- Federalist Society
- George Mason Law Review

- Honor Committee
- Immigration Law Society
- Intellectual Property Law Society
- J. Reuben Clark Law Society
- Journal of International Commercial Law (JICL)
- Journal of Law, Economics & Policy
- Latino/a Law Student Association
- Law Students for Reproductive Justice
- Mason Law Democrats
- Mason Sports and Entertainment Law Association
- Military Law Society (MLS)
- Moot Court Board
- Muslim Law Student Association
- National Security Law Journal
- Phi Alpha Delta Law Fraternity International
- Phi Delta Phi International Legal Honor Society (Lewis F. Powell Inn)
- Running Along the Potomac
- Student Bar Association
- The Docket
- · Thomas More Society
- Trial Advocacy Association
- VBA Pro Bono Society
- Women's Law Association

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# Southern Methodist University (Dedman)



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3315 Daniel Avenue,
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**MAIN PHONE** 214-768-8999

**WEBSITE** www.law.smu.edu

**REGISTRAR'S PHONE** 214-768-2552

**ADMISSIONS PHONE** 214-768-2550

**CAREER SERVICES PHONE** 214-768-2797

#### Overview<sup>2</sup>

The School of Law at SMU was established in February 1925. Highlighting the celebration of its 75th year, SMU School of Law was named Dedman School of Law in 2001 in honor of Dallas benefactors Nancy and Robert H. Dedman, Sr., and their family. With more than 15,000 graduates, SMU Dedman School of Law has a national and international reputation of training prominent lawyers in both law and business. The Dean of the law school is Jennifer M. Collins, Judge James Noel Dean and Professor of Law. Dean Collins joined SMU Dedman School of Law in July 2014.

We continue to provide our students with the best possible education and help them secure outstanding employment outcomes upon graduation.

- The SMU Law faculty is recognized throughout the region, nation, and even internationally for its contributions to the law.
- We have innovative ways for our students to gain practical legal experience in areas that
  complement our curricular strengths, including business and corporate law, international law,
  intellectual property, energy law, and family law and advocacy.
- Dedman School of Law publishes five law journals and has ten legal clinics and projects serving diverse community needs with free or low-cost legal service. Pro bono legal service is a requirement for graduation.
- The Underwood Law Library houses the largest private law collection in the Southwest.
- Prominent Alumni SMU law graduates include Texas Supreme Court justices, members of the U.S. Congress, an ambassador, a governor, foreign ministers and members of the highest courts worldwide, as well as partners at leading law firms and general counsels at major corporations.

## Student-Faculty Ratio<sup>3</sup>

13.9:1

## Admission Criteria<sup>4</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 156-163 | 3.25-3.75 |
| Median*              | 161     | 3.64      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Jill Nikirk |
|------------------------|-------------|
| Application deadline   | February 15 |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

## Admission Statistics<sup>5</sup>

| Approximate number of applications | 1506  |
|------------------------------------|-------|
| Number accepted                    | 706   |
| Percentage accepted                | 46.9% |

The above admission details are based on 2015 data.

## Law School Cost<sup>6</sup>

| Tuition and fees Full-time: | \$58,050 per year |
|-----------------------------|-------------------|
| Room and board              | \$17,000          |
| Books                       | \$1,100           |
| Miscellaneous expenses      | \$2,176           |

# Class Ranking and Grades<sup>7</sup>

Students enrolled in the School of Law receive letter grades based on the following:

| А  | 4.000 |
|----|-------|
| A- | 3.700 |
| B+ | 3.300 |
| В  | 3.000 |
| B- | 2.700 |
| C+ | 2.300 |
| С  | 2.000 |

| C- | 1.700 |
|----|-------|
| D  | 1.000 |
| F  | 0.000 |

The minimum passing grade is D or 1.000 and an average of C or 2.000 is necessary for graduation.

In most classes, final exams are graded anonymously by professors at the end of each semester. In other classes, such as Edited Writing Classes and clinics, the identity of the student is known. Grading is within the academic discretion of the professor and some professors also consider other factors, such as class participation and attendance. Students should always refer to the course syllabi for classes to determine the grading procedure for each class. Once final grades have been determined, they are submitted to the Law School Registrar's Office. The Registrar's Office enters the grades into my.SMU and students view their grades via their student account.

Once all grades have been entered, the Registrar's Office calculates class percentiles based on cumulative GPAs and the GPA cut-offs are released to the students via e-mail. Only the cut-offs for top 33% and 50% are released to first year day students after the fall semester of their first year. After their second semester, cut-offs for top 10% and top 25% are also released. Evening students receive class percentiles after the spring semester of their second year. All cut-offs (top 10%, 25%, 33%, and 50%) are released to upper-class students after the fall and spring semesters. Specific class ranks for students are only released to the individual student upon request and only after graduation from the law school. August and December graduates are ranked with those students who graduate in May of the following year.

## Grade Normalization (Curve)8

Law students at the Dedman School of Law are not given an individual class rank until graduation. Class rank percentiles are released for (1) the full-time first year law class, (2) the combined full-time second year law class and the third year, part-time Evening Program law class, and (3) the combined full-time third year law class and the fourth year, part-time Evening Program law class.

#### After Fall 2015 Semester:

| 1L   | 2L/3E  | 3L/4E  |
|--|--|--|
| Class of 2018  | Class of 2017  | Class of 2016  |
| 182 Students   | 241 Students   | 244 Students   |
| Top 10%: 3.587<br>Top 25%: 3.281<br>Top 33%: 3.181<br>Top 50%: 3.056 | Top 10%: 3.572<br>Top 25%: 3.325<br>Top 33%: 3.236<br>Top 50%: 3.056 | Top 10%: 3.587<br>Top 25%: 3.384<br>Top 33%: 3.333<br>Top 50%: 3.220 |

First and Second-Year Evening Program Students

Part-time Evening Program students, during their first and second years of law school, are not ranked. They may, however, gain a general understanding of their class standing by comparing their GPA to the class rank percentiles, which are listed above. Resumes for Evening Program students, during their first and second years, will indicate that their class rank is an "estimated class rank".

### Honors<sup>9, 10</sup>

| Honor             | Criteria   |
|-------------------|--|
| Order of the Coif | The Order of the Coif is a national law-school scholastic honor society. Not more than 10 percent of all graduates during the academic year may be elected to membership by vote of the faculty.   |
| Summa cum laude   | 3.8  |
| Magna cum laude   | 3.6  |
| Cum laude         | 3.2  |
| The Dean's Lists  | The Dean's Lists for each class are processed by the Registrar's Office after class percentiles have been released. Dean's Lists are based on term GPA's only. To be eligible for Dean's List an evening student must be enrolled in and pass at least 9 graded hours and a day student must be enrolled in and pass at least 12 graded hours. Dean's Lists are based on the top 25% of each section of the class based upon such section's semester GPAs. |

Those graduates who receive honors will receive a plain diploma (without honors listed) during the Law School Hooding Ceremony. A new diploma with honors listed will be mailed to the graduate after graduation. Graduates should make sure their home address is correct in my.SMU.

#### Awards<sup>11</sup>

| Name of Award       | Selection Process                               |
|---------------------|---|
| Order of the Coif   | Cumulative GPA                                  |
| Barristers          | Selected by current students                    |
| Phi Delta Phi Award | Highest grade in class                          |
| Brief Awards        | Nominated by Legal Research & Writing Professor |
| Scholarships        | Financial Aid Committee chooses from top 20%    |

# Journals<sup>12</sup>

Students have the opportunity to receive academic credit for and participate in the publication of five law reviews - the SMU Law Review, the Journal of Air Law and Commerce, The International Lawyer, the Law and Business Review of the Americas and the SMU Science and Technology Law Review. The SMU Law Review and the Journal of Air Law and Commerce are published by the SMU Law Review Association. The International Lawyer and Law & Business Review of the Americas are published by the International Law Review Association of SMU. The law reviews select their editorial staffs on the basis of academic performance and a writing competition. The writing competition is open to students who have completed all first-year required courses and generally is held during the summer.

The operation and management of each publication is vested in an elected board of editors. The board is selected from those students who have served at least one year on the staff of the law review and who have exhibited a strong ability in legal research and writing. The work of students on the school's publications has produced periodicals of permanent value to the legal profession.

The SMU Law Review, formerly the Southwestern Law Journal, is published four times each year and reaches law schools, attorneys, and judges throughout the United States and abroad. Each issue includes articles by prominent legal scholars and practitioners dealing with significant questions of local, national, and international law. In addition, articles by students analyze recent cases, statutes, and developments in the law. Each year one issue of the SMU Law Review is devoted to an Annual Survey of Texas Law and contains articles by attorneys, law professors, and judges concerning current developments in the law of Texas. All editing is done by student members of the board of editors and the staff. Members of the SMU Law Review receive academic credit for their work. The SMU Law Review also sponsors the annual SMU Corporate Counsel Symposium on current developments in corporate law. Selected papers from the symposium may be published in one of its issues. The symposium attracts corporate practitioners from throughout the United States.

The Journal of Air Law and Commerce, a quarterly publication of the School of Law, was founded at Northwestern University in 1930 and moved to SMU in 1961. The oldest scholarly periodical in the English language devoted primarily to the legal and economic problems affecting aviation and space, it has a worldwide circulation of more than 2,300 subscribers in some 54 countries. Articles by distinguished lawyers, economists, government officials, and scholars deal with domestic and international problems of the airline industry, private aviation, and outer space, as well as general legal topics that have a significant impact on the area of aviation. Also included are student commentaries on a variety of topical issues, case notes on recent decisions, book reviews, and editorial comments. The Journal of Air Law and Commerce sponsors an annual symposium on selected problems in aviation law and publishes selected papers from that symposium in one of its issues. More than 500 aviation lawyers and industry representatives annually attend.

The International Lawyer is the quarterly publication of the Section of International Law and Practice of the American Bar Association. The ABA published the inaugural issue in 1966 and SMU has been the proud home of this prestigious journal since 1986. With a worldwide circulation in excess of 13,000 in 75 countries, The International Lawyer is the most widely distributed U.S. international law review in the world. The International Lawyer focuses primarily on practical issues facing lawyers engaged in international practice. Addressing issues such as international trade, licensing, finance, taxation, litigation, and dispute resolution, it has become an authoritative reference for practitioners, judges, and scholars concerned with current legal developments throughout the world. The International Lawyer also sponsors various conferences and symposia.

The Law and Business Review of the Americas, (formerly, NAFTA: The Law and Business Review of the Americas) is an interdisciplinary publication addressing the legal, business, economic, political, and social dimensions of the North American Free Trade Agreement, its implementation, its evolution and expansion, and its overall impact on doing business in the Americas. This journal is a quarterly publication produced by the SMU Dedman School of Law (and its Law Institute of the Americas) in association with the Section of International Law and Practice of the American Bar Association, the SMU Cox School of Business, the SMU Department of Economics and Political Science, and the Centre for Commercial Law Studies (Queen Mary and Westfield College, University of London).

The SMU Science and Technology Law Review, formerly the Computer Law Review and Technology Journal is SMU's newest scholarly publication. This journal is published three times a year. The journal is also published on the Internet, allowing worldwide access to its articles. Students from the SMU Dedman School of Law serve as the editorial board and staff members. The journal focuses on national and international technology-based legal issues, including the legal use and limits of hardware and software, and patent, copyright, and intellectual property law.

#### **Moot Court<sup>13</sup>**

Students at the law school have many opportunities to participate in oral advocacy competitions.

The Board of Advocates (BOA) is an organization led by an Executive Board composed of students and a faculty sponsor. The BOA's primary purpose is to promote practical experience in written and oral advocacy through a variety of competitions throughout the school year, and a Mock Trial Academy during the summer. The competitions are an excellent source for students desiring "real world" advocacy exposure and experience.

The BOA coordinates intramural mock trial, moot court, negotiation, client counseling, and mediation competitions which are open to all SMU law students, as well as the Jackson Walker Moot Court Competition for all first year students. These competitions are judged by local practitioners and members of the law faculty. The BOA also sponsors student teams for various state, national, and international interscholastic mock trial, moot court, negotiation, client counseling, and mediation competitions.

### Clinical Programs<sup>14</sup>

Beginning in 1947, the Clinical Program at SMU Dedman School of Law was among the country's first to sponsor a community legal clinic. Today, it remains a national model of excellence. Dedman Law's clinical program has evolved to reflect changing perspectives in legal education and innovation in legal practice. All the while, Dedman Law remains committed to the ideals that have shaped it from the beginning: public service, professional responsibility, and outstanding skills training.

The program encompasses 10 specialized clinics and projects where, under the supervision of clinic directors, our students serve as advocates on behalf of the community in many areas of the law. Dedman Law's clinical education program is central to our mission of providing outstanding legal education and public service, along with developing professional responsibility.

- Civil Clinic
- Consumer Advocacy Project
- Criminal Justice Clinic
- Federal Taxpayers Clinic
- Judge Elmo B. Hunter Legal Center for Victims of Crimes Against Women
- Innocence Clinic
- Patent Law Clinic
- Small Business and Trademark Clinic
- VanSickle Family Law Clinic
- W. W. Caruth, Jr. Child Advocacy Clinic

#### Placement Facts<sup>15</sup>

#### Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$72,000- \$160,000 |
|---------------------------------------|---------------------|
| Private sector - Median               | \$90,000            |
| Public service - Median               | \$56,900            |

#### **Employment Details**

| Graduates known to be employed at graduation               | 55.1% |
|--|-------|
| Graduates known to be employed ten months after graduation | 82.7% |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 61.6%      |
| Business and Industry         | 25.7%      |
| Government                    | 5.5%       |
| Public Interest Organizations | 1.3%       |
| Judicial Clerkships           | 4.2%       |
| Academia                      | 1.7%       |
| Unknown                       | 0.0%       |

### **Externships/Internships**

#### Externships<sup>16</sup>

SMU's Externship Program provides students with the opportunity to learn by doing. They work in carefully selected legal settings under the supervision of a mentor-attorney and a member of the law faculty. Student externs observe and participate in lawyering tasks, gaining both valuable skills and a sense of the kind of lawyer they wish to become. In addition, externships foster sensitivity to the social, political and professional implications of the legal process.

#### **Pre-Approved Externships**

A large number of externships have been pre-approved. They provide students a chance to work with non-profit organizations, courts, government agencies, corporate counsel's offices, and health care organizations. They give students exposure to the roles of judges, prosecutors, defense attorneys, advocates for the poor, advisers to businesses, enforcers of regulatory systems, and more. Some externships also provide the opportunity to work abroad with international institutions.

#### Student-Initiated Externships

Students also may apply to have appropriate unpaid legal internships recognized as for-credit externships. BEFORE THE STUDENT BEGINS WORKING, the student must find a faculty member willing to be the Faculty Supervisor and, together with the Faculty Advisor, be sure that the externship satisfies THESE RULES. If it does, the student and Faculty Supervisor submit this STUDENT NEW EXTERNSHIP APPLICATION FORM to the Chair of the Curriculum Committee for its review. Students may not begin an externship for credit until it has been approved by the Curriculum Committee.

#### Internships<sup>17</sup>

After completing their first year of law school, JD students are encouraged to gain legal experience through internships in nonprofit and government legal offices. Several public interest internships are available for SMU law students only and the links below describe the opportunities and application

deadlines. A number of national non-profit organizations also offer Public Interest internships as do many government agencies. To find government opportunities, the law school subscribes to one of the Government Honors & Internship Handbook, a comprehensive resource which contains an extensive list of continually updated government internships in the United States.

