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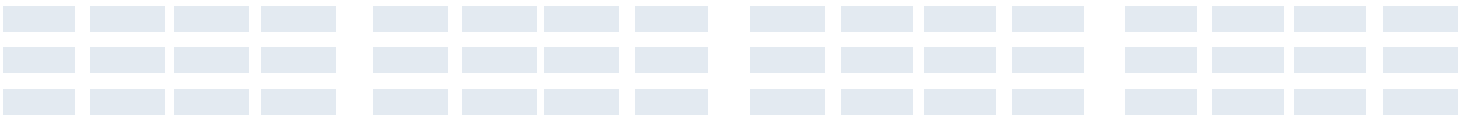
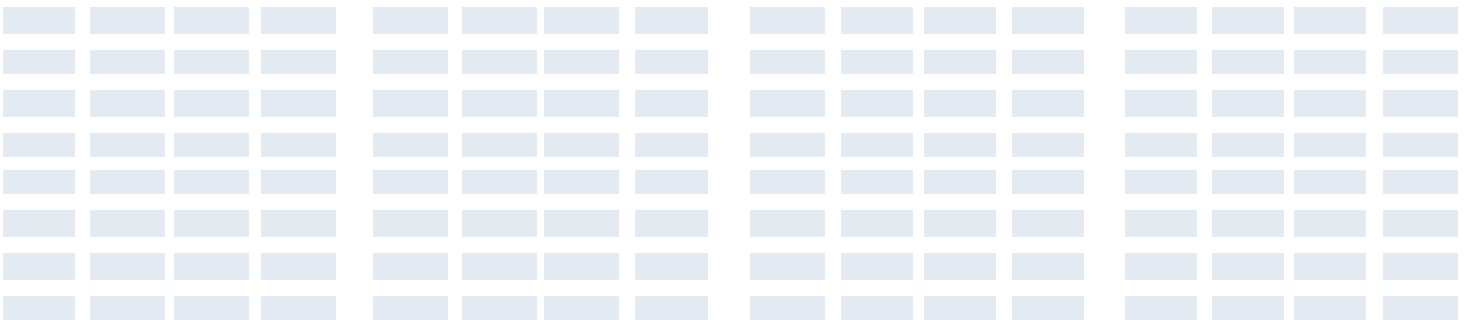
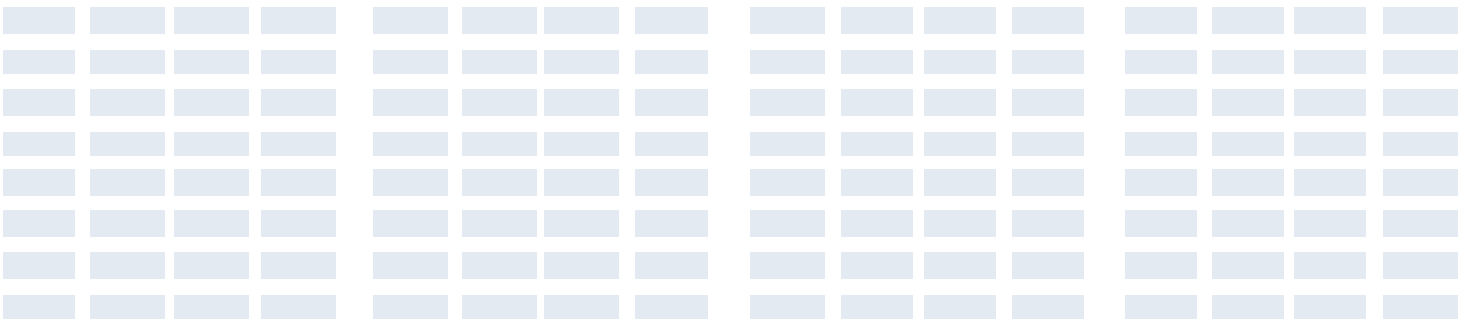
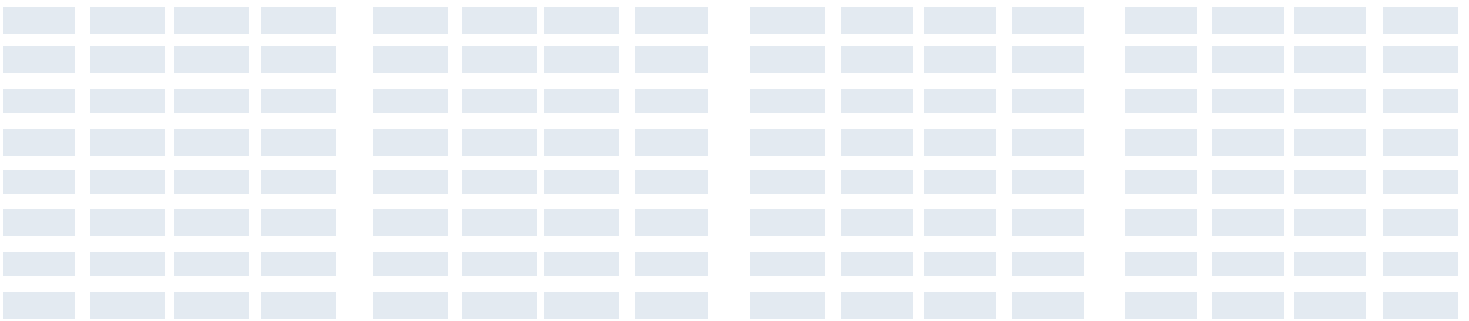
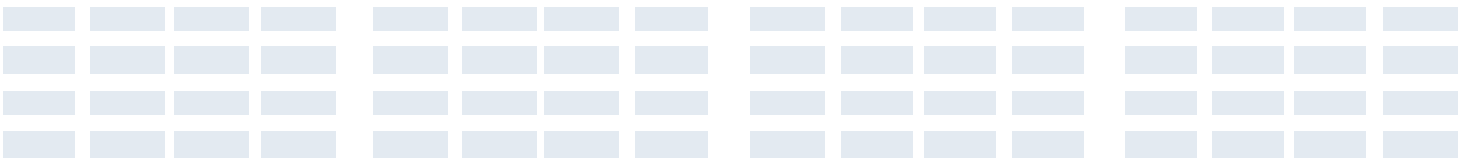
The 2007 BCG Attorney Search Guide to America's Top 50 Law Schools

Yale University School of Law Stanford University Harvard University Columbia University New York University University of Chicago University of Pennsylvania University of California-Berkeley University of Michigan-Ann Arbor University of Virginia Duke University NorthWestern University Cornell University Georgetown University University of California- Los Angeles University of Texas- Austin University of Southern California Vanderbilt University George Washington University University of Minnesota-Twin Cities Washington University in St. Louis Boston University University of Iowa University of Notre Dame Washington and Lee University Emory University Boston College College of William & Mary (Marshall Wythe) University of Illinois University of North Carolina University of Washington Fordham University University of Wisconsin Brigham Young University University of California- Davis University of Georgia George Mason University Indiana University Ohio State University Wake Forest University University of Florida (Levin) University of Maryland American University (Washington College of Law) Southern Methodist University Tulane University University of Alabama-Tuscaloosa University of Arizona University of California (Hastings) University of Colorado- Boulder University of Connecticut





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INTRODUCTION

Information is not knowledge.

Only organized and contextualized data can provide meaningful information.

The 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 2007 *U.S. News & World Report* Law School rankings.

The purpose of this *Guide* is to provide readers with information that is useful and easily accessible. A meticulously compiled book, it is a publication of BCG Attorney Search, a Juriscape company. Juriscape is the largest conglomerate of organizations in the world dedicated to helping attorneys find jobs and enhance their careers. The goal of the *Guide* is 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 aims to demystify these classifications and to provide the reader with objective information and a greater understanding of how to interpret resumes, transcripts, and cover letters.

In sum, the *Guide* provides:

- A comparative reference 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, post law school employment statistics, and a few facts that convey the overall atmosphere at each school.

In our endeavor to bring to our readers the best and most current information, we gathered data from many different sources, including law students, faculty, admission offices, registrar's offices, and law firms. We also compiled information from the website of each law school and from the ABA-LSAC Official Guide to ABA-Approved Law Schools and the NALP Directory.

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. Your comments and suggestions, as well as updated information, are always welcome.

DECODING LAW SCHOOL RANKINGS

Separating the grain from chaff is never an easy task. At the end of the day, nobody is one hundred percent happy with the millers' efforts. So is it with law school rankings in the U.S. Then why do it? One reason is to "rank for quality and for best value," according to *US News and World Report*.¹ We have these rankings as a starting point to provide you with useful information to compare and assess the top U.S. law schools.

For potential law students, this information will help you make the most informed choice about which law schools to apply and to, perhaps, attend as a newly minted 1L. For recruiters, we have compiled this information to help you hire the best attorneys for your firm or business.

This year, the *U.S. News & World Report* slightly modified the law school ranking methodology. After consulting with law school placement officials, the *Report* reduced the weight it previously assigned to employment rates of law school grads immediately upon finishing their studies and increased the weight given to employment rates nine months after graduation. It also returned to using the reported median LSAT and undergraduate GPA for full-time law school entrants. Thus, to arrive at a school's rank, it examined the data for each quality indicator. 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 four, not two. Tied schools are listed alphabetically.²

Identifying Talent

So how does one identify the "best" talent from the pool of law school graduates? *The 2007 BCG Attorney Search Guide to America's Top 50 Law Schools* aims to aid in the process. You'll have at your disposal the key markers that tell you how well a student has performed relative to his or her peers at other top law schools. One way to decipher comparative achievement is to look at honors distinctions an attorney may have earned, namely *summa cum laude*, *magna cum laude*, *cum laude* or with honors. We'll tell you what these designations really mean, because they differ from law school to law school. You might also check to see if your candidate was a member of any honors societies, such as Order of the Coif or *Law Review*. But a caution is in order here. Again, qualifications for making law review differ depending on the law school, so consult our chapters to determine what these honors signify.³

Other important factors in identifying top schools and top graduates include the analyzing the average median undergrad GPA of a law school's entering class, the average median LSAT of this class, the acceptance rate of the class (what percentage applications are actually approved), and the library size. Identifying the best law schools is possible by isolating a number of objective and subjective factors. Validity studies conducted over the years demonstrate that the LSAT score contributes significantly to the prediction of an applicant's grades in law school and thus aids in the making of the admissions decision. These studies show that the LSAT score and the undergraduate grade-point average are the two best quantitative predictors of law school success, and that they are even more accurate when assessed together. College grades represent both academic competence and achievement, while the LSAT score largely indicates analytic ability, which is relevant to the study of law.⁴

The quality of a student body is often measured by its level of performance at the undergraduate level. The conventional wisdom is that students with higher undergraduate grade point averages will do better in law school than those with lower grades.⁵ Law schools set their own minimum undergraduate GPA criterion

on the basis of which prospective candidates apply. Students with the best college grades and LSAT scores become eligible for entrance into the best law schools. Once in law school, a law student's GPA determines class ranking (top 10%, 30%, etc.). A high class ranking makes the law student an attractive candidate for consideration by the highest-paying, most prestigious national and international law firms.

The LSAT score provides another important classification of law students. The *U.S. News & World Report* slightly changed its ranking of law schools based on LSAT scores in 2006. No longer is median LSAT a criterion for ranking; rather, the range of LSAT score from the 25th to the 75th percentile is reported and used for the ranking.

Unlike a grade point average, an LSAT score measures a candidate's ability to perform on a uniform, timed examination. Since minimum LSAT cut-offs by each schools affect their rankings, highly ranked schools command a higher LSAT. From a recruiter's perspective, if one accepts the LSAT as a strong predictor of performance as an attorney, one might wish to pay closer attention to graduates of law schools with a higher LSAT requirement.

Nonetheless, one might argue that there is little difference between a 160 and a 165 on the LSAT. The difference could be due to the fact that the test taker simply had a good or a bad day. Yet, such small differences in scores are significant when applying to law schools. Law schools hesitate to admit too many students with slightly lower LSAT scores because they do not want to jeopardize their position in the upcoming year's *U.S. News & World Report* ranking. Indeed, as one scholar has noted, a law school that desires to move up in the rankings could heighten its LSAT admission requirements. However, this move may come at the expense of building a diverse class that includes students with unique experiences and backgrounds, albeit slightly lower LSAT scores⁶.

There is one more important evaluative parameter—how many students applied versus how many applications were approved for admission (the “acceptance rate”). In general, the lower the ratio between applications and admissions rates, the more exclusive the school. The table below shows how these criteria affect the rankings of the Top 10 schools. Please note that for undergraduate GPA and LSAT scores, the schools were sorted by median value; for the acceptance rate, an ascending order of the rate (lower rate implying a better school) was followed.

Table 1 – Top 10 Schools by GPA, LSAT score, and Acceptance Rate

LSAT	GPA	Acceptance Rate
Yale University (172)	Stanford University (3.88)	Yale University (6.2 %)
Columbia University (171)	Harvard University (3.88)	Stanford University (7.8 %)
New York University (170)	Yale University (3.87)	Harvard University (7.8 %)
University of Chicago (170)	University of CA-Berkeley (3.79)	University of CA-Berkeley (10.3 %)

Stanford University (170)	New York University (3.75)	University of Pennsylvania (12.5 %)
Harvard University (170)	Duke University (3.7)	Columbia University (14.6 %)
Northwestern University (169)	Vanderbilt University (3.69)	University of Chicago (14.7 %)
University of Virginia (169)	Brigham Young University (3.69)	George Mason University (15.1 %)
Georgetown University (169)	University of Virginia (3.68)	University of Illinois (15.2 %)
University of Pennsylvania (169)	University of Washington (3.68)	University of North Carolina (15.3 %)

The schools shown in **bold, italics** represent the ones that appear in the top 10 across all three criteria.

Several interesting conclusions can be drawn from this table. None of the other schools, other than the top three institutes as reported by US News, have been listed in all three columns. Only New York University and University of Virginia feature in the first two columns, indicating that both the criteria are important to them for student selection. Yale followed by Columbia has the highest LSAT cut-offs, but does not give equal importance to undergraduate GPA. However, Northwestern University and Georgetown University have the high LSAT cut-offs as compared to their overall school ranks of 12 and 14 respectively. Berkley, Duke, Vanderbilt, Brigham Young, and University of Washington feature in the top 10 list for GPA, but do not have high LSAT cut-off criterion, indicating that these schools rely more heavily on a prospective students' past academic performance. Stanford, though ranked fifth by LSAT has the highest cut-off for GPA. Yale, Stanford, and Harvard are the only schools with an acceptance rate that is under 10%. Columbia University's acceptance rate is 14.6% while for New York it is as high as 21%. Although these figures might suggest that the relative pool of applications for Columbia and New York is smaller than Yale or Harvard, the actual combined numbers of total student intake of Yale (235), Harvard (379) and Stanford (379) is less than that of Columbia (1,169) itself and New York University (1,655). Hence this indicates that apart from acceptance rate, the actual figures of applicants and total intake for each school is also important.

Name Counts

You are a recruiter for a law firm so prestigious and that it has its choice of hiring any law graduate from any law school. Let's assume by now that you, as a recruiter, have a good feel for the pecking order among law schools. But how does such a law firm 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 the 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.⁷

Justin N. Bezis, who specializes in intellectual capital, wrote an article entitled “*An Inquiry into the Implications of Using Percentage Rankings of Heterogeneous Scholastic Populations.*” In this article he asks how, if comparing two types of law schools—a prestigious national school and a less-prestigious regional one—a law firm can “(1) maximize the chance of selecting a high-skill student and (2) minimize the chance of selecting a low-skill student.” Statistically, Bezis says, the top 10% of any class will likely include students with the high LSAT and college GPA scores, but not necessarily with the best skill set. When recruiting at an elite school, if you recruit only from the top 10%, you may be missing superior candidates who ranked lower in terms of pure academics, but who possess outstanding writing or practical skills.⁸

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 and World Report Ranking of ABA Law Schools*. Further, while attending a “brand name” law school may mean that graduates will have an easier time of landing their first job, it doesn’t necessarily mean that graduates of lesser-known law schools receive an inferior legal education, observes Professor Jeffrey Stake of the University of Indiana Law School-Bloomington in his article, “The Interplay Between Ranking Criteria and Effects: Toward Responsible Rankings.” 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.¹⁰ Further, like the monetary value of the “goodwill” in the business world, law schools build up “goodwill” of their own regarding their reputation. This allows them to gain “mind share,” and their perception as being a premier institution 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-Austin Law School 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.”¹⁴ 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.¹⁵ He found that, in rank order, Harvard, Chicago, Yale, Virginia, Michigan, Stanford, Columbia, Georgetown, Duke, and Penn were the top-ten schools within this analysis. As such, it may be that despite the *The Validity of the U.S. News & World Report* ranking, law firms are indeed following a bit of their own bias, given that *Harvard* (ranked number three) and *Chicago* (number six) 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, affects whether a school feeds top firms.¹⁶

Matters That Matter

Law Review 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 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 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 legal scholarship and editing experience, and often requires that students publish a significant piece of legal scholarship.¹¹

Federal Clerkship: Law clerks provide assistance to judges by researching issues before the court and writing opinions. Clerkships are considered one 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.¹²

Moot Courts: 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, 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 help faculty invest significant time into helping students become better attorneys.

Final Thoughts

You now have a macro view of the Top 50 U.S. 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 of 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 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:

1. www.usnews.com/usnews/edu/college/rankings/about/primer_brief.php
2. www.usnews.com/usnews/edu/grad/rankings/about/07method_brief.php
3. 2005/2006 BCG Attorney Search Guide to Class Ranking Distinctions and Law Review Admission at America's Top 50 Law Schools, p.7
4. www.aals.org/about_handbook_sgp_gra.php

5. See, *Judging the Law Schools*, (Introduction to the 7th Edition), Thomas E. Brennan and Don LeDuc, The Thomas M. Cooley Law School - 300 S. Capitol Avenue, P.O. Box 13038, Lansing MI 48901. www.cooley.edu/rankings/intro_7th.htm
6. *Id.*
7. In the article, "The Interplay Between Ranking Criteria and Effects: Toward Responsible Rankings," Professor Jeffrey Stake of the University of Indiana Law School-Bloomington, notes that given that the U.S. News & World Report ranking has abandoned using a median LSAT score, schools wishing to improve the LSAT component of their ranking will logically have to move the 25th percentile up and possibly not admit students with a lower LSAT, but an overall more interesting application file. See also, *The 2005/2006 BCG Attorney Search Guide to Class Ranking Distinctions and Law Review Admission at America's Top 50 Law Schools*, p.12
8. *The 2005/2006 BCG Attorney Search Guide to Class Ranking Distinctions and Law Review Admission at America's Top 50 Law Schools*, p.16
9. See, Bezis, Justin N., "An Inquiry into the Implications of Using Percentage Rankings of Heterogeneous Scholastic Populations"; (Draft article provided to BCG Attorney Search). Bezis notes that "high grades and high True Exit Attributes (High GPA and LSAT scores) are correlated, but not coincident because a number of variables—including test design, grading error, and random factors—can cause high-TEA students to have relatively low grades." See, *The 2005/2006 BCG Attorney Search Guide to Class Ranking Distinctions and Law Review Admission at America's Top 50 Law Schools*, p.18
10. See, "The Validity of the U.S. News And World Report Ranking of ABA Law Schools": Stephen P. Klein, Ph.D. and Laura Hamilton, Ph.D. <http://www.aals.org/reports/fn1>
11. <http://officialguide.isac.org/ref/cgi-bin/ref.asp?Topic=Choosing&Section=1>
12. http://en.wikipedia.org/wiki/Law_review
13. http://en.wikipedia.org/wiki/Law_clerk
14. Indeed, Professor Stake's article illustrates this point. Professor Stakes notes that if one assumes for the sake of argument that the U.S. News & World Report ranking is accurate in its choice of ranking criteria and the weights accorded to each criteria, one finds that the difference between Yale, ranked number one, and Chicago, ranked number six, is 18 points; yet when one compares Ohio State at 39 and Mercer University at 100, one finds only a 17-point difference. See, *The 2005/2006 BCG Attorney Search Guide to Class Ranking Distinctions and Law Review admission At America's Top 50 Law School20 Schools*, Pg.20
15. www.utexas.edu/law/faculty/bleiter/rankings/03_most_national.html
16. *The 2005/2006 BCG Attorney Search Guide to Class Ranking Distinctions and Law Review Admission at America's Top 50 Law School Schools*, Pg. 21

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. Student performance in law school turns on a letter grade awarded, an honor conferred, or a class rank procured. As a recruiter, therefore it becomes important to understand the grading, ranking, and award systems of law schools so that you have a better understanding of how to select and assess candidates whom you 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? What goes into the calculation of a student's GPA? How does one interpret a candidate's GPA?

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 have been provided in the individual school profiles that follow, this overview provides a synopsis 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 a student's ability to perform well on the 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 letter grading system ranging from 0.0 – 4.0 termed as the 4.0 grade point average ("GPA") 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 analyses 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, 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 towards 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 upper most acceptable limit, schools also follow an increased gradation that tries to discern student performance. To do so, instead of following a simple A,B,C,D grade system, schools award grades like A+,A-,B+,B- and so on and so forth. This further segregates students' performance and therefore, considering criteria for evaluation constant, will reflect fairer class rankings when calculated on the GPA.

Variants of a 4.0 GPA model: Harvard follows a variant of a 4.0 GPA model that is based on an 8.0 scale, where an evaluator rates a student on a scale of 8 and subsequently the rating is recalculated as a letter grade. Some other schools too follow a number system where evaluators award a numeric grade to a student (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 can be cases where there is a deviation, for instance, in case of Ohio State University, 93% and above is "A" grade which if translated to a 4.0 GPA model would mean anything above 3.72 as against a 4.0 meaning "A" in the traditional system.

The Normal Curve: In this system, students compete with each other for a limited number of grades. Their grades reflect their relative position 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, or poor teaching, or poor presence due to a disaster hurricane) 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 (really high or really 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 students get is a reflection of the differences in their actual performance or simply because of the distribution curve.

The procedure for evaluation usually followed is that the registrar's office 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 would have a lower cut-off point for the top half of a class than those with a 3.1 curve. Students of such schools would generally have a lower GPA than those who have a higher GPA curve. For example, University of Connecticut, School of Law uses a B median, which means a majority of the students would be getting an average GPA of 3.0, whereas Florida University Law School sets the mean grade between 3.15 and 3.25 (inclusive). Hence, the

normal curve values of Connecticut University places its students at a disadvantage compared to students of Florida. Grades of students from schools with higher mean normal values will appear more impressive than that 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 while evaluating performance. In the list of top 50 schools, Berkley 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.

GPA corresponding to letter grades at different schools

Name of School	Grades										
	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Ohio State Univ.		100-93			85-82			84-77		76-69	
Univ. of Chicago		86-80			79-74			73-68		67-60	59-55
Univ. of Colorado		100-93	92-90	89-86	85-83	82-80	79-76	75-73	72-70	69-60	59-50
Univ. of Iowa		92-85		84-80	79-75	74-70		69-65		64-60	59-50
Wake Forest Univ.		100-91			90-81			80-71		70-66	66 or less
Washington Univ.	100-97	96-94	93-91	90-88	87-85	84-82		81-79		78-74	73-70
Univ. of Wisconsin		95-87		86-85*	84-83		82-80**	79-77			

* This grade range is classified as an AB

** This grade range is classified as a BC

As can be seen from the above table, letter grades correspond to different GPAs at different schools. A student getting a cumulative GPA of 95 would get an A at Ohio State but would get an A+ at Washington University.

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 GPA, the implications drawn on GPA are equally applicable to class rankings as well. However, a couple of points are worth noting:

1. The most important factor having an impact on class rankings is the normal curve. Some schools tend to skew the curve while others allow for mild deviations by evaluators in 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 the curve, wherever possible, has been presented along with the school profiles.
2. Variations in the 4.0 GPA model, as stated earlier, have an effect on class rankings. For instance at Harvard, a 6.013 is the minimum requirement to be in the top 10% of the class, which corresponds to somewhere between an A- and an A+ (i.e. between 6.0 and 8). The corresponding letter grades seem a bit higher than the number grades, for no other school has a 3.8 (the traditional A- grade in the 4.0 scale) as the top 10% cut-off grade. From a recruiter's perspective, though the difference is not very high, care needs to be taken to understand the grading system and the variations that the system has from the traditional grading methodology.

Apart from awarding grades, schools also encourage students to participate in various academic activities such as law review or journal membership, clinic participation, and moot court competition. Most of the activities offered by law schools are mentioned in detail in the school profiles that follow.

LAW REVIEW PARTICIPATION

A law school's law review and collection of journals offer student participants valuable experience researching, editing, and drafting scholarly articles on a wide range of legal issues. Articles that are published in these publications are generally contributed by professors, students, and sometimes by 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 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 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 continuing to the present.

The fact that law reviews are student-edited journal offers student on the 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, it also serves as an important tool in bringing students in contact with leading scholars and members of the practicing bar.

Almost all the 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 various subjects, such as intellectual property, religion, national security, or gender issues and the law.

Membership to the law review is highly coveted, as the editorial positions are awarded to students on the basis of outstanding academic success or winning writing skills. Even more, the few spots available further distinguish the top students in each law school. Most law school's 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 case students are invited to enter an original writing which is then judged by current law review staff. Students who draft the best submissions are invited to membership on 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 students usually serve as editors. The 3L members hold editorial positions such as Editor-in-Chief, Senior Managing Editor, Senior Note & 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 an academic credit to students for their membership on a law review or journal while at other schools such membership is considered purely an extra-curricular activity.

Rating Law Reviews and Journals

Impact factor

The impact factor is a ratio derived from the frequency with which any given article is cited in various journals. A citation is a reference to a book, article, web page, 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 higher its prestige within the legal community.

The impact factor of a journal is based on two elements: the numerator, which is the number of cites made in the current year to an article published in the journal in a specified time period; and the denominator, which is the total number of substantive articles (source items), published in the same years. For example,

$$\text{Impact factor} = \frac{\text{Total Citations in 2006 to articles published during 1998 - 2005}}{\text{Total number of articles published in the journal during 1998 - 2005}}$$

For instance, for Harvard Law Review these figures are:

$$\text{Harvard Law Review} = \frac{6832}{661} = 10.33$$

The impact factor of law reviews as calculated based on the above formula ranges from 12.1 (*Yale Law Journal*) for the top-ranked review to 4.3 (*Florida State University Law Review* and *University of Pittsburgh Law Review*) for the 50th ranked review. This would indicate that citations to articles in the *Yale Law Journal* are higher compared to 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 a little debated, it is generally accepted that within a field, impact factor provides a good measure of status of a journal. It is for this reason that students contributing to law reviews with a high impact factor are successful in establishing their academic prowess and are noticed not only by recruiters but also by the law fraternity.

Circulation

Another yardstick for measuring the influence of a law review is the circulation figure that it enjoys. The following table presents the circulation data of the Top 50 law reviews:

Law Review Establishment Year and Circulation:

Period of Establishment of Law Reviews	No. of Law Reviews established	Circulation range from the year of establishment to 2005 Min - Max
Before 1900 (1842 - 1900)	04	1850 - 7500

1901 – 1920	13	800 – 3500
1921 – 1940	13	600 – 2600
1941 – 1960	14	600 – 2300
1961 – 1980	06	800 – 1600
Total Law Reviews	50	

The year of establishment of a law review represents the year in which the review was first published. The data in the above table shows that, the older the publication, the higher is the circulation, and in general, the greater its academic prestige.

The reviews that had been established between 1842 and 1900 have enjoyed the highest circulation figures. These were the *Yale Law Journal*, *Harvard Law Review*, *the University of Pennsylvania Law Review*, and *Boston University Law Review*. The corresponding universities for all these, except Boston University, are ranked in top ten of U.S. Top 50 Law Schools.

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

The flagship law reviews of the top fifty law schools have been profiled below, with their impact factor, year of publication, and circulation data. Circulation figures include paid subscription to the law reviews.

Sr.	Top US Law School	Law Review	Year of Publication	Circulation	Impact Factor 98-05
1	Yale University (CT)	The Yale Law Journal	1891	4500	12.1
2	Stanford University (CA)	Stanford Law Review	1948	2600 (paid)*	11.2
3	Harvard University (MA)	Harvard Law Review	1887	7500	10.3
4	Columbia University (NY)	The Columbia Law Review	1901	3000 (paid)	11.5
5	New York University	The New York University Law Review	1924	2050	11.3
6	University of Chicago	The University of Chicago Law Review	1933	2400	8.5
7	University of Pennsylvania	The University of Pennsylvania Law Review	1842	1850	9.2
8	University of California - Berkeley	California Law Review	1912	1650 (paid)	9.6
9	University of Michigan - Ann Arbor	The Michigan Law Review (MLR)	1902	1865 (paid)	6.2
10	University of Virginia	Virginia Law Review	1913	2200 (paid)	10.9
11	Duke University (NC)	Duke Law Journal	1951	1400	8.7
12	Northwestern University (IL)	Northwestern University Law Review	1906	1200	8.1

13	Cornell University (NY)	The Cornell Law Review	1915	3500	11.2
14	Georgetown University (DC)	The Georgetown Law Journal	1912	1319	5.3
15	University of California - Los Angeles	UCLA Law Review	1952	1000	8.4
16	University of Texas - Austin	Texas Law Review	1922	1200 (paid)	7.9
17	University of Southern California (Gould)	Southern California law Review	1927	1500	7.7
18	Vanderbilt University (TN)	Vanderbilt Law Review	1947	1300	8.8
19	George Washington University (DC)	The George Washington Law Review	1932	2000	4.4
20	University of Minnesota -Twin Cities	Minnesota Law Review	1917	1486	8.6
21	Washington University In St. Louis	The Washington University Law Review	1915	800	4.4
22	Boston University	Boston University Law Review	1897	3000	5.7
23	University of Iowa	Iowa Law Review	1915	1800	6.4
24	University of Notre Dame (IN)	The Notre Dame Law Review	1925	1500	5.7
25	Washington and Lee University (VA)	Washington and Lee Law Review	1939	1100	3
26	Emory University (GA)	Emory Law Journal	1952	1100	5.2
27	Boston College	Boston College Law Review	1959	600	6
28	College of William and Mary (Marshall - Wythe) (VA)	William & Mary Law Review	1948	1200	7.3
29	University of Illinois-Urbana - Champaign	University of Illinois Law Review	1949	2100	5.5
30	University of North Carolina - Chapel Hill	North Carolina Law Review	1922	950	6
31	University of Washington	Washington Law Review	1925	1300 (paid)	5.3
32	Ohio State University, Moritz College of Law	Ohio State Law Journal	1935	813	5.9
33	Fordham University (NY)	Fordham Law Review	1914	2800	4.8
34	University of Wisconsin - Madison	Wisconsin Law Review	1920	2150 (paid)	5.1
35	Brigham Young University (Clark) (UT)	BYU Law Review	1975	850	3

36	University of California - Davis	UC Davis Law Review	1978	800	5.5
37	University of Georgia	Georgia Law Review	1966	1500 (paid)	4.5
38	George Mason University (VA)	George Mason Law Review	1976	1000	3.3
39	Indiana University - Bloomington	Indiana Law Journal	1926	950	6.8
40	Wake Forest University (NC)	Wake Forest Law Review	1965	1200 (controlled)	5.2
41	University of Florida (Levin)	The Florida Law Review	1948	1000	4.4
42	University of Maryland	The Maryland Law Review	1936	2200	3.9
43	American University (Washington College of Law) (DC)	American University Law Review	1952	1600	5
44	Southern Methodist University (TX)	SMU Law Review	1947	1000	2.7
45	Tulane University (LA)	Tulane Law Review	1916-1918, resumed 1929	1100	3.4
46	University of Alabama (Tuscaloosa)	Alabama Law Review	1948	1500	3.4
47	University of Arizona (Rogers)	Arizona Law Review	1959	1600	6.1
48	University of California - Hastings	Hastings Law Journal	1949	1300**	4.6
49	University of Colorado - Boulder	The University of Colorado Law Review	1929	800	5.9
50	University of Connecticut	Connecticut Law Review	1968	1600	4.2

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RANK

1

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An Overview¹

Located in New Haven, Connecticut, Yale Law School is one of the world's premier law schools. It offers an 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. Small by design, the Law School's 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. Among the school's graduates are U.S. presidents and Supreme Court justices; and among its far-reaching projects, the Information Society Project and the China Law Center.

Student-Faculty Ratio²

7.8 : 1

Admission Criteria³

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	168-175	3.79-3.95
Median*	172	3.87

*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 Statistics⁴

Fall 2005 admission statistics

Approximate number of applications 3,778

Number accepted 235

Percentage accepted 6.2%

Class Ranking and Grades

All first-term courses are ungraded, and subsequent classes are graded honors/pass/low pass.⁵

The College's policy suggests the following grade distribution to the teachers of first-year courses:⁶

Honors	Work done in the course is significantly superior to the average level of performance in the School.
Pass	Successful performance of the work in the course
Low Pass	Work done in the course is below the level of performance 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. pre-participation in Moot Court or Barristers' Union.

Grade Normalization (Curve)⁷

There is no required "curve" for grades in Law School classes. Individual class rank is not computed and the grading system does not allow for the computation of a grade point average.

Awards⁸

Name of the award	Recipient
Charles G. Albom Prize	Excellence in the area of judicial and/or administrative appellate advocacy in connection with a Law School clinical program.
Thurman Arnold Appellate Competition Prize	Best student argument in advanced Moot Court competition.
Burton H. Brody Prize in Constitutional Law	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	Best paper(s) on the subject of copyright law.

Benjamin N. Cardozo Prize	Best brief submitted by a student in Moot Court.
John Fletcher Caskey Prize	Best presentation of a case on final trial in the Thomas Swan Barristers' Union.
The Joseph A. Chubb Competition Prize	Two prizes to individual students or two-person teams for legal draftsmanship,
The Barry S. Cohen, J.D. 1950, Prize	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.
Felix S. Cohen Prize	Best essay 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	Outstanding paper written by a member of the first-year class.
Michael Egger Prize	Best student Note or Comment on current social problems in The Yale Law Journal.
Thomas I. Emerson Prize	Distinguished paper or project on a subject related to legislation.
John Currier Gallagher Prize	Proficiency in the presentation of a case on final trial in the Thomas Swan Barristers' Union.
Ambrose Gherini Prize	Best paper upon a subject of international law, either public or private.
Margaret Gruter Prize	Best paper on how ethology, biology, and related behavioral sciences may deepen our understanding of law.
Jerome Sayles Hess Prize for International Law	Excellence in the area of international law.
Jewell Prize	Outstanding contribution to a Law School journal other than The Yale Law Journal.
Florence M. Kelley '37 Family Law Prize	Exceptional interest or achievement in the area of family law.
Khosla Memorial Fund for Human Dignity	Active engagement in advancing the values of human dignity in the international arena.
Raphael Lemkin Prize	Outstanding student papers in international human rights.
Stephen J. Massey Prize	Best student who 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.
Judge William E. Miller Prize	Best paper on the Bill of Rights.
C. LaRue Munson Prize	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.

John M. Olin Prize	Best student essay on law, economics, and public policy during the academic year.
Joseph Parker Prize	Best paper on a subject connected with legal history or Roman law.
Israel H. Peres Prize	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	Outstanding student performance in taxation.
Edward D. Robbins Memorial Prize	Outstanding contribution of third year student to a Law School journal other than The Yale Law Journal.
Benjamin Scharps Prize	Meritorious essay or research in one course on some legal subject
Potter Stewart Prize	Best overall argument in the Moot Court trial argument by the student team.
Harlan Fiske Stone Prize	Best oral argument by a student in Moot Court.
Colby Townsend Memorial Prize	Best individual research done by a member of the second year class for academic credit, if such work is of sufficiently high quality to justify the award
William K. S. Wang Prize	Superior performance in the introductory course in corporate law.
Francis Wayland Prize	Greatest proficiency in preparing and presenting a case in negotiation, arbitration, and litigation.

Journals

Yale Law Journal is one of the nation's leading legal periodicals. The Journal publishes articles, essays, and book reviews by professional authors, as well as student notes and comments. A board of student editors manages and produces eight issues of the journal per year. The Pocket Part, the Journal's online magazine, features op-ed -style content by leading legal scholars and practitioners and hosts an interactive discussion forum for readers. The Journal is edited by second- and third-year law students who attain Journal membership in a competitive selection process.⁹

Yale Law & Policy Review publishes pieces on a wide range of issues at the intersection of law and policy, including affirmative action, campaign finance reform, urban policing, education policy, and the war on terrorism.¹⁰

Yale Journal of Law and Feminism is committed to publishing pieces about women's experiences, especially as they have been structured, affected, controlled, discussed, or ignored by the law. These experiences include the particular experiences of women of color and of lesbians. It encourages submissions of articles, essays, and reviews on any subject bearing upon the intersection of law and feminism. The law school has organized the Journal to reflect feminist values to make major decisions collectively, by modified consensus.¹¹

The Yale Journal of Law & the Humanities explores the intersections among law, the humanities, and the humanistic social sciences. It is a biannual publication edited by students from the Law School and several graduate departments in the University, and advised by a board of distinguished scholars.¹²

The Yale Journal of International Law ("YJIL") is one of the world's preeminent international law journals. YJIL contains articles and comments written by scholars, practitioners, policy makers, and students on a wide range of topics in public and private international law. Published twice a year, the journal is a primary forum for the discussion and analysis of contemporary international legal problems.¹³

The Yale Journal on Regulation is a legal journal that publishes scholarly articles twice a year, in fields including telecommunications, bankruptcy, information technology, antitrust, health care, environmental law, utilities, and corporate/securities regulation. The Yale Journal on Regulation is a national forum for legal, political, and economic analysis of current issues in regulatory policy.¹⁴

The Yale Human Rights & Development Law Journal provides a broad range of perspectives on issues at the intersection of human rights and development. The journal is edited by students and advised by members of the Law School faculty. The journal aims to explore the tension and congruence between human rights and development. There is much discussion and debate over what these concepts mean and how they interrelate. These issues demand holistic, cross-cutting analysis, and so the Journal encourages writings that draw upon various academic disciplines, such as political science, public policy, economics, health and sociology. It features pieces representing the broadest possible range of perspectives. It welcomes pieces that focus on different fields within the law, such as constitutional law, economic regulation, international law, and institutional reform, as well as pieces dealing with issues that arise in national (including U.S.), regional, and international contexts, in both the "industrialized" and the "developing" world.¹⁵

The Yale Journal of Health Policy, Law, and Ethics is a biannual publication of the Yale Schools of Law, Medicine, Epidemiology and Public Health, and Nursing. The Journal strives to provide a forum for interdisciplinary discussion on topics in health policy, health law, and biomedical ethics. It targets a broad and diverse readership of academicians, professionals, and students in medicine, law, and public health, as well as policy makers and legislators in health care.¹⁶

The Yale Journal of Law and Technology offers its readers a cutting-edge, dynamic environment in which to acquire and produce knowledge about the interface between law and technology. The journal publishes scholarly articles, incisive think pieces, and lectures and written pieces by guests of the Law & Technology Society as well as other scholars and professionals.¹⁷

Moot Court¹⁸

Moot Court is not required but students cannot join in until after the second semester of the first year. Students run the Morris Tyler Moot Court of Appeals where competitors prepare and argue an appellate brief on a current issue. Judges, professors, and professionals serve as judges with final prize arguments held at the end of each semester. Students may also participate in the Jessup International Moot Court and possibly be part a team of two to five students in the Philip C. Jessup international Moot Court Competition. In that competition students prepare and argue a case in front of a mock International Court of Justice.

Clinical Programs¹⁹

Some of the clinical programs offered by Yale include:

The Jerome N. Frank Legal Services Organization (LSO) - It provides legal representation to individuals and organizations in need of legal help but unable to afford private attorneys.

Allard K. Lowenstein International Human Rights Law Clinic - It is a Law School course that gives students firsthand experience in human rights advocacy under the supervision of international human rights lawyers.

Several other clinical programs give students direct experience in the practice of law in particular areas:

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

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

Legal Ethics Clinic - Represents complainants in Connecticut's attorney grievance system.

Balancing Civil Liberties and National Security after September 11 is a clinic/seminar that focuses on civil liberties cases arising from new government policies after September 11, 2001.

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)²⁰

Private sector (25th-75th percentile)	\$125,000 - \$150,000
Median in the private sector	\$125,000
Median in Public service	\$51,635

Employment Details²¹

Graduates known to be employed at graduation	97.3%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	98.9%

Practice Areas²²

Graduates Employed at	Percentage (%)
Law firms	45%
Business/industry(legal)	0%
Business/industry (non legal)	2%
Government	3%
Public interest	5%

Judicial clerkship	43%
Academia	2%
Unknown	0%

Externships²³

Through the Jerome N. Frank Legal Services Organization, students may work for a semester at the New Haven Legal Assistance Association, or take a semester long externship with either of two local prosecutor's offices: the New Haven State's Attorney, or the U.S. Attorney.

Student Organizations²⁴

- American Constitution Society for Law and Policy
- Americans for Informed Democracy
- The Asia Law Forum
- Barristers' Union
- Black Law Students' Association
- Capital Assistance Project
- Coalition for Faculty Diversity
- Green Haven Prison Project
- Habeas Chorus
- The Initiative for Public Interest Law at Yale, Inc.
- Islamic Legal Studies Project
- Latino Law Students' Association
- Law and Biotechnology Society
- Law Talk
- The Morris Tyler Moot Court of Appeals
- Muslim Law Students' Association
- Native American Law Students' Association
- New Haven Cares
- Opening Argument
- OutLaws
- Pacific Islander, Asian, and Native American Law Students' Association
- Project for Law and Education at Yale
- Rebellious Lawyering Conference
- Six Angry Men
- The South Asian Law Students' Association
- Street Law
- Student/Faculty Alliance for Military Equality
- Thomas Swan Barristers' Union
- Temporary Restraining Order Project
- Women and Youth in Support of Each Other
- Yale AIDS Network

- Yale Entertainment and Sports Law Association
- Yale Environmental Law Association
- Yale Federalist Society
- Yale Forum on the Practice of International Law
- Yale Graduate Law Students' Association
- YIPPIE! (Yale Incentive Program for Public Interest Employment)
- Yale Jewish Law Students' Association
- Yale Law and Technology Society
- Yale Law Christian Fellowship
- Yale Law Democrats
- Yale Law International Association
- Yale Law Republicans
- Yale Law Revue
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- Yale Law Students for Choice
- Yale Law Women
- Yale Middle East Law Forum
- Yale Project for Civil Rights
- Yale Student Animal Legal Defense Fund
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RANK

2

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An Overview

Stanford Law School first welcomed students in 1893, two years after Stanford University opened its doors. The Law Department, as it was initially called, accepted freshmen in a program leading to a bachelor's degree in law. The first professor to be engaged was Benjamin Harrison, former President of the United States, who delivered a landmark series of lectures on the Constitution. The second was Nathan Abbott, a scholar who was to head the nascent law program. Abbott assembled around him a small faculty to which he imparted a standard of rigor and excellence that endures to this day.¹

Stanford Law School is part of one of the world's leading research institutions, providing rich opportunities for interdisciplinary cooperation. The law school has teaching and research ties with the Schools of Business, Earth Sciences, Education, Engineering, and Medicine; with multiple departments in the School of Humanities & Sciences; and with the Hoover Institution, the Institute for International Studies, and the Institute for Environmental Studies. The school is also a co-venturer in the Stanford Center on Conflict and Negotiation.²

Stanford Law School also offers many different formats of instruction and learning besides classroom experiences in the lecture or seminar style. After the first year of law school, students have the opportunity to expand their understanding of the nonlegal environment in which the law operates by supplementing their law school courses with courses elsewhere in the university.³

Student-Faculty Ratio⁴

9.2:1

Admission Criteria⁵

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	167-172	3.8-3.96
Median*	170	3.88

*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 Statistics⁶

Fall 2005 admission statistics:

Approximate number of applications	4,863
Number accepted	379
Percentage accepted	7.8%

Class Ranking and Grades⁷

Stanford Law School uses the following grades and numerical equivalents:

A+	(4.3 - 4.2)
A	(4.1 - 3.9)
A-	(3.8 - 3.5)
B+	(3.4 - 3.2)
B	(3.1 - 2.9)
B-	(2.8 - 2.5)
R	(2.2)
F (2.1)	

Students may elect to take a limited number of courses on a credit/no-credit system. The 3K election may be exercised in all courses in the first term of the first year. Thereafter, student may exercise the option as to no more than a total of two courses. K shall be awarded for work that is comparable to numerical grades 4.3 to 2.5; RK for R-level work; and NK for F-level work.

Students are prohibited from disclosing their shadow grades in the above "K" system courses to employers. Additionally, employers who use the Law School facilities, including OCS, may not ask students about their shadow grades during either on-campus or off-campus interviews. The faculty felt that the old system, where students typically volunteered shadow grades when they were advantageous to disclose, undermined the policy's original intent which was to allow students to take truly ungraded courses.

Because Stanford Law School imposes a mandatory mean, grades reflect relative abilities among a very selectively chosen group of students. While large (e.g. 0.4 or greater) average differences in grades may tend to reflect differing legal analytic abilities, smaller differences are less likely to reliably indicate meaningful differences between students. Grades should be considered in the context of other information about a candidate, such as faculty recommendations, pre-law school academic and professional experience, law school activities, and an interviewer's own impressions of the individual. Employers who use grade point average requirements as part of their hiring criteria should set standards specifically for Stanford students.

Grading policies vary from school to school. As a result, imposing the same GPA requirements on candidates from different schools may result in the inadvertent elimination of highly qualified candidates from schools such as Stanford with highly selective admissions standards. By understanding Stanford's grading policies, setting appropriate GPA requirements, and considering other factors when evaluating students, employers will increase their chances of successfully recruiting at Stanford.

Law students have the option of taking classes throughout the university. Some attend courses at the Business School where the grading system is different from that at the Law School. The following grades used at the Business School will appear on some transcripts: H is awarded for distinction or honors (work considered to be of excellent quality); P for pass (work that satisfies all basic course requirements); U for unsatisfactory; and EX for exempt (courses exempted by examination with no credit granted). The Law School and the University both use an N for a course that is continuing into another semester or quarter.

Grade Normalization (Curve)⁸

In all examination courses, the mean is 3.4 unless otherwise stated.

Honors⁹

Order of the Coif, established at Stanford Law School in 1912, has been a long standing and much sought after honor. Even though students don't graduate *cum laude*, they may graduate with distinction.

Order of the Coif	Top 10%
With Distinction	Top 33% at graduation

Awards¹⁰

Stanford Law School sponsors several internal competitions for which J.D. students are eligible to compete as well the newly created Ni Prize, for which advanced degree students are eligible. Winners of the competitions receive cash prizes ranging from \$250 to \$5000.

Name of the award	Recipient
Steven M. Block Civil Liberties Award	Best written work on issues relating to personal freedom for third year student.
Brown & Bain Fellowship in High Technology Law	Best research project in law and high technology for 1L and 2L students.
Nathan Burkan Memorial Competition	Best style of legal writing in copyright for third year student.
Carl Mason Franklin Prize in International Law	Outstanding paper or papers in International Law.
Richard S. Goldsmith Award	Distinguished written work in dispute resolution.
Olaus and Adolph Murie Award in Environmental Law	Best written work in Environmental Law.
The Ni Prize	Significant contribution to the study of International and Chinese law.

Hilmer Oehlmann, Jr. Writing Award	Research and Writing award to first year student.
Public Service Fellowships	Demonstrated commitment to public service.
Lisa M. Schnitzer Memorial Scholarship	Demonstrated commitment to public interest.

Journals¹¹

Stanford Law Review is published one volume containing six separate issues between November and July. Each issue contains material written by student members of the Law Review, other Stanford law students, and outside contributors, such as law professors, judges, and practicing lawyers. It is overseen by Stanford Law School students and is fully independent of faculty and administration review or supervision.

Stanford Environmental Law Journal (ELJ) was founded in 1978 and is a semiannual scholarly periodical dedicated to analyses of such topics as hazardous waste, energy development, natural resources conservation and regulation, global warming, and environmental justice.

Stanford Journal of Civil Rights and Civil Liberties is an interdisciplinary journal dedicated to exploring civil rights and civil liberties issues in society. The Journal is published twice a year in the fall and spring.

The Stanford Journal of International Law (SJIL) is a scholarly periodical devoted to analyses of current international legal issues. The student-run biannual prints articles by professors, practitioners, and students on a wide range of legal topics, including public international law, human rights, international trade, and comparative law. First-year students are encouraged to participate in the spring workshop and can become editors by the end of their second semester.

Stanford Journal of Law, Business & Finance (SJLBF) is a semiannual publication dedicated to exploring legal issues in the fields of business and finance. Edited and operated by students in all three classes of the Law School, SJLBF brings a practical focus to the world of legal scholarship. Furthermore, members of SJLBF are encouraged to assume both editorial and business responsibilities. Consequently, members benefit from direct experience in operating a business in addition to vigorous training in legal research and writing. Ultimately, members who demonstrate excellence and commitment to the SJLBF have the opportunity to assume leadership positions and to join SJLBF's Steering Committee.

Stanford Law & Policy Review (SLPR) is a non-ideological publication compiled and edited by students at Stanford Law School. While maintaining the scholarly standards of other law journals, SLPR is written for and distributed to the nation's policymakers: lawyers, judges, government officials, scholars in law and the social sciences, and leaders in the business world. SLPR is a small business; students are responsible for all aspects of managing and producing the journal. Staffing for SLPR comes from all three law school classes. Students can join as editor candidates during their first year. More experienced editors may become article editors responsible for an entire article. Second- and third-year students may also be selected to sit on the managing board.

Founded in 1997, the **Stanford Technology Law Review (STLR)** is an innovative forum for intellectual discourse on critical issues at the intersection of law, science, technology, and public policy. Membership in STLR provides students with interests in technology the opportunity to work with noted scholars in their

fields of interest, develop strong writing and editing skills, and gain experience with Internet publishing technology. As a relatively new and growing organization, STLR also affords unparalleled opportunities for leadership and a chance to leave a legacy at Stanford Law School.

Moot Court¹²

The major Moot Court activity at Stanford Law School is the Marion Rice Kirkwood Memorial Competition, which takes place each year during the spring term. Prior to the competition, 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 in at least two oral arguments, once on each side of the hypothetical 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 videotaping and critiques of practice oral arguments. Panels of local attorneys and judges serve as judges and 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 score and oral advocacy score. The final round of the competition is held before a panel of distinguished judges, and the entire law school community is invited to attend.

Clinical Programs

Criminal Defense Clinic - Gives students the opportunity to work on all aspects of the death penalty appeals and post-conviction proceedings at the San Francisco office of the California Appellate Project.¹³

The **Stanford Community Law Clinic (SCLC)** - Trains Stanford law students to become highly qualified public interest attorneys by serving individuals and communities in need through legal representation, advice, and education.¹⁴

The **Criminal Prosecution Clinic** - A one-semester clinical program taught in the fall as a joint project of the law school and the Santa Clara County District Attorney's Office. The clinic is limited to six students, usually in their third year, who advocate on behalf of the District Attorney's Office. A central component of the clinic is in-court advocacy by each student.¹⁵

Cyberlaw Clinic - Provides legal representation to private litigants and other clients in matters involving the public interest and technological development. The Cyberlaw Clinic gives students an opportunity to participate in supervised litigation, policy, and legislative advocacy in matters involving technology and the public interest.^{16,17}

The **Environmental Law Clinic** - Offers students an opportunity to provide legal assistance to nonprofit organizations on a variety of environmental issues, focusing primarily on natural resource conservation.¹⁸

The **Supreme Court Litigation Clinic** - Exposes students to the joys and frustrations of litigation before the Supreme Court of the United States. Students in the clinic work on a wide variety of cases currently before the Court. Their tasks include drafting petitions for certiorari, oppositions, merits briefs, and amicus briefs; preparing advocates in clinic-related cases for oral argument; and providing advice to other attorneys appearing before the Court. They are exposed to a wide range of substantive legal areas, ranging from criminal law to civil rights law to constitutional issues to bankruptcy, and they receive immediate and extensive feedback on their legal writing.¹⁹

The **Immigrants' Rights Clinic (IRC)** - Committed to protecting the human rights of all non-citizens, regardless of immigration status.²⁰

The **International Community Law Clinic** - Exposes students to economic development and community lawyering issues, and human rights advocacy, particularly in Ghana.²¹

The **Youth and Education Law Clinic** - Launched in 2001 to provide first-rate services to low-income families, while serving as a valuable pedagogical vehicle for aspiring attorneys.²²

Placement Facts

Employment Details²³

Graduates known to be employed at graduation 98.9%
 Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status) 98.9%

Practice Areas²⁴

Graduates Employed at	Percentage (%)
Law firms	58
Business/industry(legal)	0
Business/industry (non legal)	5
Government	2
Public interest	4
Judicial clerkship	30
Academia	1
Unknown	0

Starting Salaries (2004 Graduates Employed Full-time)²⁵

Private sector (25th-75th percentile) \$125,000 - \$150,000
 Median in the private sector \$125,000
 Median in public service \$50,000

Externships²⁶

The Externship Program offers students experiential learning opportunities in a wide array of non-profit organizations and government agencies. Students are required to participate in a weekly seminar and prepare a major research paper. Examples of placements in this program include the American Civil Liberties Union, Natural Resources Defense Council, Mexican American Legal Defense and Educational Fund, United States Department of Justice, and various district attorney and public defender offices. The program also allows international externships in limited circumstances.

Student Organizations²⁷

The Law School is home to a wide variety of student organizations. These organizations and the programs they host throughout the year add significantly to the community and the intellectual life of Stanford Law School.

- Advanced Degree Student Association
- American Bar Association, Law Students Division
- American Constitution Society
- Animal Legal Defense Fund
- Asian and Pacific Islander Law Students Association (APILSA)
- Association of Trial Lawyers of America (ATLA)
- Black Law Students Association (BLSA)
- Building Community Day
- Chinese Law Association
- Christian Legal Society
- J. Reuben Clark Law Society
- Cultivating Opportunity and Access for College Hopefuls (COACH)
- Community Advocates for Survivors of Abuse
- Criminal Law Society
- Drama Society
- Environmental Law Society
- Federalist Society
- International Law Society
- Jewish Law Students Association
- Just Democracy
- Law and Business Society
- Law and Policy Society
- Law Association
- Marion Rice Kirkwood Moot Court Board
- National Lawyers Guild
- Native American Law Students Association (NALSA)
- OUTLAW
- Public Interest Law Students Association (PILSA)
- Shaking the Foundations
- Stanford BioLaw

- Stanford Entertainment and Sports Law Association (SELSA)
- Stanford Health Law and Policy Society
- Stanford International Human Rights Association
- Stanford International Law Society
- Stanford Judicial Review Project
- Stanford Latino Law Students Association (SLLSA)
- Stanford Law and Technology Association (SLATA)
- Stanford Law and Wine Society
- Stanford Law School Golf Association
- Stanford Law School Mock Trial Team
- Stanford Legal History Society
- Stanford Public Interest Law Foundation (SPILF)
- Street Law
- Student Steering Committee for Community Lawyering
- Women of Color Action Network
- Women of Stanford Law (WSL)

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An Overview³

Established in 1817, Harvard Law School is considered one of the world's premier centers for legal education and research. The school provides the opportunity to study law and related disciplines in an energetic and creative learning environment. A Harvard Law education prepares students for success in law practice, business, public service, and teaching. Through the efforts of its faculty, students, and alumni, Harvard Law School is able to contribute solutions to the world's most complex legal and social challenges.

Rather than emphasizing any single area of law, Harvard Law School provides both introductory and advanced courses in every major area of its legal curriculum. The school provides training for the practice of law in a variety of settings—legal teaching and scholarship, government service, and the corporate environment. The law school is home to twenty different research programs, all of which support faculty and students who are working on cutting-edge legal issues. The school also offers numerous cross-registration and joint degree opportunities with the Harvard John F. Kennedy School of Government, the Harvard School of Public Health, the Harvard Business School, the Harvard Design School, and a coordinated degree program with the Harvard Graduate School of the Arts and Sciences. This varied and challenging educational program prepares students for leadership within private practice, the judiciary, the government and other public service arenas, academia, and business.

Because of the range and diversity of the HLS faculty, students benefit from a curriculum that can adjust quickly to changes in the legal profession and the world.

Student-Faculty Ratio⁴

11.0:1

Admission Criteria⁵

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	170-176	3.68-3.92
Median*	173	3.8

*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 Statistics⁶

Fall 2005 admission statistics:

Approximate number of applications	7,046
Number accepted	811
Percentage accepted	11.5%

Class Ranking and Grades⁷

Harvard Law School does not rank its students until graduation. Therefore, prior to graduation, students are not able to estimate into what percentage of the class they fall. Students can, however, calculate their grade point average on an **8-point scale**. The following numerical values are given to each grade:

A+	8
A	7
A-	6
B+	5
B	4
B-	3
C	2
D	1
F	0

In calculating the first year average, each of the five basic courses (Civil Procedure, Contracts, Criminal Law, Property, and Torts) is weighted equally. Students are also required to take one elective course during their first year. Three-credit elective courses are weighted at one-half the basic course, and four-credit elective courses are weighted at three-quarters of the basic course.

Honors⁸

<i>summa cum laude</i>	General average of 7.20 and above
<i>magna cum laude</i>	Top 10% of the class, excluding summa
<i>cum laude</i>	Next 30% of the class, after magna

Awards⁹

Name of the award	Recipient
Yong K. Kim '95 Memorial Prize	Best paper concerning law or legal history of the nations and peoples of East Asia or issues of law pertaining to U.S.-East Asia relations.
The Andrew L. Kaufman Pro Bono Service Award	Winner selected on records of total completed pro bono hours submitted by students.
Irving Oberman Memorial Award	Best papers in the following topics: Constitutional Law (First Amendment), Environmental Law, Information and Technology, and Law and Social Change.
Frank S. Righeimer, Jr. Student Award for Citizenship	Best graduating student to recognize exceptional citizenship within the law school community.
Sidney I. Roberts Prize in the Field of Taxation	Best paper in the field of taxation.
Sears Prize	Two first-year and second-year students with highest average.
Boykin C. Wright Memorial Fund	For the winning and losing teams in the final argument of Ames Competition.
Joseph H. Beale Prize	Highest grade in the Conflict of Laws.
Addison Brown Prize	Best essay on private international law or maritime law.
Victor Brudney Prize	Best paper on corporate governance.
The Dean's Awards for Community Leadership	For Community Leadership.
Fay Diploma	Highest graduating average for three years.
Laylin Prize	Best paper on public international law.
George Leisure Award	Best oralist in the Ames Competition.
Mancini Prize	Best essay on European law and European legal thought.
John M. Olin Prizes	Best papers in the area of law and economics.

Journals

Harvard Law Review is a student-run organization that focuses on publishing high quality legal scholarship. Student editors make all editorial and organizational decisions and, together with a professional business staff of three, carry out day-to-day operations.¹⁰

Black Letter Law Journal was originally founded in 1983 and has as its vision to advance progressive legal scholarship by focusing on the intersection of race, class, gender, sexuality, and the law.¹¹

Civil Rights-Civil Liberties Law Review was founded in 1966 as an instrument to advance personal freedoms and human dignities. The Review seeks to advance progressive thought and dialogue through the publication of innovative legal scholarship from various perspectives and in diverse fields of study.¹²

Environmental Law Review has been published semi-annually, in winter and spring, since 1976. Its focus remains on articles that examine a broad range of environmental affairs.¹³

Human Rights Journal is an annual journal of international human rights scholarship published by the students of Harvard Law School in cooperation with the Harvard Human Rights Program. Past issues have included articles on issues such as the role of the International Criminal Court as a legal response to terrorism, the international right to development, the Latin American influence on the Universal Declaration of Human Rights, the security, and rights implications of Hindu nationalism in India, and transitional justice genealogy.¹⁴

Harvard International Law Journal has been highly ranked by comparative law programs as a student-edited international and comparative law specialty journal. The Journal publishes articles on international, comparative, and foreign law, the role of international law in U.S. courts, and the international ramifications of U.S. domestic law.¹⁵

Journal of Law & Gender is published twice a year and has been among the nation's foremost student-edited feminist law journals since 1978. In recent years, the Journal has published leading articles by professors, practitioners, and students on varied topics, including domestic violence, sexual harassment, reproductive rights, and women in the military.¹⁶

Journal of Law and Public Policy is published three times annually by the Harvard Society for Law & Public Policy, Inc., an organization of Harvard Law School students.¹⁷

Journal of Law and Technology is published by Harvard law students. However, it is an independent publication which receives no funding from the law school. Articles published in the Journal have covered topics such as intellectual property, biotechnology, e-commerce, cyber crime, the Internet, telecommunications, and evidentiary technology.¹⁸

Journal on Legislation is published semiannually (winter and summer) by Harvard Law School students. The Journal specializes in the analysis of legislation and the legislative process. It focuses on legislative reform and on organizational and procedural factors that affect the efficiency and effectiveness of legislative decision-making. The Journal is especially interested in publishing articles that examine public policy problems of nationwide significance and propose legislation to resolve them.¹⁹

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 racial profiling, the English-only movement, the paradox of the alien-citizen, and the future of Latino legal scholarship.²⁰

Negotiation Law Review is an annual publication in which scholars from many disciplines discuss negotiation as it relates specifically to law and legal institutions. The Harvard Negotiation Law Review works to close this gap by providing a forum in which scholars from many disciplines can discuss negotiation as it relates to law and legal institutions.²¹

Unbound: Harvard Journal of the Legal Left 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 seeks to begin a redefinition project, staking out a place for left legal intellectual discussion and formulating a new set of ideas for a new century.^{22, 23}

Moot Court^{24, 25}

Since 1820, HLS students have been honing their advocacy skills in moot courts. Students compete around the country and the world in a range of moot courts that include such subject matter areas as public international law, European law, and international arbitration.

The Philip C. Jessup International Law Moot Court began at Harvard in 1960, as a match between LL.M. and J.D. students.

The Ames Moot Court Competition is sponsored by the student-run Board of Student Advisers and the Office of the Dean. Two preliminary rounds, each on a different case, are held each year in which second-year students may compete by submitting legal briefs prepared entirely by themselves, with no help from faculty or lawyers. The competition culminates in a final round argument where students argue before Supreme Court Justices and federal judges. Students also participate in a number of national and international moot court competitions each year.

Clinical Programs

In 2005-06, Harvard Law School offered over 50 clinical courses. Courses with clinical placements offer students the opportunity to experience the practice of law under the supervision of attorneys.²⁶

Clinical Summer Fellows Program: The Clinical and Pro Bono Program at Harvard Law School seeks law students to work in many of the clinics for the upcoming summer. These clinics provide law students the opportunity to provide representation to real clients under the supervision of experienced clinical supervisors. In addition, summer fellows will have the opportunity to learn about different aspects of the legal profession through brown bag lunches and informal gatherings with professors and clinical instructors.²⁷

The Independent Clinical Work Program: ICWP offers second and third year students the opportunity to design legal practice experiences for credit in special areas of interest that are not available through clinical courses presently being offered at the Law School. It allows students to experience the realities of the work of a lawyer in a variety of legal settings. This memorandum reviews the general requirements of the program and offers some guidance to prospective participants in the Independent Clinical Work Program.²⁸

Continuing Clinical Work Program: Due to the nature of clinical work, some students may desire to continue working on projects that were not completed during the course of the semester or that are meaningful enough to the student to want to dedicate more than the previous allotted time.²⁹

Harvard's Major Clinical Placements:³⁰

Berkman Center for Internet and Society
Child Advocacy Program
Criminal Justice Institute
Hale and Dorr Legal Services Center
Harvard Immigration and Refugee Clinic
Harvard Legal Aid Bureau
Human Rights Program

Placement Facts

Employment Details³¹

Graduates known to be employed at graduation	97.1%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	99.5%

Practice Areas³²

Graduates Employed at	Percentage (%)
Private Practice	60%
Business/industry	3%
Government	3%
Public interest	4%
Judicial clerkship	29%
Academia	1%

Starting Salaries (2004 Graduates Employed Full-time)³³

Private sector (25th-75th percentile)	\$125,000 - \$150,000
Median in the private sector	\$125,000
Median in public service	\$50,000

Externships³⁴

All of the following clinical placements have the capacity to sponsor one or more students each semester. In each of these placements, students will work with a coordinator - either Harvard Law School Clinical Instructor or a Contract Practitioner - to assure an effective and rewarding student practice experience.

Externships for Gender Violence, Law and Social Justice
Externships for Judicial Process in Community Courts
Massachusetts Office of the Attorney General (The Government Lawyer)
United States Attorney's Office (The Government Lawyer)
District Attorney's Office (ITA Criminal: Prosecution Perspectives)

Smaller Clinical Externship³⁵

The following organizations, offering a wide variety of practice experiences, regularly provide a limited number (1-3 students) of clinical placements through certain courses. Many of these agencies have acted as clinical placements for several years; some are recent and may be used for the first time this academic year.

Note: This list is not exhaustive; during **2005-2006** academic year, other placements may be used in addition to or in lieu of those listed here:

- Alternatives for Community and Environment
- Am. Civil Liberties Union of Massachusetts
- Bd. of Bar Overseers, Office of the Bar Counsel
- Center for Law and Education
- Children's Law Center of Massachusetts
- Committee for Public Counsel Services
- Conservation Law Foundation
- Equal Employment Opportunity Commission
- Human Rights Clinical Projects
- Initiative for a Competitive Inner City
- Lawyers' Committee for Civil Rights
- Massachusetts Advocacy Center
- Massachusetts Department of Environmental Protection: Environmental Strike Force
- Massachusetts Department of Environmental Protection: Office of the General Counsel
- Massachusetts Housing Partnership Fund
- Massachusetts Law Reform Institute
- National Environmental Law Center
- Private Attorneys and Small Firms
- The State PIRG's National Legal Department
- United States Environmental Protection Agency

Student Organization³⁶

- Advocates for Education (A4E)
- Affinity Organizations
- African Law Association
- Alliance for Israel
- Alliance of Independent Feminists
- American Civil Liberties Union at HLS
- American Constitution Society
- Arts & Literature Law Society (Formerly Arts Panel)
- Asian Pacific American Law Students Association
- Big Brother/Big Sister Organization
- Black Law Students Association
- Board of Student Advisers
- California Club
- Child and Youth Advocates (formerly Child Advocacy Project)
- Committee on Sports and Entertainment Law
- Consortium on Global Leadership
- Environmental Law Society
- Ethics, Law and Biotechnology Society
- European Law Association
- Federalist Society for Law and Public Policy
- Forum on Local Government and Politics
- Gary Bellow Public Service Award

- Harvard Asia Law Society
- Harvard Association for Law and Business
- HL Central
- HLS Chinese-American Law Students Association
- HLS Democrats
- HLS for Choice
- HLS Project on Wrongful Convictions
- HLS Republicans
- HLS TaxHelp
- HLS/KSG Association for Law and Policy
- International Law Society
- JD/MBA Association
- Just Democracy
- Justice for Palestine
- Korean Association of Harvard Law School
- La Alianza
- Labor and Employment Project
- Lambda
- Latin American Law Society
- Law and Health Care Society
- Law and Philosophy Society
- Law School Council
- Middle East Law Students Association
- Multiracial Law Students Association
- National Lawyers Guild
- National Lawyers Guild - HLS Chapter
- Native American Law Students Association
- Parents at the Law School
- Professional Interest Organizations
- Roscoe Pound Society
- Service Organizations
- Society for Law and Global Policy
- Society for Law, Life, and Religion
- South Asian Law Students Association
- Student Activities Council
- Student Animal Legal Defense Fund
- Student Funded Fellowships
- Student Public Interest Network
- Students Organized for the Prevention of Domestic Violence (StopDV)
- Summer Associates Initiative for Legal Services
- The Forum
- The National Security and the Law Society
- The Society of Law and Family Matters
- Veterans Association
- Women's Law Association

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RANK
4

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An Overview

Columbia Law School was one of the first law schools established in the United States. Columbia is internationally renowned as a leading center of legal scholarship and offers one of the most extensive selections of centers and programs for intensive and specialized studies. Columbia also boasts a faculty comprised of many leading scholars. The J.D. program is offered only on a full-time basis and approximately 1,200 students are enrolled in the three-year program.¹

Columbia Law School supports the development of community within the student body. Students work in teams on classroom and extracurricular projects. The school offers its students the opportunity to join a wide variety of publications, clubs, and interest groups, and students may also organize study groups for mutual support and learning.²

Student-Faculty Ratio³

11.7:1

Admission Criteria⁴

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	168-173	3.5-3.8
Median*	171	3.65

*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 Statistics⁵

Fall 2005 admission statistics:

Approximate number of applications	8,020
Number accepted	1,169
Percentage accepted	14.6%

Class Ranking and Grades

With a resolution passed in December, 1994, the Faculty of Law established the grading system of A, B (with plus and minus designations), C and F. Some courses and clinics offer a grade of CR (credit) as an option, while other courses grade CR or F.⁶

Because its entrance standards are so stringent, Columbia does assign any GPA percentile or ranking designations to its students. Two scholarly distinctions, the James Kent Scholars and Stone Scholars, are available to graduates who excel academically. Given that the distinctions are based on achieving certain grade performance, it appears that employers wishing to use grades as a screen may wish to focus solely on those students who have been awarded one of these designations.

Honors⁷

Kent Scholar is awarded in recognition of outstanding academic achievement. A student is named a Kent Scholar if he or she has earned, during an academic year, an academic average significantly better than A-, has earned at least 15 graded law credits towards his or her degree, and in that year 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+. The Kent Scholar honor is generally awarded only to the **top 1 - 3 percent** of each class.

Stone Scholar is awarded in recognition of superior academic achievement. A student is named a Stone Scholar if during an academic year, he or she has an academic average significantly better than B+, has earned at least 15 graded law credits toward his or her degree, and has received no grade lower than B-. The Stone Scholar designation is generally awarded to **30 - 33 percent** of the class.

Only law school course work is used to calculate honors. No student shall be named a Kent or Stone Scholar for any term that includes a law school grade of incomplete.

Awards⁸

Name of the Award	Recipient
Charles Bathgate Beck Prize	Best examination paper in law of real property.
David M. Berger Memorial Prize	Awarded to a third-year student interested in international law and world peace.
Harold Brown Book Prize	Awarded to purchase of books, to two or more needy first-year students who attended Columbia College.
Class of 1912 Prize	Best student in the subject of contracts.
Milton B. Conford Book Prize in Jurisprudence	Best examination paper or essay on jurisprudence.
E. B. Convers Prize	Best original essay on a legal subject.
Archie O. Dawson Prize	Best in advocacy.
James A. Elkins Prizes	Best first-year law student in each of the following courses: civil procedure, Constitutional law and criminal law.
Alfred S. Forsyth Prize	Best student environmental law.
Andrew D. Fried Memorial Prize	Best student essay in intellectual property and related law published in the <i>Columbia Journal of Law and the Arts</i> during the preceding year.
Walter Gellhorn Prize	Best LL.M. student with the highest academic average.
Lawrence S. Greenbaum Prize	Best oral presentation in the final argument of the Harlan Fiske Stone Moot Court Competition.
Carroll G. Harper Prize	Highest achievement in intellectual property studies and writing.
Paul R. Hays Prize	Best first-year student in civil procedure.
Pauline Berman Heller Prize Fund	Best female law student.
Moot Court First-Year Brief Prize	Best brief submitted by first year student in Moot Court competition.
Jane Marks Murphy Prize	For interest and proficiency in advocacy in clinical offerings.
John Ordronaux Prize	General proficiency in legal study.
Simon H. Rifkind Prize Fund	Best overall performance in the first year moot court program at Columbia Law School.
Samuel I. Rosenman Prize	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 Law Prize	Best student in labor law.
Whitney North Seymour Medal	Greatest promise of becoming a distinguished trial advocate.
Young B. Smith Prize	Best first-year student in law of torts.
Robert Noxon Toppan Prize	Best written Constitutional law examination.
Valentin J.T. Wertheimer Prize in Labor Law	For a creative, thoughtful approach to labor law, equal employment law, public or private sector collective bargaining, labor conflict resolution, or employment security.

Journals

Columbia Law Review publishes articles and book reviews of scholarly and professional interest by academic authors and practicing attorneys, as well as notes written by members of the review. In addition to writing a note, staff members bear major responsibility for substantive and technical accuracy of the review's eight issues. Third-year students are responsible for selecting material for the issues and editing the professional and student work.⁹

Columbia Human Rights Law Review, a student-edited legal journal, wherein student and professional articles are published on contemporary human rights and civil liberties issues, both in the United States and around the world. The journal presents in-depth analyses of specific legal questions as well as broad surveys of the law in particular areas. Topics covered include freedom of speech, criminal law and procedure, poverty and family law, the impact of legal institutions on the lives of individuals and groups, and the efficacy of various international efforts to protect human rights.¹⁰

Columbia Journal of Asian Law: Published semi-annually under the auspices of the Centers for Chinese, Japanese and Korean Legal Studies, the *Columbia Journal of Asian Law*, formerly the *Journal of Chinese Law* is a forum for examining the fundamental underpinnings and the rapid development of bodies of law in Asia. Almost every aspect of Asian law is within the journal's scope: history, business, intellectual property, human rights and public international law, to name a few. As part of this effort, the *Columbia Journal of Asian Law* was the first Columbia journal to pursue electronic publication via the Internet.¹¹

Columbia Journal of Environmental Law: The student-edited *Columbia Journal of Environmental Law* is designed to be a valuable aid to the legal community committed to the preservation and improvement of the environment.¹²

The Columbia Journal of European Law: (CJEL) is published under the auspices of the European Legal Studies Center at the Columbia University School of Law, in cooperation with the Institute for European Law of the Katholieke Universiteit in Leuven, Belgium. It is intended primarily to respond to the growth of interest in European law among Americans. While giving priority to the analysis of legal documents at the European Community and European Union level, CJEL actively encourages contributions exploring any dimension of European law, including those at the national or regional levels, as well as those relevant to broader questions on the development of law and legal institutions in Europe as a whole.¹³

Columbia Journal of Gender and Law publishes interdisciplinary works related to feminism and gender issues. The journal aims to promote an expansive view of feminism embracing women and men of different colors, classes, sexual orientations, and cultures.¹⁴

Columbia Journal of Law & Social Problems written and edited entirely by students is published four times a year, and contains articles that analyze a specific legal question in light of related economic, political, or sociological considerations.¹⁵

Columbia Journal of Law & the Arts: is a quarterly publication on all aspects of law and the arts, entertainment, media and intellectual property, both domestic and international. Each issue is entirely student-edited and includes both articles and student notes. Students are selected for staff positions at the end of their first year on the basis of the Law Review/Journal writing competition and their academic

performance. Second-year responsibilities include the satisfactory completion of a note and administrative and production duties.¹⁶

Columbia Journal of Transnational Law publishes material on all aspects of transnational, international and comparative law, both public and private. Each issue is entirely student-edited and includes articles by professional authors and by student members of the journal. Students are selected for staff positions at the end of the first year on the basis of grades and a writing sample (either the Law Review writing competition or their moot court briefs). Selections for editorial positions are made from among the staff at the end of the second year.¹⁷

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.¹⁸

The Columbia Journal of East European Law is dedicated to the study of legal changes in Russia and the former Soviet Union, as well as in Central and Eastern Europe. It offers scholarly articles, notes and comments, book reviews, and analyses on recent legislative developments.¹⁹

Columbia Science and Technology Law Review is an online journal that features articles from scholars and practitioners and provides a forum for scholarship regarding the changing technological landscape and its influence on law and social policy. Topic areas include, but are not limited to, the Internet, telecommunications, biotechnology, computer law, and technological property. A scientific or technical background is helpful but by no means required for membership.²⁰

The American Review of International Arbitration: The only publication of its kind in the United States, *The American Review of International Arbitration* is a quarterly law review published by Columbia's Parker School of Foreign and Comparative Law. It publishes scholarly articles, commentaries on recent developments, case notes, and bibliographical information. The review attracts an array of contributions by leading scholars and practitioners as well as Columbia law students.²¹

The National Black Law Journal has been committed to scholarly discourse exploring the intersection of race and the law for over twenty-eight years. The Journal has aimed to build on this tradition by publishing articles that make a substantive contribution to current issues such as affirmative action, employment law, the criminal justice system, community development, and labor issues.²²

Moot Courts²³

Columbia's Moot Court Program includes a Foundation Moot Court requirement, in which all first-year J.D. students participate, and a selection of elective competitions for upper class students who want to gain additional experience in brief writing and oral argument. Currently Columbia students participate in three international moot court programs. Involvement in a moot court is yet another excellent way for students to get experiential training with international law subjects. This hands-on work nicely complements their courses in international law, human rights, international arbitration, international trade, and WTO law. Faculty members teaching within the respective fields are involved in each moot competition.

Some of the moot court options include:

Frederick Douglas Moot Court Competition - a national moot court competition that focuses primarily on public law and topics of particular relevance to law students of color.

Harlan Fiske Stone Honor Competition - a three-round elimination competition in appellate advocacy. Prizes are awarded for the best brief, as scored by judges in the final round of 16, and the best oral argument as decided by the bench, based upon the final argument.

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.

Vienna Arbitration Moot Court - The Vis Arbitral Moot is an international competition designed to train students in the use of international commercial law and arbitration for resolution of international business disputes.

Clinical Programs²⁴

The clinical program at Columbia provides students with two other essential experiences. First, because the clinical professors are deeply engaged in their areas of expertise, they challenge students to learn not only how attorneys practice law but also how lawyers can advocate for changes in the law. Students are encouraged throughout their clinical experience to envision how legal institutions and practices might be reformed and reorganized to provide the best service to clients and the larger society. Also, in the course of undertaking clinical work, students learn to embrace the professional responsibility of community service. Whether pursuing a public-interest career or developing a commitment to pro bono service, clinic students learn to serve clients who are unable to secure legal representation because of poverty or indigency, the controversial nature of their causes, or the complexity of their problems. Columbia clinic alumni have led the profession in providing key representation to such clients.

The clinical programs currently offered:

- Transitional Societies
- Child Advocacy Clinic
- Clinical Seminar for Law and the Arts
- Environmental Law Clinic
- Human Rights Clinic
- Lawyering in the Digital Age Clinic
- Mediation Clinic
- Nonprofit Organizations/Small Business Clinic
- Prisoners and Families Clinic
- Sexuality and Gender Law Clinic

Placement Facts²⁵

Employment Details

Graduates known to be employed at graduation	99.3%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	99.3%

Practice Areas

Graduates Employed at	Percentage (%)
Law firms	77
Business/industry(legal)	2
Business/industry (non legal)	0
Government	4
Public interest	3
Judicial clerkship	14
Academia	1
Unknown	0

Starting Salaries (2005 Graduates Employed Full-time)

Private sector (25th-75th percentile)	\$125,000 - \$150,000
Median in the private sector	\$125,000
Median in public service	\$52,650

Externships²⁶

The United Nations Office of Legal Affairs is a public international law class that provides hands-on exposure to United Nations legal issues.

Center for Battered Women's Legal Services is limited to six students. Students will work at the Sanctuary for Families' Center for Battered Women's Legal Services approximately 12-15 hours per week.

The Federal Court Clerk Externship introduces students to the judicial and adversary processes involved in federal appeals court.

Student Organizations²⁷

- African Law Students Association
- Alpine Society
- American Civil Liberties Union
- American Constitution Society

- Amnesty International
- Asian and Pacific American Law Students Association
- Black Law Students Association
- Christian Legal Society
- Civil Rights Law Society
- Columbia Latin American Business and Law Association
- Columbia Law Revue
- Columbia Law School Libertarians
- Columbia Law School Republicans
- Columbia Law School Soccer Association
- Columbia Law School Softball Club
- Columbia Law School Trial Team
- Columbia Law School Young Democrats
- Columbia Real Estate Law Society
- Columbia Securities Law Association
- Columbia Society of International Law
- Columbia Strategic Simulation Society
- Columbia Law Women's Association
- Criminal Justice Action Network
- Deans' Cup
- De Vinimus
- Entertainment, Art, and Sports Law Society
- Environmental Law Society
- Federalist Society
- For Enacting Humane Drug Policy
- Harlem Tutorial Program
- Impact
- J. Reuben Clark Law Society
- Jewish Law Students Association
- Koleinu—Law Students for Israel
- Latino/A Law Students Association
- Muslim Law Students Association
- National Lawyers Guild
- Native American Law Students Association
- Neighborhood Kids Tutorial Program
- NHK: Japanese Legal Studies Association
- Older and Wiser Law Students
- Outlaws
- Qanun
- Rightslink
- Society for Chinese Law
- Society for Immigrant and Refugee Rights
- Society for Law, Health, and Bioethics
- South Asian Law Students Association
- Straphangers Student Association
- Student Alliance for Gender Equality

- Student Senate
- Tenants' Rights Project
- Transfer and Visiting Student Organization
- Unemployment Action Center
- Yoga Club
- Youth Justice Association

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RANK

4

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An Overview

Founded in 1835, New York University School of Law offers a unique environment for teaching, research, and intellectual and professional development.¹

New York University School of Law offers more than 200 rich and diverse courses and programs on issues that permeate all aspects of law in the 21st century. Various programs, lectures, and learning centers bring faculty and students together with leaders from a vast array of disciplines to foster an environment where intellectual activity can thrive.^{2,3}

Student-Faculty Ratio⁴

11:1

Admission Criteria⁵

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	168-172	3.6-3.89
Median*	170	3.75

*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 Statistics⁶

Fall 2005 admission statistics:

Approximate number of applications	7,872
Number accepted	1,655
Percentage accepted	21%

Class Rankings and Grades^{7,8}

Students' grades at NYU School of Law depend largely upon the grade received on the final examination. Grades are generally not provided for courses or sections in which the student is not officially registered.