# Student Organizations<sup>18</sup>

- Aggie Law Students
- American Constitution Society
- Asian Pacific American Law Student Association (APALSA)
- Association for Law and Politics
- Association for Public Interest Law
- Association of International Petroleum Negotiators (AIPN)
- Black Law Students Association
- Board of Advocates
- Christian Legal Society
- Corporate Law Association
- Criminal Law Association
- Energy Law Association
- Environmental Law Society
- Family Law Association
- Federalist Law Society
- · Health Law Association
- Hispanic Law Students Association
- Intellectual Property Organization
- International Law Review Association
- International Law Society
- J. Reuben Clark Society
- Jewish Law Students Association
- Labor and Employment Law Students Association
- Longhorn Bar Association
- Muslim Law Students Association
- Older Wiser Law Students (OWLS)
- OUTLaw
- Phi Alpha Delta Legal Fraternity
- Phi Delta Phi Legal Fraternity
- Real Estate Law Association
- Second Amendment Foundation
- SMU Law Review Association
- Sports & Entertainment Law Association
- Student Bar Association
- Texas Trial Lawyers Association (TTLA)
- Women in Law

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# University of Utah - S.J. Quinney College of Law



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#### Overview<sup>3, 4</sup>

The mission of the S.J. Quinney College of Law is to achieve excellence in the professional education of lawyers, to advance knowledge through the dissemination of high quality legal scholarship, and to perform valuable public service to the University, the state of Utah, our nation, and the global community. It is the law school's further mission to maintain and enhance our national presence as a preeminent institution of legal education, while recognizing our special obligation as the state law school to the Utah community and Utah State Bar.

Established in 1913, the University of Utah S.J. Quinney College of Law is nationally recognized for its outstanding academic reputation, stellar faculty, small student population, low student-to-faculty ratio, innovative curriculum, and stunning location.

The College of Law is a vibrant learning community with both well-established expertise and exciting new projects on the critical issues of our time: climate change, conflict and security, health justice, the new frontier of family law, technology commercialization, conservation, addiction, innocence, victims' rights, global mediation, and many others. We have also launched four innovative initiatives in leadership, cross-disciplinary training, smart technology, and global legal education. These creative intellectual investments have generated astounding results for each class of entering students.

Among the students, there is a prevailing sense of community fostered by an open and service-oriented faculty and administration. The law school is less than a 10-minute drive or light rail ride from downtown Salt Lake City—the seat of federal, state, and local governmental bodies. Salt Lake City is the economic center of the region and is regularly voted one of America's most livable cities. This location provides ample professional opportunities for our students, as well as superb outdoor recreational access and a strong cultural scene.

## Student-Faculty Ratio<sup>5</sup>

6.8:1

#### Admission Criteria<sup>6</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 154-160 | 3.36-3.76 |
| Median*              | 158     | 3.56      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Reyes Aguilar |
|------------------------|---------------|
| Application deadline   | February 15   |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

#### Admission Statistics<sup>6</sup>

| Approximate number of applications | 630   |
|------------------------------------|-------|
| Number accepted                    | 297   |
| Percentage accepted                | 47.1% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>7</sup>

| Tuition and fees Full-time: | \$25,752 per year (in-state)<br>\$48,908 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$10,782   |
| Books                       | \$4,250  |
| Miscellaneous expenses      | \$3,474  |

# Class Ranking and Grades<sup>8, 9</sup>

- a. Class standings (numerical rank order of students) will not be maintained by the College of Law.
- b. At the end of fall and spring semesters, students will be provided with GPA cut-offs for the top 5% (second and third year classes only), 10%, 20%, 30% and 50% of students in their class.

GPAs are calculated based upon a 0.0 to 4.0 range. Below is a list of the standard letter grades that may be given for College of Law courses, along with their associated point values for those grades:

| А  | 4.0 |
|----|-----|
| Α- | 3.7 |

| B+ | 3.3 |
|----|-----|
| В  | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| С  | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D  | 1.0 |
| D- | 0.7 |
| E  | 0.0 |
|    |     |

To determine a GPA in the 0.0 to 4.0 range, the associated point value of the letter grade given for a course is multiplied by the number of credit hours for that course. This new value is referred to as the number of "grade points" that the student received for the course. All of the grade points that a student has, either by semester or cumulatively, are added up, then divided by the total number of credit hours used to determine the grade points.

In lieu of a standard letter grade, an instructor may assign the following for a particular course. Whether a course is CR/NC or P/F is established by the Curriculum Committee; a student does not have the option to elect CR/NC or P/F in a graded course.

- CR Student receives non-graded credit for the course.
- NC Student receives no grade or credit for the course.
- P Student receives non-graded credit for the course.
- F Student failed the course. An F affects the student's GPA the same as an E.
- EU The grade EU is given to a student whose name appears on the Registrar's final grade report but for whom there is no record of attendance or other evidence of participation in the course. When the instructor enters no grade for such students, the Registrar records a grade of EU in the student's record. The EU grade, thereafter, is treated as an E in calculating the student's GPA.
- I The grade I (incomplete) may be given for work not completed because of circumstances beyond the student's control, provided the student is passing the course and needs to complete 20 percent or less of the work required for the course. Arrangements must be made between the student and the instructor concerning completion of the work. An I grade must not be used in a way that permits students to retake a course without paying tuition. Students who attend classes in a particular course during a subsequent semester in an effort to complete an incomplete must register (either as a regular student or for audit) for the course that semester.
- T The grade T (thesis/independent work) is given for thesis or other independent work in progress, but not for regular courses. The T grade remains in the student record until the work is completed and a letter grade is reported to the Registrar. There is no time limit governing removal of the T grade.

W - The grade W (official withdrawal) is given when a student officially withdraws from a class or from school after the 7th calendar day of the semester. Official withdrawals from a course or school before the 8th calendar day of the semester results in the deletion of affected courses from the student's records. The grade W is not used in calculating a student's GPA. For official withdrawal policies and procedures consult current registration materials distributed from the Registration Office.

V - The V (audit) grade is given for enrollment in courses for instruction without credit. Regular class attendance without other participation is customary. Students indicate their desire to audit a class at registration and obtain instructors approval. Tuition and fees are assessed at the same rate as classes taken for credit.

#### Pass/Fail and Credit/No Credit Option

Effective Fall 2009

Grades at the College of Law shall consist of the following:

- 1. Letter Grades For all courses not included below, students shall receive letter grades.
- **2. Pass/Fail -** Students shall receive a grade of pass or fail for clinic placements, student-edited journals, moot court board, and Traynor moot court participation. For directed research, students shall receive either a letter grade or a grade of pass or fail, as determined by the instructor. For competitions, students shall receive a grade of pass or fail unless the instructor, in consultation with the associate dean for academic affairs, elects to give letter grades to all students participating in the particular competition.
- **3. Credit/No Credit (CR/NC)** Students may elect to take one (1) advanced non-required course for CR/NC. Students may not exercise the CR/NC option in any College of Law required course (e.g., Constitutional Law II, Legal Profession, and any course to fulfill the seminar and skills course requirements or any course that counts toward the Certificate in Environmental and Natural Resources Law) and may take only one course on a CR/NC basis during their law degree program. To receive credit, students must earn a grade of C- or better. Students must elect the CR/NC course no later than 5:00 p.m. on the last regularly scheduled class day of the semester.

#### Grade Normalization (Curve)<sup>10</sup>

**General Rule.** Except as otherwise provided in paragraph 2 below, grades in all courses with enrollment of more than 15 students shall achieve a mean within the range of 3.10 to 3.30.

**Exceptions.** Notwithstanding paragraph 1 above, the mandatory mean shall not apply to the following:

- a. Grades for Judicial Process, and for teaching assistants in the Legal Methods course and the Academic Support Program.
- b. By petition of the instructor within one week after the add-drop deadline and approval of the Academic Dean, grades in courses meeting the following requirements: (i) the course has enrollment of 25 students or less; and (ii) in accordance with procedures set forth in the course syllabus, the instructor provides students with extensive formative assessment of their written work designed to result in excellent final work product, such as thorough instructor commentary on one or more successive drafts of a substantial research paper or other major written project upon which the instructor will base students' final grades.

- c. The Academic Dean may also exempt from the mandatory mean a subset of students in a course with respect to whom the requirements of paragraph 2(b) are met; and if the Academic Dean grants such an exemption and there are 15 or fewer other students enrolled in the course, the entire course shall be exempted from the mandatory mean policy.
- d. Approval by the Academic Dean under paragraph 2(b) or 2(c) shall be effective only for the semester in which the petition is filed.

Before posting grades each semester, all instructors teaching sections of the same first-year course shall confer in an effort to achieve a comparable distribution of grades across all sections. A consistent distribution across sections is a goal, not a requirement, of this consultation.

In all courses to which the mandatory mean set forth in paragraph 1 does not apply, instructors are strongly encouraged not to deviate from the 3.10-3.30 mean GPA range unless actual student performance is either unusually strong or unusually weak, and application of the mean would result in grades that either understate or overstate the merits of actual student performance.

#### Honors<sup>11, 12</sup>

| Honor             | Criteria  |
|-------------------|---|
| Order of Coif     | The Order of the Coif is a national society founded to encourage legal scholarship and advance the ethical standards of the profession. Each year, the faculty confers membership on students who place in the highest 10 percent of their graduating class. To be eligible, a student must receive graded credit for at least three-quarters of the total number of hours required for graduation. (Under the current requirement of 88 hours, a minimum of 66 graded hours satisfies requirements regardless of how many hours a student may have accumulated prior to graduation.) |
| Highest Honors    | 3.8 and above   |
| High Honors       | 3.6 and above   |
| Honors            | 3.4 and above   |
| Dean's Award      | awarded to student with highest GPA in each class   |
| Faculty Award     | awarded to student with second highest GPA in each class  |
| College Award     | awarded to student with third highest GPA in each class   |
| Barrister's Award | awarded to student with highest GPA in each class   |
| Quinney Award     | awarded to student with second highest GPA in each class  |

In the case of ties, the students with the same GPA will receive the same award.

# Awards<sup>13</sup>

| Name of Award                                       | Awarded for/to   |
|---|--|
| Reva Beck Bosone<br>Scholarship                     | The Women's Law Caucus sponsors this scholarship, an annual cash award given to a first- or second-year student who is a member of the Women's Law Caucus and who is in good academic standing. A WLC selection committee considers the candidate's contributions and potential to make a significant contribution in a field of importance to women. The WLC announces when applications will be accepted, currently early fall semester. |
| The G.W. Anderson Oil and<br>Gas Fellowship         | is provided through the generosity of Anderson Hatch Family Foundation. It honors G.W. Anderson, a pioneer in Utah's oil and gas industry. Working until age 100, the fellowship recognizes the enormous contributions made by Mr. Anderson to Utah's and the Rocky Mountain region oil and gas industry.  |
| BioLaw Fellowship                                   | The recipient should have a strong record of academic excellence and an interest in federal regulatory law, intellectual property law, law and bioscience, or law and medical informatics. They will receive a cash stipend and a full year tuition benefit.   |
| CALI  | The purpose of the CALI award is to recognize academic excellence in legal education. CALI recognizes students who receive the highest grade in a course. There are no restrictions on the number of courses or the number of students within a course. The only restriction is that all courses be law-related and taught within the law school.  |
| Clyde Natural Resources<br>Scholarship              | The recipient, who must demonstrate a commitment to environmental or natural resources law and a strong desire to work in the field, receives a cash award and one semester tuition benefit.   |
| Dewsnup Fellowship                                  | This fellowship is awarded to a first-year student who has demonstrated an interest in natural resources law and excellence in academics. It provides a cash scholarship for the second year of law school, a tuition benefit, and a summer clerkship with the Utah Attorney General's Office working in the area of natural resources.  |
| Edwin Brown Firmage<br>Student Award                | This award honors a student who has demonstrated strong academic achievement and an ongoing commitment to international law and human rights issues through coursework, extracurricular activities, volunteer participation, and/or previous experience. The award is open to current second- or third-year students.  |
| Fordham Loan Forgiveness<br>Program                 | To assist and encourage students to pursue careers in public interest law, this loan repayment assistance program helps graduates who are employed in the public sector repay educational loans. (Note: This program is currently being re-worked.   |
| Lionel Frankel Public<br>Interest Summer Fellowship | The college of law and the Public Interest Law Organization award summer stipends ranging from \$1,000 to \$2,000 for students doing public interest legal work during the summer.   |

| Graduation with Honors  | Students may graduate with honors based on cumulative GPA at graduation as follows: Highest Honors (3.8 and above), High Honors (3.6 and above), and Honors (3.4 and above).  |
|---|---|
| Reza Ali Khazeni<br>Memorial Fellowship in<br>Environmental Law         | This fellowship provides a \$5,000 summer stipend to support a student's summer work in a low- or non-paying not-for-profit environmental agency or organization. Applicants must have completed the first year of law school.  |
| John Farr and Ann Clayton<br>Larson Scholarship                         | This scholarship honors a first- or second-year student with a cash award and one semester tuition benefit. It is given to a student who demonstrates academic achievement and an ongoing commitment to family and juvenile law issues through course work, extracurricular activities, volunteer participation, and/or previous experience.  |
| William H. Leary Scholars   | Leary scholars are students whose grades place them in the top 20 percent of their class. For first-year students, the Leary selection is made following the completion of first-year courses. For second- and third-year students, designations are made following each semester and are based solely on that semester's grades. To be eligible for a given semester, a student must complete no fewer than 12 credit hours, 10 of which must be graded. |
| David T. Lewis Clinical<br>Award  | Awards are given each year to graduating seniors who have outstanding achievement in the Clinical Program. The clinical director, with the advice of a committee chosen by her, makes the awards. Nominations may come from faculty, clinical supervisors, or students may nominate themselves. A cash award of approximately \$100 is presented to each recipient. The deadline for nominations is generally the end of spring semester.                 |
| Steven Magleby Memorial<br>Law Student Fellowship                       | This fellowship presents a monetary stipend and award to an outstanding student who demonstrates a devotion to furthering the rights of people with disabilities.   |
| Judge Gilbert A. Martinez<br>Semper Fi Community<br>Service Scholarship | This scholarship will recognize a student who has an interest in and commitment to community service-in particular service to communities of color and/or low income communities.   |
| Minority Law Caucus<br>Scholarships                                     | The Minority Law Caucus scholarships are awarded to MLC members in good academic standing. The MLC selection committee considers a variety of factors, which may include contributions to the community and financial need. Scholarships are generally awarded in the late spring.  |
| National Association of<br>Women Lawyers Award                          | The NAWL awards a one-year honorary membership and a year's subscription to the NAWL Law Journal to an outstanding law graduate who has demonstrated academic achievement, motivation, tenacity, and drive; who exhibits promise for future contributions to the advancement of women in society; and presents a personable and professional image. The Dean's Office chooses the recipient.  |