For J.D. and graduate students the letter grading system corresponding to respective GPA used is

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C	2.0
D	1.0
F	0

Other symbols used on Law School transcripts are

CR (Credit) shows successful completion of participation on student publications or as Teaching Assistants (for J.D. students only). It may also be specified courses in which the student may have selected the Credit option rather than grades.

EXC (Excused) reflects an absence from an examination, which has been excused by the office of the Vice-Dean for a good cause.

FAB (Fail/Absence) denotes an un-excused absence from an examination.

FX denotes failure due to cheating or plagiarism or any other dishonest academic act.

INC (Incomplete) 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.

WD (Withdrawn) denotes withdrawal in writing from a course.

Students must maintain satisfactory academic progress. This is understood to mean completion (with a grade of D or better) of sufficient credits of course work in each semester to allow for accumulation of a total of at least 83 (or if applicable 82) credits by the end of the third year.

Grade Normalization (Curve) Grading guidelines for J.D. and LL.M. students, adopted by the faculty, are listed below. Percentages are rounded to the closest integer. The guidelines are advisory but strongly encouraged. They apply to courses in which there are more than 28 students.

A	4-8% (target 6%)
A-	10-16% (target 13%)
B+	24-33% (target 28-29%)

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

Honors⁹

New York University Law School does not rank students and does not maintain records of cumulative averages for its students. The Records Office maintains unofficial cumulative averages for the specific purpose of awarding scholastic honors. The office is specifically precluded by faculty rule from publishing the averages and no record thereof will appear upon any transcript issued.

Order of the Coif

- Both 6-semester J.D.s and 4-semester J.D.s (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 4-semester J.D.s.
- Ten percent of the number of 4-semester J.D.s are calculated, and that number is the maximum number of 4-semester J.D.s eligible for Coif from among the Top 10% of the entire class.
- The balance of the overall 10% number of slots is filled by 6-semester J.D.s only.

<i>summa cum laude</i>	To the very few students (if any in a particular year) who, in the judgment of the Executive Committee, have compiled a truly outstanding academic record.
<i>magna cum laude</i>	To graduates whose GPA places them in the top 10 percent of their class.
<i>cum laude</i>	To graduates whose GPA places them in the top 25 percent of their class.

Awards¹⁰

Name of the award	Recipient
The CQ Press Award	Best paper on law and courts written by a graduate student.

Journals

Law Review publishes legal scholarship on a range of issues including legal theory and policy, environmental law, legal history, and international law.¹¹

Annual Survey of American Law is dedicated to exploring contemporary legal developments in the United States. 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.¹²

Journal of Law & Business explores a number of general areas including international law and business, law and finance, the effect of law and business on public interest organizations, and corporate topics such as mergers and acquisitions, venture capital and private equity, bankruptcy and restructuring, capital markets, and securities.¹³

Environmental Law Journal includes topics on researching, promoting and challenging the effectiveness of all aspects of environmental and land use law.¹⁴

I•CON, the International Journal of Constitutional Law focuses on transnational constitutional law and is edited at NYU Law School and published by Oxford University Press. Its focus is on comparative constitutional issues and its articles examine an array of theoretical and practical issues.¹⁵

Journal of International Law & Politics: The Journal of International Law and Politics includes articles on international legal topics and other diverse topics in both public and private international law. Recent issues have included articles on international human rights law, privatization in Eastern Europe and Latin America, international aspects of intellectual property law, the future of nationalism, and asset securitization in Japan.¹⁶

Journal of Law & Liberty articles focus on the critical discussion of classical liberal legal scholarship, the nature of rules & order, legal philosophy, theories of rights & liberty, legal history, and historical and contemporary legislation.¹⁷

Journal of Legislation & Public Policy generally consists of one compilation issue and one symposium issue which contain articles on the analysis of state or federal legislation.¹⁸

Review of Law & Social Change was established as a forum for the discussion of ways in which legal scholarship could respond to the injustices suffered by society's marginalized population.¹⁹

Moot Court²⁰

The New York University Moot Court Board is a student-run, honorary organization that combines legal scholarship with oral advocacy. Staff Members are selected from the first-year class on the basis of a brief-writing competition held in early spring. Each year, between 30 and 35 students out of approximately 150 applicants are offered positions on the Board. As second-years, Moot Court Board Staff Members, under the guidance of third-year editors, choose to join either the NYU Law Moot Court Casebook Division or the NYU Law Moot Court Competitions Division. In addition, the NYU Moot Court Board administers the annual Orison S. Marden Competition, one of the country's best-known intra-school moot court competitions.

NYU Law Moot Court Casebook published annually, is the most widely recognized and utilized set of moot court problems in the nation (over 110 law schools currently subscribe).²¹

Clinical Programs²²

New York University School of Law's clinical program has long been renowned for the quality of its faculty, the variety of its offerings, and the innovative structure of its curriculum. With 16 full-time clinical faculty and 19 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 (with the exception of the Brennan Center Public Policy Advocacy and Federal Defender Clinics, which each carry 10), which accounts for roughly half of a student's course load for the academic year.²³

- The Brennan Center Public Policy Advocacy Clinic
- The Capital Defender Clinic
- Civil Rights Clinic
- Criminal and Community Defense Clinic
- Employment and Housing Discrimination Clinic
- Family Defense Clinic
- Students in the Federal Defender Clinic (FDC)
- Immigrant Rights Clinic
- Juvenile Defender Clinic

NYU School of Law also offers the following semester-long clinics

- Capital Defender Clinic-Alabama
- Children's Rights Clinic
- Civil Rights Clinic: semester-long
- Criminal Appellate Defender Clinic
- Environmental Law Clinic
- Federal Defender Clinic: semester-long
- Government Civil Litigation Clinic - Eastern District of New York
- Immigrant Defense Clinic
- International Environmental Law Clinic
- International Human Rights Clinic
- Mediation Clinic
- Medical-Legal Advocacy Clinic
- Offender Reentry Clinic
- Prosecution Clinic - Eastern District of New York
- Prosecution Clinic - Southern District of New York

Placement Facts

Employment Details²⁴

Graduates known to be employed at graduation	96.3%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	99.4%

Practice Areas²⁵

Graduates Employed at	Percentage (%)
Law firms	69%
Business/industry(legal)	0%
Business/industry (non legal)	3%
Government	4%
Public interest	10%
Judicial clerkship	14%
Academia	0%
Unknown	0%

Starting Salaries (2004 Graduates Employed Full-time)²⁶

Private sector (25th-75th percentile)	\$125,000 - \$150,000
Median in the private sector	\$125,000
Median in public service	\$48,000

Student Organizations²⁷

- American Civil Liberties Union
- American Constitution Society
- Asia Law Society
- Asian Pacific American Law Students Association (APALSA)
- Battered Women's Project
- Black Allied Law Students Association (BALSA)
- Canadian Content
- Christian Legal Fellowship (CLF)
- Coalition for Legal Recruiting (CoLR)
- The Commentator
- Cuba Legal Studies (CLS)
- Education and Law Society
- Environmental Law Society (ELS)
- Family Grant
- Federalist Society (FEDSOC)
- FORUM

- GS -11: Federal Government Association
- Health Law Society (HLS)
- High School Law Institute (HSLI)
- Incentive
- Intellectual Property and Entertainment Law Society
- International Law Society (ILS)
- Islamic Law Students Association (ILSA)
- J.D./MBA Association
- Jewish Law Students Association (JLSA)
- Just Democracy NYU
- Latino Law Students Association (LaLSA)
- Latter Day Saints Law Students (LDSLA)
- Law Democrats
- Law Republicans
- Law Revue
- Law School Drug Policy Forum (LSDPF)
- Law Students Against the Death Penalty (LSADP)
- Law Students for Choice
- Law Students for Human Rights
- Law Women
- Legal AIDS
- Middle Eastern Law Students Association (MELSA)
- Midwest Movement
- National Lawyers Guild (NLG)
- NYU Law & Business Society
- NYU Mediation Organization
- OUTLaw
- Older Wiser Law Students (OWLS)
- Practice (SNARL)
- Prisoners' Rights and Education Project
- Project on Negotiation and Dispute Resolution
- Public Interest Law Foundation (PILF)
- Public Service Auction
- Real Estate & Urban Policy Forum
- Research, Education & Advocacy to Combat Homelessness (REACH)
- South Asian Law Students Association (SALSA)
- Southern Exposure
- Student Animal Legal Defense Fund (SALDF)
- Student Bar Association
- Student Lawyer Athletic Program (SLAP)
- Substantial Performance
- Transitional Justice
- Trial Advocacy Society
- Unemployment Action Center (UAC)
- VIS International Arbitration Moot
- West Coast Connection

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RANK
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An Overview¹

A University of Chicago legal education prepares its students for any professional role they might choose—legal practice or legal education, entrepreneurial ventures, international private or public law practice, corporate practice, government service, alternative dispute resolution including arbitration and mediation, or work with non-profit organizations.

The University of Chicago Law School offers two outstanding legal clinics and is home to a wide variety of research programs. These programs provide excellent outlets for the theoretical and empirical work of both faculty and students. The law school also offers clinical opportunities where students can contribute their legal experience to the community, such as the Poverty and Housing Law Clinic that functions in cooperation with the Legal Assistance Foundation of Chicago. In addition, these programs host conferences, publish working papers, and support journals. The law school also publishes six professional journals, of which three are student edited and three are faculty edited. The University of Chicago campus is a thriving community that offers many extracurricular opportunities for learning. There are approximately 60 student organizations at the law school, and numerous lunchtime events involving speakers or panels.

Student-Faculty Ratio²

9.5:1

Admission Criteria³

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th-75th Percentile	168-172	3.46-3.8
Median*	170	3.63

*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 Statistics⁴

Fall 2005 admission statistics:

Approximate number of applications	4,800
Number accepted	705
Percentage accepted	14.7%

Class Ranking and Grades⁵

Letter Grade	Numerical Grade
A	180-186
B	174-179
C	168-173
D	160-167
E	Below 160

The University of Chicago Law School does not rank students. Grades are recorded as numerical grades in the law school and as letter grades in the Office of the Registrar of the University.

Grade Normalization (Curve)⁶

There is a curve for classes of more than 50 students where the number of A's should approximately equal the number of C's. The median grade for these classes is 177. (Note: the median is the grade for the person in the middle of the class. It is not an average.) To maintain satisfactory academic standing, a student must receive a weighted grade average of 168 or more for the work of each academic year (three-quarter sequence) and a cumulative average of 168 after the conclusion of the second year (sixth quarter) and the third year (ninth quarter).

Honors⁷

For the Class of 2005, honors were awarded at graduation based on final average as follows:

Order of the Coif	Top 10%
Highest Honors	182+
High Honors	180.5+
Honors	179+

Awards⁸

Name of the award	Recipient
Beale Prize	Best in each legal research/ writing section.

Barber Prize	Best contribution to law school's culture.
Mandel Award	Best contribution to the work of the Mandel Legal Aid Clinic.
Casper Platt Award	Best paper written by a student that year.

Journals

Student-edited Journals

The University of Chicago Law Review (quarterly) publishes articles, student comments, and book reviews on current legal issues and problems. It is published quarterly. The University of Chicago Law Review was first published in 1933. Often cited in Supreme Court and other court opinions as well as in other scholarly works, it is among the most influential journals in the field.⁹

The Chicago Journal of International Law (biannual) provides an interdisciplinary forum for discussion and analysis of international law and policy issues in an effort to promote a balanced discourse on international law.¹⁰

The University of Chicago Legal Forum (annual) is the Law School's topical law journal and examines current legal issues in depth. The University of Chicago Legal Forum is a student-edited journal that focuses on a single cutting-edge legal issue every year, presenting an authoritative and timely approach to a particular topic. First published in 1985, the Legal Forum is the Law School's second-oldest journal.¹¹

Faculty-edited Journals

The Journal of Law & Economics (semiannual) Established in 1958, the *Journal of Law and Economics* publishes research on a broad range of topics including the economic analysis of regulation and the behavior of regulated firms, the political economy of legislation and legislative processes, law and finance, corporate finance and governance, and industrial organization. The Journal has published some of the most influential and widely cited articles in these areas. It is an invaluable resource for academics as well as those interested in cutting-edge analysis of current public policy issues.¹²

The Journal of Legal Studies (semiannual) is a journal of interdisciplinary academic research into law and legal institutions. It emphasizes social science approaches, especially those of economics, political science, and psychology, but it also publishes the work of historians, philosophers, and others who are interested in legal theory. The JLS was founded in 1972.¹³

The Supreme Court Review (annual) is an in-depth annual critique of the Supreme Court and its work, keeping up on the forefront of the origins, reforms, and interpretations of American law. It is written by and for legal academics, judges, political scientists, journalists, historians, economists, policy planners, and sociologists.¹⁴

Moot Court¹⁵

The Hinton Moot Court Competition is open to all second- and third-year students. The competition provides students the opportunity to develop and demonstrate skills in written and oral appellate advocacy. Moot

Court participants can advance through three rounds. The Moot Court Competition is conducted by the Hinton Moot Court Board, which is made up of semi-finalists and finalists from the previous year.

Clinical Programs¹⁶

The University of Chicago Law School is home to two highly-regarded legal clinics, The Edwin F. Mandel Legal Aid Clinic and The Institute for Justice Clinic on Entrepreneurship.

The Law School was a pioneer in clinical legal education, having opened the very first legal clinic associated with a law school. That clinic, the Mandel Legal Aid Clinic, continues to serve the people of the city of Chicago to this day, and the Law School is proud to have grown to seven projects within that clinic and added additional clinics to ensure both the growth of community service and in practical education at the Law School.

The Mandel Clinic is a legal aid office. The mission of the Clinic is to teach students effective advocacy skills, professional ethics, and the effect of legal institutions on the poor; to examine and apply legal theory while serving as advocates for people typically denied access to justice; and to reform legal education and the legal system to be more responsive to the interests of the poor.¹⁷

The Institute for Justice Clinic on Entrepreneurship, or IJ Clinic, is a public interest organization devoted principally to expanding economic liberties. It provides a range of legal services, especially those for start-up businesses, to local entrepreneurs in economically disadvantaged communities. Counsel from the IJ Clinic supervise second and third year law students as they work with entrepreneurs in such areas as business formation; license and permit application; contract and lease creation; landlord, supplier, and lender negotiation; basic tax and regulatory compliance; and other legal activities involving business transactions.¹⁸

Placement Facts

Employment Details²⁰

Graduates known to be employed at graduation 98.9%

Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status) 99.5%

Practice Areas²¹

Graduates Employed at	Percentage (%)
Law firms	68
Business/industry(legal)	1
Business/industry (non legal)	1
Government	4
Public interest	4
Judicial clerkship	21
Academia	1
Unknown	0

Starting Salaries (2005 Graduates Employed Full-time) ²²

Private sector (25th-75th percentile)	\$125,000 - \$150,000
Median in the private sector	\$125,000
Median in public service	\$50,593

Student Organizations²³

- American Civil Liberties Union
- American Constitution Society
- Amicus
- Apathy
- Asian Pacific Law Students Association
- Black Law Students Association
- Bull Moose Society
- Chicago Investment Law Group
- Chicago Journal of International Law
- Chicago Law Foundation
- Chicago Transfer Student Group
- Christian Legal Society
- Dallin H. Oaks Society
- The Edmund Burke Society
- Entertainment & Sports Law Society
- Environmental Law Society
- Federalist Society
- FeedChicago
- Greenbooks
- Hemingway Society
- Intellectual Property and Entertainment Law Society International Human Rights Law Society
- International Law Society
- JD/MBA Association
- Japanese Law Society
- Jewish Law Students Association
- Latino/a Law Students Association
- Law and Internet Forum
- Law and Society
- Law Review
- Law School Band
- Law School Democrats
- Law School Film Fest
- Law School Musical
- Law School Republicans
- Law Women's Caucus
- Lawyers as Leaders

- Legal Forum
- Middle Eastern Law Students Association
- Moot Court
- Muslim Law Students Association
- Neighbors
- OutLaw
- Personal Finance Club
- Phoenix (newspaper)
- Public Interest Law Society
- Res Musicata
- Scales of Justice
- South Asian Law Students Association
- Streetlaw
- St. Thomas More Society
- Thomas More Society
- Transfer Students Association
- Trivia Contest
- Wine Mess
- Winston Churchill Gaming Society
- Women's Mentoring Program

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An Overview

The University of Pennsylvania Law School has long been considered a preeminent law school, and traces its origins to the founding of our nation. In recent years, Penn Law has implemented innovative academic programs to prepare its students for the profound changes and complex issues facing modern society. Using a multi-faceted approach that encompasses legal training and knowledge in diverse areas, Penn Law students graduate prepared to properly examine a wide range of issues, from the protection of individual rights to the organization of businesses.

The most important innovation has been the strengthening and broadening of the school's cross-disciplinary academic programs. The faculty is strong in cross-disciplinary interests, education, and fields of expertise. Approximately 70% of the faculty has earned graduate degrees in fields such as communications, economics, history, business, bioethics, and philosophy.¹

Recognizing that lawyers of the future must be trained not only in legal tradition but also in the broader fields of society, Penn Law has embraced its relationship with the finest array of graduate and professional programs in the nation. Penn Law students may take classes and earn certificates or joint degrees other University of Pennsylvania programs such as the Wharton School, the Annenberg School for Communication, and the Center for Bioethics program.

Penn Law recently ranked third in a national survey in student satisfaction.²

Student-Faculty Ratio³

12.8:1

Admission Criteria⁴

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th-75th Percentile	166-171	3.43-3.85
Median*	169	3.64

*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 Statistics⁵

Fall 2005 admission statistics:

Approximate number of applications	6,396
Number accepted	801
Percentage accepted	12.5%

Class Ranking and Grades⁶

University of Pennsylvania Law School students are selected from the most competitive law school applicants in the country. Their academic excellence should be kept in mind when considering their grades, in comparison both with their classmates and with their peers at other law schools. In the fall of 1995 the Law School adopted a grading system of A, B+, B, B-, C and F grades, with a rare A+ awarded for distinguished performance. In the fall of 2002, the Law School additionally adopted the grade of A-.

University of Pennsylvania Law School students are not ranked in class. The school advises that “Employers should take care in comparing our system with those of other schools – students are admitted under very competitive standards, yet the mandatory curve requires that some students fall into all grade categories. Additionally, the 1L Legal Writing Course is graded on a pass/fail basis. Students who perform exceptionally well in this course receive the grade of Honors.”

The grading system:⁷

Letter Grades	Numerical Num Numerical Equivalents (e.g. A= 4 or 90)
A+	Very rare
A	Awarded
A-	Awarded
B+	Awarded
B	Awarded
B-	Awarded
C+	Not awarded
C	Awarded
C-	Not awarded
D	Not awarded
F	Awarded

Grade Normalization (Curve)

The A+ grade is only rarely awarded. Grades are awarded mandatorily in first year courses, so in each course some students will receive B- and C grades.⁸

In any given semester, only a handful of students will achieve more than two as while, due to the mandatory nature of the grading curve, students will receive B- and C grades.⁹

Honors¹⁰

Graduation Honors	% of class receiving
Order of the Coif	10%
<i>summa cum laude</i>	Approximately 1%
<i>magna cum laude</i>	Approximately 5%
<i>cum laude</i>	Approximately 25 %

Awards¹¹

Approximately 34 awards for a variety of accomplishments are awarded at commencement.

Journals

The University of Pennsylvania Law Review is published six times a year (November, December, January, April, May, and June) by students of the University of Pennsylvania Law School, covering a range of legal topics. Founded in 1852 as the American Law Register, the University of Pennsylvania Law Review is the nation's oldest law review. In the 2005-2006 academic year, the Law Review will publish its 154th volume. 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. The Law Review also affords Associate Editors two valuable educational experiences.¹²

The Journal of Labor and Employment Law is published in three standard issues and one symposium issue each year. The journal was established in 1997 to replace the Comparative Labor Law Journal upon its departure from the Law School. The purpose of the Journal is to provide a forum for the scholarly analysis of issues related to labor and employment law. The Journal publishes articles from traditional collective bargaining matters to current issues in

employment discrimination. The Journal provides a forum for discussion across disciplinary boundaries of matters concerning work and workers in the United States and internationally.¹³

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. The Journal has a relationship with the National Constitution Center and has an interdisciplinary relationship with Penn's Political Science Department, School of Social Work, the Medical School, and the Wharton School.¹⁴

The University of Pennsylvania Journal of International Economic Law is a forum dedicated to the discussion of timely issues in the field of international economic law. The Journal provides an interdisciplinary and comparative focus through the contributions of academics, government officials, and practitioners.¹⁵

The Journal of Animal Law and Ethics (JALE) was approved in Spring of 2005 as an independent journal at the University of Pennsylvania Law School, and the inaugural editorial board and associate editors have been working hard on the first issue. Run by students with support of a diverse faculty advisory board, JALE seeks to provide a scholarly forum for cross-disciplinary engagement of issues of animal law and ethics—issues that encompass several areas of law (such as criminal law, health law, family law, torts, and property) while also intersecting with non-legal disciplines (such as philosophy, veterinary medicine, history, and religious studies).¹⁶

Moot Court¹⁷

Many students are very active in the Moot Court program at Penn Law, both at the Law School and on Penn Law teams that attend other competitions. Faculty offer support and encouragement to students who become involved in the Moot Court program, recognizing its immense value for the participants.

2L Program

Appellate Advocacy II is Penn Law's second-year intramural Moot Court competition.

Participants research and write a brief and then present their case in one or perhaps two rounds of oral arguments before a panel of students, faculty, practitioners, and judges. The results are then ranked.

3L Program

From the 2 L rankings,

- The top four students become the Keedy Cup Team who then work on a new brief in the fall semester, and then argue before a panel of distinguished jurists.
- The next three students represent Penn Law at the National Moot Court Competition (Bar Association, New York City)
- The next 14 students become members of The Moot Court Board who are responsible for preparing problems and reviewing the work of the contestants.

In recent years, students have formed their own teams and participated in various Moot Court competitions including the Merna B. Marshall Moot Court Competition (Federal Bar Association, Philadelphia Chapter), the Frederick Douglass Moot Court Competition (National Black Law Student Association), and the Jessup Cup Competition (Columbia Law School).

Clinical Programs

The University of Pennsylvania School of Law offers the following clinical programs:

Civil Practice Clinic, Entrepreneurship Legal Clinic, Mediation Clinic, Legislative Clinic, Interdisciplinary Child Advocacy Clinic, Transnational Clinic, Lawyering in the Public Interest, Externships, and a Criminal Defense Clinic.¹⁸

The Clinical Programs are also well-known for their innovative approaches. Students apply classroom theory to the realities of actual legal problems under the supervision of fine clinical faculty. The Program's unique design offers choices in every major area of law including litigation, corporate, mediation, and legislation, and in interdisciplinary fields such as child advocacy, criminal defense, and public interest law. Here, participation in a clinic allows students to address legal issues within real life settings, which provides students with a solid foundation to become future leaders in their chosen fields.

It is the first national law school to create a mandatory pro bono requirement and the first -- and only -- law school to win the ABA's Pro Bono Publico Award. Under the guidance of pro bono lawyers, students have a first-hand experience providing legal service, which provides a catalyst for the inclusion of pro bono legal work as part of graduates' careers. Lawyers, in traditional legal organizations and in new roles throughout society, are increasingly serving as the natural integrators of perspectives across a variety of problems and fields.¹⁹

Placement Facts

Employment Details²⁰

Graduates known to be employed at graduation 99.2%
 Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status) 99.2%

Practice Areas²¹

Graduates Employed at	Percentage (%)
Law firms	76
Business/industry(legal)	0
Business/industry (non legal)	2
Government	1
Public interest	2
Judicial clerkship	17
Academia	1
Unknown	0

Starting Salaries (2004 Graduates Employed Full-time) ²²

Private sector (25th-75th percentile) \$125,000 - \$150,000
 Median in the private sector \$125,000
 Median in public service \$50,250

Externships²³

A limited number of experience-based opportunities are offered at unique public law settings in the Philadelphia area. Externs receive a diverse and rich mix of experiences, both in terms of direct participation

as student-lawyers and via observation. The externship placement agencies work closely with the Penn Law Clinical Faculty to ensure that all students receive close supervision and meet regularly with their externship supervisors to receive feedback on their placement work. Biweekly tutorials with clinical faculty provide an opportunity to discuss the broader themes involving professional responsibility, delivery of services, legal institutions, competence, and other relevant issues that arise in each setting.

Student Organizations ²⁴

- American Constitution Society for Law & Policy
- Animal Law Clinic
- Asian Pacific American Law Students Association (APALSA)
- Bioethics, Law, and Public Policy Society
- Black Law Students Association (BLSA)
- Business Law Association
- Chinese Legal Studies Association (CLSA)
- Christian Legal Society
- Council of Student Representatives (CSR)
- Custody and Support Assistance Project
- Entertainment and Sports Law Society
- Environmental Law Society (ELS)
- Equal Justice Foundation (EJF)
- Federalist Society
- Feminist Working Group
- Graduate and Professional Student Assembly
- Guild Food Stamp Clinic
- International Human Rights Pro Bono Project
- International Law Organization (ILO)
- Italian LL.M.s & Friends
- Jessup International Moot Court Team
- Jewish Heritage Club
- Jewish Law Students Association (JLSA)
- Journal of Animal Law and Ethics
- Journal of Constitutional Law
- Journal of International Economic Law (JIEL)
- Journal of International Law and Policy
- Journal of Labor and Employment Law
- Journal of Law and Social Change
- Lambda Law
- Latin American Law Students Association (LALSA)
- Law Revue
- Law School Light Opera Company (LSLO)
- LL.M. Association
- Melange: Wine Tasting Society
- Middle Eastern Law Student Association
- Muslim Law Students Association (MLSA)

- National Lawyers Guild
- Older, Wiser, Law Students (OWLS)
- Penn Advocates for the Homeless
- Penn Biotech Group
- Penn Health Law Club
- Penn Intellectual Property Group
- Penn Law Bowling League
- Penn Law Boxing Club
- Penn Law Christian Legal Aid Clinic
- Penn Law Dance Troupe
- Penn Law Democrats
- Penn Law for Casey
- Penn Law for Choice
- Penn Law Golf Club
- Penn Law Immigration Clinic
- Penn Law Intramurals
- Penn Law Mock Trial Team
- Penn Law Real Estate Club
- Penn Law Republicans
- Penn Law Softball
- Penn Law Tennis Club
- Penn Litigation Society
- Penn National Basketball Association
- Phi Alpha Delta Law Fraternity, International
- PLEAD Forum (Pro-Life Education and Dialogue)
- Prisoners' Rights Project
- Reproductive Rights Clinic
- Sadie T. Alexander Memorial Conference
- South Asian Law Students Association (SALSA)
- Sparer Public Interest Law Conference
- St. Thomas More Society
- Street Law
- Student Animal Legal Defense Fund
- Unemployment Compensation Project
- United Law Students of Color Council (ULSCC)
- University of Pennsylvania Law Review

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8

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An Overview¹⁻³

A public institution, the University of California–Berkeley was founded in 1868 and the law school began in 1881 when the history and political science departments offered the first law course, Roman Law. The Department of Jurisprudence was founded in 1894, and the Boalt Memorial Hall of Law was built in 1911 with a major gift from Elizabeth Josselyn Boalt (in memory of her husband, John Henry Boalt, an attorney and judge) and supplemental donations from California lawyers. In 1912, the Department of Jurisprudence gained autonomous status and was renamed the School of Jurisprudence. That same year, the school hired full-time legal scholars as professors and the California Law Review was founded. In 1950 the School of Jurisprudence became the School of Law, and “Boalt Hall” became the school’s popular name.

The School offers an interdisciplinary curriculum, specialized programs. It features specialized curricular programs in Business, Law and Economics, Comparative Legal Studies, Environmental Law, International Legal Studies, Law and Technology, and Social Justice.

Boalt Hall’s centers act as incubators for cutting-edge legal research in areas such as technology, public affairs, and tax policy. They give students a chance to work with leading scholars and practitioners, and they promote in-depth learning, advanced research and extracurricular offerings such as lectures, conferences, and other events.

Boalt’s grading system for the JD program is unusual among law schools. Students are graded on a High Honors (HH), Honors (H), and Pass (P) scale.

Student-Faculty Ratio⁴

14.2:1

Admission Criteria⁵

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th-75th Percentile	164-169	3.67-3.9
Median*	167	3.79

*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 Statistics⁶

Fall 2005 admission statistics:

Approximate number of applications	7,535
Number accepted	778
Percentage accepted	10.3%

Class Ranking and Grades^{7,8}

Boalt's grading system for the J.D. program is unusual among law schools. Examinations are conducted under the Academic Honor Code,

1. An honors grade, which may be High Honors (HH) or Honors (H).
2. A Pass grade (P).
3. A Substandard Pass grade (PC), showing that while credit has been obtained, the work is of low quality.
4. A failing grade (NC) showing that no credit is earned for the course.

Grade Normalization Curve⁹

Up until the fall 1997, students received one of four grades in courses at Boalt Hall: High Honors (HH), Honors (H), Pass (P) or No Credit (NC). In fall 1997, a grade of Substandard Pass (PC), which falls between Pass and No Credit, was added; this grade indicates that the student received credit for the course but the work was of low quality. In first-year 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.

Boalt students are not ranked by their academic records. 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. Students are graded on a curve, which strictly limits

recognition for excellence. The grading system has remained constant for more than 20 years; there has been no grade inflation.

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.

A student with mostly Honors grades is doing excellent work in very competitive company, as Boalt's student body is exceptionally strong. 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, 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 Boalt 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.

Honors¹⁰

Each year the national honor society, Order of the Coif, extends invitations to the top 10% of 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. The cut-off for election in recent years has generally been between 3.4 and 3.6.

Awards¹¹

Name of the award	Recipient
Jurisprudence Prize	Highest ranking student in each section/class.
Prosser Prize	Second highest ranking student in section/class.
Best Brief Award	Best Brief
Best Oral Argument	Best Oral Argument.
McBaine Honors Moot Court Award	Advanced moot court competition.
Ellis J. Harmon Prize	Best research paper in environmental law and policy.
Alvin & Sadie Landis Prizes	Best research papers in water law and government law.

Thelen Marrin Award for Scholarship	Best GPA from first five semesters.
Thelen Marrin Award for Writing	Best published student article.
Stephen Finney Jamison Award	Best student scholar-advocate.
Anthony F. Dragonette Memorial	Best third-year student in Civil Trial Practice.
Alvin & Sadie Landis Scholarship	Best Student in Local Government Law or Water Law
Francine Diaz Memorial Award	Best third-year minority woman in Public Interest Law.
Class of 1995 Student Service Award	Third-year student contributing most to Boalt Hall community.
Brian M. Sax Prize	Excellence in clinical advocacy.
National Association of Women Lawyers' Award	Best graduating female student for excellence in promoting women's welfare in the society..
American Bankruptcy Institute Medal of Excellence	Best student in Bankruptcy course

Journals

California Law Review: Now in its 89th year of publication, the California Law Review (CLR) was the first student journal west of Illinois. CLR publishes articles on problems and developments in all areas of the law. Recent issues have included articles on corporate governance; a feminist perspective on the battered woman syndrome defense; gender and the law; and a symposium on race-based remedies.^{12, 13}

Asian American Law Journal: One of the few law journals in the country devoted to Asian Pacific American issues, the Asian Law Journal (ALJ) published its first independent volume in May 1994. ALJ is a comprehensive forum for discussing the legal policy and social implications of issues affecting Asians and Pacific Islanders, both in the United States and abroad. ALJ was established to help develop Asian Pacific American legal scholarship and create an intellectual network to advance this area.^{14, 15}

Berkeley Business Law Journal: The Berkeley Business Law Journal (BBLJ) allows the Boalt community, business, and academia to investigate the intersection between business practice and legal theory. Recently, the BBLJ co-hosted an important symposium involving some of the top business law professors in the country, focusing on the theme of "The Role of Law in Promoting Long-Term Value for Public Shareholders".^{16, 17}

Berkeley Journal of African American Law & Policy: Founded in 1992, the *Journal* is dedicated to addressing legal and policy issues that affect the African-American community and people of color, in general. The journal deals with such matters as constitutional law, criminal justice, civil rights, African-American participation in the political process, the death penalty, fair housing, economic development in

the African-American community, African immigration to the United States, and health issues that affect African Americans.^{18, 19}

Boalt Journal of Criminal Law (BJCL): Founded in 1999, the BJCL is the premiere criminal law review in the western United States. The Journal is produced by students at the University of California Berkeley School of Law (Boalt Hall) and presents cutting edge scholarship on all aspects of criminal law and procedure. Recent articles have focused on extradition law, stalking laws and corporate misconduct. As Boalt Hall's only completely online journal, BJCL gives student editors a unique opportunity to learn about Web publishing.²⁰

Berkeley Journal of Employment and Labor Law (BJELL): The leading student journal in the country focusing exclusively on current developments in labor and employment law. It presents current developments in the labor and employment law field to scholars, practitioners, and students. The Journal addresses the full range of legal issues in the field, including employment discrimination, "traditional" labor law, public sector employment, international and comparative labor law, employee benefits, and the emerging doctrines of wrongful termination.²¹

The Berkeley Journal of Gender, Law & Justice: (formerly the Berkeley Women's Law Journal) was founded in 1984. The BGLJ takes a multidisciplinary approach to critical legal issues affecting women, particularly underrepresented women, such as women of color, poor women, lesbians and women with disabilities.²²

Berkeley Journal of International Law (BJIL) publishes articles, case notes and book reviews that address current issues of international law. BJIL covers such diverse topics as the European community, German reunification, Japanese and Korean investment competition, British insider trading, the United States-Canada free trade agreement, and business development in Indonesia.²³

Berkeley La Raza Law Journal: Established in 1981 by Latina/o student at the Boalt Hall School of Law at the University of California, Berkeley the Journal is one of the few law reviews in the United States that center Latina/o conditions, communities, and identities and holds itself as the longest continuously running Latina/o law journal in the country. The Journal was established to provide a forum, to analyze legal issues affecting the Latina/o community.²⁴

Berkeley Technology Law Journal (BTLJ) has emerged as the leading technology law journal in the United States. Published three times per year it covers issues of law in the areas of intellectual property and biotechnology. Recent issues have included articles on copyright misuse, cyberlaw and private rights in information. Founded in March 1985, the journal is a student-run publication of the Boalt Hall School of Law, University of California at Berkeley, and has since become the preeminent technology journal covering emerging issues of law in the areas of intellectual property, high-tech, and biotech. The BTLJ strives to keep judges, policymakers, practitioners, and the academic community abreast of this dynamic field.^{25, 26}

Ecology Law Quarterly (ELQ), is Boalt Hall's environmental law journal. Since its founding in 1970, ELQ has consistently reflected the journal members' broad conception of environmental law and policy. Recent issues have included articles on court cases involving the Clean Air Act, the Clean Water Act, environmental liability standards and the Endangered Species Act. In 1990 ELQ was awarded the United Nations Environmental Programme's Global 500 Award, recognizing the journal as one of the top 500 environmental organizations in the world.²⁷

Moot Court^{28, 29}

The Moot Court Board assists in organizing and provides student advisors to the Appellate Advocacy class; oversees the McBaine Moot Court Honors Competition; and provides opportunities for students to compete in off-campus moot court and mock trial competitions.

McBaine Honors Competition is Boalt Hall's venerable moot court competition and is open to all second- and third-year students. Cases chosen for the competition involve cutting-edge issues of great public importance.

Clinical Programs^{30, 31}

The clinical programs provide many opportunities for students to work on real cases as part of their legal education. During their second and third years, students participate in a variety of clinical projects that provide legal services directly to individual clients or that involve close interaction with lawyers on large-scale cases or other legal matters. Whether they assist a victim of domestic violence, fight for the rights of children in international tribunals, argue in a federal court, help an HIV-positive mother with her legal needs, or represent a child in a guardianship, most students describe their clinical experience as one of the most significant components of their legal education.

Boalt's clinical program offers the opportunity for hands-on training in a variety of practice areas, and with four different clinical models. In the Center for Clinical Education, Boalt's "in-house" program, students work on cases and projects under the supervision of full-time law faculty in an office within the law school. The center houses three clinics: the Death Penalty Clinic, the International Human Rights Law Clinic, and the Samuelson Law, Technology and Public Policy Clinic. In the community-based clinic, the East Bay Community Law Center (EBCLC), students work under the direct supervision of EBCLC's director and 12 supervising lawyers in a litigation and transactional poverty law practice. In the Domestic Violence Practicum, students assist victims of domestic violence, primarily under the supervision of lawyers in agencies and nonprofits. In the Field Placement Program, students are placed directly with government agencies and nonprofits.

It offers the following clinics:

- Death Penalty Clinic
- International Human Rights Law Clinic
- Samuelson Law, Technology, and Public Policy Clinic
- The East Bay Community Law Center
- Domestic Violence Practicum
- Field placement program

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)³²

Private sector (25th-75th percentile)	\$125,000 - \$125,000
Median in the private sector	\$125,000
Median in public service	\$54,282

Employment Details³³

Graduates known to be employed at graduation 96.8%
Graduates known to be employed nine months
after graduation (including 25 percent of those
with unknown status) 99.8%

Practice Areas³⁴

Graduates Employed at	Percentage (%)
Law firms	64%
Business/industry(legal)	1%
Business/industry (non legal)	2%
Government	7%
Public interest	7%
Judicial clerkship	16%
Academia	2%
Unknown	1%

Student Organizations³⁵

- American Constitution Society
- Asian Pacific American Law Students Association
- Association of Trial Lawyers of America - Boalt Chapter
- Baha'i Association at Boalt
- Berkeley Business Law Forum
- Berkeley Law Foundation
- Boalt Criminal Law Association
- Boalt Death Penalty Discourse Project
- Boalt Disability Law Society
- Boalt Hall Animal Law Society
- Boalt Hall Committee for Human Rights
- Boalt Hall Community Legal Outreach
- Boalt Hall Democrats
- Boalt Hall Federalist Society
- Boalt Hall Muslim Student Association
- Boalt Hall Older & Wiser Law Students (OWLS)
- Boalt Hall Queer Caucus
- Boalt Hall Republicans
- Boalt Hall Women's Association
- Boalt Healthcare & Biotech Law Society
- Boalt Jewish Students Association
- Boalt.org
- Boalt Police Review Advocates
- Boalt Students for Israel

- California Asylum Representation Clinic
- Christians at Boalt
- Coalition for Diversity
- Creative Law Society
- Environmental Law Society
- Korean American Law Students Association
- La Raza Law Students Association
- Law Students for Choice
- Law Students for Justice in Palestine
- Law Students of African Descent
- Middle Eastern Law Students Association
- Moot Court Board
- National Lawyers Guild - Boalt Chapter
- Native American Law Students Association
- The OC @ Boalt
- Parents at Boalt
- Pilipino American Law Society
- Prisoners Action Coalition
- South Asian Law Student Association
- Sports and Entertainment Law Society
- Students Opposing Domestic Violence (STOP DV)
- Transfer Student Coalition
- Universities Allied for Essential Medicines
- Workers' Rights Clinic
- Youth and Education Law Society

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An Overview

Founded in the year 1859, The University of Michigan Law School is widely and perennially regarded as being at the forefront of legal education providing an interdisciplinary approach to the law. The school is known for faculty with interdisciplinary approach to the study of law and legal institutions. The quantity of faculty with joint appointments (14 or 25%), with PhDs in cognate disciplines (23 or 40%), and with fellowships in the American Academy of Arts and Sciences (8 or 14%), amply illustrates that no other law school faculty surpasses Michigan's in the sheer range and breadth of scholarship and expertise.

Michigan is also among the top law schools in placing the largest percentage of graduates in the most prestigious national law firms. The school has long enjoyed renown as a launching pad to the nation's premier private law firms, most competitive judicial clerkships, and coveted academic positions. In addition the school encourages students to contribute to the community through pro bono programs, volunteer work, and public service oriented fellowships. At least half of all U-M Law students commit themselves to some type of community service project, many organized by Law School student-run organizations, before they graduate.¹

Student-Faculty Ratio²

16.9:1

Admission Criteria³

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th-75th Percentile	166-169	3.45-3.78
Median*	168	3.62

*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 Statistics⁴

Fall 2005 admission statistics:

Approximate number of applications	5,771
Number accepted	1,125
Percentage accepted	19.5%

Class Ranking and Grades⁵

A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
E	0.0

Grade Normalization (Curve)⁶

In determining course grades, members of the faculty refer to the percentage guidelines adopted by the faculty and set forth below. For each grade, there is a target percentage and also a range of recommended minimum and maximum percentages. In addition, there is a target mean for the entire class.