| National Association of<br>Women Lawyers Award                  | The NAWL awards a one-year honorary membership and a year's subscription to the NAWL Law Journal to an outstanding law graduate who has demonstrated academic achievement, motivation, tenacity, and drive; who exhibits promise for future contributions to the advancement of women in society; and presents a personable and professional image. The Dean's Office chooses the recipient.  |
|---|---|
| NRLF Natural Resources<br>Scholarship                           | The recipient, who must demonstrate a commitment to environmental or natural resources law and a strong desire to work in the field, receives a cash award and one semester tuition benefit.  |
| O'Hara Honors Program in<br>Natural Resources Law               | The O'Hara Honors Program provides cash award and full year tuition benefit for the recipient's third year of law school, summer clerkship and a two-year attorney position practicing natural resources law with the Attorney General's Office.  |
| S.J. Quinney College of Law<br>Outstanding Achievement<br>Award | The Outstanding Achievement Award certificate is given in each graded course (other than seminars) with an enrollment of at least 12 students. The course professor selects the student whose work is deemed the most outstanding. In the event of a tie, the professor will attempt to select a single winner. If the selection process does not produce one winner, co-winners will be accepted (but no more than two).   |
| Quinney Student Fellowship                                      | The Quinney Fellowships provide a select group of students with outstanding academic, research and writing skills the opportunity to work closely with members of the faculty and others on a range of research, writing, and service projects. Students must work approximately 12 hours per week. They receive a cash stipend and a full year tuition benefit.  |
| The W.J. Mitchell Family<br>Endowed Merit Fellowship            | The Mitchell Fellowship was established through the generosity of Neil R. Mitchell in 1994 to honor the memory of his grandfather William J. Mitchell, a member of the first graduating class of the University of Utah College of Law (1913), and other members of the Mitchell family. The Mitchell Fellowship is awarded to a student who demonstrates extraordinary promise in the study of law and whose undergraduate or other graduate study represents distinction in a science discipline. |
| Quinney Top 10 % Student<br>Scholarship                         | The Quinney Top 10% Scholarship is awarded in fall semester to second and third year students who are not receiving other merit scholarship or fellowship support and are performing in the top 10% of their class. This performance is based on cumulative Quinney College of Law GPA as measured from grades posted from the previous spring semester. They receive a cash award and one semester tuition benefit.  |
| Robert Schmid Natural<br>Resources Writing Award                | The student who writes the best paper on a natural resources-related topic is awarded \$250. The faculty nominates papers, and the Faculty Awards Committee chooses the recipient.  |

| Snell and Wilmer Diversity<br>Fellowship Program   | The Snell & Wilmer Diversity Fellowship Program provides an educational and training experience to a second-year law student during spring semester. The successful candidate for the Program will be the person who, in the opinion of Snell & Wilmer will best represent groups that traditionally have had limited exposure to professional law firm settings and whose diversity and unique perspectives and skills will provide Snell & Wilmer with an experience that may not otherwise be available to the Salt Lake City Snell & Wilmer office. The fellowship pays a \$4,000 stipend. The selection process takes place during the fall semester. |
|--|--|
| Edward D. and Carol J.<br>Spurgeon Public Interest<br>Fellowship                                 | This fellowship provides \$5,000 to support summer employment in a low- or non-paying position with a public service office or agency. Recipients are selected by a committee that considers the student's choice of employment and long-term commitment to public service as demonstrated by academic, vocational, and public service activities.   |
| Robert W. Swenson Natural<br>Resources Law Scholarship   | The recipient, who must demonstrate a commitment to environmental or natural resources law and a strong desire to work in the field, receives a cash award and one semester tuition benefit.   |
| Roger and Madeleine<br>Traynor Scholarship for<br>Excellence in Legal Writing<br>and Scholarship | This cash award and one semester tuition benefit is awarded annually to an advanced law student who has demonstrated distinction in legal writing and scholarship. The Faculty Awards Committee selects the recipient.   |
| Stephen Pierre Traynor<br>Legal Writing Award  | The Traynor Legal Writing Award annually recognizes outstanding writing by an advanced student. The recipient receives \$700 and has his or her name inscribed on the Stephen Pierre Traynor plaque. The faculty nominates student, law review, or journal papers, which, after editing, remain substantially the work of the student. The Faculty Awards Committee chooses the recipient.   |
| Utah Civil Rights and<br>Liberties Writing Award   | The \$300 Utah Civil Rights and Liberties Award is given to the student who writes the best research paper in a class or seminar on the First Amendment, or in a comparable class that requires a research paper. The faculty nominates student papers and the Faculty Awards Committee chooses the recipient.   |
| Alonzo W. Watson, Jr.<br>Scholarship   | The Alonzo W. Watson, Jr. Scholarship is awarded to students with a demonstrated commitment to public service, a strong interest in public policy, and financial need. The scholarship includes a cash award and a one semester tuition benefit.   |

# Journals<sup>14-16</sup>

**The Utah Law Review:** Founded in 1948, the Utah Law Review Society publishes the Utah Law Review, an academic legal journal with national reach. The journal was founded to serve the interests of the students, the bench, and the bar of the State of Utah. Since then, its scope has expanded to include legal issues of both national and international importance. The Society is a wholly student-run organization, with the student-editors making all editorial and organizational decisions.

The Utah Environmental Law Review: The Utah Environmental Law Review typically publishes

two issues each year; a fall issue and a spring issue. It welcomes submissions year-round of articles, comments, notes of interest, and literary pieces. While continuing to publish traditional legal articles, the Utah Environmental Law Review will also consider for publication articles of an interdisciplinary nature, expository articles that provide the non-specialist an overview of specialized areas of law, and articles oriented toward a practitioner's perspective, written by or for the practitioner. In addition, the Utah Environmental Law Review carefully considers other submissions that might be of interest to readers of an environmental legal journal.

The Journal of Law and Family Studies (JLFS): The Journal of Law and Family Studies (JLFS) is an interdisciplinary journal addressing a broad range of empirical and doctrinal topics concerning families, family relationships, and the law. JLFS explores issues in family and juvenile law as well as other family-related issues relevant to public policy. JLFS is published at least twice a year, and membership is determined by a summer writing competition.

#### Moot Court<sup>17</sup>

This past spring, Mark Arrington, a CMI Fellow, and Shaun Mathur, a BioLaw Fellow, competed as a team in the AIPLA Giles Sutherland Rich Memorial Moot Court Competition. After winning an intramural competition, Mark and Shaun represented the College of Law at the regional competition in Silicon Valley, where the problem featured two very complex legal issues, one involving subject matter jurisdiction and the other patent subject matter eligibility. Notably, the problem asked an important question that remained after A.M.P. v. Myriad Genetics, Inc., a 2013 case invalidating patent claims directed to isolated human gene sequences, making it an excellent problem for a team of BioLaw students. Mark and Shaun handled the issues expertly and finished in second place at the regional competition, which qualified them to participate at the national competition in Washington, D.C. At the national competition, Shaun and Mark lost to a particularly strong Suffolk team, but came away with nothing but wonderful things to say about arguing at the Court of Appeals for the Federal Circuit and participating in the competition. The Center for Law and Biomedical Sciences and the College of Law would like to congratulate Mark and Shaun on their success and look forward to continuing that success with future teams.

# Clinical Programs<sup>18</sup>

The College of Law offers a variety of clinical experiences for credit. Clinics include a classroom component, which helps students prepare for their legal work and offers a forum for students to reflect on their experiences. Clinical placements help students to develop a range of practice-related skills and to gain insights into their strengths and career preferences. In recent years the Clinical Program has added faculty-supervised clinics in Environmental Law, Innocence, Appellate Practice and Public Policy work.

Because the College of Law draws on external placements as well as clinics supervised by faculty members, we can accommodate all students who want a lawyering experience each and every semester beginning their second year. Taking advantage of the College's wide selection of clinical opportunities, many students enroll in several different clinics during law school. Students may earn up to 14 credits toward graduation from clinical placement work, not including graded credit received for participation in the accompanying academic courses.

Information about clinic offerings:

- Appellate Clinic
- Arranged Clinic with Directed Study

- Civil Clinic
- Criminal Clinic
- Disability Law Clinic
- Elder Law Clinic
- Environmental Clinic
- Health Law Clinic
- Hinckley International Clinic
- Hinckley Washington D.C. Clinic
- Innocence Clinic
- International Clinic
- Judicial Clinic
- Legislative Clinic
- Mediation Clinic
- · Mobile Home Park Helpline
- New Ventures Clinic
- Poverty Law Clinic
- Public Policy Practicum and Clinic
- SEC Enforcement Clinic
- Utah Journal of Family Law Clinic
- Victim's Rights Clinic

#### Placement Facts<sup>19</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$60,000 - \$100,000 |
|---------------------------------------|----------------------|
| Private sector - Median               | \$76,000             |
| Public service - Median               | \$52,000             |

# **Employment Details**

| Graduates known to be employed at graduation               | 39.8% |
|--|-------|
| Graduates known to be employed ten months after graduation | 78%   |

# Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 43.8%      |
| Business and Industry         | 17%        |
| Government                    | 15.2%      |
| Public Interest Organizations | 10.7%      |
| Judicial Clerkships           | 10.7%      |
| Academia                      | 2.7%       |
| Unknown                       | 0%         |

# **Externships/Internships**

#### Externships<sup>20</sup>

The approved Judicial Extern Program involves regular placement with local judges who are respected jurists and teachers, and who are willing to provide the degree of supervision demanded in the Guidelines for Judicial Clinics. In order to allow manageable oversight, the number of student-judge participants during any semester should be limited to ten (10). Judicial externs must comply with all instructional and oversight provisions for the Judicial Clinic, and the Clinical Director should continue to communicate regularly (monthly) with both student and judge. Not all judges who currently supervise judicial interns should become supervisors of judicial externs, and not every judge who is initially approved to supervise an extern will become a permanent participant in the program.

In extraordinary circumstances and after careful scrutiny, the Clinical Director may approve an extern placement with a judge outside the immediate locality provided that the judge is willing to comply with the Judicial Clinic Guidelines and to provide the individualized supervision to the student that is most important. The extern program is limited to third-year students. Second-year students with outstanding qualifications should be encouraged to apply for post-law school clerkships. Third-year students who have not been accepted as post-law school clerks should be the primary population for participation in the judicial extern program.

The paradigmatic one-semester judicial externship is 12 credit hours. However, the Clinical Director is authorized to approve student judicial externships for lesser or greater credit (but not to exceed a maximum of 14 credit hours in a semester). Additionally, students performing a judicial externship are authorized to take the Judicial Process course, if offered, that semester. The taking of any other law school course, or participation in any other law school activity or program, for credit while performing a judicial externship requires approval, in advance, from the Clinical Director. The Subcommittee approval may be on such terms and conditions as it deems appropriate. The Subcommittee's discretion is to be exercised with a view to furthering the student's educational needs in light of all the circumstances.

The absolute prohibition against credit for both judicial internships and externships is repealed. The Subcommittee is authorized, in appropriate cases, and subject to such terms and conditions as the Subcommittee may require, to allow a student to take a judicial externship even though a judicial internship has previously been taken.

In all cases, the Clinical Program's existing work/credit ratio will remain constant (50 hours of work for each hour of credit). It is contemplated that variations from the 12 credit hour full-time norm will only be made for good cause. It is anticipated that, over time, the Clinical Subcommittee will develop guidelines both with respect to situations in which credit variations (to increase or decrease from the norm) will be permitted and the extent to which other law school courses, activities or programs for credit will be permitted during the externship semester.

# Internships<sup>21, 22</sup>

# Senior Lawyer Volunteer Project Summer Internship

The Senior Lawyer Volunteer summer intern serves as a law clerk to the director of the Senior Lawyer Volunteer Project (SLVP), a program of Utah Legal Services, Inc. (ULS). The intern also works with the project paralegal, Utah Legal Services attorneys, and volunteer retired and active attorneys

who regularly assist the Project. SLVP provides free legal services to low-income, mainly older, Utah citizens in the areas of estate planning, planning for incapacity, property transfers, and community education. ULS handles guardianship matters, so there are opportunities to work in this area of the law as well. Interns typically interact directly with clients, draft documents, research legal questions, and occasionally meet with clients in their homes. The Project is located at the Community Legal Center in downtown Salt Lake City. The internship, which lasts approximately 9 - 10 weeks, should be the primary focus of the student's summer. The intern is expected to keep a journal of his or her SLVP experience for submission to the director at the end of the internship.

Benefits

\$5,000 Stipend

Summer Internship

Eligibility

The Project is seeking a student in good academic standing who has completed the first or second year of law school. The intern must be a person who has an exemplary character and excellent judgment; believes that a lawyer has a primary responsibility to serve the broader public interest. Intern candidates should have a commitment to public service as evidenced by academic, vocation, and public service activities and focus.

While the applicant's financial need may be a positive factor in the selection of the intern, it shall not be a primary factor. Race, religion, and gender shall not be factors in the selection.

Application Requirements and Deadline

Applicants must provide a resume, a one-page written statement and an unofficial College of Law transcript addressing personal qualifications and interests relating to the internship. Applicants should indicate the summer time commitment they are able to make to the Project. The SLVP Internship Selection Committee will screen applications and conduct interviews of qualified applicants.

Preference will be given to a candidate who is interested in and has relevant experience in elder law issues, the rights of the elderly and incapacitated, and public service.

Due: Spring Semester

#### Hinckley International Clinic

The Hinckley Institute of Politics International Program currently places students in full-time internships in key locations in more than 40 countries. The goal of the international program is to provide students with experience in global public policy, service, business, and politics as well as to foster greater understanding among peoples, cultures, and governments.

Students will take HNKLY 6923 Internship: Graduate Global (3 cr./graded), syllabus. The course includes readings pertinent to the internship placement, a policy paper, reflective essays, and weekly emails to the Clinical Program and Hinckley Institute of Politics. The supervisor evaluation of the intern is 25% of the student's grade. Students will also take either 1 credit of directed research or Lawyering Skills Survey (3 credits).

# Student Organizations<sup>23</sup>

- The Air & Waste Management Association
- · American Constitution Society
- The Art & Media Law Alliance
- ASUU College of Law
- Business Law Society
- Federal Bar Association
- Family Law Society
- Federalist Society
- International Law Society
- · Jackie Chiles Law Society
- J. Reuben Clark Law Society
- Minority Law Caucus
- · Natural Resources Law Forum
- National Lawyers Guild
- OUTLaws
- Public Interest Law Organization
- Second Amendment Club
- Sports Law Club
- Student Animal Legal Defense Fund
- Student Intellectual Property Law Association
- Social Justice Student Initiative
- Student Litigation Society
- Student Veteran's Association
- Utah Law Students for Reproductive Justice
- Utah Student Association of Criminal Defense Lawyers
- Women's Law Caucus

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- 23. http://www.law.utah.edu/students/student-organizations/



# University of Florida Fredric G. Levin College of Law



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**MAIN PHONE** 352-273-0600

**WEBSITE** www.law.ufl.edu

**REGISTRAR'S PHONE** 352-273-0620

**ADMISSIONS PHONE** 352-273-0890

**CAREER SERVICES PHONE** 352-273-0860

#### Overview<sup>3</sup>

A law school dedicated to advancing human dignity, social welfare and justice through knowledge of law.

The mission of the University of Florida Fredric G. Levin College of Law is to achieve excellence in educating professionals, advancing legal scholarship, serving the public and fostering justice. We aspire to prepare lawyers to serve their clients, the justice system and the public with a high level of accomplishment and a commitment to the highest ideals of the legal profession. We strive to provide students with a well-rounded legal education. Our curriculum is designed to teach students about the law and to help them develop the skills necessary to use that knowledge in practice. Our goal is for our graduates to possess the core competencies essential to embark on the practice of law.

# Student-Faculty Ratio<sup>4</sup>

12.0:1

#### Admission Criteria<sup>5</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 155-160 | 3.28-3.68 |
| Median*              | 157     | 3.50      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Michelle Adorno Cohen |
|------------------------|-----------------------|
| Application deadline   | July 15               |

Law School Admissions details based on 2015 data.

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

#### Admission Statistics<sup>6</sup>

| Approximate number of applications | 1359  |
|------------------------------------|-------|
| Number accepted                    | 840   |
| Percentage accepted                | 61.8% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>7</sup>

| Tuition and fees Full-time: | \$22,299 per year (in-state)<br>\$38,904 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$11,900   |
| Books                       | \$1,850  |
| Miscellaneous expenses      | \$3,580  |

# Class Ranking and Grades<sup>8, 9</sup>

# Class Ranking

Two official class rankings are available during a student's law school tenure, after completion of the first year and upon graduation. The end-of-first-year ranking is calculated based on cumulative grade point average compared with other students of the same matriculation date. Graduation ranking is calculated based on cumulative grade point average compared with other graduates of the same date. Unofficial rankings are also available after each fall and spring term and are approximate based on cumulative grade point average compared with other students of similar credits completed. Class rank shall be available to all requesting students. Individual class rankings can be obtained from the Office of Student Affairs in person with a picture ID, by fax or email.

Grades are recorded permanently by the Office of the University Registrar. The grade point average (GPA) is determined by computing the ratio of grade points of semester hours of work attempted in courses in which letter grades are assigned. Students receive grade points according to the following scale:

| A (Excellent)    | 4.0  |
|------------------|------|
| Α                | 3.67 |
| B+               | 3.33 |
| B (Good)         | 3.0  |
| B-               | 2.67 |
| C+               | 2.33 |
| C (Satisfactory) | 2.0  |
| C-               | 1.67 |
| D+               | 1.33 |

| D (Poor)    | 1.0  |
|-------------|------|
| D-          | 0.67 |
| E (Failure) | 0.0  |

Per faculty policy, the mandatory mean grade for all course sections is 3.15-3.25, inclusive. If the mean GPA for students enrolled in the course section (determined as of the beginning of the semester) is above 3.2, the lower end of the range is 3.15 and the upper end of the range may be .05 higher than the mean GPA of the students enrolled in the course section (determined as of the beginning of the semester) is below 3.2, the lower end of the range may be .05 lower than the mean GPA of the students enrolled in the course and the upper end of the range shall be 3.25.

The mean grade specified in this section shall be recommended rather than mandatory with respect to any seminar (classified as LAW 6936) and any course section of 15 or fewer students.

In no event, however, may the mean grade exceed 3.6, except as follows: If the mean GPA (determined at the beginning of the semester) for students enrolled in a course section after the last day to drop a class is above 3.55, the mean grade for the course section may exceed 3.6, but may not exceed the mean GPA of the students enrolled in the course section plus .05.

Grades awarded to LL.M. students, exchange students, and graduate students, and grades of E are excluded from calculation of the mean grade.

# Grade Normalization (Curve)10

Except as otherwise provided, the distribution of the final grades awarded in all required courses in which more than 15 students are enrolled and in which letter grades are awarded must fall within the following percentages:

| А            | 5 to 15%  |
|--------------|-----------|
| Α-           | 10 to 20% |
| B+           | 20 to 35% |
| В            | 20 to 35% |
| B-           | 5 to 15%  |
| C+ and below | 0 to 20%  |

#### Honors<sup>11</sup>

In cases of superior scholarship and intellectual attainments, the Juris Doctor degree may be awarded Summa Cum Laude, Magna Cum Laude or Cum Laude. Qualifying GPAs are based on all work attempted in law courses.

Honors requirements are as follows:

| Honor             | Criteria  |
|-------------------|---|
| Order of the Coif | The Levin College of Law is one of a select group of law schools with a chapter of the Order of the Coif, the national academic honor society for law. The top 10 percent of a blend of all graduating classes—summer, fall, spring—within a fiscal year are chosen for the award, upon faculty approval. Notice is usually provided the fall following the prior year's graduations. |
| Cum Laude         | Grade point average of 3.30 or higher.  |
| Magna Cum Laude   | Grade point average of 3.70 or higher.  |
| Summa Cum Laude   | Grade point average of 3.90 or higher.  |
| Dean's List       | To recognize excellent academic performance, students who achieve<br>at least a 3.30 semester grade point average in the spring or fall<br>semester will be named to the Dean's List. Students must be enrolled<br>in at least 12 semester credits of law courses to be eligible.   |

#### Awards<sup>11</sup>

| Name of Award | Awarded for/to   |
|---------------|--|
| Book Awards   | Established by individuals and law firms, Book Awards provide financial support to the college and recognize outstanding academic performance. Recipients are chosen by their professors based on Commencement by Kristen Hines exam grades and are recognized with an inscribed plaque. |

# Journals<sup>12-15</sup>

#### Florida Law Review

The student-edited Florida Law Review contains articles by legal scholars expert in various areas of the law, and works by student members.

#### Florida Journal of International Law (FJIL)

Founded in 1984, the Florida Journal of International Law (FJIL) is a scholarly publication devoted to timely discussion of prescient international legal issues. Its subscribers include legal scholars and practitioners from around the world.

The Journal, published three times a year, is one of four co-curricular, student-run publications produced at the University of Florida Fredric G. Levin College of Law. On occasion, the Journal will also have Special Editions that can be purchased in addition to its subscription. The Journal selects its editorial board and staff from the top ten percent of students at the law school and from winners of the open write-on competition held once per year.

The Journal enables students to earn academic credit while honing their legal research and writing skills. Recent articles published or accepted have treated subjects as varied as International Trade and Commerce Law, Human Rights Law, Terrorism, National Security, War Crimes, International Environmental Law, International IP (Intellectual Property), and Maritime Law.

# The University of Florida Journal of Law and Public Policy

Founded in 1987, the Journal fosters contemporary discourse on judicial decisions, legislation, law reform, and other legal and social issues facing public policy decision-makers. Each issue contains both analytical and thought-provoking articles written by lawyers, judges, scholars, and public officials. The Journal is published three times a year by the University of Florida Levin College of Law. The Journal is designed to serve the needs of professionals, researchers, instructors, and students in the academic fields of law and public policy, journalism and mass communications, business and social science, and other related disciplines, as well as law libraries, policy analysts, and public officials.

#### Journal of Technology Law and Policy

The Journal of Technology Law & Policy is a scholarly legal journal devoted to the discussion of relevant technology issues, including, but not limited to, patents, copyrights, trademarks, trade secrets, antitrust, information privacy, and computer law. The Journal is one of four co-curricular journals produced at the University of Florida Fredric G. Levin College of Law.

Since its founding in Fall 1995, the Journal steadily emerged as one of the foremost national intellectual property and technology law academic publications. The Journal began as a project of the Internet and Computer Law Association, a University of Florida student organization. The Journal became a fully accredited independent academic journal in Spring 1999. Since the June 2000 edition, the Journal has been available in hardbound print.

In the Spring of 2016, the Journal began to publish its articles online. The Journal hopes to reach a wider audience and to allow the Journal to be on the cusp of current and relevant topics to the legal society. The new website hosting the Journal's online publication also affords members an opportunity to demonstrate their legal writing and analysis on the Journal's forum. Member contributions to the forum can then be easily accessed and reviewed by potential employers and interviewers.

Membership in the Journal is limited to students at the College of Law, who exclusively review and edit the Journal, under the supervision and guidance of a College of Law faculty advisor. Students in good academic standing may compete in each year's unified writing competition. If the work demonstrates superior analysis and writing skills, the Journal extends an offer of membership. Students may also be eligible for membership on the Journal based on outstanding academic achievement in their first year of law school.

#### Moot Court<sup>16, 17</sup>

The Florida Moot Court Team is a prestigious co-curricular organization at the University of Florida Levin College of Law. Founded in 1961, the team's mission is to promote excellence in appellate advocacy.

Throughout its rich history, the team has received numerous state and national awards. Two- and three-member teams travel to over a dozen competitions throughout the United States each academic year.

At the end of each summer, the team holds a try-out competition for those students interesting in joining the team, who are entering their third semester. The competition requires students to write an appellate brief and then present two oral arguments before a panel of student and faculty judges. To be eligible to try out, students must have completed Appellate Advocacy and be in good academic standing.

#### The Florida Tax Moot Court

Welcome to the Florida Tax Moot Court Team's website. Our team consistently places among the top competitors in various national tax and securities law competitions. We pride ourselves on developing and refining oral and written advocacy skills in the context of the most complex areas of law. Our team members, through their participation, build a lasting foundation of analytical skills and competence that cater to the practical aspects of the legal profession. Moreover, members of the Florida Tax Moot Court team cultivate relationships that endure far beyond law school.

# Clinical Programs<sup>18</sup>

The Fredric G. Levin College of Law Clinics are faculty-supervised, advice, representation, and mediation clinics that integrate the college's nationally-ranked scholarship with applied lawyering, mediation, and problem-solving skills developed through simulation courses and by legal services provided in a fully-operational legal aid clinic.

Joining a Clinic will give students the opportunity to gain real-world legal skills through participation with real clients alongside experienced lawyers.

# Virgil D. Hawkins Civil Legal Clinics

Each of the Virgil D. Hawkins Civil Clinics offers advice, representation, or mediation assistance to income-eligible clients in the Eighth Judicial Circuit of Alachua County, Florida.

#### Family Advocacy Clinic

The Family Advocacy Clinic operates as an actual law office where students provide exceptional assistance and representation to clients with family law problems.

#### Gator TeamChild Juvenile Law Clinic

The Gator TeamChild Clinic provides free legal services to children and gives students an opportunity to advocate for children regarding a broad spectrum of issues.

#### Intimate Partner Violence Assistance Center

The Intimate Partner Violence Assistance Center (IPVAC) helps to provide indigent victims of domestic, dating, and/or sexual violence assistance with civil issues surrounding their abuse.

#### **County Court Mediation Clinic**

The County Court Mediation Clinic provides students with an opportunity to participate in real court mediations while also helping students attain certification as a County Court Mediator.

#### The Criminal Law Clinics

While participating in the Criminal Law Clinics, students intern at the actual offices of the State Attorney or the Public Defender while also attending clinical lectures and simulation-based classes.

#### Prosecution Clinic

The Prosecution Clinic provides students with an opportunity to perform as interns in the actual practice of law under the direct supervision of a licensed Assistant State Attorney.

#### The Criminal Defense Clinic

The Criminal Defense clinic offers students an opportunity to represent indigent persons accused of crimes through the Public Defender's Office.

#### The Conservation Clinic

The University of Florida Conservation Clinic is an initiative of the Environmental and Land Use Law Program at the Fredric G. Levin College of Law in Gainesville, Florida. Housed at the law school's Center for Governmental Responsibility, the clinic offers both law and graduate students the opportunity to work on cutting edge environmental and land use law and policy issues.

#### Placement Facts<sup>19</sup>

# Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$55,000 - \$95,000 |  |
|---------------------------------------|---------------------|--|
| Private sector - Median               | \$67,000            |  |
| Public service - Median               | \$41,750            |  |

# **Employment Details**

| Graduates known to be employed at graduation               | 42.7% |
|--|-------|
| Graduates known to be employed ten months after graduation | 76.1% |

#### Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 59.8%      |
| Business and Industry         | 12%        |
| Government                    | 18.4%      |
| Public Interest Organizations | 1.9%       |
| Judicial Clerkships           | 4.9%       |
| Academia                      | 1.1%       |
| Unknown                       | 1.9%       |

# **Externships/Internships**

# Externships<sup>20</sup>

The Academic Externship Program publishes four Program Guides per academic year, including a guide for fall and spring semesters and two guides for summer semester. Externships are offered in all areas of law including; Children & Families, Civil Rights, Corporate, Criminal, Domestic Violence,

Environmental & Land Use, Higher Education, Health Care, Housing, Human Rights, Intellectual Property and Local Government.

Externship Program Guides are provided to students as a tool to learn about the Externship Program, information regarding on-going externship opportunities, potential externships, and how to create externships. The guides also provide students with individual position descriptions, application instructions and deadlines for each externship.

- Summer Externship Program
- Fall & Spring Externship Program

The Spring Academic Externship Program Guide is published in mid-spring semester with application deadlines in early summer. The Spring Academic Externship Program Guide is published in early fall with application deadlines approximately two weeks prior to fall semester finals. In most cases, fall and spring semester externship applications are accepted via the University of Florida online Gator Jobs application system.

# Internships<sup>21, 22</sup>

While participating in the Criminal Law Clinics, students intern at the actual offices of the State Attorney or the Public Defender while also attending clinical lectures and simulation-based classes.

#### Legal Intern Certification (CLI)

Students must become certified by the Florida Supreme Court for practice in the Criminal and most Civil clinics by applying to the Florida Supreme Court and by meeting the requirements of Chapter 11, Rules Regulating The Florida Bar (aka "Student Practice Rule").

Students who participate in the Mediation Clinic or Conservation Clinic are not required to obtain Legal Intern Certification.

1) To be eligible to become a CLI, students must first register with the Florida Board of Bar Examiners and receive a "Notice of Registrant Clearance" Letter. This will take at least 3-6 months. A copy of this letter is required to be attached to the student's application for any clinic that requires CLI certification.

When registering for the Florida Board of Bar Examiners, students will have two options. The first option the student may choose is "student registration," as part of the student's normal application for the Florida Bar. As an alternate option, if the student does not intend to sit for the Florida Bar, the student may choose "Certified Legal Intern (CLI) Registration" only. For more information, please see the FAQ at http://www.floridabarexam.org/. Pay particular attention to the questions: "May I register as a first-year law student" and "How do I meet the clearance requirement for the Certified Legal Internship (CLI) program."

2) After students have registered for a Civil or Criminal Law Clinic, they must complete an application for CLI certification with the clinic staff. After the Dean of the Levin College of Law certifies the student, the clinic staff will submit the CLI application to the Florida Supreme Court for approval.

# Student Organizations<sup>23</sup>

- American Bar Association-Law Student Division
- American Constitution Society for Law and Policy
- Art Law Society
- · Asian & Pacific American Law Student Association
- Association for Law and Business
- · Association for Tax Law
- · Association of Public Interest Law
- · Black Law Students Association, W. George Allen Chapter
- Caribbean Law Students Association
- Christian Legal Society
- Corporate and Securities Litigation Group
- Criminal Law Association
- Cuban American Bar Association CABA
- Eighth Judicial Circuit Law Student Association (EJCLSA)
- Entertainment & Sports Law Society
- Environmental and Land Use Law Society (ELULS)
- Estates and Trusts Law Society
- Family Law Society
- Federalist Society
- Florida Association for Women Lawyers
- Florida Bar Young Lawyers Division Law Student Division
- Gator Muslim Law Students Association
- Gators for Alternative Dispute Resolution (GADR)
- Health Care Law Society
- Immigration Law Association (ILA)
- Intellectual Property & Technology Law Association
- International Law Society
- J. Reuben Clark Law Society
- Jewish Law Students Association
- John Marshall Bar Association
- Latino Law Student Association (LLSA)
- Law Association for Women
- Law College Council
- Law School Democrats
- Law School Republicans
- · Law Student Division of The Florida Bar
- Law Transfer Student Organization (LTSO)
- Law Yoga Club
- Middle Eastern Law Students Association (MELSA)
- Military Law Student Association
- OUTLaw
- Phi Alpha Delta
- · Phi Delta Phi
- Public Interest Environmental Conference (PIEC)
- Real Property Law Association
- South Asian Law Society
- Volunteer Income Tax Assistance

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# University of Maryland Francis King Carey School of Law



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**ADMISSIONS PHONE** 410-706-3492

**CAREER SERVICES PHONE** 410-706-2080

#### Overview<sup>2-4</sup>

The University of Maryland Francis King Carey School of Law was established in 1816 and began regular instruction in 1824. It is the third-oldest law school in the nation, but its innovative programs make it one of the liveliest and most dynamic today. UM Carey Law stands among five other professional schools on the Founding Campus of the University of Maryland. It has taken advantage of this location to become an integral part of the Baltimore-Washington legal and business community.