Grade	Target %	Minimum and Maximum %
A+ and A	10 %	0 to 3 % for A+ 7 to 11 % for A
A-	15 %	13 to 17 %
B+	30 %	26 to 34 %
B	25 %	21 to 29 %
B-	10%	8 to 12 %
C+	7 %	5 to 9 %
C and below	3 %	0 to 5 % for C 0 to 4 % for C-, D+, D, E
Mean	3.19	3.13 to 3.25

Honors⁷

Order of the Coif	Top 10% of third-year class
<i>summa cum laude</i>	GPA of 4.000 or higher
<i>magna cum laude</i>	GPA of 3.700 or higher but lower than 4.000
<i>cum laude</i>	GPA of 3.400 or higher, but lower than 3.7000

Awards⁸

Name of the award	Recipient
Bates Law Student Travel Fellowship	Awarded to pursue legal studies abroad.
Jane L. Mixer Memorial Award	Awarded for the greatest contribution to activities designed to advance social justice.
Juan Tienda Scholarship	Granted to Spanish-speaking student to work for the advancement of Spanish-speaking people in the U.S.
Butch Carpenter Memorial Scholarship	Granted to apply legal training to development of disadvantaged community.
Robert B. Fiske, Jr. Fellowship	Awarded to take post-graduate positions in government Public Service (up to 3).
Clara Belfield & Henry Bates Overseas Fellowships	Awarded to Law school graduates or law students who have had two or more years of law study to travel abroad for study or work experience.
Jean Monnet Research Fellowship	The University of Michigan Law School is pleased to announce its Jean Monnet Research Fellowship to spend six months in residence at the University of Michigan Law School conducting research and writing a publishable paper on European integration. The fellowship provides up to \$20,000 for a six-month stay at the University of Michigan Law School beginning between August 27, 2007, and March 1, 2008.

Journals

Michigan Law Review: (MLR) is edited entirely by students. As a scholarly journal, it provides a forum for discussion of new ideas and trends in the law. Moreover, since student editors are responsible for managing that forum, it offers its members a rigorous educational experience. It also devotes one entire issue each year to reviews of books in law and related fields.⁹

The University of Michigan Journal of Law Reform (JLR), founded in 1968, strives to provide legislators and policy makers with the tools necessary to influence the evolution of the law. All second-year student editors serve as associate editors and perform a variety of tasks for the Journal, including researching, writing a student note, and preparing academic articles for publication. In return, associate editors receive writing instruction, the opportunity to publish, blue booking (legal citation) practice, and opportunities to meet and socialize with other like-minded law students.¹⁰

The Michigan Journal of International Law (MJIL) is the student-run international publication at the law school. First published as the Michigan Yearbook of International Legal Studies, MJIL has evolved into one of the most highly-regarded quarterly journals in international law. Working on MJIL provides opportunities to work with foreign law and languages, and interact with authors from around the world.¹¹

The Michigan Journal of Gender & Law (MJGL) published its first issue in the winter of 1994. The Journal was founded by a group of first-year students in 1991, which recognized the need for an alternative voice at the Law School and in the legal community. After the publication of its second issue, MJGL won approval to increase its publication to two issues per year. The goal of the team is to provide practitioners, academics, activists, and students with a forum for expressing their views concerning gender issues in the law. The MJGL is dedicated to providing a forum where different segments of the feminist community can explore how gender issues and related issues of race, class, sexual orientation, and culture impact the lives of women and men.¹²

The Michigan Journal of Race & Law (MJR&L) serves as a forum for scholars of all races to develop and expand theoretical, critical, and socially relevant approaches to intersections between race and property, contract, constitutional, criminal and other areas of the law. MJR&L's Critical Race Theory Reading Group and Film Series enhance the Law School community's experience with the intersections of race and law.¹³

The Michigan Telecommunications and Technology Law Review (MTTLR) examines issues of continuing emergence of new techniques and technologies in computing, telecommunications, biotechnology, healthcare, multimedia, networking, and information services; creates tensions within traditional legal paradigms and forces the constant reexamination of the fundamental institutions in our society. Specific legal regimes that MTTLR has addressed include: administrative law, antitrust law, communications law, competition policies, constitutional law, intellectual property, and international law. First-year law students who are keen to join MTTLR are encouraged to apply for membership at the end of their first year.¹⁴

Moot Court

There are various moot court competitions in which students participate: Campbell Competition, Criminal Law, Entertainment Media and Arts, Environmental Law, Jessup International Law Moot Court Competition, Native American Law Students Association Competition.¹⁵

Moot Court is open to both second and third-year students. All first-year students do one oral appellate argument and brief as part of the required Legal Practice class.¹⁶

Clinical Programs

Michigan has clinics for the study of civil and criminal litigation, child advocacy, community economic development, environmental law, and poverty law.

The Urban Communities Clinic (UCC) offers students experiences in transactional law within the context of urban revitalization and economic development.¹⁷

Child Advocacy Law Clinic provides an in-depth, interdisciplinary experience working with problems of child abuse and neglect and of children in foster care.¹⁸

Pediatric Advocacy Clinic a key component of the Pediatric Advocacy Initiative, is part of the Law School's public service commitment and is designed to improve child health outcomes by addressing legal issues that impact the health of low-income children and their families. The clinic was started in the Fall 2004 semester and places students in pediatric health care settings to provide on-site legal advocacy assistance and training to pediatric providers and their patients.¹⁹

Other Clinical Courses offered by Michigan Law School²⁰

- South Africa Externship Program
- Legal Assistance for Urban Communities
- Environmental Law Practicum
- Criminal Appellate Practice
- Children's Rights Appellate Practice Clinic
- Advanced Clinical Law
- Mediation Clinic
- General Clinic

Placement Facts

Employment Details²¹

Graduates known to be employed at graduation 95.0%
 Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status) 99.1%

Practice Areas²²

Graduates Employed at	Percentage (%)
Law firms	73
Business/industry(legal)	0
Business/industry (non legal)	3
Government	4
Public interest	5
Judicial clerkship	15
Academia	0
Unknown	0

Starting Salaries (2004 Graduates Employed Full-time)²³

Private sector (25th-75th percentile) \$120,000 - \$125,000
 Median in the private sector \$125,000
 Median in public service \$50,598

Externships²⁴

Externships, also known as external studies opportunities, offer an exciting opportunity to augment classroom study with real-world work experience. Students (under the guidance of both a faculty member and an attorney supervisor) may immerse themselves for an entire semester in legal work for nonprofits such as the U.S. State Department, Equal Justice Initiative, AIRE Centre of London, and the NAACP Legal Defense Fund. There is also a South African externship program, which, each year, allows a limited number of students to perform externships in South Africa. During the 2004-2005 academic year, 34 students participated in international and domestic externships. In recent years, students have pursued externships with such organizations as the Office of the Legal Advisor of the U.S. State Department, the Office of Commercial Litigation of the Department of Justice, the Codification Division of the United Nations Office of Legal Affairs, the NAACP Legal Defense Fund, and the International Trade Commission. Because of the ABA's site visit requirement, externships are usually limited to Washington, D.C., New York, and Detroit.

Student Organizations²⁵

- ABA - Law Student Division
- American Civil Liberties Union
- American Constitution Society
- Arrested Development Club
- Asian Pacific American Law Students Association
- Black Law Students Allian
- Business Law Association
- Catholic Law Students Association
- Christian Legal Society
- Criminal Law Society
- Employment and Labor Law Association
- Entertainment Media and Arts Law Students Association
- Environmental Law Society
- Family Law Project
- Federalist Society
- Food Stamp Advocacy Project
- Griot
- Headnotes
- Intellectual Property Students Association
- International Law Society
- Irish Law Students Organization
- J. Reuben Clark Law Society
- Jewish Law Students Association
- Latino Law Students Association
- Law School Democrats
- Law School Student Senate
- Law Students for Reproductive Choice
- M Law Rec Hockey
- Middle Eastern and North African Law Students Association

- Michigan Election Law Project
- Michigan Health Law Organization
- Muslim Law Students Association
- National Lawyers Guild
- Native American Law Students Association
- Organization of Public Interest Students
- Outlaws
- Phi Alpha Delta Law Fraternity International
- Phi Delta Phi Fraternity
- Real Estate Law Society
- Res Gestae
- Russian, Eastern European and Central Asian Law Society
- Science Fiction Club
- South Asian Law Students Association (SALSA)
- Sports Law Society & Management Association
- Student Animal Legal Defense Fund (SALDF)
- Student Funded Fellowships
- Student Network for Asylum and Refugee Law Project (SNARL)
- Surfing Club
- UM Real Estate Club
- Volunteer Students Tutoring Association
- Voting Rights Initiative
- Wolverine Street Law Organization
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An Overview

The University of Virginia School of Law is a public institution founded in 1819. Founded by Thomas Jefferson in 1819, it has developed a reputation as a premier training institution for the development of distinguished lawyers and public servants. Consistently ranked among the top law schools in the nation, the University of Virginia has instilled in generations of lawyers a commitment to leadership, integrity, and community service. The school's nationally acclaimed faculty consists of experts in various fields of study, and their expertise has helped Virginia's 1,100 students grasp the ability of the law to influence political, social, and cultural life.

Virginia is known for its spectacularly beautiful and balanced campus, with buildings that still stand as testaments to Thomas Jefferson's architectural brilliance. The collegial environment of the campus unites students and faculty in camaraderie and intellectual pursuit. In addition, small first-year sections promote individual inquiry while providing support and friendship.¹

Student-Faculty Ratio²

13:1

Admission Criteria³

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th-75th Percentile	167-171	3.53-3.83
Median*	169	3.68

*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 Statistics⁴

Fall 2005 admission statistics:

Approximate number of applications	5,495
Number accepted	1,111
Percentage accepted	20.2%

Class Ranking and Grades

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

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

Numerical Grade Point Values for Letter Grades

A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3
B-	2.7
C+	2.3
C	2
D	1
F	0.0

Grade Normalization (Curve)⁵

For grade uniformity, the mean grade for each course and seminar is a 3.3 (B+). However, there is no particular grading curve to which a faculty member has to adhere. Thus, the mean can be achieved either by averaging relatively high and low grades or by having most grades grouped more closely around the B+ (3.3) mean.

Awards⁶

Name of the award	Recipient
Jackson Walker LLP Award	Monetary award by the Dallas law firm to the student who has attained the highest grade point average in his or her class after four semesters.

Edwin S. Cohen Tax Prize	Monetary prize is given 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.
Bracewell & Giuliani Oral Advocacy Awards	Awarded to 24 outstanding first-year oral advocates.
Mortimer Caplin Public Service Award	Awarded to a graduating student who is entering a career in the public service sector and who demonstrates the qualities of leadership, integrity, and service to others.
Mortimer Caplin Public Service Fellowship	Awarded to a rising third-year student for their final year at the law school and first two years of public service employment provided the student demonstrates a commitment to a legal career in the public sector.
Claire Corcoran Award	Awarded to one or two second-year students who have demonstrated the most commitment to public interest work.
Hardy Cross Dillard Prize	Awarded monetary prize and plaque to the author of the best student note in a current volume of the <i>Virginia Journal of International Law</i> .
Hardy Cross Dillard Scholarship	Awarded to an exceptional member 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.
Linda Fairstein Public Service Fellowship	Provides assistance to a rising third-year student for their final year at the law school and first two years of public service employment provided the student demonstrates a commitment to a legal career in the public sector.
Carl M. Franklin Prize	Awarded cash award and a plaque to the student with the highest grade point average at the end of his or her first year of law school.
Robert E. Goldsten ('40) Award	Awarded to the student who has contributed the most to classroom participation, receives a certificate of recognition at graduation and a lifetime membership in the University of Virginia Alumni Association.
Eppa Hunton IV Memorial Book	Awarded 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	Monetary award to an outstanding member of the graduating class.
Robert F. Kennedy Award	Awarded to the graduate who, during his or her law school years, best exemplifies the ideals of the late Senator Kennedy through active and effective community service.
Kingdon Moot Court Prize	Awarded to the winners of the William Minor Lile Moot Court competition.

Herbert L. Kramer/Herbert Bangel Community Service Award	Awarded to a third-year student who has contributed the most to the community during his or her stay in law school.
Faculty Award for Academic Excellence	Awarded to the student who has had the most outstanding academic record during his or her three years in law school.
Law School Alumni Association Best Note Award	Monetary award to the member of the law review for the best note in the current volume of the <i>Review</i> .
Thomas Marshall Miller Prize	Monetary award is given to an outstanding and deserving member of the graduating class.
Monroe Leigh Fellowship in International Law	Awarded to one or two students to pursue a public international law project of their own choosing during the summer following the first or second year, during the fall and/or spring of the third academic year, or for a postgraduate internship.
National Association of Women Lawyers Award	Awarded honorary membership to an outstanding woman in the graduating class.
John M. Olin Prize in Law and Economics	Awarded to an outstanding paper that uses law and economics methodology.
Powell Fellowship in Legal Services	Awarded 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.
Pro Bono Award	Awarded to the student who exhibits the most extraordinary commitment to pro bono legal service during his or her years at the law school.
Pro Bono Service Awards	Awarded to graduates who have successfully fulfilled the requirements of the law school's pro bono program.
Mary Claiborne and Roy H. Ritter Prizes	Awarded to two female and two male members of the second-year class for character, honor, and integrity.
Rosenbloom Award	Awarded to an academically strong law student who has consistently volunteered her/his time to provide academic assistance to a law student or group of law students in need.
Earle K. Shawe Labor Relations Award	Monetary award to the promising student in the field of labor relations.
James M. Shoemaker, Jr., Moot Court Awards	Awarded to the final round participants in the William Minor Lile Moot Court competition.
James C. Slaughter Honor Award	Monetary award to an outstanding member of the graduating class.
Stephen Pierre Traynor Award	Monetary award to the participant in the final round of the William Minor Lile Moot Court Competition for the best oral argument.
Roger and Madeleine Traynor	These prizes are awarded each year to acknowledge the best written work by two graduating students.

Virginia Trial Lawyers Association Trial Advocacy Award	Awarded to a graduating student who best exemplifies the attributes of an effective trial lawyer.
Virginia State Bar Family Law Book Award	Awarded to the graduating student who demonstrated the most promise and potential for the practice of family law.
Z Society Shannon Award	Awarded to the graduate with the highest overall academic record after five semesters.

Journals

Virginia Law Review is published eight times a year and contains articles of general legal scholarship. It was founded in 1913 and is published by law students.⁷

Journal of Law & Politics is a nonpartisan, interdisciplinary publication that is devoted to the examination of the interplay between law and politics. It was founded in 1982 under the guidance of a Circuit Judge, and consists of articles, essays, and commentaries by scholars, practitioners, and national political leaders.⁸

Virginia Environmental Law Journal (VELJ) provides a forum at the national level for critical articles focused on environmental and natural resource law issues. Law students publish the Journal on a quarterly basis. It includes student notes and articles by scholars, practitioners, and environmental professionals on a broad array of topics from environmental justice to corporate liability.⁹

Virginia Journal of International Law (VJIL) is the oldest continuously published, student-edited law review in the United States. Its focus remains on aspects of public and private international law, and is considered by many to be the finest and most authoritative journal of its kind.¹⁰

Virginia Journal of Law & Technology (VJoLT) is an online journal that provides a forum for students, professors, and practitioners to discuss issues that are emerging as technology develops and raises legal questions. Recent issues have included articles on biotechnology, telecommunications, e-commerce, Internet privacy, and encryption.¹¹

Virginia Journal of Social Policy & the Law is a student-edited law journal which includes articles that offer legal, judicial, and political perspectives on current social policy issues such as health care policy, welfare reform, criminal justice, voting rights, civil rights, family law, employment law, gender issues, education, and critical race theory.¹²

The Virginia Law & Business Review is a premier journal of business law scholarship. It is published twice a year and the student-editors are members of the Virginia Law & Business Review Association, a not-for-profit corporation chartered in the Commonwealth of Virginia. Recent topics explored in the *Review* have included accounting, antitrust law, bankruptcy law, commercial law, corporation 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 issues.¹³

Virginia Sports & Entertainment Law Journal (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.¹⁴

Virginia Tax Review Association (VTR) is one of the school's oldest student-run law journals, and it deals exclusively with tax and corporate topics.¹⁵

Moot Court

Lile Moot Court Competition: The William Minor Lile Moot Court Board administers the Lile Moot Court Competition. Held annually, about 150 second-year students, competing in two-person teams, hone their oral argument skills in the competition. Third-year students on the Board draft and edit all of the problems for the competition and judge the first two rounds of competition with the aid of other third-year students. 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.¹⁶

The Mock Trial Team: The Law School's Mock Trial Team provides an opportunity for law students to hone their trial advocacy skills. Winning students continue on to represent the school in nationwide mock trial competitions.¹⁷

Clinical Programs¹⁸

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. Clinics usually offered are:

- Advocacy for the Elderly
- Appellate Litigation
- Capital Post-Conviction
- Child Advocacy
- Criminal Defense
- Employment Law
- Environmental Law and Conservation
- Family Resource
- First Amendment Law
- Housing Law
- Immigration Law
- International Tribunals
- Iraqi Tribunal
- International Human Rights Law

Mental Health Law
 Patent and Licensing I
 Patent and Licensing II
 Prosecution
 Supreme Court Litigation

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)¹⁹

Private sector (25th-75th percentile)	\$100,000 - \$128,000
Median in the private sector	\$118,000
Median in public service	\$52,000

Employment Details²⁰

Graduates known to be employed at graduation	97.5%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	98.9%

Practice Areas²¹

Graduates Employed at	Percentage (%)
Law firms	75
Business/industry(legal)	0
Business/industry (non legal)	0
Government	6
Public interest	3
Judicial clerkship	15
Academia	0
Unknown	0

Student Organizations²²

- ACappellate Opinions
- ACLU-UVA Law
- Action for a Better Living Environment (ABLE)
- American Constitution Society for Law and Policy
- Asian Pacific American Law Students Association (APALSA)
- Black Law Students Association (BLSA)
- Chabad Club
- Conference on Public Service & the Law
- Domestic Violence Project (part of LAS)

- Federalist Society
- The Fowler Society
- First Year Council (FYC)
- Graduate Law Students (GLSA)
- Health Law Interest Group
- Human Rights Study Project
- inter alia
- Islamic Legal Exchange
- JD/MBA Society
- Jewish Law Students Association (JLSA)
- John Bassett Moore Society of International Law (J.B.Moore)
- Just Democracy
- Lambda Law Alliance
- Latin American Law Organization (LALO; formally Voz Latina)
- Law Christian Fellowship (LCF)
- Law Partners
- Legal Advisory Workshops for Undergraduate Students (LAW for US)
- Legal Assistance Society (LAS)
- Legal Education Project (part of LAS)
- Lex United
- The Libel Show
- Migrant Farmworker Project (part of LAS)
- The Mock Trial Team
- Moot Court Board
- National Security and Law Society
- North Grounds Softball League (NGSL)
- OWLS (Older Wiser Law Students)
- Peer Advisor Program
- Phi Alpha Delta
- Phi Delta Phi
- Pro Bono Criminal Assistance Project (P-CAP)
- Public Interest Law Association (PILA)
- Rape Crisis Advocacy Project (RCAP)
- Rappahannock Legal Services Clinic (part of LAS)
- Rex E. Lee Law Society (RELLS)
- Saint Thomas More Society
- Student Bar Association (SBA)
- Student Legal Forum (SLF)
- Students United to Promote Racial Awareness (SUPRA)
- Virginia Animal Law Society (VALS)
- Virginia Employment and Labor Law Association (VELLA)
- Virginia Entertainment and Sports Law Association (VESLA)
- Virginia Environmental Law Forum (VELF)
- Virginia Innocence Project Student Group
- Virginia Law and Business Society
- Virginia Law Democrats

- Virginia Law Families
- Virginia Law and Graduate Republicans
- Virginia Law Veterans
- Virginia Law Weekly (newspaper)
- Virginia Law Women (VLW)
- Virginia Society of Law & Technology (VSLAT)
- Volunteer Income Tax Association (VITA) (part of LAS)
- Women of Color

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RANK

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An Overview¹

Duke University School of Law was established as a graduate and professional school in 1930. Its 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.

Although Duke is young by comparison to other major American universities, its academic programs and professional schools together have attained an international stature and a reputation for quality and innovation that few universities can match. Among the law school's unique strengths are an extensive network of interdisciplinary collaboration across the Duke campus and an emphasis in teaching and research initiatives addressing global and international issues.

The law school is an integral part of one of the nation's foremost research universities. Duke's origins were in Randolph County where, in 1838, the Methodist and Quaker communities formed Union Institute to educate their children. The school was chartered by the state in 1851 as Normal College and granted the authority to grant degrees in 1853. In 1859, its mission was expanded to educate ministers and its name changed to Trinity College, which relocated to Durham in 1892. In 1924, a grant from James Buchanan Duke made possible its transformation into Duke University, with the advice from Mr. Duke that "courses at this institution be arranged, first, with special reference to the training of preachers, teachers, lawyers and physicians, because these are most in the public eye, and by precept and example can do most to uplift mankind."

Student-Faculty Ratio²

12.6:1

Admission Criteria³

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th-75th Percentile	165-169	3.54-3.86
Median*	167	3.7

*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 Statistics⁴

Fall 2005 admission statistics:

Approximate number of applications	4,486
Number accepted	960
Percentage accepted	21.4%

Class Ranking and Grades⁵

Duke University School of Law uses a slightly modified form of the traditional 4.0 scale. The modification permits faculty to recognize especially distinguished performance with grades above a 4.0. The Law School does not release class rank.

Grade Normalization (Curve)⁶

There is an enforced maximum median grade and limit on grades above 4.0 in all first year courses and in all upper class courses with more than forty students. In addition, in these courses, no more than five per cent of the grades in any class may be higher than a 4.0. A grade higher than 4.0 would be comparable to an "A +" under letter grading systems. A grade of 1.5 or lower is failing.

For large classes (40 or more students) and all first-year classes the grade distribution is expected to approximate the following:

Numerical Grade	Percentage of Class
4.1-4.3	0-5%
3.7-4.0	20-30%
3.4-3.6	15-25%
3.0-3.3	30-45%
2.5-2.9	15-30%
1.6-2.4	0-15%
1.5 / less	0-5% (a failing grade)

For smaller-sized classes (10-39 students) other than first-year classes, the median grade shall not exceed 3.5. In special circumstances, the faculty member grading the course may exceed the median with the approval of the Senior Associate Dean (e.g., when the incoming cumulative GPA of the class is significantly above the median). 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.

Transcripts of students who enrolled at Duke in 2003-2004 or earlier reflect two slightly different grading scales. Through the academic year 2003-2004, the first year for most of the Class of 2006, the enforced maximum median grade was a 3.1 and faculty were permitted to give a limited number of grades of up to 4.5. The scale in effect as of 2004-2005 has an enforced maximum median of 3.3 and the highest possible grade has been lowered to 4.3.

Honors⁷

The law school has three levels of graduation honors:

Highest Honors - Awarded to students whose extraordinary academic achievement and contribution throughout their course of study have so distinguished their performance as to justify separate recognition of their superb record and intellectual attainment in law school. It is recognized that students satisfying these criteria occur so infrequently that in some years no student will be approved for graduation with Highest Honors and in no year is it contemplated that the honor will be conferred upon more than a handful of truly exceptional students.

High Honors and Honors

J.D. Graduates: J.D. students who have completed their upper-class course of study at Duke University School of Law 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 graduation class shall be graduated with High Honors and Honors respectively.

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 upper-class semesters are also eligible to receive graduation honors if

- i. their upper-class average at Duke is well within the range of those in his or her graduating class who are receiving the honor in question and
- ii. 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.

LL.M. Graduates - Students who have completed the LL.M. course of study (for international students) at Duke University School of Law and whose graded work at the Law School places them at the same grade-point average level possessed by J.D. students receiving at least the lowest grade-point average for which a J.D. student earned High Honors and Honors, respectively, shall be graduated with High Honors or Honors. Graduation honors may be indicated on diplomas with appropriate Latin terminology.

Awards⁸

Name of the award	Recipient
Justin Miller Awards	
Award for Leadership	Best student active in the Law School and/or the greater Durham community, who demonstrates initiative and leads by example.
Award for Integrity	Courageous student with strong principles, a solid character, and a true sense of altruism.
Award for Citizenship	Best student who brings people together in constructive ways.
Award for 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.

Journals

Alaska Law Review is a scholarly publication that examines legal issues affecting the state of Alaska. The team comprises second and third year law students from Duke University School of Law, and is governed by a faculty advisor committee. The *Review* is published in June and December and provides articles related to current legal trends and issues of practical importance to the Alaska Bar.⁹

The Duke Environmental Law & Policy Forum began in 1991 as an interdisciplinary magazine published annually. Since then, the Forum has grown into an environmental law journal. DELPF's affiliations with the Nicholas School for the Environment and Earth Sciences, 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.¹⁰

Duke Journal of Comparative and International Law is published each spring and fall. DJCIL is a very influential, specialized journal devoted exclusively to the issues of comparative and international law. Established in 1990 the journal draws upon the law school's prominent faculty and its J.D./LL.M. Program in International and Comparative Law. Approximately one-third of the journal is devoted to student notes.¹¹

The Duke Journal of Constitutional Law & Public Policy examines legal issues at the intersection of constitutional litigation and public policy. The journal is a practical resource for practitioners, judges, and legislators confronting new constitutional issues and constitutional and policy dimensions of recent and pending state and federal decisions and legislation. The journal's purpose is to enhance the legal community's understanding of current constitutional law and public policy issues and to arm practitioners with arguments and proposals for reform.

Outside of academia, the journal aims to be of interest to practicing attorneys and judges who need timely analysis of important constitutional issues and arguments, and policy-makers, legislators, and lobbyists interested in timely, understandable legal analysis of current legislation and the constitutional and policy considerations they involve.¹²

The Duke Journal of Gender Law and Policy is devoted to providing a forum for the discussion of issues surrounding gender and inequality. Accordingly, the Duke Journal of Gender Law and Policy seeks to represent those traditionally underrepresented—people touched by the same injustices that serve to dehumanize us all. The articles focus primarily in the areas of gender, race, sexual orientation, and disability; topics ranging from war to education and from adoption to queer theory are published. The journal explores not only what the law was and is, but what it could and should be.¹³

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. New developments are examined, synthesized around larger theoretical issues, and the implications are critically examined. Recent cases proposed bills and administrative policies are reviewed and consolidated.¹⁴

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. 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. Today, the Duke Law Journal publishes six issues per volume.¹⁵

Law and Contemporary Problems is a quarterly, interdisciplinary publication of Duke University School of Law. L&CP was founded in 1933 and is the oldest journal published at Duke University School of Law. L&CP uses a symposium format, generally publishing one symposium per issue on a topic of contemporary concern. Recent symposia have included “Conservative and Progressive Legal Orders,” “Judgments Judged and Wrongs Remembered: Examining the Japanese American Civil Liberties Cases on Their Sixtieth Anniversary,” and “The Emergence of Global Administrative Law.”¹⁶

Moot Court

The Moot Court Board is composed of second- and third-year law students chosen on the basis of their performance in intramural moot court competition. The Board organizes and conducts the Law School's annual Hardt Cup and Dean's Cup intramural competitions, and selects Duke Law's representatives to the Phillip C. Jessup International Law competition. Members of the Board regularly compete in national interscholastic moot court competitions.¹⁷

Hardt Cup: For most students, the competition is their first experience with oral argument and moot court competition, as well as an opportunity to develop their oral advocacy skills. The competition is comprised of three preliminary rounds and one final round all completed within a 3-week period. Participation in the first round of the Hardt Cup is a mandatory component of the Legal Analysis, Research and Writing (LARW) curriculum for all 1L students. Participation in subsequent rounds, through which students can earn an invitation to join the Moot Court Board, is voluntary, but strongly encouraged. At the end of the third round, the top finishers are invited to join the Moot Court Board. The top eight finishers will continue to argue in the final round to compete for the Hardt Cup trophy.¹⁸

Dean's Cup: It offers interested 2L and 3L students an opportunity to join the Moot Court Board.¹⁹

Clinical Programs²⁰

Experience is an invaluable form of instruction, which is why Duke University School of Law maintains one of the highest quality clinical programs in the country. Students can choose to pursue experiential learning opportunities in a number of different legal clinics by providing direct services to underserved client populations under the supervision of Duke Law faculty members.

The experiential learning available through these clinics is an important part of professionalism and leadership training at the Law School, designed to develop leadership values and skills such as collaboration, responsibility, management, and service. These skills can also be developed in one of the many opportunities provided by the Pro Bono Project.

Clinics offered by the school include:

1. **The AIDS Legal Project** provides legal services to indigent HIV-infected persons in the areas of guardianships, estate planning, government benefits and discrimination.
2. **The Children's Education Law Clinic** provides advocacy for children in school, in the areas of special education and discipline.
3. **The Community Enterprise Clinic** addresses issues of affordable housing, banking, entrepreneurship, and business development (including financing) for businesses emerging out of low-income communities in North Carolina.
4. **The Guantanamo Defense Clinic**, in which students directly assist the Chief Defense Counsel for the Guantanamo detainees by preparing briefs and memos, and with preparation for trials before the U. S. Military Commissions.

Placement Facts²¹

Employment Details

Graduates known to be employed at graduation 95.1%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status) 100.0%

Practice Areas

Graduates Employed at	Percentage (%)
Law firms	72
Business/industry(legal)	0
Business/industry (non legal)	3
Government	4
Public interest	3
Judicial clerkship	16

Academia	0
Unknown	2

Starting Salaries (2004 Graduates Employed Full-time)

Private sector (25th-75th percentile) \$100,000 - \$125,000

Median in the private sector \$110,000

Median in public service \$45,000

Externships²²

J.D./LL.M. students only may submit proposals for externship semesters at organizations other than those on the pre-approved list. Externships are permitted with placements in the area of international law only. The externship may be undertaken only in the third, fourth, or fifth

semester of study toward the J.D. degree and will count as one semester in-residence toward a student's graduation requirements.

Pre-approved Externships

- i. Office of Legal Adviser at the U.S. Dept. of State
- ii. US Trade Representative Offices in Geneva and Washington, D.C.
- iii. Overseas Private Investment Corporation
- iv. Center for International Environmental Law
- v. Dept. of Commerce Office of General Counsel (Import & Export Administrations; International Commerce)
- vi. International War Crimes Tribunal for the Former Yugoslavia
- vii. International & Operations Law Division of the Air Force Judge Advocate General's Dept.
- viii. International Counsel for Environmental Defense at the Environmental

Student Organizations²³

- ABA Law Student Division
- American Constitution Society
- Asian Law Students Association
- Association of Law and Economics
- Association of Law Students and Significant Others
- Black Graduate and Professional Student Association
- Black Law Students Association
- Business Law Society
- California Law Students Association
- Christian Legal Society
- Domestic Violence and Sexual Assault Advocacy Project.
- Duke Bar Association
- Duke Environmental Law Society

- Duke Golf Association
- Duke JD/MBA Society
- Duke Law ACLU
- Duke Law Bowling League
- Duke Law Democrats
- Duke Law Drama Society
- Duke Law Republicans
- Duke Law Soccer Club
- Epicurious
- Graduate and Professional Student Council
- Health Law Society
- Hispanic Law Students Association
- Innocence Project
- Intellectual Property and Cyberlaw Society
- International Law Society
- J. Reuben Clark Society
- Jewish Law Students Association
- Mock Trial Board
- Moot Court Board
- OutLaw
- Parents Attending Law School
- Phi Delta Phi
- Public Interest Law Foundation
- Refugee Asylum Support Project
- South Asian Law Students Association
- Sports and Entertainment Law Society
- Student Animal Legal Defense Fund (SALDF)
- The Devil's Advocate
- Transfer Students Association
- Volunteer Income Tax Assistance
- Women Law Students Association

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RANK

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<http://www.law.northwestern.edu>**An Overview**

Founded in 1859, Northwestern University School of Law empowers students to meet the challenges of the complex, competitive, and ever-changing legal and business worlds. The school uses a pre-admissions interviewing process to attract students who have not only strong academic abilities but also strong speaking and writing skills, judgment, maturity, and ambition. It teaches students not only the law but also how to educate themselves so they can effectively perform multiple and changing professional roles in the course of long careers.¹

Its educational program provides a strong core foundation in the law and legal reasoning, exposes students to the law in context and in action, builds teamwork and communication skills, reflects the increasing globalization of law and business, and enables them to share an understanding of law and legal institutions with non-lawyers.²

Student-Faculty Ratio³

11.9:1

Admission Criteria⁴

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th-75th Percentile	167-171	3.46-3.78
Median*	169	3.62

*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 Statistics⁵

Fall 2005 admission statistics:

Approximate number of applications	4,678
Number accepted	781
Percentage accepted	16.7%

Class Ranking and Grades⁶

Class rank is not computed, nor is any entry concerning class rank recorded on the official record of any student. Grades and their numerical equivalents on a 4.33 scale are awarded as below:

A+	4.33
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	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)

Grade Normalization (Curve)⁷

A mandatory curve is applied to all courses with over 40 students enrolled (which includes all first-year courses). A professor in such a course must distribute the grades as follows:

A+	3-7%
A	12-15%
A-	10-15%
B+	15-30%
B	20-35%
B-	10-15%
C+	0-7.5%
C	0-7.5%

D	0-7%
F	0-7%

Compliance includes both the high and low range.

To maintain good academic standing and to graduate, a student's grade point average must meet or exceed 2.25.

Honors⁸

Beginning with the graduating class of 2003, honors are distributed accordingly:

<i>summa cum laude</i>	4.20 GPA
<i>magna cum laude</i>	3.97 GPA
<i>cum laude</i>	3.65 GPA

Order of the Coif⁹

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. The Northwestern Chapter need not select the maximum eligible and elects only those eligible who, in the opinion of the voting members of the Chapter, are deemed truly worthy of the honor. The Chapter takes into consideration law school activities contributing to the total legal education of the candidate.

Journals

Northwestern University Law Review (Law Review) is a student organization whose primary purpose is to publish a journal of broad legal scholarship in four issues each year.¹⁰

Journal of Criminal Law & Criminology founded in 1910 by Dean John Henry Wigmore, has played a unique role in the history of criminology in the United States. The Journal was a product of the "National Conference on Criminal Law and Criminology," held in 1909 to celebrate the fiftieth anniversary of Northwestern University School of Law. It is one of the most widely circulated law journals in the country.¹¹

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.¹²

Northwestern Journal of Technology and Intellectual Property is dedicated to the analysis of the burgeoning body of academic, business, newsworthy and legal issues regarding the rapidly increasing and shifting field of intellectual property and technology law. Because intellectual property and technology law is an interdisciplinary field, this Journal addresses law at the intersection of domestic and international economics, ethics, and medicine, to name but a few, including but not limited to law and biotechnology, copyrights, the Internet, media, patents, telecommunications, and trademarks.¹³

Journal of International Human Rights 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.¹⁴

Journal of Law and Social Policy is an interdisciplinary journal, which 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.¹⁵

Moot Court¹⁶

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 is required for first-year students. Participants present a professional-level written brief and argue the case against fellow students before an appellate court composed of alumni and faculty.

Julius H. Miner Moot Court Competition is for students in their second year and is 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.

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 try-out 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.

Northwestern Law's National Trial Team members 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. V is International Commercial Arbitration Moot Court is open to second- and third-year law students interested in international arbitration. Team members are selected based on their successful completion of course study in both International Arbitration and International Sales and tryouts. This moot team is a year-long commitment, which culminates in an international competition in Vienna, Austria, in the spring allowing team members to interact with the top arbitrators and to network with the top arbitration firms in the world.

Clinical Programs

The school offers clinical programs in a variety of areas as listed below:

The Children and Family Justice Center (CFJC) is a local and national leader in juvenile court reform and in issues and initiatives affecting children and families in crisis.¹⁷

Small Business Opportunity Center provides inexpensive legal services to entrepreneurs and nonprofit organizations.¹⁸

The Center for International Human Rights conducts academic and practical work in support of international human rights, democracy, and the rule of law.¹⁹

The Center on Wrongful Convictions pushes the criminal justice system to take claims of innocence seriously and create awareness about systemic shortcomings in the system.²⁰

The Investor Protection Center provides assistance to investors with limited income or small dollar claims who are unable to obtain legal representation.²¹

Fred Bartlit Center for Trial Strategy conducts research and teach innovative and technologically advanced trial strategy.²²

Program on Civil Litigation provides litigation projects in the areas of students' and prisoners' rights, the protection of clients from abusive divorce attorneys, and the representation of victims of domestic violence.²³

Program on Advocacy and Professionalism introduces the student the legal aspects of the pretrial process including investigation, interviewing, counseling, discovery, and motion practice.²⁴

Program on Negotiation and Mediation is designed to teach students effective negotiation and mediation theory and skills through a series of courses and workshops.²⁵

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)²⁶

Private sector (25th-75th percentile)	\$125,000 - \$150,000
Median in the private sector	\$125,000
Median in public service	\$50,000

Employment Details²⁷

Graduates known to be employed at graduation	97.2%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	99.1%

Practice Areas²⁸

Graduates Employed at Law firms	Percentage (%)
Business/industry	14
Government	8
Public interest	16
Judicial clerkship	14
Academia	1
Private practice	46
Military	1

Externships²⁹

Externships are available in the following areas:

Judicial - Students placed as law clerks with a United States U.S. district court judge or magistrate work on the preparing of research memoranda and drafting if opinions.

Public Interest - Students working at a public interest legal organization represent clients in civil matters.

Criminal Law - Students work with either prosecution or defense lawyers in the federal or state criminal justice system, including the U.S. State's Attorney's Office, Federal Defender's Office, Cook County State's Attorney's Office, and Cook County Public Defender's Office.

Corporate Counsel - During the summer before their third year, students placed in general counsel offices of businesses will devote one day a week to the corporate law department. While externs can be called upon to do legal research, the goal is to become involved in the life of the law department by attending meetings, observing negotiations, and gaining an understanding of learning how law is practiced in a business setting.

Entrepreneurship - Students placed with startup companies or entrepreneurs are introduced to the legal problems they may encounter when starting up or operating a business such as choice of entity, venture capital arrangements, selection of name and trademark, franchise agreements and operating contracts, and licensing requirements, among others.

Mediation - Students can become certified mediators and conduct mediations under faculty supervision after completing mediation skills training from the Center for Conflict Resolution.

Student Organizations³⁰

- Advocates for Reproductive Freedom
- American Civil Liberties Union (ACLU)
- American Constitution Society
- Amnesty International
- Animal Legal Defense Fund (ALDF)
- Asian Pacific American Law Students Association (APALSA)
- Association for Private Equity and Entrepreneurship Law (APEEL)
- Association of Trial Lawyers of America, Student Chapter (ATLA)
- Black Law Students Association (BLSA)
- Business Law Association
- Christian Legal Society (CLS)
- Diversity Coalition
- The D.R.E.A.M. Committee
- Environmental Law Society
- Epicurean Society
- Faculty Research Seminars for Students (FARSS)
- The Federalist Society
- Habeas Chorus
- Intellectual Property Law Society
- International Law Society
- Investment Club
- JD-MBA Association
- Jewish Law Students' Association (JLSA)
- Latino Law Students Association (LLSA)
- Law School Democrats
- Media and Entertainment Law Society
- Muslim Law Students Association (MLSA)
- National Lawyers Guild
- Northwestern Association of Wine Tasters Extraordinaire (NAWTE)
- OUTlaw
- The Pleader
- Public Interest Law Group (PILG)
- Single-Malt Scotch Club
- Small Business Opportunity Clinic (SBOC)
- South Asian Law Students Association (SALSA)
- Sports Law Group

- St. Thomas More Society
- Student Bar Association (SBA)
- Student Effort to Rejuvenate Volunteering (SERV)
- Student Funded Public Interest Fellowships Program (SFPIF)
- Women's Leadership Coalition

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RANK

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An Overview¹

Established in 1887, and ranked among top tier law schools, Cornell University Law School provides a wide-ranging curriculum, an uncommon attribute for such a small law school.

With more than 150 courses, Cornell University Law School offers students ample opportunity to explore everything from corporate finance and labor law to capital punishment and immigration and refugee law. In spite of its technicality, the law is approached as a humanistic science at Cornell University Law School. Students learn the principles, skills, and ethics of being a lawyer and study the context in which laws are made. In examining the doctrines and policies of the current legal system, they are encouraged to evaluate its virtues and defects. They graduate prepared to provide clients with professional service of the highest quality, to help further legal progress and reform, and to become community leaders.

Cornell University Law School is one of a select group of U.S. law schools invited to participate in the Dean Acheson Legal Stage Program with the Court of Justice of the European Communities in Luxembourg.

Cornell University Law School is the proud home of the Legal Information Institute (LII), the world's preeminent source of legal materials, a major network resource available to users worldwide.

Student- Faculty Ratio²

10.3:1

Admission Criteria³

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	165-168	3.5-3.8
Median*	167	3.65

*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 Statistics⁴

Fall 2005 admission statistics:

Approximate number of applications	4,177
Number accepted	862
Percentage accepted	20.6%

Class Ranking and Grades

As a matter of faculty policy, Cornell Law School does not release the academic rankings of students.⁵

Grades awarded are:

A +	4.33
A	4.0
A -	3.67
B +	3.33
B	3.00
B -	2.67
C +	2.33
C	2.00
C -	1.67
D +	1.33
D	1.00
D -	0.67
F	0.00

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 in seminars, problem courses, and clinical courses are 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.⁶

Grade Normalization (Curve)

Faculty members are required to grade all courses, including problem courses and seminars, so that the mean grade for J.D. students in the course does not exceed 3.35. This policy is subject only to very limited exceptions. As a matter of faculty policy, the school does not release the academic rankings of students.⁷

Honors

Each semester all students whose semester grade point average places them in the top 30% of their class are awarded Dean's List status.

<i>summa cum laude</i>	Exceptional performance
<i>magna cum laude</i>	Top 10%
<i>cum laude</i>	Top 30%
Dean's List	Top 30%

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.¹⁰

Journals

Cornell Law Review strives to uphold the vision articulated for this journal ninety years ago—a vision for publishing useful and challenging legal scholarship. For more than 90 years, the Review has earned a reputation as one of the nation's leading law journals by publishing significant and challenging contributions to the world of legal scholarship. From its inception in 1915 through 1966, the *Cornell Law Review* published four issues annually and was known as the Cornell Law.¹¹

Cornell International Law Journal, one of the oldest and most prominent international law journals in the country was founded in 1967. Three times a year the Journal publishes scholarship that reflects the sweeping changes that are taking place in public and private international law. Two of the issues feature articles by legal scholars, practitioners, and participants in international politics as well as student-written notes. The third issue is

dedicated to publishing papers generated by the Journal's annual Symposium held every spring in Ithaca, New York.¹²

First published in July 1992, the **Cornell Journal of Law and Public Policy** is dedicated to publishing articles, commentaries, book reviews, and student notes that explore the intersections of law and public or social policy. The Journal addresses current domestic issues and their implications in the fields of law, government, public policy, and the social sciences.

The Journal accepts and solicits manuscripts written by members of the academic and professional community. The Journal also provides a forum for the discussion of current issues of law and public policy by sponsoring or co-sponsoring an annual symposium at Cornell University. The theme of each symposium is addressed in an issue of the Journal, through papers and related manuscripts.¹³

Cornell Law Forum is the Law School's magazine, published three times annually for alumni, friends, and supporters. In addition to news about the Law School, Forum features scholarly articles, class notes, and profiles of alumni, faculty, and students.¹⁴

The Journal of Empirical Legal Studies launched in 2004, *JELS* is devoted to the dissemination of empirical studies of the legal system. It is a peer-edited, peer-refereed, interdisciplinary journal that publishes high-quality, empirically-oriented articles of interest to scholars in a diverse range of law and law-related fields, including civil justice, corporate law, criminal justice, domestic relations, economics, finance, health care, political science, psychology, public policy, securities regulation, and sociology. Both experimental and non-experimental data analysis are welcome, as are law-related empirical studies from around the world.¹⁵

Political and Anthropology Review (PoLAR) is devoted to the anthropology of law and politics, most broadly conceived. It publishes work that is distinguished by its innovative definition of problems, ethnographic orientation or theoretical outlook.¹⁶

Moot Court

The Cornell University Law School Moot Court Board is a legal education organization with the purpose of strengthening and promoting oral advocacy and legal writing for members of the Cornell community. With the support of the faculty, administration, and alumni of Cornell University Law School, the student-run and student-elected Moot Court Board organizes three internal Moot Court tournaments and enters teams of Cornell University Law School students competing in national and international competitions. The Moot Court Board also occasionally supports other organizations and projects that enhance the central mission of Moot Court at Cornell University Law School.¹⁷

Each year, the Moot Court Board organizes:

The Cuccia Cup is the first internal moot court competition of the academic calendar, taking place during the fall semester. This competition is open to second and third year students, LL.M.'s and exchange students. It uses a two-person team format.

The Winter Cup is the second internal competition of the year, taking place early in the second semester. The Winter Cup is open to second and third year students, LL.M.'s and exchange students. This is an individual tournament.

William and Marion Langfan Family First-Year Moot Court Competition: The Langfan Competition is only open to first year students, and is the first major opportunity for students at Cornell to compete in Moot Court. A succinct summary of argument is required, but there is no independent brief component for the Langfan Competition. Students are evaluated solely on the substance and form of their oral advocacy.¹⁸

Clinical Programs¹⁹

Large numbers of law students participate in a wide range of live-client clinics housed at the law school. The Cornell Legal Aid Clinic, offering legal services to individuals financially unable to employ an attorney, provides students with the chance to engage in the supervised practice of law under the direction of experienced attorneys. Clinical faculties also conduct a variety of other specialized clinics and skills courses within the regular curriculum.

Specialized clinics vary somewhat from year to year, but have included: the Women and the Law Clinic, the Government Benefits Clinic, the Religious Liberties Clinic, and the Death Penalty Clinic. In addition to these live-client clinics within the Law School, externships are available in the local community and elsewhere, which provide students an opportunity to experience the actual practice of law in a variety of forms.

Clinics offered by the school include:

Asylum and Convention Against Torture (CAT) Appellate Clinic
 Capital Punishment Clinic: Post Conviction Litigation
 Capital Trial Clinic
 Criminal Defense Clinic
 Government Benefits Clinic
 International War Crimes Research Clinic
 Labor Law Clinic
 Prosecution Clinic
 Public Interest Clinic
 US Attorney's Office Clinic
 Water Law in Theory and Practice
 Women and the Law Clinic

Placement Facts²⁰

Starting Salaries (2004 Graduates Employed Full-time)

Private sector (25th-75th percentile)	\$125,000 - \$125,000
Median in the private sector	\$125,000
Median in Public service	\$51,348

Employment Details

Graduates known to be employed at graduation	96.8%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	98.4%

Practice Areas

Graduates Employed at	Percentage (%)
Law firms	76%
Business/industry(legal)	1%
Business/industry (non legal)	0%
Government	2%
Public interest	2%
Judicial clerkship	13%
Academia	3%
Unknown	4%

Externships²¹

The Full-Term Externship course allows students to earn 12 credit hours as externs working full time at approved placement sites - usually governmental or non-profit organizations - during the student's 4th, 5th or 6th semesters. Written application for the course must be submitted to the instructors during the preceding semester.

Judicial Externship: Students work with a state or federal trial court judge in central New York. The emphasis is on learning about judges, judicial decision-making process, and trials.

Legislative Externship: Selected students work with the local New York State Member of Assembly. The emphasis is on learning about legislative process, drafting of legislation, understanding the reasons for statutory ambiguity, and developing various skills.

Law Guardian Externship: Selected students are placed at the Tompkins County Law Guardian office, where they assist the attorneys in the representation of children in abuse and neglect cases, juvenile delinquency proceedings, and PINS (Person in Need of Supervision) cases. Students also may have their own cases, in which they will assume primary responsibility for the representation.

Legislative Externship: Students work with the local New York State Member of Assembly. Work involves drafting legislation, tracking legislation for constituents, legal research and writing, and responding to constituent requests that particularly require legal research of an explanation of law. The emphasis is on learning about legislative process, drafting of legislation, understanding the reasons for statutory ambiguity, and developing various skills.

Neighborhood Legal Services Externship: Cases involve the representation of clients of a legal services office, the Ithaca office of Neighborhood Legal Services (NLS). The classes are devoted to the development of litigation skills and issues related to professional responsibility and the role of an attorney.

Government Benefits Clinic/Neighborhood Legal Services Externship: This course is a combination of Government Benefits and the Neighborhood Legal Services Externship and either Clinical Skills class 1 or 2. The course is the same as Government Benefits except that the case handling component involves handling cases for the Ithaca office of Neighborhood Legal Services.

Student Organizations²²

- American Indian Law Students Association
- Asian American Law Students Association
- Black Law Students Association (BLSA@cornell.edu)
- Herbert W. Briggs Society of International Law
- Cornell Advocates for Human Rights
- Cornell Christian Legal Society
- Cornell Criminal Justice Society
- Cornell Law Community Volunteer Program

- Cornell University Law School Chapter of the J. Reuben Clark Law Society (JRCLS)
- Cornell University Law School's Society Of Law And The Arts
- Cornell Law Students Association
- Cornell Prison Project
- Corporate Law Society
- The Tower (student newspaper)
- Entertainment and Sports Law Union
- Environmental Law Society
- Federalist Society
- James R. Withrow, Jr., Program on Legal Ethics
- Jewish Law Student Association
- Lambda Law Students
- Latino American Law Students Association
- Law Partners' Association
- Moot Court Program
- National Lawyer's Guild
- Phi Alpha Delta
- Phi Delta Phi
- Public Interest Law Union
- Science and Law Student Association
- Women's Law Coalition

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RANK

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GEORGETOWN UNIVERSITY LAW CENTER

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An Overview

Georgetown University Law Center began in 1870 and was the first law school established in the United States by a Jesuit institution of higher learning. Located at the foot of Capitol Hill, in Washington, D.C., Georgetown Law offers its students access to the Congress, the Supreme Court, and numerous agencies, administrative boards, and commissions of the federal government and the District of Columbia.¹

The Law Center, located in the heart of the nation's capital, educates an exceptionally talented and diverse student body for legal practice and the pursuit of justice. In addition to a wide variety of courses in more than 25 traditional legal fields, the Law Center curriculum provides numerous opportunities in courses and clinics for students to develop the problem-solving, negotiation and mediation skills modern legal practice demands. The Law Center's extensive international law curriculum and numerous multidisciplinary courses and programs also enable students to prepare themselves for a profession that is increasingly global and interdisciplinary. Students may pursue their legal education through the Full Time Program or a Part Time Program curriculum. Several joint degrees are offered, through which students may combine their legal education with a business degree, the study of international affairs, public health, public policy, government, or philosophy.²

Student-Faculty Ratio³

14.7:1

Admission Criteria⁴

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	167-170	3.42-3.8
Median*	169	3.61

*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 Statistics⁵

Fall 2005 admission statistics:

Approximate number of applications	10,700
Number accepted	2,064
Percentage accepted	19.3%

Class Ranking and Grades⁶

The Law Center does not rank its students. Final Grades are given on a letter system:

A, A-, B+, B, B-, C+, C, C-, D, F

The following numerical equivalents are assigned to each letter grade:

Letter Grade	Grade
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D	1.00
F	0

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. While the cumulative grade point average is based upon all 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. In calculating the student's cumulative grade point average, the Law Center includes the academic credits for any course the student has failed, even when the student has successfully retaken the course.

Students decide whether to use the Pass/Fail option for a course. If the student earns the target grade or above, the actual grade will appear on the student's transcript. If the student earns a grade below the target but at least a grade of C, a pass will appear on the transcript. If the student earns a grade of C- or lower, the actual grade will appear on the transcript. Whether a student receives a pass or the grade, the academic credits associated with the course counts towards the 6 credit limit.⁷

Grade Normalization (Curve)

Student surveys have indicated that Georgetown law Center adheres to a B to B+ curve for all classes. Curves for second and third year courses and seminar courses are more relaxed.⁸

Minimum Grade required to attain (Based on May 2005 graduating class) ⁹	
Top 10%	3.64/4.0
Top 33%	3.46/4.0
Minimum Grade required for graduation	2.0/4.0

Honors¹⁰

Order of the Coif	Granted to those who earn <i>Summa Cum Laude</i> and <i>Magna Cum Laude</i> honors
<i>summa cum laude</i>	Number awarded 1 (Granted at the sole discretion of the faculty)
<i>magna cum laude</i>	Top Ten % : GPA= 3.67/ 4.00 (Based upon the cumulative grade-point average)
<i>cum laude</i>	Top Third : GPA= 3.47/ 4.00 (Based upon the annual grade-point average)
Dean's List	Top Third : GPA= 3.59/4.00

Awards¹¹

Name of the award	Recipient
ABA/BNA Award for Excellence in Health Care Law	Awarded up to three graduating students with the highest GPA in a basic health law course or best in these fields.
ABA/BNA Award for Excellence in Intellectual Property Law	Awarded up to three graduating students with the highest GPA in a basic intellectual property law course or best in these fields.
ABA/BNA Award for Excellence in Labor and Employment Law	Awarded to three graduating students with the highest GPA in a basic labor and/or employment law course or best in these fields.
American Bankruptcy Institute Medal of Excellence	Excellence in bankruptcy law.
American Bankruptcy Law Journal Student Prize	Highest grade in any bankruptcy class at any accredited United States law school.
American Bar Association Section of Urban, State, and Local Government Law Certificate of Recognition	Best student in Land Use and Local Government Law. Best student in Land Use and Local Government Law.
The Baker & McKenzie Law Student Assistance Program	To assist first year minority students.
The Beaudry Cup	Honors the best advocates of the first year class
The Nathan Burkan Memorial Competition	Best thesis in copyright law.
CALI Excellence for the Future Award	Top grade in the each course.
Thomas Bradbury Chetwood, S.J. Prize	Highest academic average in each LL.M. program.
Joyce Chiang Memorial Award	Best student with a commitment to public service.

The Jeffrey Crandall Award	Best student with a commitment to public interest legal service.
Dean's Certificate	Outstanding service to the Law Center community.
Kathleen Stowe Dixon Visiting Student Prize	Highest GPA during his or her year at Georgetown University Law Center.
The Dean Hugh J. Fegan Memorial Prize	Best overall academic record at the conclusion of the first year.
Michael Feldman Advocacy Award	Outstanding advocate in the Criminal Justice Clinic.
Georgetown Club of Metropolitan Washington, D.C. Award	Best overall academic performance.
Georgetown Law Journal Meritorious Service Award	Outstanding contribution to the Journal by best four graduating members.
Alan J. Goldstein Memorial Award	Awarded to the best student of Criminal Justice Clinic
Greenfield Trial Practice Award	Substantial monetary awards to help defray the cost of student loans are given to several students in the Criminal Justice Clinic who have accepted jobs as prosecutors and as public defenders.
The Nelson T. Hartson Memorial Award	Best in the JD program on the basis of scholastic achievement, economic need, or a combination of the two factors.
Deborah K. Hauger Memorial Fellowship Fund	Awarded to a graduate to facilitate the study of issues in international affairs, specifically in the realm of peacekeeping in developing nations.
Kirby S. Howlett III Memorial Award	Awarded to a recent graduate who has participated in the Criminal or Juvenile Justice Clinics, accrued student loans while attending the Law Center and upon graduation accepts employment at a public defenders office.
Howrey & Simon Award for Excellence in Trial Advocacy	Dedication to Mock Trial Program .
The International Academy of Trial Lawyers' Award	Awarded to trial clinic students in advocacy.
The Juvenile Justice Clinic Public Service Award	Awarded to a graduating clinic student who has accepted a job providing service to the community.
The Kappa Beta Pi Prize	Highest academic average after first year.
The Milton A. Kaufman Prize	Best work for the year on the Georgetown Law Journal.
The Charles A. Keigwin Award	Best overall academic record after first year.
John F. Kennedy Labor Law Award	Best overall performance in Labor Law.
The Leahy Moot Court Competition	Winner of Leahy Moot Court Competition.
The Francis E. Lucey, S.J. Award	Highest academic average in law school career.
Highest academic average in law school career.	Best seminar paper for each designated seminar.
The George Brent Mickum III Prize	Highest academic average in first year courses.
The Saint Thomas More Award	Awarded to top three authors for their outstanding work on the Georgetown Journal of Legal Ethics.

National Association of Women Lawyers Award	Academic excellence for advancement of women in society.
Vincent G. Panati Memorial Award	Best-combined scholastic record in the courses in Criminal Justice.
Bettina E. Pruckmayr Memorial Award	Commitment to human rights.
The Leon Robbin Patent Award	Awarded annually to the graduating student who has done the best work in the field of patent law at the Law Center.
The Sewall Key Prize	Best work in taxation.
The Tamm Memorial Award	Best student writing on the Georgetown Law Journal.
Tutorial Program Award	Outstanding contributions made to the Law Center's academic program.
The Washington Law Reporter Prize	Awarded for the best contribution to the success of the Student Bar Association.
West Publishing Company Outstanding Scholastic Achievement Award	Best scholastic record to the first, second, third, and fourth year law student.

Journals

The American Criminal Law Review is the nation's premier journal of criminal law. The ACLR is the most-cited criminal law review in the nation, and it also ranks among the country's 30 most-cited law reviews of any kind. Recently, ExpressO, an online submission service for legal scholars, ranked the ACLR as the top subject-specific law review in the area of Criminal Law and Procedure. Published four times a year, the ACLR provides timely treatment of significant developments in constitutional and criminal law through articles contributed by leading scholars and practitioners, and through notes authored by the journal's student staff.¹²

The Georgetown Immigration Law Journal is the only student-edited law journal devoted exclusively to the study 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.¹³

Georgetown International Environmental Law Review (GIELR) is published four times a year by students of Law Center. Attempts to confront and resolve global and trans-boundary environmental problems have created the need for a legal forum to provide analyses of these issues. The GIELR was created to meet this need. The mission of the Journal is to explore the impact of gender, sexuality, and race on both the theory and practice of law. GIELR's location in Washington, DC, also facilitates contact with the key domestic and foreign governmental institutions as well as international and environmental practitioners.¹⁴

Georgetown Journal of Gender and the Law is in its sixth year of publication. The mission is to explore the impact of gender, sexuality, and race on both the theory and practice of law. It complements a long tradition of feminist scholarship and advocacy at the Law Center. It seeks to complement the critical work being done by existing feminist journals while expanding inquiries into the intersection between gender, sexuality, and race.¹⁵

Georgetown Journal of International Law formerly known as the journal of Law and Policy in International Business, is the second oldest journal at the Law Center. The journal recently changed its name and expanded its scope to include issues of general international law. It publishes four annual issues that serve as an invaluable resource to scholars, corporate and international bars, and practitioners. It also provides a preeminent educational opportunity for students to gain a greater understanding of a wide range of international topics while working with leading scholars in the field.¹⁶

Georgetown Journal of Law & Public Policy is published bi-annually by students of the Georgetown University Law Center. GJLPP is a scholarly legal journal with a focus on conservative, libertarian, and natural law thought.¹⁷

The Georgetown Journal of Legal Ethics is published by the students of Law Center. There are articles about the ethical implications of an attorney's use of evidence at trial and the relationship between conflicts of interest and behavioral economics. Other recent topics have included the on-going debate about the ethics of campaign speech and the ethical obligations of military lawyers. The GJLE is the third most cited student-run journal at Georgetown and is one of the top cited specialty journals in the country.¹⁸

The Georgetown Journal on Poverty Law and Policy is the nation's premier law journal on poverty issues. The Journal features student research, works from scholars in poverty-related disciplines, and the "voices" of persons living in poverty. In pursuit of distinctive and seminal scholarship, the Journal adopts focus areas for each of three annual issues. The Journal is committed to bringing international attention to these and other issues of substantial importance to society's less advantaged. 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.¹⁹

Georgetown Law Journal, founded in 1912, is one of the oldest and most prestigious in the nation. The Georgetown Law Journal's six annual issues serve as an important forum for the legal community. The Journal publishes articles on timely issues by professors and practitioners, solicits reviews of recent books, coordinates symposia on important topics, and produces thoughtful student notes.²⁰

The Tax Lawyer is published by the Section of Taxation of the American Bar Association with the assistance of the Georgetown University Law Center and its students. It is the only business-centered law journal at Georgetown University Law Center (GULC) and the only student-edited law journal published jointly with the American Bar Association (ABA). It is considered to be one of the nation's most respected tax journal.²¹

Moot Court

The Appellate Advocacy division of the Barristers' Council runs the Law Center's moot court program.

The William E. Leahy Moot Court Competition is open to all Georgetown Law students except first-year day and evening students. Participating students are assigned to either Petitioner's or Respondent's side and provided with all of the materials necessary to submit an appellate brief and argue their case. They argue both "on" and "off" brief as they advance to higher rounds. The preliminary rounds of the Leahy Competition, which are judged by three-to five-person panels of Barristers' Council members, are scored using both the brief scores and the oral argument scores of each competitor. The final round is scored based on oral argument alone, and is judged by prominent local and federal judges.²²

The Beaudry Competition is held each spring in which first-year students compete. It is based on a closed packet. Participating students are assigned to either Petitioner's or Respondent's side and provided with all of the materials necessary to submit an appellate brief and argue their case. They argue both "on" and "off" brief as they advance to higher rounds. The preliminary rounds, which are judged by three- to five-person panels of Barristers' Council members, are scored using both the brief scores and the oral argument scores of each competitor. The final round is scored based on oral argument alone, and is judged by prominent local and federal judges.²³

The Sidley-IIEL WTO Moot Court Competition provides students with a unique opportunity for hands-on experience with the dynamic issues of international trade law that confront government, business and the public. It offers students an opportunity to participate in this

dialogue and to work with the practitioners, government officials, and academics who are directly engaged with such issues.²⁴

The Supreme Court Institute Moot Court Program is a nonpartisan, pro bono service that is provided to the legal community on a first-come, first-served basis. It is the centerpiece of the Supreme Court Institute's public service activities. The practice sessions allow attorneys to prepare for oral arguments before the Court. Approximately 2/3 of all cases heard by the Court are mooted at Georgetown before a panel of "Justices" that includes law faculty and experienced Supreme Court advocates. The new Supreme Court Institute Moot Courtroom at Georgetown University Law Center is designed to evoke the interior of the courtroom used by the Supreme Court of the United States.²⁵

Clinical Programs²⁶

The Law School offers a variety of Clinical programs in different areas of law such as refugees seeking political asylum; adult and juvenile criminal defendants; victims of domestic violence; housing and community development groups; individuals threatened with eviction; children seeking access to adequate special and regular education; groups or individuals seeking to remedy civil rights violations or protect the environment; and organizations seeking legislative and regulatory reform on a variety of issues in the United States and abroad.

- Appellate Litigation Clinic
- Center for Applied Legal Studies
- Criminal Justice Clinic
- D.C. Law Students in Court
- D.C. Street Law Program
- Domestic Violence Clinic
- Federal Legislation Clinic
- Harrison Institute for Public Law Housing and Community Development Clinic
- Harrison Institute for Public Law Policy Clinic
- Institute for Public Representation
- International Women's Human Rights Clinic
- Juvenile Justice Clinic

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)²⁷

Private sector (25th-75th percentile)	\$125,000 - \$150,000
Median in the private sector	\$125,000
Median in Public service	\$48,947

Employment Details²⁸

Graduates known to be employed at graduation	90.0%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	98.2%

Practice Areas²⁹

Graduates Employed at	Percentage (%)
Law firms	61%
Business/industry(legal)	1%
Business/industry (non legal)	4%
Government	7%
Public interest	5%
Judicial clerkship	9%
Academia	2%
Unknown	11%

Externships³⁰

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.

Students will receive two credits that will be graded on a pass/fail basis. Students may participate in only one externship during law school and the externship credits are counted toward the six credit limit on pass/fail courses.

Externships are permitted in government, judicial, public interest and non-profit entities with supervision by an attorney. Students may not receive payment from the externship.

The externship program approved by the faculty is limited to 60 participants each semester. A student must submit a notification of placement form and a signed supervision agreement form to the Office of the Registrar in order to enroll.

Student Organizations³¹

The Office of Student Affairs coordinates the activities of approximately fifty student organizations that represent a wide range of academic, political, ethnic, religious, community service, and artistic interests.

These organizations are:

- Student Bar Association
- La Alianza del Derecho
- AIDS Law Movement
- Alternative Dispute Resolution Society
- American Bar Association
- American Constitution Society for Law and Policy, Georgetown Law Chapter
- American-Japanese Law Students Alliance
- Amnesty International
- Arab Law Students Association
- Asian Pacific American Law Students Association
- Association of Cuban American Law Students
- Beer Appreciation Society for International Camaraderie
- Black Law Students Association
- Bridge Club
- Bright Line
- Caribbean Law Students Association
- Catholic Forum
- Chinese Development Forum
- Christian Legal Society
- Citywide Italian-American Advocates Organization at Georgetown Law-CIAO
- Committee on National Security
- Criminal Justice Association
- Delta Theta Phi
- Entrepreneurial Law Society
- Environmental Law Society
- Equal Justice Foundation
- Evasive Maneuvers
- Evening Student Association
- Federalist Society
- Foreign Lawyers at Georgetown
- Friends of the Transfer Student
- Georgetown Bowling Club
- Georgetown Chess Club
- Georgetown Corporate Law Association
- Georgetown Gilbert & Sullivan Society
- Georgetown Golf Club
- Georgetown Jewish Law Students Association
- Georgetown Law Democrats
- Georgetown Law Friends of Liberty
- Georgetown Law Oral Advocacy Society
- Georgetown Outreach

- Georgetown Securities Law Forum
- Georgetown Softball Club
- Georgetown Sports & Entertainment Law Society
- Georgetown Student Animal Legal Defense Fund
- Georgetown Youth Advocacy Group
- GULC Military Law Society
- GULC Wine Tasters
- Habitat for Humanity
- Hoya Lawya Runners
- Hoyas for Health
- Innocence Project
- J. Reuben Clark Law Society
- James Scott Brown Society for International Law
- Korean American Law Students Alliance
- Law Students Against Tobacco Indoors
- LL.M. Tax Council
- Local Cuisine Coalition
- Minorities for the Public Interest
- Moral Hazard
- Motorcycle Enthusiasts League of Georgetown
- Muslim Law Students Association
- National Lawyers Guild
- Outlaw
- Phi Alpha Delta
- Phi Delta Phi
- Player's Club
- Progressive Alliance for Life
- Republican National Lawyers Association
- Society of Law, Health & Bioethics
- South Asian Law Students Association
- Space Law
- Student Intellectual Property Law Association
- Students Against the Death Penalty
- Students for a Sensible Drug Policy
- Turkish Law Society at Georgetown
- Women of Color Collective
- Women's Legal Alliance

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RANK

15

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<http://www.law.ucla.edu>**An Overview¹**

Founded in 1949, UCLA School of Law is the youngest top law school in the nation. It is one of four law schools in the top twenty to offer a degree concentration in Business Law and Policy. It is the school in the nation to offer a degree concentration in Critical Race Studies and has one of the best Programs in Public Interest Law and Policy of any school across the country.

UCLA's clinics were the first in the nation to teach students systematically about the link between theory and practical skills. This commitment to integrating theory and practice continues today in the extraordinary array of simulated transaction courses and live-client clinics covering the waterfront of practice areas from mergers and acquisitions to workers' rights and environmental law. UCLA also has been in the forefront of efforts to link research to what goes on outside the ivory tower.

Beginning in the 1990s, UCLA School of Law created policy centers that enabled the best minds to gather together and focus on policy and legal issues free of partisan influence and ideological biases. UCLA School of Law is proud to lay claim to three such institutions, including The Williams Project on Sexual Orientation Law, the ERG, and the Environmental Law Center, which meet the highest standards of knowledge production. They provide invaluable information for legislators, the judiciary, and the public; and provide critical training for the legal community, students, and tomorrow's academic and political leaders.

Student-Faculty Ratio²

11.8:1

Admission Criteria³

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	162-169	3.51-3.82
Median*	166	3.67

*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 Statistics⁴

Fall 2005 admission statistics:

Approximate number of applications	6,319
Number accepted	1,015
Percentage accepted	16.1%

Class Ranking and Grades

To ensure fairness in final course grades, the Law School uses an anonymous grading system.

Grades / Point Ranges

A+	4.3 (extraordinary performance)
A	4.0 - 4.29
A-	3.7 - 3.99
B+	3.3 - 3.69
B	3.0 - 3.29
B-	2.7 - 2.99
C+	2.3 - 2.69
C	2.0 - 2.29
C-	1.7 - 1.99
D+	1.3 - 1.69
D	1.0 - 1.29
F	0 -.99

Students may report their grade point averages on their resumes using either a letter grade or the appropriate numerical calculation. For example, a student with a 3.699 may report his or her grade point average as a 3.699, a 3.69 or a B+. Students are not permitted to “round-up” in reporting their averages. Accordingly, for example, a student would not be permitted to report an A- average unless she had at least a 3.7 numerical average.

Although UCLA does not rank individual students, for purposes of comparison, during the 2003-2004 academic year approximately 10% of the class of 2005 earned a cumulative grade point average at or above 3.683 and approximately 10% of the class of 2006 earned a cumulative grade point average at or above 3.658.

Class Rank⁵

Until 1970, the School of Law ranked its graduates according to their final, cumulative grade point averages. Since that time, it has been the policy of the School of Law not to rank its student body. The only exceptions are (1) at the end of each academic year the top 10 students in the second and third year classes are ranked; and (2) students in the top 10 percent of each graduating class are invited to join the Order of the Coif.

Grade Normalization (Curve)⁶

All first year courses and all upper division lecture courses with an enrollment of forty students or more are subject to the following mandatory curve:

First Year Courses	Letter Grades	Upper Division Courses with 40 or more
25% - 29% – Target 27%	A+ to A-	23% - 27% – Target 25%
41% - 52%	B+ to B	50% - 60%
18% - 22% – Target 20%	B-	17% - 23% – Target 20%
5% - 8%	C+ or below†	Not mandatory

† Contrary to popular rumor, an instructor does not need to “petition” to give a grade below “C-”; such grades must, however, fall into the 20% “C+ or below” range.

Upper division courses with enrollments of less than 40: With the exception of seminars and clinicals with enrollments of 14 or below, the median grade shall not exceed (but may be lower than) “B+.” For seminars and clinicals with enrollments of 14 or below, there are no grading constraints. An instructor seeking to deviate from the curve must obtain the approval of an Associate Dean.

Honors⁷

Order of the Coif	Top 10%	GPA required 3.7	Number of students 30
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Awards⁸

Various prizes, awards, and scholarships are awarded to students. With the exception of those awards with specific requirements, a general scholarship application is submitted by the students and application is submitted by the students and the selection is determined by the scholarship committee.

Journals

UCLA Law Review, which is published 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.⁹

The Asian Pacific American Law Journal (APALJ) established in 1991, APALJ is dedicated entirely to Asian Pacific American issues. APALJ is one of only two law journals in the nation that focuses exclusively on the legal issues affecting APA communities. Run by students at the UCLA School of Law, the Journal seeks to facilitate discourse on issues affecting South Asian, Southeast Asian, East Asian, and Pacific Islander communities in the United States. It addresses the legal, social, and political issues facing the Asian-American and Pacific Islands community. The Journal welcomes membership by all students.¹⁰

The Chicano/Latino Law Review one of a few legal journals in the country devoted to scholarly analysis of issues relevant to Chicano and other Spanish-speaking communities. It publishes articles by judges, lawyers, and scholars that provide new perspectives on the legal problems of the Latino community. Over the last 30 years, the Chicano-Latino Law Review has provided an essential forum for the discussion of central issues affecting the Latino community that the “mainstream” journals continue to ignore. Since 1972, the Review has established a reputation for publishing strong scholarly work on affirmative action and education, Spanish and Mexican land grants, environmental justice, language rights, and immigration reform.¹¹

The Entertainment Law Review is an international law journal, published biannually, 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.¹²

The National Black Law Journal was the first of its kind in the country and has been committed to scholarly discourse exploring the intersection of race and the law for 35 years. Started in 1970 by 5 African-American law students and 2 African-American law professors the Journal 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 has a commitment to publish articles that inspire new thought, explore new alternatives, and contribute to current jurisprudential stances.¹³

The UCLA Journal of Environmental Law and Policy offers diverse perspectives on a single topic of current environmental interest, such as toxic waste disposal or 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. The Journal features articles by practicing attorneys, judges, and legal scholars. The Journal also actively solicits student-written comments.¹⁴

The UCLA 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.¹⁵

The UCLA Journal of Islamic and Near Eastern Law was first published in 2001 and is the first biannual journal in the United States dedicated to this area of study. 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.¹⁶

The UCLA Journal of Law & Technology has produced an online journal since 1996, 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.¹⁷

The UCLA Pacific Basin Law Journal is the 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. It is a student-run publication that focuses on international and comparative law issues concerning the nations located along the Pacific Rim, including Asia, Central and South Americas, as well as the islands in between.¹⁸

The UCLA Women's Law Journal, published biannually since 1989, provides a forum for feminist legal scholarship written by academics and students. It is an academic legal journal that uses the power of language to educate people and make women's voices heard. Among its past noteworthy contributors are Catherine MacKinnon, Mary Daly, Frances Olsen, and William Rubenstein.¹⁹

Indigenous Peoples' Journal of Law Culture & Resistance is the School of Law's newest journal. This innovative and interdisciplinary legal journal will focus on the relationship between indigenous peoples and legal systems.²⁰

The Dukeminier Awards: Best Sexual Orientation Law Review publishes articles each year, the Dukeminier Awards staff and faculty advisory board identifies the best articles on sexual orientation law and public policy from law reviews around the country and reprints these articles in a prize journal. The Dukeminier Awards also publishes original articles written by law students, which are chosen as part of a national writing competition.²¹

Moot Court

The UCLA Moot Court 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.²²

The Roscoe Pound Tournament is the final internal competition in the UCLA Law School Moot Court Program. First, the top two oral advocates from each side on each issue (eight in all) are chosen from among the Spring Honors Competition. These eight argue before distinguished members of the California and Federal bench in the Semi-Finals Round. The top four oral advocates on each side of each issue advance to the finals to argue before a panel of distinguished jurists from around the country.²³

External Competition:²⁴

The Jessup International Moot Court Competition

The National Moot Court Competition

The ABA Moot Court Competition

The UCLA State Team

Clinical Programs²⁵

The UCLA School of Law Clinical Program is widely regarded as one of the strongest in the nation. Every first-year student is required to take a foundational legal skills course, and more than half of the second- and third-year students elect to take one or more of the twenty or so upper-division clinical course offerings. Students can choose among a variety of live-client clinics (in which they represent actual clients) and sophisticated simulation-based courses. The live-client clinics expose students to public interest legal practice by providing meaningful legal assistance to members of under-represented groups such as low income children, low-wage workers and Native American tribes.

The school offers following clinical programs:²⁶

- Appellate Advocacy Clinic
- Complex Litigation: Depositions and Discovery Clinic
- Educational Advocacy
- Frank G. Wells Environmental Law Clinic
- Low-Wage Worker Advocacy Clinic
- Community Economic Development Clinic
- The Mediation Clinic
- Public Policy Advocacy
- Street Law
- Tribal Legal Development Clinic
- Trial Advocacy Clinic

Transactional Clinical Offerings²⁷

Although the UCLA Clinical Program is based on the premise that lawyering skills are transferable across substantive practice areas, effective training for students who seek a transactional career requires additional specialized training focused on that practice. In response to this reality and as part of the corporate law specialization, the UCLA School of Law has developed an impressive and growing range of sophisticated transactional clinical courses. For example, students can learn how to finance a start-up company, sell a private company, advise a community-based organization engaged in economic development projects, or manage a myriad of environmental issues that arise when selling a business.

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time) ²⁸

Private sector (25th-75th percentile)	\$75,000 - \$125,000
Median in the private sector	\$125,000
Median in Public service	\$52,261

Employment Details²⁹

Graduates known to be employed at graduation	93.3%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	99.7%

Practice Areas³⁰

Graduates Employed at	Percentage (%)
Law firms	72%
Business/industry(legal)	2%
Business/industry (non legal)	2%
Government	6%
Public interest	7%
Judicial clerkship	9%
Academia	2%
Unknown	0%

Externships³¹

The Externship Program is open to third-year law students in the Fall Semester and second-year law students in the Spring Semester. Students interested in externing must attend an Externship Program information session at the beginning of the semester before their externship semester. Provided that a student has completed all the paperwork and received approval for their externship, the Records Office will process their enrollment into the externship course. Students participating in the Extern Program receive a small reduction in the Materials Fee (one of the mandatory Registration Fees) that will be credited to the student BAR account. The clinical portion of the externship is graded on a P/U/NC basis and yields 11 units of credit. In addition, students will earn two units of graded credits. Judicial externs will earn this credit upon successful completion of course Law 450A, Advanced Judicial Process, to be taught at the law school during the course of the externship. Agency externs will earn the two units of graded credit upon successful completion of a research paper to be submitted to the supervising faculty sponsor.

Student Organizations³²

- American Constitution Society of Los Angeles
- American Constitution Society for Law and Policy (ACS)
- Asian/Pacific Islander Law Students Association
- Black Law Students Association
- Business Law Association
- Christian Legal Society
- Democratic Law Students Association
- Disability Law Society
- El Centro Legal Clinics
- Entertainment Law Association
- Federalist Society
- Immigration Law Society
- International Law Society
- Jewish Law Students Association
- La Raza Law Student Association

- Lesbian Bisexual Gay Transgender Alliance
- Moot Court Honors Program
- National Lawyers Guild
- Native American Law Students Association
- Near Eastern Legal Society
- Older Wiser Law Students
- Phi Delta Phi
- Public Interest Law Fund
- Speaking Truth To Power
- Sports Law Federation
- St. Thomas More Society
- Student Bar Association
- UCLA Trial Lawyers' Association
- UCLAW Veterans Society
- Women's Law Union
- Workers Justice Project

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An Overview

Founded in 1883, The University of Texas School of Law is one of the oldest law schools in the nation. With an enrollment of 1400 J.D. degree candidates, the University of Texas School of Law is also one of the nation's largest law schools. In addition, the Law School offers a Master of Laws (LL.M.) program for graduates of foreign law schools, and another for American lawyers who want a specialized degree in various areas of law. UT Law offers a large number of elective courses and seminars of varying class sizes, with some classes having as few as seven students. Students have advantage of the diverse opportunities for study abroad through exchanges or internships.¹

The Tarlton Law Library of Law School is the seventh-largest academic law library in the United States and the finest legal research center in the Southwest. It houses working collections from many other countries, with special strength in primary legal materials from Latin America and Western European nations, as well as a full depository for European Union documents and United Nations publications.²

The University of Texas is a national school. Legal positions with government, public service organizations, leading corporations, and law firms, throughout Texas, the nation, and the world, are available to its graduates³

Student-Faculty Ratio⁴

16.7:1

Admission Criteria⁵

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	161-168	3.41 – 3.83
Median*	165	3.62

*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 Statistics⁶

Fall 2005 admission statistics:

Approximate number of applications	5,442
Number accepted	1,017
Percentage accepted	18.7%

Class Ranking and Grades

It is the policy of The University of Texas School of Law not to rank its students on the basis of academic standing. Therefore, students may not estimate class standing or indicate a percentile ranking on their resumes, cover letters or application materials. Students who list their actual GPAs must report the grade to two decimal points. A letter average may be used in lieu of a numerical GPA.⁷

The University of Texas School of Law uses a letter grading system for evaluating classroom performance. Grades range from A+ to F. Passing a course requires a grade of D, and a student must maintain a 1.90 (C=2.00, D=1.70) average to graduate. The following letter grades are assigned in the School of Law.⁸

A+	4.30
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
D	1.70
F	1.30

Grade Normalization (Curve)

The School of Law uses an alpha system to evaluate its students' academic achievement.

Following is the faculty policy on grades

Mean Grade Requirement; Grounds for Exception

The expected mean grade in all courses other than seminars shall be 3.30. The Law School shall not record grades for a class in which the mean is more than .05 above or below the expected mean grade (i.e., between 3.25 and 3.35), unless the professor requests an exception and submits adequate justification to the Associate Dean for Academic Affairs. Such justifications shall include: (1) that the class has twenty or fewer students and the expected mean is not appropriate because of the method of evaluation or the distribution of raw data; or (2) other truly exceptional reasons.

Distribution of Grades

Mandatory Distribution of Grades in First-Year Large Sections:

30 to 40% of grades must be A+, A, or A-;

at least 5% of grades must be C+, C, D, or F.

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-;

about 10% of grades should be C+, C, D, or F.

A maximum of 6% A+ grades (rounded up to the next whole number) may be awarded in classes other than seminars

Exemption for Seminars: The rules established above do not apply to seminars. But even in seminars, there should be a distribution of grades from A+ to B or below. A maximum of 15% A+ grades (rounded up to the next whole number) may be awarded in seminars

Treatment of First-Year Students in Upper-Class Courses and Non-J.D. Candidates: 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. If a class includes students who are not J.D. candidates, and if those students are graded in a way that does not place them in direct competition with J.D. candidates, then in calculating the mean grade, the grades of those students shall be disregarded.⁹

The Dean and the Faculty Committee on Grades have approved for release the following grade percentiles for students completing the first and second year of study, respectively, as of May 2006:¹⁰

2Ls (Class of 2008)	3Ls (Class of 2007)*
Top 25% 3.63	Top 25% 3.61
Top 50% 3.35	Top 50% 3.41

**The Class of 2007 includes those students planning to graduate in December 2006, May 2007, or August 2007.

Honors¹¹

Graduation Honors	% of class receiving	GPA required	Number of students
Order of the Coif	10%	3.77	58
<i>summa cum laude</i>	0.5%	4.05	3
<i>magna cum laude</i>	0.5%	3.85	29
<i>cum laude</i>	36%	3.35	228

Awards¹²

Name of the award	Recipient
The Niemann Cup	Best advocate in the graduating class.
The National Order of Barristers' Awards	Top ten advocates in the graduating class.
The Judge Quentin Keith Endowed Presidential Scholarship	Awarded to a second-year BOA member for excellence in trial and appellate advocacy.
The Stanley P. & Claudie P. Wilson Endowed Presidential Scholarship	Awarded to a second-year BOA member for excellence in trial and appellate advocacy.
The Scott, Douglass & McConnico Litigation Award	Awarded to a second-year BOA member who has a B+ (3.3) grade point average or higher, and who has been either (1) a member of an interscholastic mock trial team, OR (2) a semi-finalist in an intramural mock trial.