The University of Maryland School of Law was established in 1816 and began regular instruction in 1824. It is the third-oldest law school in the nation, but its innovative programs make it one of the liveliest and most dynamic today. Maryland Law stands among five other professional schools on the University of Maryland, Baltimore campus. It has taken advantage of this location to become an integral part of the Baltimore-Washington legal and business community.

#### **Early History**

At the beginning of the 19th century, an aspiring lawyer would master the profession through an apprenticeship with an experienced member of the Bar. In Maryland, a prolific legal writer and commentator named David Hoffman helped to formalize legal instruction by persuading the state legislature to found the Law Institute at the University of Maryland.

Hoffman's contribution to legal instruction included a comprehensive Course of Legal Study, whose influence extended well beyond Maryland. The Hoffman program was quickly adopted by other law school professors around the country. Hoffman was also an early advocate of promoting ethical behavior among lawyers, giving rise to his enduring reputation as the father of American legal ethics.

Through Hoffman's influence, instruction at Maryland's first law school began in 1824. After a hiatus, it resumed in earnest in 1868 and has continued to grow in breadth and recognition to the present day.

Through a curriculum exceptionally rich in both theoretical and practice-based courses, University of Maryland Francis King Carey School of Law students develop the clarity of thought, precision and analytical skill that are the hallmarks of a successful lawyer. Our 12:1 student/faculty ratio is one of

the best in the country. Small class sizes enable students to work in one-on-one settings with some of the country's top law professors, in the classroom, assisting in research, and collaborating on real-life cases and policy development.

# Student-Faculty Ratio<sup>5</sup>

10.3:1

# Admission Criteria<sup>6</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 154-160 | 3.25-3.65 |
| Median*              | 157     | 3.48      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Susan Krinsky |
|------------------------|---------------|
| Application deadline   | April 1       |

Law School Admissions details based on 2015 data.

#### Admission Statistics<sup>6</sup>

| Approximate number of applications | 1727  |
|------------------------------------|-------|
| Number accepted                    | 986   |
| Percentage accepted                | 57.1% |

The above admission details are based on 2015 data.

### Law School Cost<sup>7</sup>

#### Expenses

| Tuition and fees Full-time: | \$30,177 per year (in-state)<br>\$43,657 per year (out-of-state) |
|-----------------------------|--|
| Room and board              | \$19,350   |
| Books                       | \$1,725  |
| Miscellaneous expenses      | \$2,000  |

<sup>\*</sup>Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

# Class Ranking and Grades<sup>8-10</sup>

Class rank is only calculated at the end of the fall and spring semesters. Students who take summer school classes are not issued a new class rank in August, they must wait until December to receive a new rank which factors in their summer grades. Students changing divisions, for example from day to evening, will be ranked with that new division at the end of the next semester. Grades processed after the availability of class rank (e.g., due to completion of work under a grade of Incomplete) will be included in the determination of class rank only in the next semester.

Class rank for graduates is determined in May of each year. It includes day, evening and part time day graduates from May of that year as well as the graduates from the preceding December and July graduation dates.

The chart below has been developed in response to student and employer requests for information about the School of Law's grading scale. It will be updated and posted after each semester's grading is complete. Please recognize that the numbers will change from semester to semester, and that students switching from one division to another will be ranked in their new division at the end of that semester. Class rank of the graduating class combines all Day Division, Evening Division, and Part-time Day Division students graduating in July, December and May.

A letter grading system is used, in which each letter grade is awarded points on a four-point scale for purposes of computing grade point averages:

| Letter Grade   | Points Awarded for Grade  |
|----------------|---|
| A+             | 4.33  |
| А              | 4.00  |
| A-             | 3.67  |
| B+             | 3.33  |
| В              | 3.00  |
| B-             | 2.67  |
| C+             | 2.33  |
| С              | 2.00  |
| C-             | 1.67  |
| D+             | 1.33  |
| D              | 1.00  |
| D-             | 0.67  |
| F (failing)    | 0   |
| I (incomplete) |   |
| W, WA, WD      |   |
| CR, NC         | The grade CR (credit) or NC (no credit) as the case may be, will be recorded on the student's academic record. Neither grade will have an impact on the cumulative grade point average, but only the CR grade will cause credits to be earned toward degree requirements. |

#### **Grade Point Calculation**

Grade point averages (GPA) are computed by multiplying the point equivalent for the letter grade for each course by its weight in semester hours, adding the products for each course, and dividing the sum by the number of semester hours taken. Grades are rounded to two decimal points. Students should not report self-calculated GPA's; use the GPA found on SURFS. When a course is repeated, the new grade, whether higher or lower, and credits replace the old grade and credits in the student's grade point average; however, both grades remain on the student's transcript, with the notation 'R' (the course was repeated) next to the first grade.

#### Grading in Year-long Courses

Grading in year-long courses, such as Clinics, and Trial Planning & Advocacy, is as follows: at the end of the fall semester, the student will receive a grade of NM indicating that no grade is available; at the end of the spring semester the student will receive a letter grade for all work done in the clinic/course. On the student's transcript, this letter grade will be listed for each semester according to the number of credits attributed to each semester and it will replace the NM originally listed at the end of the fall semester. A student who is permitted to withdraw from the School of Law after completing one semester may receive a grade for the work done during the semester.

#### Incomplete Grades

The grade I (incomplete) is given only to students who have a proper excuse for failure to present themselves for examinations or to complete any other work that may be required by the instructor in time for the instructor to complete grading by the grading due date. It is not used to signify work of inferior quality. A grade of incomplete may not be carried for more than one semester without the approval of the Director of Registration & Enrollment. An incomplete grade given at the end of the spring semester or summer session must be converted to a letter grade by the end of the subsequent fall semester, and an incomplete grade given at the end of the fall semester must be converted to a letter grade at the end of the subsequent spring semester. An incomplete grade not converted to a letter grade within these time limits, and for which the Director of Registration & Enrollment has not granted an extension, shall be converted to an F (0.00). The grade I (incomplete) will remain on the transcript even after the work has been completed.

If a student withdraws or is excluded from the law school, these periods of limitation regarding an incomplete shall be suspended while the student is absent from the school. Any grade of incomplete remaining at the time a student is certified for graduation shall be change to an F (0.00). The Director of Registration & Enrollment will approve the extension of an incomplete only in extraordinary circumstances.

#### Withdrawal from Courses

"W" reflects a student's withdrawal from a course, either voluntary or required after the add/drop period. "WA" reflects a student having been withdrawn administratively and "WD" indicates a student's withdrawal from school.

#### Credit/No Credit Option

Subject to the right of the person teaching the course to require that all students take the course on a graded basis, a student may elect to take a course, other than a required course, on a credit/no

credit basis, but only for one course on one occasion during the student's law career. An instructor who wishes to require that all students take the course on a graded basis must notify the Office of Registration & Enrollment of this requirement in time for it to be inserted into the registration materials for the semester in which the course is to be offered. A student who wishes to elect to take a course on a credit/no credit basis must file his or her election with the Office of Registration & Enrollment prior to submitting work for a grade or sitting for an exam (this does not apply to class participation in course where it comprises a portion of the student's grade) or by the date announced by the Office of Registration and Enrollment, whichever is earliest. A student who properly elects to take a course on a credit/no credit basis will receive "credit" for the course if his or her grade in the course is at least C- (1.67); otherwise, he or she will receive "no credit" for the course. However, a student who properly elects to take a course on a credit/no credit basis and who receives a grade below C- in the course will be so notified and then can elect, in the time and manner prescribed by the Office of Registration & Enrollment, to take the grade in the course instead of the "no credit."

The grade CR (credit) or NC (no credit) as the case may be, will be recorded on the student's academic record. Neither grade will have an impact on the cumulative grade point average, but only the CR grade will cause credits to be earned toward degree requirements.

#### Grade Normalization (Curve)<sup>11</sup>

# Minimum GPAs Required (Based on May 2014 graduation class)

| Minimum GPA required to fall within the top 10% of the class | 3.68  |
|--|-------|
| Minimum GPA required to fall within the top 25% of the class | 3.53  |
| Minimum GPA required to fall within the top 33% of the class | 3.44  |
| Minimum GPA required to fall within the top 50% of the class | 3.274 |
| Minimum GPA required to fall within the top 75% of the class | 3.089 |
| Median GPA   | 3.27  |
| Minimum GPA required for graduation                          | 2.0   |

#### Honors<sup>12</sup>

| Honor             | Criteria  |
|-------------------|---|
| Order of the Coif | Order of the Coif is awarded to students who are in the top 10% of<br>the graduating class and who have completed at least seventy-five<br>percent of their requirements at the University of Maryland Francis<br>King Carey School of Law. |
| Summa cum laude   | Summa cum laude is awarded to the top five students in the graduating class.  |
| Magna cum laude   | Magna cum laude is awarded to the students in the top 10% of the graduating class.  |
| Cum laude         | Cum laude is awarded to the students in the top 1/3 of the graduating class.  |

#### Awards<sup>13</sup>

| Name of Award                     | Awarded for/to                                       |
|-----------------------------------|--|
| Thomas Prizes                     | Graduate ranking #1                                  |
| Larry B. Shoda Award              | Academic excellence by evening student               |
| Joseph Bernstein Fund Prizes      | Best work in each student journal                    |
| Hoffberger Clinical Law Prize     | Graduate who excelled in Clinical Law Prog.          |
| Public Service Award              | Faculty Vote   |
| Sam Allen Memorial                | Outstanding Leadership & Scholarship                 |
| Roger Howell Achievement Award    | Student activities/leadership                        |
| Elizabeth Maxwell Carroll Chesnut | Good scholarship as determined by Dean               |
| William P. Cunningham Award       | Exceptional Service to the School                    |
| Order of Barristers               | Graduates who excel in trial/appellate advocacy      |
| Law School Alumni                 | Faculty Vote   |
| Litigation and Advocacy Award     | Faculty Vote   |
| Community Scholar Prize           | Outstanding service to a MD community                |
| Anne Barlow Gallagher Prize       | Clinical faculty vote                                |
| Morris Brown Myerowitz Moot Court | Best Oral Argument and Brief, Moot Court Competition |
| William Strobel Thomas Prize      | Faculty Vote   |

# Journals<sup>14</sup>

The School of Law is home to five student edited scholarly journals covering a diverse array of content areas. These journals provide students in-depth writing and editing experiences, the chance to work with distinguished academic authors both from the School of Law and from schools across the country, and the opportunity to compete to publish their own academic writing.

First published in 1936, the **Maryland Law Review** is the oldest journal at the University of Maryland School of Law and the pre-eminent student authority on developments in Maryland case law in the State of Maryland. Ranked among the top tier of national law reviews, the Maryland Law Review is also a respected voice on federal law in the United States Court of Appeals for the Fourth Circuit.

The **Journal of Business & Technology Law** was founded in 2005 at the School of Law as the student-run successor to The Business Lawyer. With a focus on matters at the intersection of business and technology, the Journal publishes analytical articles by leading academics, judges, and practitioners. It also provides a unique forum for scholarly discourse on issues arising from the new business and technology courts at the state level.

The **Journal of Health Care Law & Policy (JHCLP)** was founded in 1997 at the University of Maryland School of Law to provide a forum for the interdisciplinary discussion of leading issues in health law and policy. It is among the oldest journals at the law school, and publishes articles and manuscripts from a variety of professionals, including health law attorneys, physicians, pharmacists, nurses, and

policy analysts. Bolstered by the School of Law's nationally-ranked Law and Health Care Program, the Journal of Health Care Law & Policy is one of the few scholarly journals that bridge the legal, public policy, and scientific fields.

The **Maryland Journal of International Law (MJIL)** provides a unique forum for scholarly discourse on a wide range of issues of international and comparative law. Authors include experts in the field of international law, academics, practitioners, and politicians

The **University of Maryland Law Journal of Race, Religion, Gender and Class** provides a forum for academics, judges, and practitioners to engage in a scholarly discussion of legal issues pertaining to race, religion, gender and class. The Journal also hosts an annual symposium that explores a current legal topic related to the Journal's focus.

#### Moot Court<sup>15, 16</sup>

The Moot Court Board is comprised of students who have demonstrated exceptional ability in appellate brief writing and oral advocacy. Day students compete for board membership during their second year and evening students compete during their third year of law school. The mission of the Board is to provide law students with an avenue to enhance their advocacy skills in appellate brief writing and oral debate. The Board accomplishes these goals by presenting a speaker series of federal and state appellate judges and practitioners, offering workshops on how to effectively write briefs and present oral arguments, assisting first and second-year students with their advocacy courses and competing in various competitions. The Moot Court program is, undoubtedly, one of the best ways for law students to develop oral advocacy and appellate writing skills.

#### International Moot Court

The International Moot Court is a for-credit student organization that enhances oral advocacy skills and the understanding and application of international law. Students prepare memorials for submission and perfect their arguments in the fall semester, and then compete in the Philip C. Jessup International Law Moot Court Competition, the world's largest moot court competition, in the spring semester.

#### Clinical Programs<sup>17, 18</sup>

For more than a decade, Maryland's Clinical Law Program has been ranked among the nation's top ten by U.S. News & World Report. A national leader, it was the first law school program in the country to receive the John Minor Wisdom Award, the American Bar Association's leading public service honor.

Each year, 25 faculty lead 250 students in providing 140,000 hours of free legal services to the community, making the Clinical Law Program one of the region's largest public interest firms. The Program allows students to work alongside faculty members on real-life cases, and gain a unique combination of theoretical study and practical experience that prepares them to hit the ground running in their legal careers.

Typically, students enrolled in clinic programs represent clients singularly or in teams of two or three. Each student also meets in a classroom forum with their clinical instructor once a week. Classes are devoted to teaching about substantive law, practice skills, professional responsibility, problems in the administration of justice and system reform. In their clinic practices students give advice to individuals and groups and engage in formal and informal advocacy, as well as transactional work.

Student attorneys do a significant amount of writing by drafting letters, pleadings, agreements and organizational documents, legal memoranda and briefs. They are also responsible for the client files, both in paper and electronic forms, and they must complete a timesheet at the end of each week.

Students can participate in the following clinic curriculum:

- Access to Justice Clinic: Effective Assistance of Counsel at Bail
- Appellate Advocacy and Law Reform Clinic
- Appellate and Post-conviction Advocacy Clinic
- Civil Rights of Persons With Disabilities Clinic
- Clinic II
- Community Equity and Development Seminar: Legal Theory and Practice
- Consumer Bankruptcy: Legal Theory and Practice
- Consumer Protection / Attorney General's Office Clinic
- Criminal Law: Legal Theory and Practice
- Criminal Law: Legal Theory and Practice: Writing in Law Practice
- Drug Policy and Public Health Strategies Clinic
- Environmental Law Clinic
- Gender Violence Clinic
- General Practice Clinic
- General Practice Clinic: Just Advice
- Health Care Delivery and HIV / Aids Clinic
- Immigration Clinic
- Intellectual Property Law Clinic
- Just Advice® Project
- Landlord Tenant Clinic: Legal Theory and Practice
- Low Income Taxpayer Clinic
- Mediation Clinic
- Public Health Law Clinic
- Reentry / Criminal Records: Legal Theory and Practice
- School to Prison Pipeline: Legal Theory and Practice

#### Placement Facts<sup>19</sup>

#### Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$51,000 - \$85,000 |
|---------------------------------------|---------------------|
| Private sector - Median               | \$65,000            |
| Public service - Median               | \$46,000            |

#### **Employment Details**

| Graduates known to be employed at graduation               | 50%   |
|--|-------|
| Graduates known to be employed ten months after graduation | 77.4% |

#### Areas of Legal Practice

| Graduates Employed In | Percentage |
|-----------------------|------------|
| Law Firms             | 30.2%      |
| Business and Industry | 18.3%      |

| Government                    | 21.3% |
|-------------------------------|-------|
| Public Interest Organizations | 4.9%  |
| Judicial Clerkships           | 22%   |
| Academia                      | 3.4%  |
| Unknown                       | 0%    |

#### **Externships/Internships**

#### Externships<sup>20</sup>

The School of Law's externship program offers students the opportunity to learn, in supervised governmental and not-for-profit organization settings, about significant aspects of law and its practice. Externships fall into the following broad categories:

- Business Law
- Alternative Dispute Resolution (through the Center for Dispute Resolution at the University of Maryland, C-DRUM)
- Center for Health and Homeland Security
- Environmental Law
- Criminal Law Prosecution
- Judicial (Asper Fellowship)
- Health Law
- Intellectual Property Law
- International Law (including South Africa)
- Maryland Legislative
- Public Interest

Each externship has a program administrator. Many students identify their own field placements and then approach the appropriate program administrator to supervise the opportunity. In other cases, students approach the program administrator first for assistance in identifying a field placement. Externships carry from 3 to 11 credits; along with the field placement, every student must enroll in a 1-or 2-credit workshop corresponding to the externship category.

#### Internships<sup>21</sup>

Judicial internships and clerkships are excellent ways to gain experience in the legal profession. Judicial clerkships are usually one-to two-year positions in which law school graduates work closely with judges. These positions are available at all levels from county trial courts to the United States Supreme Court. The hiring criteria vary by level and, generally, the higher the court, the more competitive the positions become. Judicial clerkships are excellent positions because you become familiar with the trial process and gain valuable hands-on experience early in your career. These are great positions for students looking to transition into smaller and larger firms after the clerkship. It also allows the opportunity to take a position while you await bar exam results.

Appellate and trial courts provide different types of work and you should meet with a counselor to research these before you apply. Traditionally, law clerks who work in trial courts gain significant opportunities to engage in the trial advocacy process and observe courtroom proceedings; whereas law clerks in appellate courts spend most of their time researching and writing briefs. Competition for

clerkships, especially at the higher state court and federal level, is very fierce and you should meet with a counselor in the fall of your second year to discuss your clerkship strategy.

Judicial internships are an excellent way for first-year students to gain exposure to the court system in their first summer and many second-year students also work with judges during the school year. Almost all of the courts in Maryland and the DC Superior Court, as well as many of the federal courts take first-year students as judicial interns. We recommend that you apply for those positions in early in the spring semester. Students seeking school-year judicial internships with judges should apply at least three months before they wish to work with the judge.

#### Student Organizations<sup>22</sup>

- Alternative Dispute Resolution Team
- American Constitution Society for Law & Policy
- Asian/Pacific-American Law Student Association
- Black Law Student Association
- Business Law Society
- Christian Legal Society
- Criminal Law Association
- Cycling Club
- Entertainment, Arts and Sports Law Association
- Federalist Society for Law and Public Policy Studies
- Immigration Law and Policy Association
- International Law Society
- Jewish Law Students Association
- Latino/a Law Students Association
- Law Students for Reproductive Justice
- LGBT Law Student Alliance
- Legally Sound A Cappella Choir
- Maryland Education Law Project
- Maryland Environmental Law Society
- Maryland Intellectual Property Student Association
- Maryland Carey Service Corps
- The Maryland Public Interest Law Project, Inc.
- Mediators Beyond Borders Partnering for Peace & Reconciliation
- Moot Court
- Muslim Legal Society
- National Lawyers Guild
- Parents Attending Law School
- Phi Alpha Delta
- Phi Delta Phi
- Real Estate Association
- The Republican Law Society
- Softball Team
- Space Law Society
- Student Animal Legal Defense Fund
- Student Bar Association
- Student Health Law Organization
- Student Honor Board
- The Student Law and Media Association

- Student Representation Project
- The Trial Team
- University of Maryland Association of Legislative Law
- University of Maryland Law Democrats
- Veteran Advocates for Military Practice and Personnel
- Women's Bar Association
- Students Supporting the Women's Law Center

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# Florida State University College of Law



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#### Overview<sup>4, 5</sup>

The Florida State University College of Law has been rated Florida's #1 law school by Business Insider (2014).

According to U.S. News & World Report and other national outlets, we also are #1 among all Florida law schools in terms of 9-month job placement rate. Preparing graduates to succeed in their careers is the most important thing we do. We also are known for our world class faculty, our successful and friendly student body, and our location in Tallahassee that gives students a wide variety of opportunities to gain legal experience. Our students like their experiences at our law school and the careers we help them launch.

Florida State's academic programs and faculty are among the best in the nation. Our faculty delivers a sophisticated program of study that prepares students to enter the worlds of law, business and government at the highest possible level.

#### Student-Faculty Ratio<sup>6</sup>

11.0:1

#### Admission Criteria<sup>7</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 156-161 | 3.26-3.68 |
| Median*              | 158     | 3.52      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | Jennifer Kessinger |
|------------------------|--------------------|
| Application deadline   | December 31        |

Law School Admissions details based on 2015 data

\*Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

#### Admission Statistics<sup>8</sup>

| Approximate number of applications | 1926  |
|------------------------------------|-------|
| Number accepted                    | 846   |
| Percentage accepted                | 43.9% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>9</sup>

| Tuition and fees full-time | \$20,683 per year (in-state)<br>\$40,695 per year (out-of-state) |
|----------------------------|--|
| Room and board             | \$10,000   |
| Books                      | \$1,700  |
| Miscellaneous expenses     | \$5,300  |

## Class Ranking and Grades<sup>10</sup>

The following numeric and letter grades are utilized by the College of Law and are shown on a student's official grade transcript:

| A + | 98-100 | S+: Distinguished Satisfactory Work (hour credit only) |
|-----|--------|--|
| Α   | 93-97  | S, S-: Satisfactory (hour credit only)                 |
| A-  | 90-92  | U: Unsatisfactory (no credit)                          |
| B+  | 86-89  | I: Incomplete  |
| В   | 80-85  |  |
| B-  | 77-79  | AD: Administrative Disenrollment (no credit)           |
| C+  | 74-76  | AF: Administrative F (numeric grade = 60)              |
| С   | 69-73  | WD: Withdrawn from course by permission                |
| C-  | 65-68  | W: Withdrawn from College/University                   |
| D   | 62-64  |  |
| F   | 60-61  |  |

**Grade Point Average:** A student's official grade point average and class rank are determined using the student's numeric grades, not letter grades.

#### Satisfactory/Unsatisfactory (S/U) Grading Option

A student may elect to enroll in a law school course on an S/U basis subject to the following conditions:

The S/U option is not available to first-year students. An upper-level student may elect to take any course on an S/U basis, except a required course (i.e., Constitutional Law II or Professional Responsibility) or the course which is used to satisfy the upper-level writing requirement, other than a DIS project.

A student may elect only one course each semester under the S/U option, not including courses that are offered only on an S/U basis.

To exercise the S/U option, a student must complete and submit an S/U request form to the Records Office by the end of the fourth week of classes for the fall and spring semesters and by the end of the second week for the summer term. Once exercised, the S/U option is irrevocable.

The class instructor will not be informed of the identity of those students who have elected to take the course on an S/U basis, and the instructor will assign a numeric grade to those students on the same basis as all other students in the class. The numeric grades awarded to students electing to take the course on an S/U basis will be taken into account by the instructor in normalizing the grades awarded by the instructor in the course.

A student electing the S/U option will receive a final grade of Satisfactory (S) in the course only if the student's numeric grade in the course is a 69 or better. A numeric grade of 68 or below will result in a final grade of Unsatisfactory (U) and no credit will be awarded for the course.

For any course which students must take on a Satisfactory / Unsatisfactory basis (i.e., mandatory S/U course), a professor may award the grade S+ to indicate that the student work was significantly better than that needed for the student to pass the course, and may award the grade of S- to indicate that although the work was sufficient to pass the course, it was significantly worse than the work that the professor expected from students in the course.

Credit hours earned by a student for a Satisfactory grade under the S/U option will count toward the total hours required for graduation [see section 1.2.1], but will not count toward the graded hours required for graduation [see section 1.2.3].

#### Incomplete Grades

An interim grade of Incomplete (I) may be assigned by the instructor if a student has not completed all assigned course work at the time that grades are submitted.

All incomplete coursework must be completed by the end of the next academic term (including summer term), unless an exception is granted by the Associate Dean for Academic Affairs prior to that time.

An Incomplete grade not otherwise changed will become an Administrative F (AF) and will result in a numeric grade of 60 in a graded course or an Unsatisfactory in an ungraded course.

#### Grade Normalization (Curve)11

All grades awarded in the College of Law are subject to the following grade normalization rules except as provided in section 4.3.

Mandatory curve. Except as otherwise provided in 4.3.2 or 4.3.3, in every class the median grade awarded must be between 79-81 and the distribution of the final grades awarded in the class must fall within the following percentages:

|        | 93-100 | 5-15%, with < 3% for 98-100           |
|--------|--------|---------------------------------------|
| 45-55% | 86-92  | 10-25%                                |
|        | 80-85  | 20-35%                                |
|        | 74-79  | 20-35%                                |
| 45-55% | 67-73  | 10-25%                                |
|        | 60-66  | 5-20%, except 0-20% for Legal Writing |

The term "class" in this paragraph refers to a particular section of a course, and not to multiple sections even when an instructor teaches more than one section of a course, except that a professor who teaches two sections of a course together as one class shall curve both sections together.

Class profile option. In any upper-level class that either (a) is classified as satisfying the Upper Level Writing Requirement, or (b) has an enrollment of 16 or fewer students, the instructor may elect to award final grades in the class under the class profile option in lieu of the curve. Under the class profile option, the mean (i.e., average) of the grades awarded in the class must not vary from the mean grade point average of the students enrolled in the class by more than six ( $\div$  6) points. In any other upper-level class that has an enrollment of 17 to 34, the instructor may elect to award final grades in the class under the class profile option in lieu of the curve. Under the class profile option, the mean (i.e., average) of the grades awarded in the class must not vary from the mean grade point average of the students enrolled in the class by more than three ( $\div$  3) points. The College registrar will, prior to each examination period, calculate the mean GPA of each class eligible for the class profile option and report it to the instructor.

#### Honors<sup>12</sup>

| Honor           |                | GPA Required  |
|-----------------|----------------|---|
| summa cum laude | Highest Honors | 93.000 or above   |
| magna cum laude | High Honors    | 89.000 to 92.999  |
| cum laude       | Honors         | 84.000 to 88.999  |
| Dean's List     |                | For any semester in which a student's semester grade point average of 86.000 or better, the designation of "Dean's List" will be noted on the student's transcript for that semester. |

#### Awards<sup>13</sup>

| Name of Award          | Awarded for/to                              |
|------------------------|---|
| Book Award Recognition | Highest grades in each course each semester |

#### Journals<sup>14-17</sup>

Our students are dynamic. We fund five student-run co-curricular organizations, for which students earn academic credit.

#### Florida State University Law Review

The Florida State University Law Review is the flagship legal journal of the Florida State University College of Law. The members of the Law Review publish the journal four times per year from Tallahassee, Florida.

Each issue contains scholarly articles authored by academics, judges, clerks, and attorneys from around the globe, as well as pieces authored by current students of the College of Law. The Law Review is staffed and edited by second- and third-year students of the College of Law.

#### Journal of Transnational Law & Policy

The Journal of Transnational Law & Policy (ISSN 1067-8182) is published once per year at The Florida State University College of Law. The views expressed in published material are those of the authors and do not necessarily reflect the policies or opinions of the Journal, its editors or staff, or Florida State University.

The Journal was founded in 1991 to provide a scholarly forum for discussion of legal developments in the world community. The Journal shares the philosophy articulated by the late Philip C. Jessup, Judge of the International Court of Justice, who defined "transnational law" as "all law which regulates actions or events that transcend national frontiers."The term "transnational" is thus expansive; it includes both the international and comparative dimensions of law.

#### Journal of Land Use & Environmental Law

The Journal of Land Use & Environmental Law (ISSN 0892-4880) is published twice a year, fall and spring, by the Journal of Land Use & Environmental Law at the Florida State University College of Law. The views expressed in this publication are those of the authors and do not necessarily reflect the policies or opinions of the Journal, its editors or staff, or the College of Law. The Journal welcomes letters to the editor.

All correspondence should be addressed to the Journal of Land Use & Environmental Law, Florida State University College of Law, 425 W. Jefferson Street, Suite A015, Tallahassee, FL 32306-1601. Manuscripts should be directed to the office manager. Advertising and business matters should also be directed to the office manager. The Journal may be contacted by telephone at 850.644.7781.

#### **Moot Court<sup>18</sup>**

Established in 1968, the Florida State College of Law Moot Court Team is one of the nation's leading university moot court teams. The Moot Court Team annually contends in regional, national

and international competitions where teams of two to three members compete against other law school moot court teams. Issues in past competitions have included the First Amendment, Criminal Law, Intellectual Property, Sports Law, International Law, Environmental Law, Evidence, Workers' Compensation, Cyber Law, Corporate Law, Securities, Labor and Employment, Entertainment and Communications Law.

Academic credit is also available for competitions. Each competition earns the team member two credits during the semester of the competition. Coaches for the team are drawn from the College of Law faculty, alumni and surrounding legal community.

#### Clinical Programs<sup>19</sup>

Students in the Business Law Clinic learn transactional skills and earn academic credit by helping advise business and social entrepreneurs within the Florida State University community. The clinic will teach students basic bargaining, drafting, risk-assessment, and legal ethics skills necessary to be an effective and creative transactional lawyer. Students will conduct a broad range of legal services and participate in other forms of experiential learning, such as role playing, simulations, and the keeping of transactional journals. Students will help with client intake, identifying legal and business issues, and developing bargaining strategies. They will also assist in choosing the appropriate type of entity and drafting organizational documents, shareholder contracts and licensing agreements.

#### Placement Facts<sup>20</sup>

#### Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$50,000-\$70,000 |
|---------------------------------------|-------------------|
| Private sector - Median               | \$65,000          |
| Public service - Median               | \$43,000          |

#### **Employment Details**

| Graduates known to be employed at graduation               | 36.2% |
|--|-------|
| Graduates known to be employed ten months after graduation | 77.2% |

#### Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 44.3%      |
| Business and Industry         | 14.8%      |
| Government                    | 35.5%      |
| Public Interest Organizations | 3%         |
| Judicial Clerkships           | 4.6%       |
| Academia                      | 0.8%       |
| Unknown                       | 0%         |

#### Externships/Internships<sup>21</sup>

#### **Externships**

Externships allow students to earn academic credit while working off campus in a law office or court.

Students learn the role of attorney or judicial clerk while representing real clients and adjudicating actual cases. Florida State College of Law offers one of the most extensive externship programs in the United States. Externships are offered year round, and are available locally, throughout Florida, and in other national and international locations. In part-time programs, students may take other classes while externing, while in full-time programs students spend the entire semester immersed in practice.