Journals

Texas Law Review: Founded in 1922, the Review is a national and international leader in legal scholarship and is edited and published entirely by students at the University of Texas School of Law. The students publish seven issues per year.¹³

American Journal of Criminal Law strives to promote and encourage improvement in the administration of criminal justice. The Journal is one of the top student-edited legal journals in the nation devoted to exploring current issues in criminal law. The Journal is published three times a year and is one of the largest circulating journals at the University of Texas School of Law. Each issue contains articles by law school faculty, members of the judiciary, and practicing attorneys, as well as a significant amount of student work written by Journal members.¹⁴

Texas Environmental Law Journal has been published by law students since 1990 in association with the Environmental and Natural Resources Law Section of the State Bar of Texas. Published quarterly, 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.¹⁵

Texas Hispanic Journal of Law and Policy is designed to provide better legal representation to the Hispanic Community by providing to practitioners and scholars information concerning issues important to Hispanics. The Journal publishes articles on a variety of issues, including without limitation, freedom of speech, affirmative action, immigration, voting, hate crimes, criminal procedure, the death penalty, discrimination, education, employment and labor law, NAFTA, communications, AIDS, law practice and other professions, the environment, international trade, Mexican law, taxation, health care, and business.¹⁶

Texas Intellectual Property Law Journal is dedicated to all aspects of intellectual property law on the national and the state level. The Journal focuses on issues of interest to academics and practitioners on topics such as patents, copyrights, trademarks, entertainment law, and unfair competition. Articles and notes

are written by scholars, practitioners, and students. The Journal is managed and edited by students and is published three times a year. Their primary focus centers on providing significant and innovative contributions to U.S. intellectual property law.¹⁷

Texas International Law Journal is the fourth oldest international law journal in the country. For over four decades, TILJ has earned acclaim and recognition as one of the top international/specialty journals in the nation, and its prestige reflects the outstanding effort and dedication of over 70 students at the University of Texas School of Law. Student editors develop and cultivate a substantive interest in the field of international law.¹⁸

The Texas Journal of Oil, Gas, and Energy Law (TJOGEL) is the newest journal 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. The Journal was formally created, and endorsed by the Dean in the summer of 2005, and completed its first year of operation with a staff of 63 UT Law students dedicated to making the Journal a success.¹⁹

Texas Journal of Women and the Law is an innovative, student-edited journal dedicated to publishing legal scholarship to explore cultural, racial, and socio-economic factors affecting women. They celebrate the legal, social, and political advances made by women's advocates and enhance the relationship between theoretical and practical perspectives by promoting discourse on gender and the law issues, and seek to enrich the dialogue between the sexes by cultivating interdisciplinary discussions and encouraging the affirmation of differences. TJWL is staffed entirely by law students and publishes twice a year.²⁰

The Texas Review of Entertainment and Sports Law was founded in 1997 by law students committed to publishing the best available scholarship on legal issues that affect the entertainment and sports industries. Among the areas covered by the Journal are copyright, labor-management relations, antitrust, and corporate affairs.²¹

Texas Review of Law & Politics has as its mission is to be the prime forum for the discussion and debate of contemporary social issues, including crime, federalism, affirmative action, constitutional history, and religious liberties. The REVIEW publishes thoughtful and intellectually rigorous conservative articles--articles that traditional law reviews often fail to publish--to serve as blueprints for constructive legal reform.²²

The Review of Litigation was established in 1980 at The University of Texas School of Law, The Review of Litigation is a student-managed publication of national scope devoted to the process of litigation. The Review balances the interests of academia with pragmatic issues important to practicing attorneys and judges, canvassing topics related to procedure, evidence, trial and appellate advocacy, and often-litigated substantive law. The Review annually publishes three issues.²³

Texas Journal on Civil Liberties & Civil Rights was founded in 1992 when a group of law students who gathered to discuss the state of rights and liberties in America became aware that there was a dearth of information available to those interested in this critical area at the intersection of law, politics, and society. The Journal seeks to fill this void by providing articles written by judges, lawyers, professors, and students that not only inform the reader of the status of civil rights but analyze the issues as well. It also accepts submissions for book reviews and developing law summaries.²⁴

Moot Court²⁵

The University of Texas School of Law established in honor of “Judge John R. Brown Admiralty Moot Court Competition,” an interscholastic appellate advocacy competition.

Clinical Programs²⁶

The Law School has an extensive clinical education program that provides opportunities for students to integrate substantive law, theory, strategy, and skills by working on legal issues in real world settings. The goal of these experience-based clinical courses is to build a bridge between the classroom and the practice of law. There are thirteen clinics covering a range of legal issues, and seven internship courses in non-profit organizations, the legislature, government agencies, and courts. The school provides the following clinics:

- Actual Innocence Clinic
- Capital Punishment Clinic
- Children's Rights Clinic
- Community Development Clinic
- Criminal Defense Clinic
- Domestic Violence Clinic
- Environmental Law Clinic
- Housing Law Clinic
- Immigration Law Clinic
- Juvenile Justice Clinic
- Mediation Clinic
- Mental Health Clinic
- Transnational Worker Rights Clinic

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time) ²⁷

Private sector (25th-75th percentile)	\$100,000 - \$120,000
Median in the private sector	\$110,000
Median in Public service	\$47,000

Employment Details²⁸

Graduates known to be employed at graduation	94.5%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	97.6%

Practice Areas²⁹

Graduates Employed at	Percentage (%)
Law firms	61%
Business/industry(legal)	4%
Business/industry (non legal)	3%
Government	11%
Public interest	5%
Judicial clerkship	13%
Academia	1%
Unknown	2%

Student Organizations³⁰

- Action Committee for Career Services
- American Constitution Society
- Asian Law Students Association
- Assault & Flattery
- Austin Young Lawyers Assoc - Student Chap.
- ABA Law Students Division
- Benjamin Cardozo Jewish Legal Society
- Board of Advocates
- Bradford Society
- Cabinet of College Councils Representative
- Cadena Society
- Chicano/Hispanic Law Students Association
- Christian Legal Society
- Delta Theta Phi Law Fraternity, International
- Environmental Law Society
- Graduate Student Assembly
- Green Society
- Hargrave Society
- Hodges Society
- Human Rights Law Society
- Intellectual Property Law Society
- Law Mentors
- Legal Research Board
- LDS Law Students Association
- McCormick Society
- National Lawyers Guild
- Order of the Coif
- OUTLaw (LBGTS Alliance)
- Phi Alpha Delta Law Fraternity International
- Phi Delta Phi International Legal Fraternity

- Public Interest Law Association
- Rio Grande Valley Legal Network
- Samsara Yoga Club
- Sheffield Society
- Street Law
- Student Animal Legal Defense Fund
- Student Bar Association
- Student Government - SBA
- Student Recruitment & Orientation Committee
- Survivor Support Network
- Sutton Society
- SBOT Disability Issues UT Chapter
- Texas Federalist Society
- Texas Law Bachelor Society
- Texas Law Democrats
- Texas Law Fellowships
- Texas Law Republicans
- Texas Law Writers League
- Texas Technology, Science & Law Assoc.
- Thurgood Marshall Legal Society
- Volunteer Dude
- Women's Law Caucus
- Women's Roundtable

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An Overview

One of the most prominent law schools in the country, USC Law offers a forward-looking, interdisciplinary legal education guided by nationally renowned professors and informed by the diversity of a friendly and collegial student body. Located in the nation's second largest city, one of the largest and most dynamic in the world, the school offers myriad opportunities to apply the law to real-world problems through partnerships with some of the world's leading companies and law firms. Through interdisciplinary academic training and practical application of skills, students acquire the experience necessary to succeed as leaders in a global environment.¹

Through a wide range of academic programs, USC Law serves the community, sponsors cutting-edge research, provides hands-on learning opportunities to students, and offers timely continuing education programs for professionals. Its interdisciplinary focus stresses the interconnections among law and other areas, from economics and history to public policy and health care.²

USC is known for its diverse student body, its leadership in clinical education, and its tight-knit alumni network composed of national leaders in the legal profession, business, and the public sector.³

USC Law is the most diverse of the nation's top law schools. Half of the school's students come from outside California, and nearly 40 percent identify themselves as racial and ethnic minorities. Fifty percent of students are women.⁴

Student-Faculty Ratio⁵

13 : 1

Admission Criteria⁶

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	164-167	3.51-3.78
Median*	166	3.65

*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 Statistics⁷

Fall 2005 admission statistics:

Approximate number of applications	7,075
Number accepted	1,438
Percentage accepted	20.3%

Ranking and Grading System⁸

The grading system uses both numbers and letters. Grades range from 1.9 to 4.4 with letter-grade equivalents ranging from F to A+. 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.

Each number-grade on the new system has a letter-grade equivalent. The grading scale includes the following number grades and letter-grade equivalents:

Equivalent Letter Grade	Numerical Grade
A+	4.1 - 4.4
A	3.8 - 4.0
A-	3.5 - 3.7
B+	3.3 - 3.4
B	3.0 - 3.2
B-	2.7 - 2.9
C+	2.5 - 2.6
C	2.4
D	2.0 - 2.3
F	1.9

CR/D/F Grading Options

Most courses at USC Law are graded numerically. Courses which are not graded numerically are graded on a CR/D/F basis. Grades under the CR/D/F option will be entered as

CR	Passing and satisfactory, 2.3
D	Passing but not satisfactory, 1.9
F	Failing

Grade "D" would indicate a student who does unsatisfactory work in the course or who does not complete the requirements of the course.

Graduation Requirements and the CR/D/F Option

To graduate, a law student must successfully complete at least thirty-five (35) units in numerically graded courses taken at USC Law, after completing the first year curriculum. After completing the first year curriculum, a student may take up to eight (8) units on the optional CR/D/F basis from among courses otherwise graded in the normal manner but for which the instructor has authorized this option.⁹

Grade Normalization (Curve)

In order to achieve fairness and consistency, grades in all courses are “normalized,” which means that the average and the distribution of grades are controlled, following the Law School’s historic grading patterns.

Normal Spread Constraints

For all upper-division courses regardless of size of the class, at least 50% of the grades must be within a range of plus or minus .5 from the median, and at least 85% of the grades must be within a range of plus or minus 1 point from the median. The median grade for upper-division courses is the average of the cumulative grade point averages for the students enrolled in the class (and taking the class for a numerical grade). In classes, with 1-10 students, grades are valid if:

- i. the median grade or the grade immediately above or below it, is within 0.2 points of the average GPA of students enrolled in the class for a grade, and no student at or below the median receives a grade higher than a 3.7
- ii. The average grade assigned is within .4 points of the mean GPA of students enrolled in the class for a grade.

Grade Distribution¹⁰

The charts below display the distribution of grades produced by a computer program for a course with 100 students and a 3.2 median. The percentages displayed indicate the likelihood of receiving particular grades.

Normal Distribution of Grades for a Class of 100 Students with a Median of 3.2

3.3Grades Assigned3.4	Probability of Receiving that Grade or Lower Grade	Probability of Receiving Exactly that Grade
2.0	0.2%	0.2%
2.1	0.4%	0.2%
2.2	0.7%	0.4%
2.3	1.5%	0.7%
2.4	3%	1%
2.5	5%	2%
2.6	8%	3%
2.7	12%	5%
2.8	18%	6%
2.9	26%	8%
3.0	35%	9%
3.1	45%	10%

3.2	55%	10%
3.3	65%	10%
3.4	74%	9%
3.5	82%	8%
3.6	88%	6%
3.7	92%	5%
3.8	95%	3%
3.9	97%	2%
4.0	98%	1%
4.1	99%	0.7%
4.2	99%	0.4%
4.3	99%	0.2%
4.4	100%	0.2%

Participation Points

Faculty may assign points to students to reflect commendable class participation. In most instances, instructors awarding participation points have assigned from .1 to .3 points; it is very rare for more than .3 points to be given for participation.

Relief Points

In all first-year courses, the Registrar provides the instructor with a list showing the distribution of the grades for review before the grades are considered final. At that time, the instructor may make "relief point" adjustments in the grades to bring them into line with the performance of students in the course. These "relief points" are especially intended to permit adjusting the tail-ends of the distribution when the computer program has raised or lowered those grades in a way that does not accurately reflect the instructor's assessment of the best and the worst examinations.

Extra Credit

Law school courses are graded on a strict curve (normalization) and assignments referred to as "extra credit" are in effect "optional". Since students' grades are assigned in relation to the grades of other students, if one student completes an "extra credit" assignment, that "extra credit" may result in lowering another student's grade. Therefore, assignments referred to as "extra credit" are optional--but the grades of students who do not complete them may be lowered as a result.

Honors¹¹

Order of the Coif	Top 10%
<i>summa cum laude</i>	
<i>magna cum laude</i>	
<i>cum laude</i>	

Awards¹²

Name of the award	Recipient
American Board of Trial Advocates Award	Best third-year student in preparation for trial practice of the law
American Jurisprudence Awards	Highest grade in particular classes.
E. Avery Crary Award	Awarded to the four finalists in the Hale Moot Court Honors competition.
Deloitte & Touche Foundation Award	Highest grade in Corporate Taxation.
Federal Bar Association Judge Barry Russell Award	Best student in the Federal Courts course.
Warren J. Ferguson Award	Best essay on a social justice topic such as labor, poverty, criminal justice, civil rights, or discrimination based on race, gender, or sexual orientation.
Carl Mason Franklin Award in International Law	Best paper in international law.
James C. Holbrook Award	Significant contribution to the <i>Southern California Law Review</i>
The Irmas Fellowship	Awarded to assist recent Law School graduates beginning careers in public interest law.
Gerald G. and Sally D. Kelly Prize	Highest scholarship during his or her second year of law study.
Peter D. Knecht Memorial Award	Excellence in contract and entertainment law.
Law Alumni Award	Highest academic average in scholarship.
Justice Malcolm Lucas Award	Highest GPA in the first year of study.
Alfred I. Mellenthin Award	Highest GPA after two years of law study.
Miller-Johnson Equal Justice Award	Awarded to student or students for commitment to civil and social justice while at USC Law.
Justin Miller Award	Best paper in freedom of information and public broadcasting.
Judge Dorothy W. Nelson Justice Award	Contribution to the improvement of the administration of justice.
Edward S. and Eleanor J. Shattuck Awards	Awarded to the student or students who are judged by the faculty to exhibit the greatest potential for becoming outstanding members of the bar.
The Norma Zarky Memorial Writing Award	Excellence in entertainment law.

Journals

The Southern California Law Review, in existence since 1927, is a student-run organization that publishes one volume produced as six separate issues over the course of each year. The Law Review strives to publish articles of high caliber that advance legal scholarship and thereby aid in the resolution of contemporary legal problems, to foster a sense of intellectual

community and professional camaraderie among members of the Law Review and the faculty of the law school, and finally, to train students in the methods of legal analysis and writing.¹³

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 not from the perspective of traditional legal scholarship, but rather by challenging traditional legal scholarship through the perspectives of disciplines upon which the law is premised. As a result, it provides a framework upon which the future of the law must grow.¹⁴

The Southern California Review of Law and Social Justice promotes the discussion and examination of issues lying at the intersection of gender, social justice and the law. It contains legal narrative and analyses of case law and legislation in order to promote a greater understanding of the law's interaction with gender, effect on historically stigmatized groups, and potential as an instrument of positive social change. This analysis may borrow from the perspective of many disciplines, including history, sociology, psychology, theology, political science, and literature. The journal's goal is to influence the development of the law in ways that encourage full and equal participation of all people in the political, social, civic, and economic life of our country.¹⁵

Moot Court¹⁶

The Hale Moot Court Honors Program, in existence since 1948, provides students with an opportunity to develop written and oral appellate advocacy skills. During the first year, each student writes an appellate brief and presents an oral argument before panels of student judges. On the basis of their written and oral performance, a selected number of students are invited to participate in the second year Hale Moot Court Competition. During the Hale competition, students write an appellate brief, attend an oral advocacy clinic, participate in video-taped practice rounds and present their arguments before panels of judges from state and federal courts, practicing attorneys and faculty members. The Hale competition culminates with a final round of argument before a panel of distinguished judges. Winners of the Hale competition represent USC Law in national and state competitions in their third year. The entire program is administered by third year students. The Hale Moot Court program is an honors program.

Clinical Programs

USC Law offers two types of clinical training: classroom courses that include simulated exercises, and supervised casework with actual clients. It offers the following clinical programs:

Children's Legal Issues Clinic

Through USC's Children's Legal Issues Clinic, law students assist clients with a range of civil cases involving children. Throughout this two semester course, the clinic represents children and their interests in such legal and administrative proceedings as guardianships for abused and neglected children, adoptions of foster children by their foster parents, and special-education entitlements for children with physical or emotional disabilities.¹⁷

The Employer Legal Advice Clinic (ELAC)

Initially, the clinic worked with the USC Marshall School of Business to help small businesses regenerate after the 1992 L.A. riots. Over time, the client base evolved from "mom and pop" shops to non-profit organizations serving the Los Angeles community. The clinic has now helped more than 100 Los Angeles-area non-profits navigate the complexities of employment law.¹⁸

Immigration Clinic

Students in the Clinic provide pro bono representation to clients in a variety of immigration cases including asylum, applications for relief under the Violence Against Women Act, and other applications for relief from removal. Many of the clients who are seeking asylum are victims of torture, including rape and other forms of severe violence. Currently the clinic is representing clients from over 25 different countries. Most come from Africa; others are from Mexico, the Middle East, Europe and South and Central America.¹⁹

Intellectual Property Clinic

Students in the USC Intellectual Property Clinic represent clients ranging from local artists to non-profits working for consumers and First Amendment rights. Learning about IP and technology law in a clinical setting allows students to think deeply about these kinds of issues and to use their analysis in real-world scenarios.²⁰

Post-Conviction Justice Project

PCJP students work on petitions arguing that had such evidence been used in the client's trial, she likely would not have been convicted of murder, and, for this reason, the conviction should be overturned. If the client is recharged, she at least would have the option of using expert testimony to help mitigate her culpability, so that she may be convicted of a less serious offense.²¹

Placement Facts²²

Starting Salaries (2004 Graduates Employed Full-time)

Private sector (25th-75th percentile)	\$120,000 - \$125,000
Median in the private sector	\$125,000
Median in Public service	\$53,000

Employment Details

Graduates known to be employed at graduation	88.1%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	99.0%

Graduates Employed at	Percentage (%)
Law firms	65%
Business/industry(legal)	2%
Business/industry (non legal)	10%
Government	5%
Public interest	3%
Judicial clerkship	7%
Academia	2%
Unknown	5%

Externships²³

The judicial externship program, enables students to receive credit for work as an extern to a judge of the state or federal courts. Students apply directly to individual judges. USC students have served as externs in the U.S. Court of Appeals, U.S. District Courts, U.S. Bankruptcy Court, California Court of Appeal, and Superior Court. Externships (student placements with a judge or justice) provide a variety of opportunities for students to have direct experience with clients and legal problems in attorney-supervised settings as part of their second and third year curriculum.

Student Organizations²⁴

- American Constitution Society
- Asian Pacific American Law Student Association (APALSA)
- Black Law Students Association
- Christian Legal Society
- Corporate Law Society
- Criminal Law Society
- Environmental Law Society
- Federalist Society
- Gay and Lesbian Law Union (GLLU)
- Hale Moot Court Honors Program
- Interdisciplinary Law Journal
- J. Reuben Clark Law Society
- Jewish Law Students Association
- La Raza Student Association
- Law Review
- Law Students for Choice
- MESALA (Middle Eastern South Asian Law Association)
- National Lawyers Guild
- Phi Alpha Delta Law Fraternity
- Public Interest Law Foundation
- Republican Law Students Association
- Street Law
- Student Bar Association (SBA)
- Southern California Review of Law and Social Justice
- Surf Law Society
- USC Law Democrats
- USC Law Poker Club
- Women's Law Association (WLA)

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RANK

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An Overview

Vanderbilt University Law School offers a program designed to educate lawyers for careers in many professional areas. The school encourages students to acquire a broad knowledge of law and a thorough understanding of the legal system. Emphasis is placed on the development of analytical ability and other intellectual capabilities.

Legal education at Vanderbilt University Law School allows a high degree of individual choice and adaptability, centered on a basic core of fundamental subject matter, intellectual development, and legal skills.¹

The Vanderbilt University Law School offers a solid network of active and supportive alumni, a strong Career Services program, and a relatively small student body. It also works closely with the Freedom Forum First Amendment Center at Vanderbilt. The nation's largest media-related foundation, the Center works to promote better understanding of First Amendment values through research, seminars, and publications.²

Student-Faculty Ratio³

16:4:1

Admission Criteria⁴

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25 th – 75 th Percentile	164-167	3.51-3.78
Median*	165	3.69

*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 Statistics⁵

Fall 2005 admission statistics:

Approximate number of applications 3,437

Number accepted 791

Percentage accepted 23%

Class Ranking and Grades⁶

The grading school of law school is as follows:

A+	4.3
A	4.0
A-	3.7
B+	3.3
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Grade Normalization (Curve)⁷

Vanderbilt Law School does not rank its students. The recommended grading curve is as follows:

A+ and A	10 %
A-	15%
B+	30%
B	25%
B- and lower	20%

Honors⁸

Order of the Coif	Top 10%
Dean's List	Top 20%

Founder's Medal	Awarded to the student in the graduating class who has attained the highest GPA, having completed at least 55 credit hours in residence at Vanderbilt.
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Awards⁹

Vanderbilt Law School does not rank its students. The recommended grading curve is as follows:

Name of the award	Recipient
Junius L. Allison Legal Aid Award	Significant contribution to the work of the Legal Aid Society.
The Banks Award	Awarded by the Jessup Moot Court competition to the member for the greatest contribution to the team's overall success during the prior year.
Bennett Douglas Bell Memorial Award	Awarded to the graduating student who is not only well versed in the law, but who embodies the highest conception of the ethics of the profession.
The Damali A. Booker Award	Awarded to the third-year law student dedicated to legal activism and commitment to confronting social issues facing both Law School and Nashville community.
Nathan Burkan Memorial Prize	Best paper on copyright.
G. Scott Briggs Transnational Legal Studies Award	Awarded 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.
The Philip G. Davidson III Memorial Award	Best student, chosen by the V B A Board of Governors, 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.
Robert F. Jackson Memorial Prize	Best 2 nd -year law student for highest scholastic average during the two years.
L.L.M. Research Prize	Awarded for outstanding achievement in the completion of the LL.M. scholarly research and writing project.
Lightfoot, Franklin & White Legal Writing Awards.	Best Brief and Best Oralist in each of the eight sections of the first-year Legal Research and Writing course
Archie B. Martin Memorial Prize	Highest general average for the first year.
National Association of Women Lawyers' Outstanding Law Student 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, exhibiting tenacity, enthusiasm, and academic achievement.
Jordan A. Quick Memorial Award	Awarded to the student for greatest contribution to the quality of life at the Law School through his/her leadership with the VBA.

Stanley D. Rose Memorial Book Award	Best paper in the field of jurisprudence / legal history, in the fulfillment of the Law School's advanced writing requirement.
Carl J. Ruskowski Clinical Legal Education Award	Best in the Law School's clinical program.
Vanderbilt Scholastic Excellence Award	Highest grade in all courses except seminars and limited enrollment courses.
West Group Award For Outstanding Scholastic Achievement	Best in research and writing.
Weldon B. White Prize	Best paper in the fulfillment of the Law School's advanced writing requirement
Vanderbilt Journal of Entertainment and Technology Law Outstanding Service Award	Awarded to the student, other than the editor-in-chief, for most significant contribution to the advancement of the Vanderbilt Journal of Entertainment and Technology Law.
Vanderbilt Journal of Entertainment and Technology Law, Student Writing Award	Best student writing for publication in the Vanderbilt Journal of Entertainment and Technology Law
Vanderbilt Journal of Transnational Law Second-Year Staff Award	Awarded to the second-year staff member for significant contribution to the advancement of the Vanderbilt Journal of Transnational Law during the school year.
Grace Wilson Sims Medal In Transnational Law	Awarded to the Editorial Board member, other than the editor-in-chief, for the most outstanding work on the Vanderbilt Journal of Transnational Law during the school year.
Vanderbilt Journal Of Transnational Law Outstanding Editor Award	Awarded to the member of the third-year staff for outstanding work on the Vanderbilt Journal of Transnational Law during the academic year.
Grace Wilson Sims Prize For Student Writing In Transnational Law	Best piece of student writing for publication in the Vanderbilt Journal of Transnational Law during the school year.
Law Review Candidate's Award	Awarded by the 2 nd year staff of the Vanderbilt Law Review to the 3 rd -year staff member, other than the editor-in-chief, for significant contribution to their development as staff members of the Vanderbilt Law Review.
Law Review Editor's Award	Awarded to a 3 rd -year editorial board member for significant contribution to the Vanderbilt Law Review.
Law Review Associate Editor's Award	Awarded to the associate editor among the 3 rd -year staff for significant contribution toward the improvement of the Vanderbilt Law Review.
Morgan Prize	Outstanding piece of student writing published in the Vanderbilt Law Review during the school year.
Myron Penn Laughlin Recent Development Award	Awarded to the student, other than the recipient of the Morgan Prize, for the best student note published in the Vanderbilt Law Review during the school year.

Judge Albert C. Hunt National Moot Court Team Award	Awarded to Vanderbilt Law students chosen as members of the National Moot Court Team.
Bass Berry & Sims Moot Court Competition Award	Awarded to the semifinalists in the Intramural Appellate Competition.
John A. Cortner Moot Court Competition Award.	Awarded to the two members of the winning team in the Intramural.
K. Harlan Dodson Moot Court Staff Award	An award to the senior member of the Moot Court staff, other than the Chief Justice, who rendered the most outstanding service during the year in all aspects of the Moot Court program.

Journals

Vanderbilt Law Review publishes six issues a year. 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 first year students annually. Second year students may also write on to the *Law Review*.¹⁰

Vanderbilt Journal of Entertainment Law & Practice was founded by Vanderbilt law students in 1998. Since renamed, the Vanderbilt Journal of Entertainment and Technology Law (JETL) presents an informative discussion of the contemporary legal issues that face the entertainment and technology industries. JETL endeavors to provide a venue where practitioners and scholars alike can confront the principal concerns of rapidly changing industries that transcend both culture and medium. JETL publishes three issues annually. Past volumes have included articles on the legality of excluding preparatory players from the NBA, the protection of copyright in the age of peer to peer file sharing, and the regulation of distance learning in higher education.¹¹

Vanderbilt Journal of Transnational Law publishes five issues a year and ranks among the top 6 student-run international law journals and among the top 10 of international law journals in general (including faculty edited journals). The Journal participates in the joint competition for members (along with the Law Review and JELP), selecting 30 members from the rising second-year class each year. Half are selected solely on the basis of writing and citation skills, the other half are selected on the basis of grades and writing. Second-year students may also become associate editors by writing notes of publishable quality during their second year of law school.¹²

Vanderbilt Lawyer is published twice annually by the Vanderbilt University Law School. Articles appearing in *Vanderbilt Lawyer* do not necessarily reflect the views or the opinions of the editor, the Law School, or of Vanderbilt University. Vanderbilt University is committed to the principles of equal opportunity and affirmative action.¹³

Moot Court¹⁴

Each year, Vanderbilt Law School offers all 2Ls and 3Ls an opportunity to participate in the Bass, Berry & Sims Intramural Moot Court Competition. During the first week of the school year, all 2Ls are invited to attend an informational meeting, which is mandatory for those who wish to register for moot court.

The moot court competition is also a one-credit course in Advanced Appellate Advocacy, administered by the Vanderbilt Moot Court Board. To complete the competition and earn the credit hour, you must write an appellate brief and present two rounds of oral arguments in front of a panel of judges. Thirty students are selected for the Vanderbilt Moot Court Board based on their combined brief and oral scores.

Moot court finalists receive cash prizes sponsored by Bass, Berry & Sims, and the winners also receive the distinguished Cortner Award. Other awards include Best Oralist and Best Brief.

Clinical Programs¹⁵

Clinical legal education program provides students an opportunity to represent clients and handle legal cases, or complete substantive research to support international institutions, domestic government agencies and international tribunals under the close supervision of a member of the law school's clinical faculty. Clinical courses are offered for academic credit on a pass/fail basis, and students may enroll for one or two semesters. School of Law offers the following clinical courses:

- Business Law Clinic
- Child and Family Law Policy Clinic
- Civil Practice Clinic
- Community and Economic Development Clinic
- Criminal Practice Clinic
- Domestic Violence Clinic
- International Law Practice Lab
- Juvenile Practice Clinic

Placement Facts¹⁶

Starting Salaries (2004 Graduates Employed Full-time)

Private sector (25th-75th percentile)	\$83,000 - \$115,000
Median in the private sector	\$100,000
Median in Public service	\$47,500

Private sector (25th-75th percentile): Employment Details

Graduates known to be employed at graduation	91.6%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	97.1%

Practice Areas

Graduates Employed at	Percentage (%)
Law firms	73%
Business/industry(legal)	1%
Business/industry (non legal)	4%
Government	7%
Public interest	3%
Judicial clerkship	11%
Academia	1%
Unknown	1%

Externships¹⁷

Externship programs are available to students who are interested to pursue:

Externship - Outside Nashville/Summer: Students wishing to pursue an externship program away from Nashville submit a proposal to do so, endorsed by a full-time faculty member, to the Associate Dean for Clinical Affairs.

Externship - In Nashville/Academic year/Summer: The basic requirements are: (1) Students may receive credit only for work supervised by faculty-approved fieldwork supervisors at faculty-approved placements. (2) Various types of externships may qualify, including placements with federal and state prosecutors and defenders, the state attorney general's office, state legislative offices, federal and state agencies, state and federal judges, and legal aid or other non-profit programs. Students may not receive credit for work for which they are paid.

Externship - Full Semester: Students wishing to pursue an externship for an entire semester, submit a proposal, endorsed by a full-time faculty member, to the Associate Dean for Clinical Affairs six weeks prior to the end of the semester preceding the one in which the externship will take place. If a student participates in a semester-long externship, no additional externship credits may be counted toward graduation requirements, and only in the instance of a semester-long externship can the six-credit limit for externship credits be exceeded. Students may not receive credit for work for which they are paid.

Student Organizations¹⁸

- Vanderbilt Bar Association (VBA)
- ACLU
- American Constitution Society
- Amnesty International
- Animal Law Society
- Asian-Pacific American Law Student Association (APALSA)
- Black Law Students Association (BLSA)
- Catholic Law Student Association

- Christian Legal Society
- Colloquy
- Criminal Law Association
- Entertainment & Sports Law Society
- Environmental Law Society
- Federalist Society
- Foreign Service Legal Society
- Gay/Straight Alliance
- Health Law Society
- Honor Council Honor Council Website
- INSAAF
- International Law Society
- Jewish Law Students Association (JLSA)
- JD-MBA Society
- Just Democracy
- Latin American Law Society (LALS)
- Law & Business Society
- Law Partners Law Partners Website
- Legal Aid Society and Public Interest Stipend Fund Legal Aid Website
- Legal Fraternities
- Moot Court Board
- Patent & Intellectual Property Society (PIPSO)
- Plaintiff's Bar Association
- The Vent
- Thurgood Marshall Legal Activist Society
- Vanderbilt Alternative Dispute Resolution Organization (VADRO)
- Vanderbilt Art and Cultural Property
- Vanderbilt Journal of Entertainment & Technology Law
- Vanderbilt Journal of Transnational Law
- Vanderbilt Law Review
- Vanderbilt Law School Ambassadors
- Vanderbilt Law Transfer Students Association
- Vanderbilt Trial Advocacy Society (VTAS)
- Women Law Student Association (WLSA)

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RANK

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An Overview

Established in 1865, The George Washington University Law Center is the oldest law school in the District of Columbia.¹

George Washington University Law Center offers students the opportunity to sample a broad array of areas of the law and to design a program of study that fits their individual interests and career plans. It offers more than 240 different elective courses. In addition to introductory level and more advanced courses in a variety of fields, there are some highly specialized areas of the curriculum that allow students to gain considerable expertise in a field. In addition to traditionally taught classes, there are a number of simulation courses that teach skills such as drafting, trial and appellate advocacy, negotiations, and mediation, as well as over a dozen different clinical programs in which students learn skills while working directly with clients.²

It offers degree programs such as JD full-time (three years); part-time (evening, four years), LL.M. in Environmental Law, LL.M. in Government Procurement Law, LL.M. in International and Comparative Law, LL.M. in Intellectual Property Law, LL.M. in Litigation and Dispute Resolution, General LL.M., S.J.D. in various fields, and a variety of joint degree programs. The Curriculum consists of the first-year required curriculum for J.D. candidates, and approximately 250 elective courses that include numerous live-client clinics and courses that teach a range of lawyering skills. It has special programs like the Munich Intellectual Property Law Center LL.M. Program and the North American Consortium on Legal Education (NACLE). There are three research centers at the Law School.³

Student-Faculty Ratio⁴

15.1:1

Admission Criteria⁵

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25 th – 75 th Percentile	163-166	3.45-3.8
Median*	165	3.63

*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 Statistics⁶

Fall 2005 admission statistics:

Approximate number of applications	9,812
Number accepted	1,888
Percentage accepted	19.2%

Class Ranking and Grades⁷

Letter grades are given with numerical equivalents as follows.

A+	4.33
A	4.0
A-	3.66
B+	3.33
B	3.00
B-	2.66
C+	2.33
C	2.0
C-	1.66
D	1.0
F	0

Credit toward the J.D. degree is given for all grades between D and A+ (inclusive). The cumulative average of a student includes all grades earned in courses evaluated on a letter-grade basis.

The majority of courses are graded on a letter-grade basis, but for a small number of courses, primarily those that are clinical or skills-oriented, the grade of CR (Credit) or NC (No Credit) is given or the following grading scale is used: H (Honors), P (Pass), LP (Low Pass), and NC (No Credit). For Honors, a student has done work of excellent quality, and no more than 25 percent of the class may earn this grade. For courses graded on a Credit/No Credit or Honors, Pass, Low Pass, or No Credit basis, no credit is given for work that would receive a grade below C- were evaluation to be made using the letter grade scale.

Class participation – Once a student has been evaluated in a course using the method indicated in the course description, the instructor may raise or lower the student's grade on the basis of class participation. A student's grade may be raised or lowered by only one grade step for class participation, e.g., from B to B+, or B to B-.

Courses that require the preparation of a major research paper in lieu of an examination are marked "research paper." The satisfactory completion of such a paper by a student individually satisfies the Legal Writing curriculum requirement for the J.D. degree.

Skills courses are usually graded on the basis of simulation, role-playing, and/or some form of written assignment and may be marked, for example, "drafting assignments" or "simulation and paper." In clinical courses no method of evaluation is indicated. In such courses it is the student's performance in carrying out his or her clinical responsibilities that forms the basis for the grade.

Grade Normalization (Curve) (Based on May 2005 graduating class)⁸

Top 10%	3.682
Top 25%	3.518
Top 33%	3.441
Top 50%	NA
Top 75%	NA
Minimum Grade required for graduation	1.667

Honors⁹

Order of the Coif	Top 10 %
With Highest Honors	Students who obtain the highest cumulative averages of at least 3.67 (but not exceeding 3% of the class.)
With High Honors	Students who obtain the highest cumulative averages of at least 3.33 or better (but not exceeding 10% of the class.)
George Washington Scholar	For those students whose cumulative GPA at the end of any semester places them among the top 15% of their class.
Thurgood Marshall Scholar	For those students whose cumulative GPA at the end of the semester places them between the top 15% and 35% of their class.

Awards¹⁰

Established in 1865, The George Washington University Law Center is the oldest law school in the District of Columbia.¹

Name of the award	Recipient
<i>Excellence in a Field of Study</i>	
American Bankruptcy Institute Medal for Excellence in Bankruptcy Studies	Excellence in the field of debtor and creditor law.
American Bar Association/Bureau of National Affairs Award	Excellence in health law.

American Bar Association/Bureau of National Affairs Award	Excellence in intellectual property law.
American Bar Association/Bureau of National Affairs Award	Excellence in labor and employment law.
Chris Bartok Memorial Award in Patent Law	Excellence in Patent Law.
Henry R. Berger Award	Excellence in tort law.
Ogden W. Fields Labor Law Award	<i>Highest overall proficiency in labor law.</i>
Finnegan Prize in 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	Excellence in the courses in professional responsibility, ethics, and jurisprudence.
Joel B. Rosenthal Commercial Law Award	Excellence in commercial law.
Laurence E. Seibel Memorial Award in Labor and Employment Law	Excellence in the courses in labor and employment law.
Richard L. Teberg Award	Highest overall proficiency in the courses in securities law.
Patricia A. Tobin Government Contracts Award	Given to a member of the graduating Juris Doctor or Master of Laws class who has demonstrated excellence in government contracts law.
Jennie Hassler Walburn Award	Given to a member of the graduating Juris Doctor class for outstanding performance in civil procedure.
Imogen Williford Constitutional Law Award	Outstanding JD student in the field of constitutional law.
<i>Excellence in Oral Advocacy</i>	
Michael J. Avenatti Award for Excellence in Pre-Trial and Trial Advocacy	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.
Judge Albert H. Grenadier Award	Members who represented the Law School at the Mid-Atlantic Regional Jessup Moot Court Competition.
<i>Excellence in Clinical Practice</i>	
Manuel and Ana María Benítez Award for Clinical Excellence in Immigration Law	Demonstration of 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—including initiative, creativity, zeal, loyalty, and integrity.
John F. Evans Award	Outstanding achievement in the criminal division of the Law Students in Court Program.
Richard C. Lewis, Jr., Memorial Award	Extraordinary dedication to his or her work in the Jacob Burns Community Legal Clinics and unusual compassion and humanity toward clients and colleagues.

West Publishing Awards	Clinical achievement in consumer law and in family law.
Community Legal Clinics Volunteer Service Award	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.
<i>Distinguished Accomplishment</i>	
ALI-ABA Scholarship and Leadership Award	Given to the member of the graduating Juris Doctor or Master of Laws class who best represents a combination of scholarship and leadership, the qualities embodied by the American Law Institute (ALI) and the American Bar Association (ABA).
Michael D. Cooley Memorial Award	The most successful student who could maintain his or her compassion, vitality, and humanity during law school.
The George Washington Alumni Association Award	Extraordinary leadership and commitment to the University and its community.
Justice Thurgood Marshall Civil Liberties Award	Given in honor of the late Supreme Court Associate Justice to a member of the graduating Juris Doctor class who has demonstrated outstanding performance in and dedication to the field of civil rights and civil liberties.
National Association of Women Lawyers Outstanding Law Graduate 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 Award	Given to a foreign graduate student member who has contributed most to the intellectual and professional life of the Law School, its students, and its faculty.
<i>Overall Academic Excellence</i>	
Anne Wells Branscomb Award	Highest average grade in the entire course of the evening division for the degree of Juris Doctor.
Willard Waddington Gatchell Award	Given to three graduating members who attained the highest average grade in the entire JD course.
Charles Glover Award	Highest average grade in the third-year, full-time JD course.
Kappa Beta Pi Award	Given by the Eta Alumnae Chapter to the female 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	Highest average grade in the entire course for the Juris Doctor degree.

Journals¹¹

The George Washington Law Review is a student-published scholarly journal that examines legal issues of national significance. The Law Review publishes six times a year. Each year, the Law Review devotes one issue to a review of recent decisions by the U.S. Court of Appeals for the District of Columbia Circuit, and a double issue to the annual Law Review Symposium. Law Review staff members are selected based on a combination of applicants' grades and the results of a writing competition.

The George Washington International Law Review is edited and managed by students. In four annual issues, the International Law Review presents articles and essays on public and private international financial development, comparative law, and public international law. Additionally, the International Law Review publishes the Guide to International Legal Research annually.

The American Intellectual Property Law Association Quarterly Journal is a publication of AIPLA, one of the largest private bars of intellectual property attorneys in the world. The QJ is housed at the Law School and is edited and managed by law students under the direction of the editor-in-chief, Professor Joan Schaffner. The QJ is dedicated to presenting materials relating to intellectual property matters.

The Public Contract Law Journal, which is produced jointly by the Law School and the Public Contract Law Section of the American Bar Association, is a premier journal read by practitioners in the field of government procurement law. The journal is published quarterly and is edited and managed by J.D. and LL.M. students

Moot Court¹²

Mock Trial Board

The Mock Trial Board is a student-run honorary society dedicated to the pursuit of excellence in trial advocacy. The Board conducts intrascholastic trial competitions, which are held under realistic conditions at D.C. Superior Court and judged by practicing litigators. Based upon performance in these competitions, top student litigators are selected for membership. In the spring semester, members of the Mock Trial Board represent the Law School at interscholastic competitions across the nation. The Law School has achieved national recognition based on the success of Mock Trial Board members in these competitions.

Moot Court Board

The Moot Court Board is a student-run honorary society that plays a vital role at the Law School by promoting the development of oral and written advocacy skills. Particular attention is given to fostering excellence in appellate oral advocacy. Membership on the Board is offered in one of two ways: to first-year law students who achieve exceptional performance in the first-year moot court competition, or to upper-class students who achieve distinguished performance in one of the intrascholastic competitions. Each year the Board sponsors the Van Vleck Appellate Moot Court Competition in constitutional law, the Jessup Competition in international law, the Giles S. Rich Competition in intellectual property law, and the McKenna Long & Aldridge 'Gilbert A. Cuneo' Government Contracts Moot Court Competition. In alternate years, the Board hosts the interscholastic National Security Law Competition. The Board also selects students to represent the Law School at a variety of interscholastic competitions.

Clinical Programs¹³

Despite their diversity, all the Clinics at GW share a common goal – to provide members of the community with critically needed legal services while giving motivated law students the opportunity to experience the practical application of law and to develop skills as negotiators, advocates, and litigators within an exciting and supportive educational environment.

Consumer Mediation Clinic: Students act as neutral third parties and help local consumers resolve disputes with businesses by facilitating mediated agreements.

Small Business Clinic : Students assist small businesses and nonprofit organizations with a wide variety of legal issues, including drafting incorporation and partnership papers (such as articles of incorporation and bylaws), compliance with local licensing requirements, reviewing and drafting contracts and leases, advising on tax problems and related matters.

Public Justice Advocacy Clinic: Students represent clients before administrative agencies and participate in public interest litigation on behalf of low-income clients.

Civil Litigation Clinic: Students represent indigent litigants in D.C. Superior Court. Open to the third-year students.

Federal, Criminal, and Appellate Clinic: Third-year students in this clinic litigate appellate cases, primarily direct appeals from criminal convictions in area courts of appeal.

Vaccine Injury Clinic: Third year students represent individuals who have suffered serious vaccine-related injuries and who are seeking damages in trial and appellate proceedings before the U.S. Court of Federal Claims.

Environmental Law Clinic: The second, third, and fourth year students participate in the J.B. and Maurice C. Shapiro Environmental Law Clinic, representing clients in environmental litigation in both the federal and state systems.

Immigration Clinic: Students handle a range of immigration law matters, including determining what benefits or forms of relief, if any, are available to their clients, and, in appropriate circumstances, representing their clients in removal proceedings.

Health Rights Law Clinic: The second and third year students provide advice and information and assist in providing legal representation to older D.C. residents who are having difficulty with medical bills, Medicare, Medicaid, and other health insurance problems.

Animal Law Litigation: Working with The Humane Society of the United States (HSUS) interested students have an opportunity to earn practical litigation experience protecting companion animals and equine protection, wildlife and habitat protection, animals in research, and farm animals and sustainable agriculture.

International Human Rights Clinic: Students work in a clinical setting in partnership with experienced attorneys and specialized institutions engaged in human rights activism on case projects drawn from

international human rights tribunals and treaty bodies, primarily in the Inter-American and United Nations human rights systems; or human rights litigation and advocacy in the United States, especially in relation to the Alien Tort Claims Act and the Torture Victims Protection Act.

Law Students in Court: This is a clinical program in trial advocacy, offering an opportunity to develop skills as a trial lawyer while representing indigent persons in the Superior Court of the District of Columbia.

Disabled People and the Law: The students examine those areas in which persons with disabilities have traditionally been denied some right or benefit afforded other persons in our society and have resorted to legal action; introduction to statutes and agencies designed to protect people with disabilities in this clinic.

Law and the Deaf: Students in this clinic work with the National Association for the Deaf in bringing legal information, services, and representation to the 28 million Americans who are deaf or hearing-impaired.

Legal Activism: This clinic helps the study of the legal process, not to benefit individual clients, but as a powerful tool for affecting social change and advancing the public interest.

Intensive Clinical Placement : Projects already approved by the Law School Supervisory Committee involving litigation, research, or public interest activities of a legal nature (including aid to indigents, support of public interest nonprofit corporations, and support of governmental agencies or courts) are initiated under the supervision of a faculty member in this clinic.

The Jacob and Charlotte Lehrman Foundation Scholarship Clinic: Each year, a third-year student is chosen by the clinical faculty to serve as student director, performing administrative duties in connection with the Administrative Advocacy and Civil Litigation Clinics. The student director assigns and supervises student caseloads, controls client intake, and acts as a liaison between law students and staff attorneys. The student director receives a partial scholarship.¹⁴

The Project for Older Prisoners Clinic: The Project encompasses a number of prison projects in which students are involved as volunteers or work for academic credit. Some students assist individual low-risk prisoners over the age of 55 to help them obtain paroles, pardons, or alternative forms of incarceration.¹⁵

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)¹⁶

Private sector (25th-75th percentile)	\$90,000 - \$125,000
Median in the private sector	\$125,000
Median in Public service	\$49,000

Employment Details¹⁷

Graduates known to be employed at graduation	94.0%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	98.1%

Practice Areas¹⁸

Graduates Employed	Percentage (%)
Private practice	51
Business/industry	5
Government	17
Public interest	3
Judicial clerkship	12
Academia	1
Unknown	9
Military	2

Externships¹⁹

Law School Outside Placement Program provides students with the opportunity to work closely with judges or practicing lawyers as legal interns in governmental, public interest and private non-profit organizations for academic credit. All field placements must be located in the Washington D.C. metropolitan area except that students who work with judges outside the D.C. area during the summer may receive academic credit. The program is designed to enhance the student's educational experience at the law school by allowing him/her to apply substantive knowledge in legal settings while gaining exposure to the actual practice of law.

The primary educational objectives of the Outside Placement Program are to provide students with the opportunity to gain invaluable experience in different substantive areas of law and legal process, to develop additional legal research and writing, interviewing, counseling and investigative skills, to deal with issues of professional responsibility in a real practice setting, and to reflect upon what they are learning.

Student Organizations²⁰

- Student Bar Association (SBA)
- American Civil Liberties Union (ACLU)
- American Constitution Society
- Anarchist Collective (GWLAC)
- Asian/Pacific American Law Student Association (APALSA)
- Black Law Student Association (BLSA)
- Christian Law Society (CLS)
- Corporate and Business Law Society (CBLS)
- Criminal Law Society
- Culture of Life Legal Society
- Coalition Against Domestic Violence
- East Asian Law Society (EALS)
- Entertainment and Sports Law Association (ESPLA)
- Environmental Law Association (ELA)
- Equal Justice Foundation (EJF)

- Evening Law Student Association (ELSA)
- The Federalist Society
- The Feminist Forum
- Forensic Science and the Legal Profession
- GW Law Democrats
- GW Law Softball Club
- GW Law Students for Choice
- Hispanic Law Student Association (HLSA)
- Human Rights Law Society (HRLS)
- International Law Society (ILS)
- Jewish Law Student Association (JLSA)
- J. Reuben Clark Law Society
- Lambda Law
- Law Association for Women (LAW)
- Law Revue
- Military Law Society
- Muslim Law Students Association (MLSA)
- National Lawyers Guild
- The National Security Law Association (NSLA)
- Native American Law Student Association (NALSA)
- Nota Bene
- Phi Alpha Delta (PAD)
- Phi Delta Phi (PDP)
- Republican National Lawyers Association
- South Asian Law Student Association (SALSA)
- St. Thomas More Society
- Street Law
- Student Animal Legal Defense Fund (SALDF)
- Student Communications and Information
- Law Association (SCILA)
- Student Health Law Association (SHLA)
- Student Intellectual Property Law Association (SIPLA)

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An Overview

Placed among the top 20 law schools in the United States, the University of Minnesota Law School has earned a national reputation for accomplishments that are uniquely related to its history, its location, and its people. As in its first century, 1888-1988, the law school continues to sharpen the minds and challenge the intellects of some of the best law students in the country, preparing them to apply their talents and intellectual strengths to the public and private good.¹

The school has one of the largest clinic programs in the country, with 16 clinics, the 8th largest law library in the country, 8 separate moot court programs and 7 scholarly journals, and 6 unique faculty-run research institutes, providing research assistant positions for students, and contributing to policy formation and national debate on issues relating to race and poverty, international human rights, health and life sciences, and business law. Given its position as a leading mid-western legal community (the 8th Circuit sits here and there is a Federal Reserve Bank downtown) the students have ready access to federal and state courts, numerous clerkship opportunities with private and public employers, and rich cultural and recreational activities. 85 percent of the employers who recruit through their on-campus and regional interview programs seek students for out-of-state positions.²

University of Minnesota Law School offers a unique opportunity to learn Chinese law at the prestigious China University of Political Science and Law (CUPL) in Beijing. Spanning a five week period from May 27 to June 30, the summer program focuses on comparative economic law, allowing law students to study first hand the Chinese economic and legal system.³

It offers several cutting-edge legal Concentrations, drawing from the expertise of its nationally-renowned faculty and interdisciplinary partnerships with other University of Minnesota programs. Concentrations build upon and complement the Law School's rigorous standard curriculum, enabling students to specialize in such fields as Health Law and Bioethics, Human Rights Law, and Labor and Employment Law.⁴

Student-Faculty Ratio⁵

12.5:1

Admission Criteria⁶

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25 th – 75 th Percentile	162-167	3.30-3.78
Median*	165	3.54

*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 Statistics⁷

Fall 2005 admission statistics:

Approximate number of applications	3,068
Number accepted	866
Percentage accepted	28.2%

Class Ranking and Grades

Class ranks are computed but not revealed to students or others except (1) for qualification for Order of the Coif, although ranking is not disclosed to students, and (2) for the limited purpose of application for judicial clerkships or academic teaching positions. Students and alumni may reveal their quartile rankings.⁸

The Law School faculty imposes a standard distribution for grades in order to prevent grade inflation. Beginning with the Class of 2006, the Law School will convert to a four-point grading system. The Class of 2005 will be marked on the 16-point system. The following table summarizes this change.⁹

Former grading system	New grading system	Letter equivalent
16	4.33	A+
15	4.0	A
14	3.67	A-
13	3.33	B+
12	3.0	B
11	2.67	B-
10	2.33	C+
9	2.0	C
8	1.67	C-
7	1.0	D
< 7	0	F

Grade Normalization (Curve)¹⁰

The Law School faculty imposes a standard distribution for all first year classes and a majority of upper division classes of 3.000 to 3.333.

Quartiles – The University of Minnesota Law School publishes student performance by cumulative grade point average quartiles. Quartiles for the preceding academic year are determined in the summer. Quartiles for the 2005-2006 academic year are:

	Class of 2008	Class of 2008
First Quartile	3.503 -4.153	3.543 – 4.148
Second Quartile	3.311 – 3.502	3.247 – 3.542
Third Quartile	3.059 – 3.310	3.012 – 3.246
Fourth Quartile	- 3.058	-3.011

Honors¹¹

The Law School confers the following honors:

Order of the Coif	Top 10% of the graduating class
<i>summa cum laude</i>	4.000 or higher
<i>magna cum laude</i>	3.500- 3.999
<i>cum laude</i>	3.333-3.490

Awards¹²

Briggs & Morgan Scholarship
Ava & Russell Lederman Memorial Scholarship
Caroline Brede Scholarship
Walter J. Trogner Scholarship
Faegre & Benson Scholarship
Frederikson & Byron (joint degree)
Gerald and Elenor Heaney scholarship
Henson & Efron, PA Scholarship
Judge Betty W. Washburn Scholarship
Law Class of 1924 Memorial Scholarship
Law Review Memorial Award
Leonard E. Lindquist Scholarship
Leonard, Street & Deinard Scholarship
Melvin C. Steen Scholarship
Michael McHale Memorial Scholarship
MIPLA Scholarship for Intellectual Property
Robert A. Stein Scholarship
Roger & Violet Noreen Scholarship

Royal A. Stone Memorial Scholarship
Kent Wennerstrom Award
Book Award – highest grad in class of 25+ students
Stven M.Block Award
William B.Lockhart Award for Excel -highest award at graduation
Excellence in Public Service

Journals

The University of Minnesota Law School is one of few law schools that has both student-edited and faculty-edited scholarly journals.

Student-edited journals

Minnesota Law Review: Founded in 1917, this journal publishes articles by prominent legal scholars as well as student on the entire spectrum of legal topics as well as the intersections between law and other fields. A student editorial board directs publication of the Law Review and is published six times a year.¹³

Law and Inequality: A Journal of Theory and Practice was founded in 1981 to examine the social impact of law on disadvantaged people. It 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.¹⁴

The Minnesota Journal of International Law: This journal focuses on current issues of international trade, exploring their economic, political and social significance from an interdisciplinary perspective. A student editorial board directs publication of both professional and student articles. After 14 years as *The Minnesota Journal of Global Trade* publishing studies of economic policy and international trade law from its inception, the Minnesota Journal of International Law will continue to publish article's on issues relating to global trade, as well as articles covering other areas of international law. The journal is broadening its scope in recognition of the changes in the world legal system, and the increased blurring of the line between trade law and other international legal disciplines.¹⁵

The Minnesota Journal of Law, Science & Technology is a cutting-edge and multidisciplinary journal with a focus on law, health, the sciences, and bioethics. The Journal is edited by faculty and students with a Faculty Editorial Advisory Board drawn from across the University of Minnesota. The journal tackles issues in intellectual property, technology policy and innovation, bioethics, and law and science, while maintaining a rigorous grounding in law, values, and policy. Formerly the *Minnesota Intellectual Property Review*, the journal is overseen and managed by the University's Consortium on Law and Values in Health, Environment & the Life Sciences.¹⁶

Faculty-edited journals

Constitutional Commentary founded in 1984, features essays on constitutional law developments. It also features review essays, book reviews and a popular column titled, "But cf...." that offers "interesting and sometimes amusing tidbits from judicial opinions, old law reviews, and historical works"¹⁷

Crime and Justice: A Review of Research, founded in 1977, is a refereed hardcover journal specializing in publication of review essays on topical research or policy subjects relating to crime and criminal justice. This refereed hardcover journal publishes interdisciplinary review articles on research relating to the criminal justice system and criminal law.¹⁸

Minnesota Journal of Business Law and Entrepreneurship focuses on subjects of current interest to business, legal, and academic professionals who work in the areas of business law and entrepreneurship.¹⁹

Moot Court²⁰

The Law School seeks to develop professional students' skills by offering a broad diversity of simulation-based courses. The Moot Court's simulation-based set of courses provide students with training in written and oral advocacy. Students in these courses prepare appellate briefs on cutting-edge legal issues and then perform in the role of advocates arguing those cases to an appellate court. Second and third year students can bid to participate in the following moot court programs:

- Civil Rights Moot Court
- Environmental Law Moot Court
- Intellectual Property Moot Court
- International Law Moot Court
- National Moot Court
- Maynard Pirsig Moot Court
- Wagner Labor & Employment Moot Court
- ABA National Appellate Competition

Clinical Programs²¹

The Law Clinics provide second and third year law students with a unique educational opportunity. The Clinic is the Law School's own teaching law firm staffed by faculty and students. Students enrolled in the Law Clinics help develop professional skills through a combination of theoretical classroom instruction and practical application in simulations and live cases. 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 the Clinic faculty. Currently, it offers clinical courses in the following areas of practice:

- Civil Practice
- Tax
- Public Interest law
- Special Education
- Child Advocacy
- Indian Child Welfare
- Domestic Felony Prosecution
- Misdemeanor Prosecution
- Misdemeanor Defense

Federal Defense
 Domestic Assault Prosecution
 Bankruptcy
 Domestic Violence
 Housing
 Immigration
 Worker's Rights
 Innocence Project
 Multi-Profession Business Clinic

Placement Facts²²

Starting Salaries (2004 Graduates Employed Full-time)

Private sector (25th-75th percentile)	\$55,000 - \$90,000
Median in the private sector	\$70,000
Median in Public service	\$47,300

Employment Details

Graduates known to be employed at graduation	96.8%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	98.6%

Practice Areas

Graduates Employed at	Percentage (%)
Law firms	53%
Business/industry(legal)	11%
Business/industry (non legal)	0%
Government 7%	7%
Public interest	4%
Judicial clerkship	23%
Academia	0%
Unknown	2%

Externships²³

Judicial Externship Program: An externship program with the federal district court, state appellate court, and state district courts in Minnesota allows students to serve as part-time law clerks for academic credit. To the extent practicable, students are introduced to all aspects of court operations. They prepare research memoranda, observe judicial proceedings, and participate in drafting opinions and orders.

Student Organizations²⁴

Law Council also serves as the umbrella organization for over three dozen active student groups:

- American Bar Association Law Student Division
- American Constitution Society
- American Indian Law Student Association
- Amnesty International
- Asian American Law Student Association
- Association of Trial Lawyers of America
- Asylum Law Project
- Black Law Students Association
- Chess Club
- Christian Legal Society
- Entertainment and Sports Law Students Association
- Environmental Law Society
- Federalist Society
- Front Porch Democracy
- Gamma Eta Gamma
- Graduate and Professional Schools Assembly
- International Law Student Association
- Jewish Law Students Association
- Lambda Law Students Association
- Latino Law Students Alliance
- Latter Day Saints Law Student Association
- Law and Medicine Society
- Law Council
- Law School Recreational Sports
- Law School Republicans
- Law Students for Choice
- Minnesota Justice Foundation
- Muslim Law Students Association
- National Lawyers' Guild
- Pro-Life Law Society
- Property Law Student Organization
- Public Interest Law
- Students Association Salt and Light
- Student Intellectual Property Law Association
- Students for Sensible Drug Policy Minnesota
- Theater of the Relatively Talentless (T.O.R.T.)
- University Student Legal Services
- Women's Law Student Association

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An Overview¹

Ranked among the finest law schools in the country and part of a world-renowned University, Washington University School of Law distinguishes itself by its devotion to the total professional and personal development of its students.

Clinical Education Program, Trial and Advocacy Program, practical skills courses, journals, and other professional opportunities enable students to gain perspectives on a professional practice while developing important legal skills. Through the school's clinics and public service opportunities the students also are able to provide services to the most deserving and needy clients. It provides many different services to support students in their academic and professional endeavors. School of Law has a broad-based curriculum that supplements traditional courses with hands-on clinical training, interdisciplinary learning, and global legal studies. Its curriculum provides a comprehensive education that prepares its students to practice anywhere in the United States and to address transnational legal problems as well.

Student-Faculty Ratio²

13.2:1

Admission Criteria³

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25 th – 75 th Percentile	161-167	3.2-3.7
Median*	164	3.45

*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 Statistics⁴

Fall 2005 admission statistics:

Approximate number of applications	3,767
Number accepted	954
Percentage accepted	25.3%

Class Ranking and Grades⁵

For years, the law school used a grading system in its J.D. program with a scale of 65 to 100 and a mandatory median (middle) grade for each class of between 82 and 84. Effective with the graduating class of 2004, the school instituted a new J.D. grading system with a scale of 70 - 100 and a mandatory mean (not median) of 87 for first year classes and the mean GPA of all students in a given class for each upper-level class. With this new scale, a grade of 74 or better is necessary to earn credit in a course and a cumulative 79 average is necessary to remain in good standing each year and overall, and at the end of the 2nd year a GPA of 79 is required based solely on the 2nd year grades.

The conversion scale for students to compare the law school's numeric grades with letter grades is as follows:⁶

A+	100 - 97
A	96 - 94
A-	93 - 91
B+	90 - 88
B	87 - 85
B-	84 - 82
C	81 - 79
D	78 - 74
F	73 - 70

Grade Normalization (Curve)

Yearly and cumulative grade point averages for J.D. students are computed at the end of the fall and spring semesters. The academic year, for purposes of the yearly GPA, begins with summer and ends with spring. Averages are computed as a weighted average by multiplying the numeric grade for each course attempted by the number of credit hours given for the course and dividing the total by the number of numerically graded hours attempted (credit/no credit, transferred hours, and non_law courses are not included in these computations). A "Fail" in a Pass/ Fail course (whether Modified or "pure") is recorded as a 70 and is used to compute the student's average. A "Low Pass" in a Modified Pass/Fail course is recorded as a 78 and also is used to compute the GPA. A "High Pass" in such a course is recorded as a 94 and also is used to compute the student's average, unless the effect would be to lower the student's cumulative GPA. A "Pass" in a modified Pass/Fail course is recorded as a P and does not affect the GPA.⁷

At the end of the fall and spring semesters, a GPA percentile table is created for each J.D. class:⁸

Percentile (Class of 2004)	GPA
1%	97.33
5%	93.00
10%	92.00
15%	91.00
20%	90.33
90.00	90.00
33.33%	88.67

Honors⁹

Order of the Coif	Top 10 % of the class
Dean's List	Top 1/3rd of the semester class
Honor Scholar Awards	Top 10 % of the yearly class

Awards¹⁰

At the end of the fall and spring semesters, a GPA percentile table is created for each J.D.

Name of the award	Recipient
The Breckinridge Scholarship Prizes - First Prize and Second Prize	Awarded at the end of each year to the two students in each J.D. Class having the first and second highest academic averages for that academic year (summer/fall/winter).
CALI Awards	Each J.D. student attaining the highest grade in each class.
Alumni Association Prize	Student attaining the highest GPA in his or her entire School of Law career.
American Bar Association Section of Urban, State and Local Government Law Prize	Highest grade in: Land Use law, and State & Local Government.
Charles Trobman Memorial Award	Highest grade in Immigration Law.
Charles Wendell Carnahan Prize	Highest final grade in Conflict of Laws.
Christophine G. Mutharika International Law Prize	Highest grade in International Law.
Dan Carter-Earl Tedrow Memorial Award	Given to a senior for demonstrating an agreeable and helpful disposition and mature attitude.
Dean's Book Award	Outstanding leadership and service to the School of Law.
Don Sommers Prize in Professional Responsibility	Highest grade in Legal Profession.

Equal Justice Works Award	Outstanding commitment to pro bono and public service.
F. Hodge O'Neal Corporate Law Prize	Highest grade in Corporations.
Family Law Award	Highest grade in Family Law.
Gary I. Boren Memorial Award	Gary I. Boren Memorial Award
Intellectual Property & Technology Award	Highest ranking student completing the LL.M. in Intellectual Property and Technology Law.
International Academy of Trial Lawyers Award	Proficiency in advocacy and litigation skills, as demonstrated in classes or competitions.
Jack Garden Humanitarian Award	Significant contribution to the School of Law or the broader community.
Joseph Kutten Prizes in Bankruptcy and Insurance	Highest grades in Bankruptcy and Insurance.
Judge Amandus Brackman Moot Court Prize	Proficiency in briefing and arguing cases in Moot Court competitions.
Judge John W. Calhoun Trial Practice Award	Exceptional talent and enthusiasm for trial practice, as demonstrated in classes or competitions.
Judge Myron D. Mills Administrative Law Prize	Best paper on an Administrative Law topic in a course for credit during each academic year.
The Breckinridge Practice Court Prizes - First Prize and Second Prize	Proficiency in the preparation of briefs, mastery of subject matter, and excellence in presentation of oral arguments in moot court competitions.
The Breckinridge Scholarship Prizes	Awarded to two students in each J.D. class having the first and second highest academic averages for that school year.
LL.M. Best Advocate Award	Excellence in analysis and advocacy demonstrated in the Introduction to U.S. Law & Methods courses.
Mary Collier Hitchcock Prize	Presented to one student of each of the three publications (Law Quarterly, Journal of Law and Policy, and Global Studies Law Review) for outstanding writing.
Milton F. Napier Trial Award	Proficiency in trial advocacy, as demonstrated in classes or competitions.
National Association of Women Lawyers Outstanding Law Graduate Award	Academic achievement, professional image, and commitment to the advancement of women in society.
Order of Barristers	The Order of Barristers is awarded to encourage oral advocacy and brief writing skills through effective law school appellate moot court and mock trial programs to 10 best students from the senior class by the clinical faculty.
Philip Gallop Award	Highest grade in Real Estate Transactions.
Public Service Law Student of the Year	Extraordinary commitment and dedication to serving those most in need.
William M. Pomerantz Trial Prize	Excellence in regional mock trial competition.

Journals

The Washington University Law Review (previously Law Quarterly) is published quarterly including a summer edition. Washington University Law Review encourages submissions of articles, books reviews, essays, and recent developments on legal topics.¹¹

Washington University Journal of Law & Policy originated in 1968 as the Urban Law Annual and focused entirely on issues surrounding land use, urban development, and other legal concerns of urban communities. The Journal is committed to generating a symposium-based publication that brings together communities of scholars, through a mutual and collaborative student and faculty process, emphasizing existing and emerging visions of the law in relation to interdisciplinary and multicultural perspectives, the implications of technology, and the consequences of economic globalization for the purpose of influencing law and social policy.¹²

Global Studies Law Review is a student-edited legal journal dedicated to publishing superior works by renowned international, foreign, and comparative law scholars. Students are selected for membership by participation in the writing competition, and first-year grades. 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.¹³

Moot Court¹⁴

Moot court competitions provide an excellent way for law students to develop courtroom skills and to gain an appreciation for the extensive preparation needed for trials or appeals. Students have several opportunities to observe and participate in moot court sessions and can voluntarily participate in intramural oral advocacy competition that includes legal arguments in front of judges drawn from the legal community. Students are selected for teams that participate in the Wiley Rutledge Moot Court Competition, held in the fall semester, which are the oldest and largest moot court at Washington University. The Environmental Moot Court is held in the spring, and the winning team represents the school at the National Environmental Moot Court Competition.

Other opportunities students include interscholastic moot court competitions. The International Law Students Association Philip C. Jessup International Law Moot Court Competition, the American Bar Association National Appellate Advocacy Competition, the Giles Rich Moot Court Competition, which is sponsored by the American Intellectual Property Law Association, the Saul Lefkowitz Moot Court Competition, which is sponsored by the International Trademark Association (INTA), or the Thomas Tang National Moot Court Competition sponsored by the APA Law Student Association of the South Texas College of Law.

Clinical Programs¹⁵

Ranked third by *U.S. News and World Report*, the Clinical Education Program at the Washington University School of Law provides students opportunities to learn professional skills and values by working in the real world with clients, attorneys, judges, and legislators. Law students assist indigent and low-income clients with domestic violence, homeless, civil rights, environmental, community health, criminal defense, and intellectual

property cases, working with the state and federal courts, congressional committees, and federal agencies. With nine distinct clinics, including one based in Washington, D.C., students have an unparalleled opportunity to hone their skills as future practitioners.

Clinic programs are offered in a variety of legal areas, namely:

Appellate Clinic

Civil Justice

Congressional and Administrative Law Clinic

Criminal Justice Clinic

Government Lawyering Clinic

Interdisciplinary Environmental Clinic

Intellectual Property and Business Formation Clinic and Center for Research on Innovation and Entrepreneurship

Students in the Intellectual Property and Business Formation Legal Clinic

Judicial Clerkship Clinic.¹⁶

Placement Facts

Employment Details¹⁷

Graduates known to be employed at graduation	87.7%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	98.8%

Practice Areas¹⁸

Graduates Employed at	Percentage (%)
Private practice	69.6
Business/industry	6.1
Government	10.3
Public interest	3.3
Judicial clerkship	7.5
Academia	0
Unknown	3.2

Starting Salaries (2004 Graduates Employed Full-time)¹⁹

Private sector (25th-75th percentile)	\$82,000 - \$125,000
Median in the private sector	\$90,000
Median in public service	\$49,105

Externships²⁰

Externship summer course are also offered to students. Following programs are available to students:

American Indian Law & Economic Development Externship

African Public Interest Law Externship

Legal Practice Externship

Judicial Clerkship

Student Organizations²¹

- Alternative Dispute Resolution
- American Civil Liberties Union
- American Constitution Society
- Asian American Law Students Association
- American Trial Lawyers Association
- Barely Legal Theater
- Black Law Students Association
- Christian Legal Society
- Criminal Law Society
- Devil's Advocate
- Environmental Law Society
- Equal Justice Works
- Family Law Society
- Federalist Society
- Golf Club
- Graduate-Professional Council
- Honor Council
- Illinois Student Bar Association
- Intellectual Property Law Society
- International Law Society
- Jewish Law Society
- Joint Degree Law Society
- Just Democracy
- Labor and Employment Law Association
- Latin American Law Students Association
- Law Students for Choice
- Law Students Pro-Life
- National Lawyers Guild
- OUTLAW
- Phi Alpha Delta
- Second Career Law Students
- South Asian Law Students Association
- Sport Shooting Society
- Sports & Entertainment Law Society

- Student Bar Association
- Student Health Lawyers' Association
- Women's Law Caucus

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An Overview

Boston University School of Law was founded in 1872 by a group of educators, lawyers, law teachers and jurists.¹ The faculty uses the "Socratic" teaching method, so instead of lecturing to students, the faculty encourages an interactive dialogue during class.²

The law school curriculum offers more than 150 courses, five concentrations and eleven semester-abroad programs. Clinical programs teach real-world skills under the close supervision of experienced professors and practitioners. Students can cross-register in other BU graduate schools, pursue a dual degree by combining law study with other BU graduate programs or pursue a combined J.D./LL.M. degree in either tax or banking and financial law on an accelerated basis.³

Student-Faculty Ratio:⁴

12:1

Admission Criteria⁵

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
GPA	163-166	3.48- 3.77
Median*	165	3.63

*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 Statistics⁶

Fall 2005 admission statistics:

Approximate number of applications	6,219
Number accepted	1,521
Percentage accepted	24.5%

Class Ranking and Grades⁷

Boston University has a letter-grading system. The numerical equivalents for letter grades are as follows:

Letter Grade	Grade
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
F	0

The Registrar will inform the top three students in each section of their ranks. Registrar provides GPA cutoffs for the Top 10%, 25%, and one-third of each section. The Registrar will inform the Top ten students in the second and third year students of their awards.

Grade Normalization (Curve)⁸

BULS has instituted two separate curves for their larger courses. The first-year courses are slightly stricter than the large second- or third-year courses in terms of the A grades; otherwise, the curves are very similar. First-year courses have a B curve; and while professors who teach second- and third-year courses with less than 25 students do not have to follow the curve, they are advised to stick to a B+ median.

For all first, second and third year courses and seminars with enrollment of 26 or more, the following grade distribution is mandatory:

A+	5%
A+, A, A	20-25% (A+ subject to 5% limitation above)
B+ and above	40-60% (subject to limitations on A range above)
B	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%

Surveys of students and alumni have indicated that the above information is current and accurate, and that professors adhere strictly to the recommended curve in all first-year courses and most second-year courses. Survey respondents felt that even though the professors stick to the curves, they can use the ranges in a way that creates dramatically varied results in some classes. Further, students stated that professors can refrain from giving any grades below a B- in second- and third year courses and may also give more grades in the A range.

(This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.)

Honors⁹

<i>summa cum laude</i>	1%
<i>magna cum laude</i>	10%
<i>cum laude</i>	33%

Journals¹⁰

Boston University Law Review: Established in 1921, the journal provides analysis and commentary on all areas of the law. Published five times a year, the law review contains articles contributed by law professors and practicing attorneys from all over the world, along with notes written by student members.

American Journal of Law and Medicine: Published quarterly, this journal is an 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 medical and legal topics, exploring both traditional health law issues and less conventional issues such as bioethics.

Annual Review of Banking & Financial Law: Founded in 1982, this is a scholarly journal of banking and financial law. The Journal's Annual Review contains professional articles by academics and practicing lawyers, 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: The biannual Journal was established in 1980 to provide a forum for student interests and scholarship in the field of international law. The journal 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: The Journal carries on BU Law's longstanding tradition as a leader in Intellectual Property Law programs. Published twice a year, the Journal provides the best practical scholarship regarding the intersection of science, technology and the law. Its subject matter encompasses biotechnology, computers, communications, intellectual property, the Internet, technology transfer and business for science and technology-based companies.

Public Interest Law Journal: Founded in 1990 and published three times a year, the Public Interest Law Journal is a non-partisan publication dedicated to the academic discussion of legal issues in the public interest. The journal 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^{11, 12}

Boston University School of Law's commitment to practical legal education is reflected in its moot court programs, which have been an integral part of our offerings since the late 1870s. All first-year students begin honing their advocacy skills by participating in the *J. Newton Esdaile Appellate Moot Court Program*, a required component of the first-year curriculum.

Second-year students may pursue more rigorous advocacy training through the School of Law's two intramural competitions: the Edward C. Stone Appellate Competition (open to all second-year students) and the Homer Albers Prize Moot Court Competition (open to the top qualifiers of the Stone Competition). Final arguments for the Albers competition have been held before eminent jurists. The third-year students are eligible for selection to compete in major national appellate competitions.

The School of Law sponsors several intramural moot court teams, including the *National Moot Court Team*, *National Appellate Advocacy Team*, *Craven Constitutional Law Moot Court Team*, *B.M.I. Entertainment and Communications Law Moot Court Team*, *National First Amendment Moot Court Team*, *Hispanic National Bar Association Moot Court Team* and the *Gibbons Criminal Law Moot Court Team*. In recent years, School of Law teams have won regional and national victories in many of these competitions.

Clinical Programs^{13, 14}

Boston University School of Law's clinical programs let the students apply the legal theories learned in the classroom to real-life lawyers. Representing actual clients in real cases from initial interview to final courtroom summation, students have the rare opportunity to practice their profession while receiving close supervision and support from highly qualified faculty. The clinical classes are small, ensuring high-caliber supervision and teaching. With no more than eight students to a teacher, students enjoy a close, mentoring experience. Students may choose from clinical programs in criminal law, civil litigation and legislative services, as well as legal externships and judicial internships.

Criminal Law Clinics: Students enrolled in the Criminal Law clinics carry full responsibility for the prosecution or defense of criminal cases in several Boston courts like Boston Municipal Court, Boston Juvenile Court, and Quincy District Court; and Legislation Clinics (General Legislation, Intellectual Property Legislation,

and Health Legislation). They conduct investigations, formulate trial strategy, file appropriate pretrial motions, participate in plea bargaining, try cases before a judge and make sentencing arguments, all under faculty guidance and support.

Civil Litigation Program: In the two-semester Civil Litigation Program, students learn legal skills while representing indigent clients in civil matters. Working out of the offices of Greater Boston Legal Services in downtown Boston, students are assigned four to five cases concerning such issues as housing, disability and social security benefits, immigration, divorce and child custody and unemployment.

Legislation Clinics: The Legislation Clinics offers hands-on training in environmental issues. Students may choose one of three focus areas: General Legislation, Intellectual Property or Health and Environmental Legislation. As they draft projects for legislators, public-interest groups and government entities, students conduct client interviews, fact investigations and legal research

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)¹⁵

Private sector (25th-75th percentile)	\$110,000 - \$125,000
Median in the private sector	\$125,000
Median in Public service	\$43,222

Employment Details¹⁶

Graduates known to be employed at graduation	87.3%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	99.3%

Practice Areas¹⁷

Graduates Employed at	Percentage (%)
Law firms	67%
Business/industry(legal)	4%
Business/industry (non legal)	1%
Government	8%
Public interest	4%
Judicial clerkship	12%
Academia	4%
Unknown	0%

Externships¹⁸

The Legal Externship Program gives the second and third year students opportunity to gain valuable experience in a variety of legal settings in which they're exposed to the realities of law practice under the

supervision of well-respected practitioners. Over the years, hundreds of students have expanded their experience through field-placements in the following areas: civil and criminal litigation, civil rights, health care, taxation, securities law, environmental law, banking, domestic violence, children's law and the judiciary.

Student Organizations¹⁹

- Student Government Association
- American Civil Liberties Union
- American Constitution Society
- Asian Pacific American Law Students Association (APALSA)
- Black Law Student Association
- BU School of Law Coffeehouse
- Children and the Law
- Christian Legal Society
- Communication, Entertainment, and Sports Law Association
- Earthworks International
- Environmental Law Society
- Federalist Society
- Health Law Association
- Intellectual Property Law Society
- International Law Society
- Jewish Law Student Association
- Labor and Employment Law
- Latin American Law Student Association
- Law Students for Choice
- Legal Follies
- OutLaw
- OWLS (Older, Wiser Law Students)
- Phi Alpha Delta
- Public Interest Project
- Shelter Legal Services
- South Asian American Law Students Association
- Women's Law Association

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RANK

22

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An Overview

The University of Iowa College of Law, founded in 1865, places equal emphasis on developing fundamental lawyer's skills and an appreciation of the roles of law and lawyers in society. These objectives are best achieved through an educational program that cultivates active student participation in the learning process and creates regular opportunities for individuals and small groups to confront challenging teachers who are genuinely interested in each student's professional development.¹

The law curriculum at Iowa is designed with the goal of seeing students develop fundamental lawyer's skills and an appreciation of the roles of law and lawyers in society.²

Student-Faculty Ratio³

12.2:1

Admission Criteria⁴

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	158-163	3.39-3.77
Median*	161	3.58

*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 Statistics⁵

Fall 2005 admission statistics:

Approximate number of applications	1,339
Number accepted	519
Percentage accepted	38.8%

Class Ranking and Grades⁶

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 points 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
- (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.

TERM	GRADING	FIRST YEAR	SECOND YEAR	THIRD YEAR
Summer 2005	12.50%-37.50%	3.39-3.08	82.10-78.55	82.39-78.15
Fall 2005	12.50%-37.50%		3.70 - 3.38	82.39 79.19
Spring 2006	12.50%-37.50%	3.69 - 3.40	3.71 - 3.41	82.88 - 79.63

The following grades are effective for Students entering the College in May 2004 and thereafter. 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 for 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:⁷

Letter Grade	Grade
A+	4.3-4.2
A	4.1-3.9
A-	3.8-3.6
B+	3.5-3.3
B	3.2-3.0
B-	2.9-2.7
C+	2.6-2.4
C	2.3-2.1
D	2.0-1.8
F	1.7-1.5

Grade Normalization (Curve)⁸

The median grade in a class shall be 3.3, with the following distribution as adopted by the faculty fall 2006:

[A+]	4.2-4.3	0% to 5%, with a norm of 2.5%
[A]	3.9-4.1	5% to 10%, with a norm of 7.5%
[A-]	3.6-3.8	10% to 20%, with a norm of 15%
[B+]	3.3-3.5	20% to 30%, with a norm of 25%
[B]	3.0-3.2	20% to 30%, with a norm of 25%
[B-]	2.7-2.9	10% to 20%, with a norm of 15%
[C+]	2.4-2.6	5% to 10%, with a norm of 7.5%
[C, D, F]	2.3 and under	0% to 5%, with a norm of 2.5%

For upper-level courses with fewer than 30 students in which the final grade is based primarily on a final examination, 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%
B	3.0-3.2	20-30%
B- / C+ / C / D / F	2.9 and below	15-35%

The curve is not applicable in seminars and other 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 examination.

Honors⁹

Order of the Coif	Top 10%
<i>summa cum laude</i>	Top 12.5%
<i>magna cum laude</i>	85.00 and up
<i>cum laude</i>	Top 37.5%

Awards¹⁰

Name of the award	Recipient
Donald P. Iay Faculty Recognition	Distinctive contribution to the Law School
Phillip Hubbard Human Rights Award	Contribution to human rights
John F. Murray Prize	Outstanding scholastic achievement
BNA Award for Scholastic Progress	Most improved grades for 1st and 3rd year
College of Law Hancher-Finkbine	Nominees for outstanding graduate
Iowa State Bar Association Awards	Scholastic achievement to law school life
Intl Academy of Trial Lawyers	Distinguished in advocacy skills

West Publishing Company Awards	Outstanding scholastic achievements
Client Representation Awards	Outstanding legal clinical service
Alan Widiss Faculty Scholar Award	Distinction in written legal scholarship
Antonia	Human Rights in law school community
R.S. Hunt Legal History Award	Outstanding contribution in legal history
Natl Association of Woman Lawyers Award	Contribution by woman law student
Eric Mathias Intl Social Justice	Intl social, economic, cultural, justice
R. Holland Corporate Scholarship	Best scholarly paper on corporate law
R.Goldman	Most improved academic performance
Hueffner & Seinbrink Real Estate	Excellence in real estate law
American Bankruptcy Institute Medal	Excellence in bankruptcy studies
Judge J.F. Dillon Prize	Essay on legal history or intersection etc.
Burton Legal Achievement	Recognition plain clear concise writing style
Dean's Achievement Award	Contribution to diversity in law school

Journals

Iowa Law Review: Since its inception in 1915 as the Iowa Law Bulletin, the 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, it is edited and managed by students and is published five times annually.¹¹

Journal of Corporation Law: This student-published Journal specializes in corporate law. Its philosophy is to provide quality articles examining subjects of current importance to businesses, scholars, and the practicing bar. The Journal has been designed to serve as a practitioner-oriented publication.¹²

Transnational Law & Contemporary Problems: This multi-disciplinary journal is edited by students and published twice a year. Each issue takes the form of a symposium on a single topic, and is guest-edited by a legal scholar noted for his or her work on that topic. TLCP symposia address issues and problems that transcend national political boundaries, presenting to the international and comparative law communities matters not commonly found in other journals.¹³

Journal of Gender, Race & Justice: The Journal is part of a dynamic and provocative movement going on throughout the national legal community to push at the boundaries of "traditional" legal scholarship and theory. It is a law review devoted to furthering social justice, and to promoting discussion and scholarship about the vital legal issues of our times. The Journal is a symposium-based law review that currently publishes two issues each year in the spring and fall.¹⁴

Moot Court¹⁵

The Appellate Advocacy Program seeks to familiarize students with brief writing and citation form, to further develop research skills, and to strengthen the students' persuasive ability in oral argument at the appellate level. In the spring semester of their second year, students who excelled in AAI are given the opportunity to participate in one of the college's three intramural moot court competitions—the *Baskerville Competition*, the *Van Oosterhout Competition*, and the *Jessup International Moot Court Competition*. The winners of these competitions are then invited to represent the college (during their third year of law school) as members of moot court teams that compete with other schools in regional, national and international tournaments. Members of these teams are later selected to the Moot Court Board which administers the Appellate Advocacy Program.