Students can take advantage of opportunities in the following externship programs:

- Appellate Advocacy Externships
- Civil Externships
- Corporate Counsel Externships
- · Criminal Externships
- International Externships
- Judicial Clerk Externships

# Student Organizations<sup>22</sup>

- Advocates for Immigrant and Refugee Rights (AIRR)
- American Civil Liberties Union (ACLU)
- American Constitution Society (ACS)
- Association for Criminal Justice
- Aviation & Space Law Society
- Black Law Students Association (BLSA)
- Business Law Society (BLS)
- Christian Legal Society
- Cuban American Bar Association (CABA)
- · Democratic Law Students Association
- Entertainment, Arts, and Sports Law Society
- Estate Planning and Elder Law Society
- Federalist Society
- FSU Business Review
- Health Law Society
- Intellectual Property Law Society
- International Law Students Association
- JAWS (JD Activities Without Stress)
- Jewish Law Students Association
- Law School Council
- Law Students for Reproductive Justice
- LitiGATORS
- OUTLaw
- Phi Alpha Delta
- · Phi Delta Phi
- Public Interest Law Students Association (PILSA)
- Real Estate Law Society

- Republican Law Student Association
- · Student Animal Legal Defense Fund
- Student Bar Association
- The Environmental Law Society (ELS)
- · The Florida Bar YLD Law Students Division
- Transfer Law Students Association
- UKnight at FSU Law
- Wine & Spirits Society, FSU College of Law
- · Women's Law Symposium

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# Tulane University Law School



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**MAIN PHONE** 504-865-5939

**WEBSITE** www.law.tulane.edu

**REGISTRAR'S PHONE** 504-865-5231

**ADMISSIONS PHONE** 504-865-5930

**CAREER SERVICES PHONE** 504-865-5942

#### Overview<sup>3</sup>

The 12th oldest law school in the United States, Tulane University Law School was established in 1847, 13 years after the University of which it is a vital part. From its founding, Tulane has offered its students the opportunity to study both of the world's great legal systems-the common law system upon which English and US law is based, and the civil law system governing most of the rest of the world.

Located on the main campus of Tulane University in uptown New Orleans, Tulane Law School has been accredited by the American Bar Association since May 1925.

The JD student body comprises 750 students from throughout the US, with just 15% from the state of Louisiana. At least 45 states are represented in the student body, as are close to 200 undergraduate schools. An additional 40 students are enrolled in Tulane Law School's LLM and SJD programs. Approximately 47% of the student body is female, and about 20% are students of color.

Our students tell us the Law School experience at Tulane is one they would gladly repeat. They tell us they are happier than their friends at other law schools and that the combination of the exceptional educational opportunities available at Tulane Law School, and the chance to live in the culturally rich and aesthetically charming city of New Orleans is the ultimate educational experience.

Among the things that set Tulane Law School apart are the breadth and depth of its curriculum. Its curricular strengths include international and comparative law, maritime law, and environmental law. It offers six certificates of specialization in: European Legal Studies, International & Comparative Law, Civil Law, Maritime Law, Environmental Law, and Sports Law. It offers six different live-client clinics: criminal defense, civil litigation, juvenile litigation, environmental law, domestic violence, mediation, and legislative and administrative advocacy. Its business and corporate course offerings are strong, as is its intellectual property law curriculum. Tulane Law School was the first in the country to require pro bono legal work as a condition of graduation.

#### Student-Faculty Ratio<sup>4</sup>

12.7:1

#### Admission Criteria<sup>5</sup>

|                      | LSAT    | GPA       |
|----------------------|---------|-----------|
| 25th-75th Percentile | 155-161 | 3.15-3.59 |
| Median*              | 159     | 3.42      |

The above LSAT and GPA data pertain to the 2015 entering class.

| Director of admissions | David Weinberg |
|------------------------|----------------|
| Application deadline   | N/A            |

Law School Admissions details based on 2015 data.

#### Admission Statistics<sup>6</sup>

| Approximate number of applications | 1431  |
|------------------------------------|-------|
| Number accepted                    | 862   |
| Percentage accepted                | 60.2% |

The above admission details are based on 2015 data.

#### Law School Cost<sup>7</sup>

#### Expenses

| Tuition and fees Full-time: | \$51,130 per year |
|-----------------------------|-------------------|
| Room and board              | \$13,984          |
| Books                       | \$1,500           |
| Miscellaneous expenses      | \$6,820           |

## Class Ranking and Grades<sup>8</sup>

The work of graduate students with law degrees from accredited US law schools is graded on a letter-grade scale, with quality points assigned as follows:

| А  | 4    |
|----|------|
| A- | 3.67 |
| B+ | 3.33 |
| В  | 3    |
| B- | 2.67 |

<sup>\*</sup>Medians have been calculated by averaging the 25th- and 75th-percentile values released by the law schools and have been rounded up to the nearest whole number for LSAT scores and to the nearest one-hundredth for GPAs.

| C+ | 2.33 |
|----|------|
| С  | 2    |
| C- | 1.67 |
| D  | 1    |
| F  | 0    |

Graduate students are not permitted to take any course on a Pass/D/Fail basis. For students who have received law degrees from accredited schools in the United States, "satisfactory completion" requires a cumulative grade point average at Tulane of B- (2.67) or higher. This grade point average must be maintained as of the end of each semester of enrollment.

Students who perform exceptionally well may be eligible to receive the degree "with distinction." Criteria can be obtained from the Director of Academic Services.

The work of graduate students with law degrees from schools outside of the United States is graded on the following scale:

- (E) Excellent Outstanding performance
- (VG) Very Good Very credible performance
- (R) Recommended Acceptable performance
- (NR) Not Recommended Unacceptable performance for which no credit will be given

For students who have received law degrees from approved schools outside of the United States, "satisfactory completion" at Tulane requires grades of Recommended (R), Very Good (VG), or Excellent (E) in each course taken in satisfaction of the 24 credit hours required for the degree. Students will not receive credit for courses in which a grade of Not Recommended (NR) is received. If a grade of NR is received in two or more courses, the student will be dismissed from the program and will not be eligible to receive the master's degree unless a petition for readmission is submitted and granted and the conditions of readmission are fulfilled.

#### Grade Normalization (Curve)9

#### Minimum Grades Required (Based on May 2014 graduation class)

| Minimum grade required to fall within the top 10% of the class | 3.739 |
|--|-------|
| Minimum grade required to fall within the top 25% of the class | 3.601 |
| Minimum grade required to fall within the top 33% of the class | 3.508 |
| Minimum grade required to fall within the top 50% of the class | 3.360 |
| Minimum grade required to fall within the top 75% of the class | 3.126 |
| Median GPA   | 3.327 |
| Minimum grade required for graduation                          | 2.0   |

# Honors<sup>10</sup>

|                   | % of Class Receiving | GPA Required | # of Students |
|-------------------|----------------------|--------------|---------------|
| Order of the Coif | Top 10%              | 3.739        | 23            |
| Summa cum laude   | Top 2%               | 3.888        | 5             |
| Magna cum laude   | Top 12%              | 3.728        | 22            |
| Cum laude         | Top 21%              | 3.508        | 48            |

# Awards<sup>11, 12</sup>

# Awards & Honors - Conferred at Graduation

| Name of Award                                | Awarded for/to   |
|--|--|
| Civil Law Studies Award                      | Established in 1983 by the Louisiana State Bar Association, this award (consisting of a cash award and plaque) is presented to the graduating student who has the highest grade point average in civil law courses.  |
| Dean's Medal                                 | This award is given by the dean of the School to the graduating student who attains the highest grade point average during the third year.   |
| Edward A. Dodd Jr. Award                     | In memory of Edward A. Dodd Jr., who received the LLM in Admiralty at Tulane in 1984, an award is offered each year by the Maritime Law Center at Tulane Law School to the outstanding candidate for the degree of LLM in Admiralty.   |
| Faculty Medal                                | This award is presented by the Tulane Law School faculty to the graduating student who attains the highest grade point average in the entire course of three years in the School.  |
| General Maurice Hirsch<br>Award              | Endowed by Mrs. Elise Newman Solomon to honor the life and achievement of General Hirsch, this award is presented each year to the graduating student who, in the judgment of the faculty, has contributed most distinctively and constructively to university or community needs. |
| Haber J. McCarthy<br>Environmental Law Award | This award was created in memory of Haber McCarthy, a 1985 graduate of Tulane Law School. The award goes to the graduating student who has completed selected environmental law courses at Tulane with the highest grade point average.  |
| Brian P. McSherry<br>Community Service Award | This fund was endowed in memory of Brian McSherry, a 1981 graduate of Tulane Law School. An award is given annually to the graduating student who has demonstrated the greatest dedication to the Law School's community service program.  |
| George Dewey Nelson<br>Memorial Award        | The student in the graduating class who attains the highest grade point average in common law subjects throughout the three years of law study is awarded a certificate in recognition. George Dewey Nelson Jr., a Tulane law alumnus, created this award in honor of his father.  |

| Order of the Coif          | The Order of the Coif is a national law school honor society. The faculty selects its members from the top 10 percent of each graduating class.   |
|----------------------------|---|
| Tulane Tax Institute Award | The graduating student who has achieved the greatest distinction in the study of taxation receives an award funded by the Tulane Tax Institute, which produces a continuing education program in the field of taxation.   |
| John Minor Wisdom Award    | This award was endowed in 1987 by the former law clerks of the Honorable John Minor Wisdom. The recipient must be an outstanding JD candidate who has demonstrated excellence in academic work and in writing ability, has contributed selflessly to the law school community, and who has accepted a federal or state judicial clerkship after graduation. |
| James A. Wysocki Award     | This award was endowed by Mrs. Christina Wysocki to honor the life of her husband, a noted trial attorney and graduate of Notre Dame, who respected and admired Tulane trial lawyers. The fund provides cash prizes to the two students who have achieved the highest grade in Trial Advocacy, one in the fall, the other in the spring.                    |

**Other Awards and Honors** (conferred upon students who demonstrate excellence in specific areas)

| Name of Award   | Awarded for/to   |
|---|--|
| American Bankruptcy<br>Institute Medal for<br>Excellence in Bankruptcy<br>Studies | This medal is given annually to a graduating student who has demonstrated excellence in the study of bankruptcy law. The student also receives a certificate and a one-year membership in the American Bankruptcy Institute.   |
| American Bar Association<br>Section of Urban, State and<br>Local Government Law   | This Section of the American Bar Association awards a certificate to the student earning the highest grade in the Land Use Planning course and to the student earning the highest grade in the course State and Local Government.  |
| American Bar Association<br>Section of Urban, State and<br>Local Government Law   | This Section of the American Bar Association awards a certificate to the student earning the highest grade in the Land Use Planning course and to the student earning the highest grade in the course State and Local Government.  |
| Admiralty Writing<br>Competition  | The Houston law firm of Bell Ryniker & Letourneau sponsors a writing competition at Tulane Law School. The author of the best paper on an admiralty subject is awarded a cash prize.   |
| Cuthbert S. Baldwin Award   | Established by the New Orleans law firm of Baldwin, Haspel, Molony, Rainold & Meyer in memory of Cuthbert S. Baldwin, a graduate of Tulane Law School, this cash award is given to the student who has achieved the highest grade in Introduction to Civil Law Property. |
| CALI Excellence for the Future Awards   | CALI, the Center for Computer-Assisted Legal Instruction, presents an award to the student in each law school course achieving the top grade in the course.  |

| Clark Boardman Callaghan<br>Book Awards | Clark Boardman Callaghan legal publishers awards a book to each of<br>the winners of the Senior and Junior Trial and Appellate competitions.  |
|---|---|
| Ray Forrester Award                     | The member of the Constitutional Law I class gaining the highest mark in that subject is awarded a certificate. The award was established by the Francis Xavier Martin Chapter of the national legal fraternity Phi Alpha Delta in honor of Ray Forrester, former dean of Tulane Law School.  |
| Mitchell Franklin Award                 | The student in the Contracts I class gaining the highest mark in that subject is awarded a certificate in recognition of that accomplishment. Established by the Senior Class of 1969 in honor of Professor Mitchell Franklin, who taught Contracts at Tulane for many years.   |
| Rufus C. Harris Award in<br>Torts       | The member of the Torts class gaining the highest mark in that subject is awarded a certificate of recognition. Established by the class of 1942 in honor of Harris, who taught Torts while dean of the Tulane Law School.  |
| David L. Herman Awards                  | These awards, established by the family of the late David L. Herman to recognize his high professional standards in the law, go to the students who have earned the highest grades in Obligations I and Legal Profession.   |
| James Cooke Johnson<br>Scholarship      | Established by the late George H. Terriberry of the New Orleans Bar in memory of his uncle, James Cooke Johnson, this scholarship is awarded to the member of the second-year class who attains the highest general average for the entire year.  |
| Samuel Lang Award                       | This award was established in 1984 by the children of Samuel Lang.<br>Mr. Lang was one of the preeminent labor lawyers in the United<br>States until his death in 1989. The award is given each year to the<br>student receiving the highest grade in the course in Labor Law.  |
| Law League of Louisiana<br>Award        | This award is given annually by the Law League of Louisiana to the member of the third-year class who has most improved his or her grade point average from the end of the first year.  |
| Monte M. Lemann Award                   | Presented annually to the student attaining the highest mark in<br>the Conflict of Laws course, the award was established in honor of<br>Professor Monte M. Lemann, who taught the course at Tulane for<br>many years.  |
| Cullen R. Liskow Award                  | Established by the Louisiana law firm of Liskow & Lewis as a memorial to the late Cullen R. Liskow, this award is given annually to the student receiving the highest grade in the Oil and Gas course.  |
| Edwin I. Mahoney Award                  | The member of the Criminal Law course attaining the highest mark in that subject is awarded a certificate in recognition of that accomplishment. The award was established by the Criminal Courts Bar Association of New Orleans in memory of Mr. Mahoney, who was prominent in the practice of criminal law and who devoted much time in his practice to the indigent accused. |

| Paul Morphy Jr. Memorial<br>Award              | Endowed in 1991 in memory of Paul Morphy Jr., a prominent real estate attorney and a 1950 graduate of Tulane Law School, this award goes to the student who achieves the highest grade in Civil Law Real Estate Transactions.  |
|--|--|
| Leonard H. Rosenson Prize                      | In memory of a distinguished real estate practitioner, former editor of the Tulane Law Review, and faculty member, the Rosenson Prize is awarded to the student earning the highest grade in Common Law Real Estate Transactions.  |
| Ralph J. Schwarz Award                         | In memory of Professor Ralph J. Schwarz who, during his long service as a member of the faculty, taught the course in Equity Remedies, this monetary award is made to the student in Remedies receiving the highest grade.   |
| Cicero C. Sessions Trial<br>Advocacy Award     | Established in 1986 by the law firm of Sessions, Fishman, Rosenson, Boisfontaine, Nathan & Winn (now Sessions & Fishman), this award is given to the students making the highest grades each semester in the course in Trial Advocacy.   |
| Allen Smith Prize                              | A copy of the Louisiana Notarial Manual is offered by the Allen Smith<br>Company to the student who earns the highest grade in the course in<br>Successions, Donations, and Trusts.  |
| Walter J. Suthon Jr. Award                     | The member of the Louisiana Security Rights class achieving the highest mark in that subject is awarded a certificate of recognition. The award was established by the Class of 1956 in honor of former Professor Walter J. Suthon Jr. who taught Security Rights for many years.  |
| Joseph Modeste Sweeney<br>Scholarship          | Given to the student who achieves the highest grade point average in the first year, this award honors former Dean Joseph Modeste Sweeney. Dean Sweeney was the 16th dean of Tulane University Law School, serving from 1968 until 1977. After stepping down from the deanship, Dean Sweeney remained on the faculty of the Law School for many years, teaching international law courses and directing the Law School's summer abroad program in Grenoble, France. Dean Sweeney died in 2000. |
| West Publishing Co. Prizes                     | The Scholastic Achievement Awards are offered by the West Publishing Company to the top student in each of the first, second and third-year classes. The Corpus Juris Secundum Awards are given to the first-year students with the top grades in each section of Contracts I, Torts, Property, Criminal Law, and Civil Procedure.   |
| National Association of<br>Women Lawyers Award | The National Association of Women Lawyers awards a one-year honorary membership in the association to a third-year student who has performed well in school and who shows promise of contributing to the advancement of women in society.  |
| Yippy Award                                    | Established by an anonymous donor, this cash award is made each year to the student who obtains the highest grade in Civil Law Property II.  |

## Association for Women Attorneys Award

The New Orleans Association for Women Attorneys funds a yearly award for the outstanding student in the Domestic Violence Clinic. The Association is a non-profit corporation whose membership includes both women and men and represents every sector of the legal community.

#### Journals<sup>13-21</sup>

There are eight law journals sponsored by or otherwise affiliated with Tulane Law School. Six of these journals are run solely by students: Tulane Law Review, Tulane Maritime Law Journal, Tulane Environmental Law Journal, Tulane Journal of International & Comparative Law, Tulane Journal of Law & Sexuality, and Tulane Journal of Technology & Intellectual Property. The Sports Lawyers Journal is published by the national Sports Lawyers Association, but edited entirely by Tulane students. The Tulane European & Civil Law Forum is faculty-run and faculty-curated, but students assist with editing. All of the Tulane law journals' current issues are available electronically on Amazon for Kindle, with many also available for Barnes and Noble's Nook.

Tulane journals are regularly cited, both nationally and internationally. A recent Washington and Lee survey found that court citations of the Tulane Law Review place it in the top 7% of general U.S. law journals. According to this survey, the Tulane Maritime Law Journal is the top-cited maritime journal, the Tulane Environmental Law Journal is the 4th most-cited environmental journal, and the Tulane Journal of International & Comparative Law is in the top 35% of both international law journals and comparative law journals. All the journals have improved or maintained their rankings since last year.

#### Tulane Environmental Law Journal

The Tulane Environmental Law Journal (TELJ) is a biannual legal periodical produced and edited by students of Tulane Law School with the support of the faculty and administration of Tulane Law School. Tulane is recognized as having one of the strongest environmental law programs in the country, and TELJ has been rated as one of the top 15 environmental law journals. TELJ contains timely articles written by professors and practitioners, as well as commentary on recent cases written by journal members. We are committed to featuring scholarly articles that rigorously analyze a broad range of environmental issues affecting individuals, communities, and the nation at large. TELJ has enjoyed increased recognition and rapid growth since 1988, and each issue is available to millions of law students and professionals through the Westlaw and Lexis research services.

#### Tulane European & Civil Law Forum

Published annually, the Tulane European & Civil Law Forum is dedicated to offering scholarly and timely articles, comments, case notes, and book reviews that preserve and advance the civilian tradition and strengthen Louisiana's links with Europe. Its Board of Contributing Editors is made up of 51 scholars from ten European countries and the United States. The forum is edited by faculty. The Editor-in-Chief is Professor Vernon Palmer.

#### Tulane Journal of International and Comparative Law

The Tulane Journal of International and Comparative Law was founded at Tulane University Law School in New Orleans, Louisiana, as an outgrowth of that institution's historical tradition as a signpost in the academic world for international and comparative law. The Journal is dedicated to discussing

and debating all facets of international law, from human rights to transnational commerce to the historical evolution of current global law. The Journal is one of the leading law reviews in international and comparative law, and in terms of citation, is in the top guarter of all journals in the nation.

# The Tulane Journal of Law & Sexuality: A Review of Sexual Orientation and Gender Identity in the Law

First published in 1991, the Tulane Journal of Law & Sexuality is the first and only student-edited law review in the country devoted solely to covering legal issues of interest to the lesbian, gay, bisexual, and transgender community on a wide variety of subjects, including constitutional, employment, family, health, insurance, and military law. The Journal addresses all of these issues and more with theoretical and practical articles by academicians, practitioners, and students. This journal is published annually and has broad national and international circulation.

The Journal also publishes the winning article of the annual National LGBT Bar Association Michael Greenberg Student Writing Competition. This exciting competition is dedicated to encouraging and recognizing outstanding law student scholarship on the legal issues affecting LGBT persons.

Membership on the review is open to all rising 2L, 3L, LLM, and transfer students. Members are chosen through summer and fall writing competitions. The responsibilities of the staff members include: editing articles, journal membership recruitment, and writing case notes and comments on recent developments in any subject related to LGBTQ legal issues.

#### The Tulane Journal of Technology & Intellectual Property (JTIP)

The Tulane Journal of Technology & Intellectual Property (JTIP) is a student-edited, subscription-based, scholarly publication of Tulane University Law School. The purpose of JTIP is twofold: (1) to give its student members intensive experience in legal research and writing and (2) to make a significant contribution to the legal community through publishing material of practical and theoretical importance. Because the fields of technology and intellectual property law are by their very nature interdisciplinary fields of study, JTIP examines legal issues that highlight this burgeoning area of law. While publications have certainly included topics such as patents, copyrights, trademarks, and trade secrets, the Journal has also featured discussions concerning antitrust, information privacy, computer law, constitutional law, biotechnology, international medicine, contracts, torts, and a vast variety of other policy implications of law and technology in our society.

#### The Tulane Law Review

The Tulane Law Review was established in 1916 as the Southern Law Quarterly. The law school's twelfth dean, Dr. Rufus Carrolton Harris, started the Quarterly. The first article, entitled "Louisiana: The Story of Its Legal System," was written by the well-known comparatist John Wigmore. After publishing three Volumes, the Quarterly took an eleven-year hiatus due to the demands of the first World War. An Editorial penned in 1916 declared, "This issue of the Quarterly is the last that will appear until peace time conditions are so far restored that publication can be resumed with expectations of success." 3 So. L.Q. 295 (1918).

#### The Tulane Maritime Law Journal

The Tulane Maritime Law Journal is the preeminent student-edited law journal in the field of Admiralty and Maritime Law. Published semi-annually, each issue of the Journal includes scholarly works written

by academics, practitioners, and students concerning current topics in Admiralty and Maritime Law. In addition, the Journal publishes annual sections in Recent Developments and International Law for the United States and the international community, as well as periodic symposia on relevant topical areas in the field and quantum and collision surveys every other year.

#### The Sports Lawyers Journal

The Sports Lawyers Journal is a national legal journal edited by Tulane law students and published by the Sports Lawyers Association (SLA). Every member of the SLA, currently over 1000 practicing lawyers, professors, law students, and other professionals, receives the publication annually. Since the Journal is composed of articles authored by American, Canadian, and European law students, it provides a unique view of sports issues and an unparalleled opportunity for students to have their works published and read!

First published in 1993, the Journal has enjoyed impressive success as the most widely read legal sports journal in the country. Under the guidance of Professor Gabe Feldman, Tulane law students are selected for staff membership each year based on their performance in a writing competition open to second-year and third-year students.

#### **Moot Court<sup>22</sup>**

Founded in 1929 by a small group of Tulane law students (including the legendary U.S. Fifth Circuit Judge John Minor Wisdom), the Tulane Moot Court counts among its alumni state and federal judges, members of Congress, Ambassadors, and state governors. Indeed, it is among the oldest, most revered, and most visible programs of its kind in the nation. Through numerous competitive and non-competitive simulations of actual courtroom situations, the Tulane Moot Court empowers students with the opportunity to learn by doing direct and cross-examinations, opening and closing arguments, persuasive appellate presentations, negotiations, and arbitrations. Presided over by experienced judges, attorneys, and accomplished student advocates, the situations are realistic and in many cases are based on actual disputes.

The Tulane Moot Court Board oversees both intra- and inter-school competitions. Intra-school competitions are open to second- and third-year students at both trial and appellate levels. The intra-school competitions begin in the fall and continue through the academic year. The final rounds at the appellate level are held at the Louisiana Supreme Court and the US Court of Appeals for the Fifth Circuit. The final rounds of the trial competitions are held before Federal District Court judges. Winners of the Senior competitions (for third-year students) have their names engraved in gold on the marble tablets in the appellate moot court room in Weinmann Hall. Winners of the Junior competitions (for second-year students) are invited to join the Moot Court Board.

The Moot Court Board also conducts tryouts among interested students in order to fill vacancies on several inter-school competition teams. There are places for oralists and brief-writers, and the teams are coached by current Moot Court Board members as well as by alumni of our Moot Court program. Inter-school competitions in which Tulane typically competes include:

#### **Appellate Competitions**

- Inter-American Sustainable Law Moot Court Competition
- ABA National Appellate Advocacy Competition
- Philip C. Jessup International Law Appellate Competition

- Pace Environmental Law Appellate Competition
- Judge John R. Brown Admiralty Appellate Competition
- Kaufman Securities Law Appellate Competition

#### **Trial Competitions**

- William W. Daniel National Invitational Mock Trial Competition
- Texas Young Lawyers' Association National Trial Competition
- ATLA Student Trial Advocacy Competition
- National Ethics Trial Competition
- Louisiana Trial Competition

#### Negotiation, Mediation, and Arbitration Competitions

- American Bar Association Negotiation Competition
- American Bar Association Mediation Competition
- Willem C. Vis International Commercial Arbitration Competition

#### Clinical Programs<sup>23</sup>

The Louisiana Supreme Court and federal courts in Louisiana authorize third-year law students to conduct a limited law practice for indigent clients. Under the direction of Tulane supervising faculty who are members of the Louisiana bar, students represent clients by investigating, preparing, and trying cases, or by becoming involved in administrative or legislative proceedings.

In the Tulane law clinics, instruction is provided in a variety of contexts. For most of the clinics, students enroll in a seminar on lawyering skills, which addresses interviewing, counseling, negotiating, case planning, discovery, and motion practice. The emphasis is on lawyering skills that students will use after leaving law school. Students may also learn through simulated role performances, which are videotaped and critiqued. Finally, under faculty supervision, students represent individuals or organizations before trial or appellate courts, administrative agencies, or legislative bodies.

Casework is organized around regular, individual weekly case review meeting between student and supervisor. At these meetings, student work is reviewed and case planning is undertaken based upon a discussion of goals, options, strategy choices, and underlying reasoning. Student-attorneys then execute the decisions arising out of the case review meeting, such as conducting client interviews, planning and executing fact investigation and formal discovery, drafting legal documents, and representing the client before courts, agencies, or the legislature. Some of the clinics available to Tulane law school students include:

- Civil Litigation Clinic
- Criminal Litigation Clinic
- Domestic Violence Clinic
- Environmental Law Clinic
- Juvenile Litigation Clinic
- Legislative & Administrative Advocacy/The Public Law Center

#### Placement Facts<sup>24</sup>

#### Starting Salaries (2014 Graduates Employed Full-Time)

| Private sector (25th-75th percentile) | \$67,500- \$160,000 |
|---------------------------------------|---------------------|
| Private sector - Median               | \$100,000           |
| Public service - Median               | \$58,000            |

#### **Employment Details**

| Graduates known to be employed at graduation                | 42%   |
|---|-------|
| Graduates known to be employed nine months after graduation | 76.1% |

#### Areas of Legal Practice

| Graduates Employed In         | Percentage |
|-------------------------------|------------|
| Law Firms                     | 50.2%      |
| Business and Industry         | 18.2%      |
| Government                    | 9.1%       |
| Public Interest Organizations | 11%        |
| Judicial Clerkships           | 9.1%       |
| Academia                      | 2.4%       |
| Unknown                       | 0%         |

#### **Externships/Internships**

#### Externships<sup>25</sup>

The Public Service Externship is an experiential learning course based in the real world. Student externs are placed in lawyering roles under the supervision of practicing lawyers or judges at work. There they gain expertise in problem solving, professionalism and ethics; develop lawyering skills; explore career interests; provide service to the community; and examine lawyers' roles in ensuring justice for all.

Three types of field placements are available through the Public Service Externship: federal and state courts at the trial or appellate level, public interest and nonprofit organizations, or government offices at the federal, state or local level. Each setting offers unique and distinct opportunities for learning specific areas of law, developing specific lawyering skills, and serving the public.

The Public Service Externship includes both a summer school program and a year-long program. The summer semester is open to rising 2Ls and rising 3Ls and operates at local, national, and international field placements. The year-long program is open exclusively to 3Ls and is based in the metropolitan area.

#### Internships<sup>26</sup>

**The Public Interest Law Foundation Grant Program** enables Tulane law students to explore careers in public interest law. It provides financial support for summer internships which would otherwise be

unpaid. Students are eligible for the Grant Program if they commit to work in the public interest for six to twelve weeks in legal positions representing individuals, causes, or organizations that suffer from a lack of adequate legal representation.

Each year PILF distributes approximately thirty grants with an average grant amount of \$2,000, which covers basic food and housing expenses. PILF members raise money throughout the school year through a variety of fundraisers, including the Annual PILF Auction and the daily PILF Coffee Table located in the main entrance hall of the law school. The law school provides additional financial support for the summer grants. Between 2005 and 2009, there were 109 PILF grant recipients that worked at eighty-nine organizations located across the United States and the world.

**Judicial internships** are generally unpaid, volunteer positions, either part-time or full-time during the summer. Law students may serve as interns in a judge's chambers after the first or second year of law school. Each summer approximately 50-60 first and second-year Tulane Law students work as judicial interns for federal and state court judges at a variety of courts across the United States. Each fall, the Career Development Office hosts a panel of second and third year students who have worked as summer judicial interns to educate the 1Ls on the process for obtaining judicial internships, the duties of an intern, and the benefits of the internship. The CDO also keeps a database of judges who have hired Tulane Law students as interns in the past, as well as a list of Tulane Law alumni judges, for use in obtaining judicial internships.

#### Student Organizations<sup>27</sup>

- Alternative Dispute Resolution Law Society
- American Bar Association/Law Student Division
- American Constitution Society
- Asian-Pacific-American Law Students Association
- Black Law Students Association
- Business Law Society
- Christian Legal Society
- Civil Law Society
- Criminal Law Society
- Disability and Health Law Society
- Eberhard P. Deutsch International Law Society
- Entertainment and Art Law Society
- Environmental & Energy Law Society
- Environmental Law Journal
- Federal Bar Association
- Federalist Society
- Global Brigades
- Graduate Lawyers at Tulane
- Honor Board
- Human Rights Law Society
- Jewish Law Student Association
- La Alianza
- Lambda Law Alliance
- · Law Students for Reproductive Justice
- Law Women's Association
- Maritime Law Journal
- Maritime Law Society

- Military Law Society
- Moot Court
- National Lawyers Guild Tulane Chapter
- · Phi Alpha Delta
- Public Interest Law Foundation
- Real Estate Law Society
- Sports Law Society
- Sports Lawyers Journal
- · Student Animal Legal Defense Fund
- Student Bar Association
- Technology and Intellectual Property Society
- · Tulane Journal of International and Comparative Law
- Tulane Journal of Law and Sexuality
- Tulane Journal of Technology and Intellectual Property
- Tulane Law ReVieux Performing Arts Society
- · Tulane Law Review
- Tulane University Legal Assistance Program
- VITA Program

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