Clinical Programs¹⁶

The College of Law's Clinical Law Programs reflect the richness and diversity of modern law practice. The clinic offers students the opportunity to put their legal skills to use in a variety of practice areas. Faculty members supervise about 35 students each semester in the management of various cases and projects as well as an externship program. Here are some of the practice areas offered: Assistive Technology, Consumer Rights, Criminal Defense, Disability Rights, Domestic Violence, General Civil, Immigration, Nonprofit Organizations, and Workers' Rights.

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)¹⁷

Private sector (25th-75th percentile)	\$48,000 - \$90,000
Median in the private sector	\$65,500
Median in Public service	\$45,000

Employment Details¹⁸

Graduates known to be employed at graduation	88.2%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	98.7%

Practice Areas¹⁹

Graduates Employed at	Percentage (%)
Law firms	59%
Business/industry(legal)	10%
Business/industry (non legal)	5%
Government	7%
Public interest	3%

Judicial clerkship	8%
Academia	1%
Unknown	7%

Externships²⁰

In addition to its diverse “in-house” clinic, the Iowa School of Law offers an externship program that places students in a variety of legal settings. These externships are under the direct supervision of staff attorneys and are also supervised by College of Law faculty members. Students have been placed with judges in the following courts: U.S. District Courts, U.S. Magistrate Courts and the U.S. Bankruptcy Court. In addition, students have worked in the offices of the U.S. Attorney for the Southern District of Iowa in Des Moines and the Quad Cities. Other placements have included: Iowa Attorney General; Youth Law Center in Des Moines; Student Legal Services in Iowa City; Iowa City Attorney’s Office; Federal Public Defender in Cedar Rapids; Iowa Legal Aid in Cedar Rapids; and Iowa City HELP Legal Services in Davenport.

Student Organizations²¹

- Alianza
- American Constitution Society Web Site
- Amnesty International
- Asian American Law Students Association
- Black Law Students Association
- Christian Legal Society
- Environmental Law Society
- Equal Justice Foundation
- The Federalists Society
- Intellectual Property Law Society
- International Law Society
- Iowa Campaign for Human Rights
- Iowa Law Student Animal Legal Defense Fund
- Iowa Student Bar Association
- J. Reuben Clark Law Society
- Latino Law Students Association
- Law Students for Choice
- National Lawyers Guild
- Native American Law Students Association
- Organization for Women Law Students and Staff
- The Outlaws
- Phi Alpha Delta
- Pro Bono Society

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An Overview

Established in 1869, the Notre Dame Law School is among the oldest law schools in the nation, and the first law school established on the campus of a Catholic university. The law school's academic programs prepare students for an array of legal careers in all jurisdictions in the United States, as well as the practice of law internationally. Yet, beyond mere professional competence, a Notre Dame legal education focuses on issues of justice and values inspired by two traditions, the Catholic tradition, and the Anglo-American legal tradition.¹

Its national program is designed to equip students to practice law in any jurisdiction. Program aims to educate men and women to become lawyers of extraordinary professional competence who possess a partisanship for justice, an ability to respond to human need, and compassion for their clients and colleagues. Methods of instruction are both traditional and innovative. The curriculums are comprehensive courses and programs which cross traditional course lines and cover broad areas of practice.²

Though the law school has adapted and modified its curriculum to reflect the changing nature of the profession, it has been steadfast in its emphasis on teaching and developing lawyers who are committed to effectively serving their clients and bringing honor to the profession. Committed to the most demanding standards of scholarly inquiry, it seeks to illustrate the possibilities of dialogue between and integration of reason and faith. Through the teaching, it tries to prepare the students to practice law with competence and compassion and to contribute, as leaders in the bar, the academy, and government, to the development and reform of an increasingly complex and internationalized legal and regulatory framework.³

Student-Faculty Ratio⁴

14.3:1

Admission Criteria⁵

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	163-167	3.28-3.78
Median*	165	3.53

*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 Statistics⁶

Fall 2005 admission statistics:

Approximate number of applications	3,507
Number accepted	637
Percentage accepted	18.2%

Class Ranking and Grades⁷

Notre Dame Law School has been relatively immune to “grade inflation.” Its system judges students against a high Notre Dame standard rather than against student performance at other institutions. It has no mandated grading curve and does not rank students. Grading in the Law School is governed by the Hoynes Code.

Grades are issued based on the following scale:

Letter Grade	Grade
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
F	0

The faculty regards “C” as indicating satisfactory work. Therefore, a “C” at Notre Dame is considered a respectable grade. This is evidenced by the fact that, although its students enter the first-year class with outstanding undergraduate academic credentials, the median grade-point average for first-year classes is approximately 3.0 each year. The faculty does not hesitate to issue a grade of “D” or “F.” Such a grade simply indicates that the student has not done acceptable work according to the Notre Dame standard.

Other Grades⁸

I	Incomplete. A temporary grade. 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.”
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S	Satisfactory/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 Law School does not publish an individual's grade-point average or rank in class, nor rank students, either internally or externally. The Law School publishes the mean grade-point average for each class on a semester basis and on a cumulative basis and the grade distribution for each course and section on a semester basis, except for Directed Readings or courses with five or fewer students.⁹

Grade Normalization (Curve)¹⁰

To maintain academic good standing a first-year student must achieve a minimum GPA of 1.500 for the first semester and 1.750 for the second semester. The second and third-year students must achieve a minimum semester GPA of 2.000.

Minimum grade required for graduation based on May 2005 graduating class is 2.000.

Honors¹¹

Graduation honors are based on grade-point average, which is computed by including all courses taken in the Law School.

Dean's Honor Roll*	3.6
<i>summa cum laude</i>	3.8
<i>magna cum laude</i>	3.6
<i>cum laude</i>	3.4

Awards¹²

Name of the award	Recipient
Dean's Awards	Awarded for highest grade in course.
Col. William J. Hoynes	Based on GPA, leadership.
Dean O'Meara	Based on GPA, leadership.
Farabaugh Prize	Based on GPA, leadership.
Legal Writing	For excellence in legal writing.
Trial Advocacy	Several different awards for excellence in trial advocacy.
Dean Link Award	For outstanding service in social justice.
Dean Konop Award	For outstanding service in the Legal Aid and Defense.
ABA Negotiation Award	For excellence in the art of negotiation.
Dean William O. McLean	For outstanding service to the law school.
Nathan Burke Memorial Award	For best paper in copyright law.

Smith-Doheny Legal Ethics Award	For best paper in legal ethics.
National Association of Women Lawyers	For advancement of women in society.
Indiana Bar Foundation	Students intending to practice in Indiana

Six additional awards are given by the University for excellence in writing along with two additional leadership awards.

Journals¹³

The Notre Dame Law Review: Founded in 1925 and known until 1982 as the Notre Dame Lawyer, the Law Review is edited and published five times a year by students of the Law School. It affords qualified students an invaluable opportunity for training in precise analysis of legal problems and in clear and cogent presentation of legal issues. It contains articles and lectures by eminent members of the legal profession and comments and notes by members of the staff and maintains a tradition of excellence.

The Journal of College and University Law: Published by the Notre Dame Law School and the National Association of College and University Attorneys, this is the only law review in the United States dedicated exclusively to the law of higher education. Headed by both faculty editors and a student editor, the Journal is published three times a year.

The Journal of Legislation: This Journal is published by the students contains articles by both public policy figures and distinguished members of the legal community concerning either existing and proposed legislation, suggestions for legislative change, and public policy matters.

The Notre Dame Journal of Law, Ethics and Public Policy: This Journal is unique among legal periodicals in that it directly analyzes law and public policy from an ethical perspective and, consequently, strengthens the Law School's commitment to moral and religious values in legal education by translating traditional Judeo-Christian principles into imaginative, yet workable, proposals for legislative and judicial reform. Published by the Thomas J. White Center on Law and Government, the Journal's recent issues has addressed the problems posed by serious juvenile crime, homelessness, and AIDS.

American Journal of Jurisprudence (The Natural Law Institute): Founded in 1956 by the Natural Law Institute in the Notre Dame Law School as the Natural Law Forum, and changed in 1970 to the American Journal of Jurisprudence, the Journal publishes articles and review essays critically examining the moral foundations of law and legal systems and exploring current and historical issues in ethics, jurisprudence, and legal (including constitutional) theory.

Moot Court¹⁴

The Moot Court program, conducted by students, coordinates intramural and intercollegiate competitions in its appellate, trial and international divisions.

The Moot Court Appellate Division provides an opportunity for students to develop the art of appellate advocacy through a series of competitive arguments. First-year students are required to brief and argue at least one appellate case. Each year a number of students participate in the second-year program of the Notre Dame Moot Court. These arguments are presented before courts whose membership includes faculty members, practicing attorneys, and third-year students. After successful completion of the second-year rounds, the highest ranking participants are invited to represent the Law School in national competitions in their third year.

In recent years, Notre Dame has participated in both the National Moot Court Competition, sponsored by the Young Lawyers' Committee of the Association of the Bar of the City of New York. The Law School sponsors an annual Moot Court Showcase Argument in which the most successful third-year students demonstrate their ability in oral argument before a mock Supreme Court composed of eminent federal and state judges.

Students may participate in the Notre Dame Law School Trial Competition from which students are selected to represent the Law School in the annual National Trial Competition. This competition is sponsored by the Young Lawyers' Association of the State Bar of Texas and the Texas Bar Foundation. The Moot Court International Division allows students in their second and third years to prepare for and participate in the Philip C. Jessup International Law Moot Court Competition. Students are selected to represent the Law School in the national competition held each spring on the basis of interscholastic competition in the fall. The Jessup competition provides an opportunity for students to develop the art of oral advocacy in the increasingly important area of international law. In recent years the topics have included international pollution, nuclear proliferation, the rights of prisoners of war, and law of the sea.

Clinical Programs¹⁵

Students wishing to integrate the representation of live clients into their legal education may enroll in the Legal Aid Clinic. Clinical students earn academic credit while providing legal services to local residents who cannot afford private-practice attorneys. Under the close supervision of clinical faculty, students undertake direct representation of clients before state and federal courts, the United States Immigration and Naturalization Service, and other judicial and administrative bodies. The Notre Dame Legal Aid Clinic, is set up as a general practice law office with two divisions. The Civil Clinic handles landlord-tenant matters, denial of public benefits, mortgage foreclosures, consumer credit problems, elder law matters, and mental health related cases. The Immigration Clinic represents persons from around the world who seek immigration status or political asylum in the United States. Participation in the Legal Aid Clinic is available to second-year students and third-year students; it enables students to add an invaluable and practical dimension to their classroom education while benefiting the community in which they live by assisting indigent clients unable to afford legal services.

The Clinic accepts cases by referral from Indiana Legal Services, immigration service providers, and other agencies. In most cases, the supervising attorney conducts preliminary screening to determine whether the case is appropriate for the Clinic. Students in the Legal Aid Clinic represent clients in state and federal courts and administrative agencies in a variety of poverty law-related matters, including landlord-tenant, mortgage fraud and foreclosures, mental health and disability, consumer protection, public benefits, wills/trusts/powers and property transactions, and elder law.¹⁶

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)¹⁷

Private sector (25th-75th percentile)	\$90,000 - \$125,000
Median in the private sector	\$100,000
Median in Public service	\$45,500

Employment Details¹⁸

Graduates known to be employed at graduation	86.7%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	98.3%

Practice Areas¹⁹

Graduates Employed at	Percentage (%)
Law firms	59%
Business/industry(legal)	1%
Business/industry (non legal)	3%
Government	11%
Public interest	6%
Judicial clerkship	20%
Academia	0%
Unknown	0%

Externships²⁰

Legal Externships: Students may earn one credit for student volunteer legal work of six weeks or more during the summer months in any court, agency or public or private law office.

Academic Externships: The dean may approve for curricular academic credit an externship program if student fulfills the conditions that content and supervision must comply with the student practice rules of the jurisdiction in which the work is done. Program must include a substantial component of classroom. A student may not receive compensation for work performed as part of an academic externship.

Student Organizations²¹

- American Civil Liberties Union
- American Constitutional Society
- Asian Law Students Association
- Black Law Students of Notre Dame
- Business Law Forum

- Christian Legal Society
- Coalition to Abolish the Death Penalty
- Environmental Law Society
- Federalist Society
- Hispanic American Law Association
- Intellectual Property Law Society
- International Human Rights Society
- International Law Society
- Irish Law Society
- Jewish Law Students Association
- Married Law Students Association
- Military Law Students Association
- Public Interest Law Foundation
- Right to Life (Jus Vitae)
- Social Justice Forum
- Sports and Entertainment Law Society
- St. Thomas More Society
- Women's Legal Forum

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22

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An Overview

Washington and Lee University's School of Law had its origin in the Lexington Law School, established by Judge John W. Brockenbrough in 1849.¹

The Lexington Law School became affiliated with Washington College in 1866, while Robert E. Lee was the college's president, and was made an integral part of the institution in 1870. After Lee's death, Washington College was renamed Washington and Lee University. The School of Law has been a member of the Association of American Law Schools since 1920 and is approved by the American Bar Association.²

Learning at Washington and Lee University Law School becomes a much more active endeavor as there is no arm's-length teaching at the law school. Students are expected to do a lot of writing and a lot of rewriting even in the first year, but not without feedback from full-time, tenure-track professors, all in connection with substantive courses. All first year courses are required to give the students a broad perspective of legal issues.³

The law library contains more than 416,300 volumes, including microform materials, appellate records and briefs, and government documents. The Frances Lewis Law Center is the research arm of the School of Law. The Center brings visiting judges and lawyers to the campus for varying periods, sometimes as long as a semester. It supports research by Washington and Lee faculty and students, and it convenes scholarly colloquia on topics of current legal interest. The instructional program is designed to provide students with a legal education in the fullest sense: not only the technical tools, needed for the practice of law, but an understanding of how law operates in our society and sensitivity to the ethical imperatives of the profession.⁴

Student-Faculty Ratio⁵

10.5:1

Admission Criteria

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	163-167	3.25-3.79
Median*	165	3.52

*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)⁶

Admission Statistics⁷

Fall 2005 admission statistics:

Approximate number of applications	4,007
Number accepted	847
Percentage accepted	21.1%

Class Ranking and Grades

Exact class standings are not released. Each student, however, is informed of his or her grade-point average. In addition, each student can determine the approximate percentile in the class in which he or she falls because grade-point cutoffs at five percent intervals are posted; they vary from year to year and from class to class.⁸

At W&L, each grade is worth a certain number of grade points, according to the following scales where A (A+, A, A-)= Superior; B (B+, B, B-)= Good; C (C+, C, C-)= Fair; D (D+, D, D-)= Marginal (seriously handicapped in further study); E = Conditional failure; F = Unconditional failure; I = Incomplete; and WIP = Work-in-Progress. Exact class standing is not released. Each student, however, is informed of his or her grade-point average, and may divulge this information. In addition, each student can determine the approximate percentile in the class in which he or she falls because grade-point cutoffs at five percent intervals are posted; they vary from year to year and from class to class.

Letter Grade	Grade
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33

C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	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, Incomplete (I), Work-in-Progress (WIP) or No Grade Reported (NGR) entries do not count.⁹

Grade Normalization (Curve)

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 grade-point cutoffs at five percent intervals are posted; they vary from year to year and from class to class.¹⁰

The College's policy suggests the following grade distribution to the teachers of first-year courses:

(Based on May 2005 graduating class).¹¹

Top 10%	3.642
Top 25%	3.495
Top 50%	3.328
Top 75%	3.074

Honors¹²

Honor	Top % of class receiving	Minimum Grade-Point Averages
Dean's List		3.400
Honor Roll		3.750
Phi Eta Sigma (freshmen)	20%	3.5
Order of the Coif	10%	
<i>summa cum laude</i>	2%	3.800*
<i>magna cum laude</i>	11%	3.500*
<i>cum laude</i>	16%	3.250*

Awards¹³

Name of the award	Recipient
John W. Davis Award (most prestigious according to students)	Graduate with best record for general excellence.
Kirgis International Award	Graduate with most outstanding record in international law.
Academic Progress Award	Most marked improvement in final year.
Virginia Trial Lawyers Association Award	Best overall record in courses having litigation orientation.
Calhoun Bond University Service Award	Significant contribution to the W&L community.
James W. H. Stewart Tax Law Award	Excellence in the study of constitutional law.
Roy L. Steinheimer Commercial Law Award	Graduate with outstanding record in commercial law.
Steinheimer Law Review Award	Best article for Law Review publication.
National Association of Women Lawyers	Outstanding woman law student.
Charles V. Laughlin Award	Outstanding contribution to moot court program.
Randall P. Bezanson Award	Outstanding contribution to diversity in the law school community.
Omicron Delta Kappa (ODK Honor Society)	Leadership in campus activities--scholastic & other, from top 35% of the class.
Virginia Bar Family Law Section Award	Graduate/excellence in the area of family law.
American Bankruptcy Institute Medal	Graduate/excellence in the study of bankruptcy law.
Algernon Sydney Sullivan Award	Excellence of character and humanitarian service.
Washington and Lee University Valedictorians	Graduating senior with the highest academic average.
Barry Sullivan Constitutional Law Award	Graduate/excellence in the study of constitutional law.
Public Interest Law Grant	Entering practice in the public interest

Journals

Washington and Lee Law Review: First published in 1939, the *Washington and Lee Law Review* presents articles contributed by leading scholars, judges and lawyers, as well as essays, book reviews and student notes. Published four times each year, the 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.¹⁴

Environmental Law Digest: The Digest is written, edited, and published by law students for the Environmental Law Section of the Virginia State Bar. This quarterly newsletter is intended as a practitioner's guide, the Digest contains student-written articles on environmental and natural-resources issues, summaries of key court decisions on the federal and state level, and commentary on pending state and federal legislation and regulation.¹⁵

Journal of Civil Rights and Social Justice: This Journal is a research and reference publication having its focus on legal issues that have an impact on racial and ethnic minorities. It concentrates on legal realities and reports on developments in both statutory and case law in an effort to monitor their impact on minority communities.¹⁶

Moot Court¹⁷

The Moot Court Executive Board administers the Moot Court Program in W&L Law School. The eight members of this board are selected on the basis of demonstrated ability in brief writing, oral advocacy, and administration. Teams consisting of two members interview and counsel a “client” with a legal problem in the Client Counseling Competition. Competitors are judged on their ability to establish and maintain an effective rapport with the client and are then chosen from the intra-school competition to represent Washington and Lee in the American Bar Association’s national competition. The John W. Davis Moot Court Competition provides interested students the opportunity to sharpen their brief writing and oral advocacy skills. Participants individually write a brief on an issue of constitutional law and then present at least two oral arguments to a bench of distinguished judges. Students who place at the top in this competition go on to represent Washington and Lee in several competitions around the country.

Clinical Programs¹⁸

One of the most significant opportunities afforded by a law school education at W&L is its legal clinics. The second and third year students at W&L Law School help to meet the need for legal assistance in the region through the legal clinics 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.

The various clinics are:

Black Lung Legal Clinic;
Community Legal Practice Clinic;
Judicial Clerkship Program;
Legal Aid Society;
Public Prosecutors Program; and
Virginia Capital Case Clearinghouse.

Placement Facts¹⁹

Starting Salaries (2004 Graduates Employed Full-time)

Private sector (25th-75th percentile)	\$60,000 - \$110,000
Median in the private sector	\$83,500
Median in Public service	\$48,974

Employment Details

Graduates known to be employed at graduation 76.9%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status) 91.2%

Practice Areas²⁰

Graduates Employed at	Percentage (%)
Law firms	58.5%
Business/industry	6.6%
Government	4.7%
Public interest	2.8%
Judicial clerkship	25.5%
Academia	1.9%

Student Organizations²¹

- ABA/LSD Representative
- American Constitution Society
- Asian Pacific American Law Students Association
- Association of Trial Lawyers of America (ATLA)
- Black Law Students Association (BLSA)
- Burks Scholars x8020
- Christian Legal Society
- Environmental Law Digest
- Environmental Law Society (ELS)
- Epicurean Society
- Executive Committee
- Federalist Society
- First-Year Class Officers
- Honor Advocates
- Intellectual Property & Tech Law Society
- International Law Society
- Irish-American Law Students Association
- Jewish Law Students Association
- Journal of Civil Rights and Social Justice
- Kirgis Fellows
- Law Families
- Law News
- Law Review
- Law Revue
- Law News
- Jameson Tweedie Lead Articles Editor Carrel 537

- Sarah Waszmer Lead Articles Editor Carrel 538
- Elizabeth Wright Lead Articles Editor Carrel 539
- Law Revue
- Lewis Powell, Jr. Distinguished Lecture Series
- Media and Communications Law Association
- Moot Court Executive Board
- National Lawyers Guild
- Outlaw
- Phi Alpha Delta (PAD)
- Phi Delta Phi
- Public Interest Law Students Association (PILSA)
- Rationalist Society
- Res Ipsa
- Rugby Football Club
- SBA Officers
- Second-Year Class Officers
- Shooting and Racing Society
- Sports and Entertainment Law
- Sports Czar
- Students for an Innocence Project
- Tax Law Society
- Third-Year Class Officers
- Toastmasters
- Women Law Students Organization (WLSO)

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RANK

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An Overview¹

Founded in 1916, the Emory Law School in Atlanta is dedicated to integrative, international, and interdisciplinary legal study. Hundreds of students from almost every state, several foreign countries, and nearly two hundred undergraduate institutions work together with an experienced faculty to learn how to use law in dealing with the changing problems of an increasingly complex society. The study of law at Emory is a process of continuing intellectual development.

Emory Law School endeavors to promote scholarly excellence in a diverse community. It educates leaders in society based on the common quest for knowledge, pursuit of public service, and advocacy for justice.

Within four years of its founding, Emory was admitted in 1920 to the Association of American Law Schools, the first law school in Georgia to achieve that distinction. Constructed in 1972, the Gambrell Hall, Emory's current law school home has in addition to the usual classrooms, offices, interview rooms, and student lounge areas, a 450-seat auditorium and a state-of-the-art courtroom equipped with studio-quality video equipment. The Hugh F. McMillan Law Library sits adjacent to the Hall. At Emory it is an open door policy and professors welcome students, listen to questions and concerns, and discuss both the joys and challenges of the law and of life. In addition, there are informal interactions at events for faculty, staff, and alumni that law students regularly attend. Emory Law School is a vibrant community committed to the training of scholars and leaders in law and in the legal profession, enabling them to serve in public and private sectors throughout the world.

Student-Faculty Ratio²

13:3:1

Admission Criteria³

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	161-165	3.28-3.63
Median*	163	3.46

*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 Statistics⁴

Fall 2005 admission statistics:

Approximate number of applications	3,659
Number accepted	1,064
Percentage accepted	29.1%

Class Ranking and Grades⁵

The Emory University School of Law uses a letter grading system, with grades ranging from A+ to F. In the J.D. program, a student must make a grade of at least D- to receive credit for the course. A grade of F is failing.

Letter grade values are set out below.

Letter Grades	Grades
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0

Required course work or 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. Individual class ranks will be given to the top 10% of the class.

Grade Normalization (Curve)⁶

Minimum GPA	
3.629	Top 10%
3.439	Top 25%
3.396	Top 33%
3.273	Top 50%
3.066	Top 75%
2.25	Minimum Grade Required for graduation

Honors⁷

Honors	GPA Required
Order of the Coif*	Top 10% (24 students)
The First Honor Graduate	Highest overall academic average computed on all three years at Emory.
High Honors	With a final cumulative average of 3.80
Honors	With a final cumulative average of 3.45
Dean's List	Semester average of 3.45 or higher on at least 10 graded law hours

Awards⁸

Name of the award	Recipient
The Marion Luther Brittain Award	For service performed without expectation of reward or recognition.
Dean's Public Service Awards	Special recognition of a number of law students who have contributed to public service at the law school.
The Tom E. Lewis Award	To a third-year student who has shown outstanding commitment to public service while at the law school.
Gloria Jean Fowler ("Miss Jean Award")	Community (students, faculty and staff) will choose the recipient, whose identity will be announced at graduation.
Attorneys' Title Guaranty Fund Award	Outstanding students in real estate courses.
Beynart Professionalism Award	Outstanding third year student
Ernst and Young Achievement Award	Outstanding student in tax.
Distinguished Service Award	Honoring extra-curricular activities.
GA Association of Women Lawyers	Outstanding commitment to women in Law.
Moffett Litigation Award	Outstanding student in trial preparation.
The Order of Barristers	Outstanding students in appellate advocacy.
Barbara S. Rudisill Award	Memorial Award for law as a second career.
WSJ Achievement Award	Top-ranked student in graduating class.

American Law Institute-ABA Leadership Award	Outstanding Leadership and scholarship.
ABA/BNA Leadership Award	Outstanding students in intellectual property.
Kleinrock Publishing Award	Outstanding student in Tax.
American Bankruptcy Institute Medal	Outstanding student in Bankruptcy.
Hon. Tom E. Lewis Award	Outstanding commitment to public service.
Custer-Tugger Award	Outstanding commitment to family law.
International Academy of Trial Lawyers Award	Outstanding litigation skills.
Alternative Dispute Resolution Conflict Resolution Award	Outstanding Alternative Dispute Resolution skills.
State Bar of Georgia Labour /Employment ABA/BNA Award	Outstanding students in labor and employment.
ABA/BNA Award	Outstanding student in health law.
ABA/BNA Award	Outstanding students in labor/employment law.
Bryan Prize	Outstanding achievement in constitutional law.
Georgia Tax Section	Outstanding achievement in taxation.
Paul Hastings Janofsky Award	Outstanding achievement in securities law.
Emory Order of Advocates Award	Significant achievement in appellate advocacy.
Pratt Memorial Award	Outstanding service to moot court.
Quillian Prize	Outstanding achievement in Commercial Law.
Sutherland Asbill Brennan Award	Outstanding achievement in Federal Inc Tax

Journals

The Emory Law Journal: This Journal which began in 1952 as the Journal of Public Law is issued quarterly and edited entirely by students, serves as a forum for legal activism by demonstrating where the law should be. ELJ Members and Candidates carry sole responsibility for the editorial content and the substantive and technical accuracy of each article published. ELJ goals, apart from others also include fostering excellence among students in legal research, writing, analysis, and editing; to provide the legal community with reliable and thoughtful commentary on new developments and trends in the law.⁹

Emory Bankruptcy Developments Journal: This entirely student-run journal explores the cross-section between the principles, the policies, and the practice of bankruptcy law. The journal publishes two volumes a year. The Annual Emory Bankruptcy Developments Journal Symposium offers topics at the Symposium that serve the practical needs of local bankruptcy practitioners while furthering the academic reputation of the journal. The Symposium provides a forum where bankruptcy specialists challenge current practices, debate best practices, and consider the larger policy implications ever-present in bankruptcy law and its practice.¹⁰

The Emory International Law Review: is published semi-annually (Spring & Fall, with an occasional Summer issue) by students of Emory University School of Law.¹¹

Moot Court¹²

Membership to the Moot courts is open to all full-time J.D. students with a minimum cumulative GPA of 2.35. The Moot Court Society in Emory University comprises of 40 members. On the basis of their brief-writing and oral advocacy scores, the top 18 competitors from the Fall Competition become Special Teams Members. This special team competes in various interschool competitions around the country. The special teams have a long tradition of excellence in appellate advocacy, winning many moot court competitions around the country. Emory has so far successfully competed in the *Saul Lefkowitz Intellectual Property Competition in Washington, D.C.*; the *Irving R. Kaufman Securities Competition in New York City*; the *Jerome Prince Evidence Competition in New York City*; the *Vanderbilt First Amendment Competition*; the *Georgia Intra-State Competition*; the *Jessup International Law Competition*; and the *Evan A. Evans Constitutional Law Competition in Madison, Wisconsin*. In addition, Society sends a team to compete in the National Moot Court Competition.

Clinical Programs

Barton Child Law and Policy Clinic was established to address the need in Georgia for an organization dedicated to effecting systemic policy and process changes for the benefit of the children in Georgia's child welfare system. The clinic collaborates with Emory's School of Public Health, School of Nursing, School of Medicine and the Center for Violence Studies, as well as other Georgia colleges and universities.¹³

Barton Juvenile Defender Clinic gives law students the opportunity to represent clients in delinquency and status offense proceedings in Georgia's juvenile courts. Pursuant to Georgia's third-year practice rule, under the supervision of the clinic's managing attorney the students are responsible for handling all aspects of client representation. Students may also participate in policy work related to juvenile justice issues.¹⁴

Indigent Criminal Defense Clinic is a three-credit semester long clinic where student-attorneys handle actual misdemeanor cases from arraignment to final disposition. ICDC offers student-attorneys the opportunity to function as the client's lawyer.¹⁵

The Turner Environmental Law Clinic provides legal assistance on a pro bono basis to individuals, community groups and non-profit environmental organizations seeking to protect and restore the natural environment for the benefit of the public.¹⁶

Established in 1998 the Clinic seeks to protect and restore the natural environment for the benefit of the public. The Clinic trains law students to be effective environmental attorneys with high ethical standards and a sensitivity to the natural environment.

Placement Facts¹⁷

Starting Salaries (2004 Graduates Employed Full-time)

Private sector (25th-75th percentile)	\$60,000 - \$102,500
Median in the private sector	\$89,500
Median in Public service	\$45,000

Employment Details

Graduates known to be employed at graduation 80.7%

Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status) 98.7%

Practice Areas

Graduates Employed at	Percentage (%)
Law firms	68%
Business/industry(legal)	4%
Business/industry (non legal)	5%
Government	11%
Public interest	4%
Judicial clerkship	7%
Academia	2%
Unknown	0%

Externships¹⁸

A field placement is an attorney-supervised externship for which academic credit is granted. Field placements present a wonderful opportunity to receive course credit while gaining exposure to the practice of law in an area of interest. These placements provide experience and references for assisting in any job search and in career development, as well as possible employment opportunities in certain placements. Opportunities include, among others, externships with Georgia Supreme Court Justices, with federal agencies, with federal and local prosecutors and public defenders offices, and with multinational corporations headquartered in Atlanta.

Student Organizations¹⁹

- The Alternative Dispute Resolution Society
- American Bar Association/Law Student Division
- Asian American Law Students Association
- Black Law Student Association
- Christian Legal Society
- The Democratic Law and Policy Research Group
- Emory Federalist Society
- Emory Food Club
- Emory Gay and Lesbian Advocates
- The Emory Mock Trial Society
- Emory Public Interest Committee
- Emory Student Lawyers Guild
- Environmental Law and Conservation Society

- Immigrant Assistance Project (IAP)
- The Intellectual Property Society
- International Law Society
- Hispanic Law Student Association
- The JD/MBA Society
- Lamar Inn of Court
- Legal Association for Women Students
- Legal Fraternities
- Moot Court Society
- Sports and Entertainment Law Society
- Student Alumni Association
- Student Bar Association
- Student Legal Services

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An Overview

Founded in 1929, Boston College Law School has grown into an internationally-known leader in legal education.¹

The beautiful 40-acre campus is located in Newton, Massachusetts. The law school places 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, such as justice and public service, that have made the study and practice of law a calling for so many who come here.²

The curriculum provides thorough knowledge of the foundations of law through an extensive array of required and elective courses, and encourages students to think creatively in real-world situations, through its advocacy programs, clinical programs, and student publications.³

Finally, the law school has designed an Academic Support Program (ASP) to help students adopt learning strategies in their first year of law school that will lead to academic success, and to reduce the sense of academic isolation law students may experience in their first year of law school.⁴

Student-Faculty Ratio⁵

13.9 : 1

Admission Criteria⁶

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	161-166	3.44-3.79
Median*	164	3.62

*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 Statistics⁷

Fall 2005 admission statistics:

Approximate number of applications	6,769
Number accepted	1,372
Percentage accepted	20.3%

Class ranking and grades⁸

Letter Grade	Grade
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

Boston College Law School awards the traditional letter grades of A (4.0) through F (0.0). Official class rank is not computed, but the Office of Career Services can provide a statistical chart of approximate percentile ranges (e.g., top 10%, top 50%) based on grade point average.⁹

In each graduate course, in which a student is registered for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W, J, U, P or I. Students in the Law School may receive grades of C+, C- and D. The grade of A or A- is awarded for exceptional work which demonstrates a superior level of academic accomplishment in the area of study. The grades of B+, B and B- are awarded for good work. The grades of C+ and C are awarded for competent work. The grades of C- and D may be awarded for unsatisfactory work.

Incomplete and Deferred Grades

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course taken in the fall or spring semester or is absent from the course examination in either semester, may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I). All such I grades will automatically be changed to F on March 1 for the fall, August 1 for the spring, and October 1 for the summer. A Law School student who receives an Incomplete must arrange with the professor to satisfy the course requirements within one semester. An Incomplete becomes an "F" if the "I" is not removed within the stated time.¹⁰

Grade Normalization (Curve)¹¹

A law student must maintain a cumulative average of at least 2.0, measured at the end of each academic year, as well as receive a 2.0 average for each year's work to remain in good academic standing. Students whose grade point averages fall below 2.0 for an academic year are subject to exclusion. In addition, students must receive a passing grade (D or better) in all first year courses as a requirement for graduation.

Honors¹²

Honors are awarded in three grades according to the cumulative average:

	% of class receiving	GPA required
Order of the Coif	Top 10%	
<i>summa cum laude</i> with Highest Honors		3.79 or higher
<i>magna cum laude</i> with High Honors		3.606-3.789
<i>cum laude</i>		3.4- Top 33%

Awards^{13,14}

Name of the award	Recipient
James W. Smith Award	Graduating student with highest academic rank.
Susan Grant Desmarais Award	For public service achievement & leadership.
William J. O'Keefe Award	For outstanding contribution to law school.
St. Thomas More Award	For intellectual and moral qualities.
West Publishing Company Awards	For outstanding scholarship and contribution.
Bureau of National Affairs	Student with most satisfactory academic progress.
John F. Cremens Award	For outstanding work in clinical programs.
Cornelius J. Moynihan Award	For scholarship and co-curricular leadership.
Richard S. Sullivan Award	For overall contribution to the law school community.
Lyne Woodworth & Evarts	For outstanding editorial work on publications.
Wendell F. Grimes Award	For achievement in advocacy competitions.
White Inker Aronson Award	For service to the law school and service to others.
John O'Reilly Award	For contribution to the life of the law school & students.
Law School Alumni Association	For scholarship, service to the law school and the legal profession.
William J. Kenealy, S.J., Award	Awarded in memory of the late William J. Kenealy, S.J., Dean of the Boston College Law School (1939-1956), whose life was distinguished by a passion for social justice. This award is given to the graduating senior who has been distinguished in both academic work and social concern.

Journals

The *Boston College Law Review* is the oldest scholarly publication at Boston College Law School. Published five times a year the Review brings out articles concerning legal issues of national interest. In deference to the other reviews at the law school, however, it generally does not publish articles that focus exclusively on topics of third world, environmental or international law.¹⁵

The *Environmental Affairs Law Review* first published in 1971, (EA) is dedicated to environmental law. This multidisciplinary journal is “intended to be a forum” with the aim to develop intelligent interchange on the recognition and solution of environmental problems and cure the inadequacies of separate disciplinary structures with “the interchange of research opinion and commentary of scientists of various disciplines, administrators, planners, educators and lawyers.”¹⁶

The *International & Comparative Law Review* focuses on international legal issues, and publishes an annual survey of European Union law. The Review publishes two issues annually – Spring and Winter. The Spring issue 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. The Winter issue is a survey and contains articles (written by outside and student authors) focusing on the rapid evolution of the European Union, particularly on areas of vital concern to U.S. practitioners advising clients who conduct business in Europe, and also to the academic community which is closely monitoring these developments.¹⁷

The *Third World Law Journal* is a legal periodical that fills the need for a progressive, alternative legal perspective on issues both within the United States and in the developing world – a complex matrix of social, economic and political crises confronting minority groups, indigenous cultures and under-industrialized nations. Published twice annually, the Journal's scope includes issues affecting underrepresented populations, human and civil rights, immigration, women's and children's issues, and issues of disproportionate economic impact.¹⁸

The *Uniform Commercial Code Reporter-Digest* is a research tool used by practitioners to find cases decided by all federal, state and bankruptcy courts addressing issues related to the Uniform Commercial Code. 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.¹⁹

Moot Court²⁰

The students at the Law School are encouraged to be involved in a variety of internal and inter-school competitions to build the persuasive legal skills and self-confidence needed in the boardroom and the courtroom. These include proficiency in written advocacy, as well as an ability to mold facts into a persuasive presentation, develop intellectual flexibility, anticipate and respond effectively to questions and function well under pressure.

Students are able to build advocacy skills throughout their three years. First year students may participate in negotiation and client counseling competitions sponsored in conjunction with the American Bar Association

(ABA). In the second year, the intramural moot court competition focuses on appellate advocacy. In the third year of law school, the internal mock trial competition is held and opportunities are available to compete with students from other law schools in various national advocacy competitions.

Internal:

The Wendell F. Grimes Moot Court Competition in the second semester is essential for students aspiring to enter interscholastic competition and others who simply want to build their advocacy skills.

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.

External:

The Philip C. Jessup Moot Court team aims to participate in regional, national, and international competitions as they prepare and argue briefs regarding an appeal that could go before the International Court of Justice.

The National Environmental Moot Court team prepares an appellate brief and competes in mock oral argument regarding an important environmental issue.

The J Braxton Craven Moot Court team focuses on issues of constitutional law, at both the regional and national level.

The National Criminal Procedure Moot Court team enters a national competition regarding a criminal procedure problem.

The Frederick Douglass Moot Court team engages in an inter-school competition that focuses on significant minority issues and is sponsored by BALSAs.

The Saul Lefkowitz Trademark Moot Court team prepares and presents cases related to trademark law.

The Conrad B. Duberstein National Bankruptcy Moot Court employs a mock Supreme Court format as students advocate on either side of a current bankruptcy law issue.

The European Union Law Moot Court Team is a recent addition to the programs. It requires the students to write briefs in English and French. If the team is invited to the oral rounds, it must argue in both languages.

Clinical Programs²¹

Boston College Law School is widely regarded as having one of the best clinical curricula in the country in a wide range of practice areas.

There is no general rule governing how many clinical courses a student should take, or when is the best time to enroll in them. There is also no general rule about the sequence in which clinical courses may, or should, be taken. However, some students prefer to wait until the third year, because they want to use clinical courses as a way to transition to professional life, or because the clinics in which they were interested were open only to third-year students.²²

Civil Litigation Clinic: This civil clinical course allows students the opportunity to work as practicing lawyers representing actual clients at the Boston College Legal Assistance Bureau (LAB). Students are responsible for their own cases and advise and represent clients with a variety of legal problems, including landlord-tenant disputes, social security appeals, employment discrimination suits, and consumer complaints, etc.

Criminal Justice Clinic: This clinic examines the criminal justice system from the perspective of both defense attorneys and prosecutors and is made up of two programs: BC Law Prosecution Program and BC Defenders. The BC Defenders represent indigent clients in District Court, while student Prosecutors prosecutes cases under the auspices of a District Attorney's Office.

Homelessness Litigation Clinic: This course introduces students to the pervasive problem of homelessness in our cities in which students will litigate cases on behalf on poor individuals who are homeless, or who risk becoming homeless if they lose their current housing. The course includes fieldwork and a weekly seminar.

Immigration Law Clinic: Students who take Immigration Law clinic will find opportunities to work with pro-bono attorneys on political asylum cases in conjunction with the Political Asylum/Immigration Representation Project (PAIR); interviewing, counseling, and representing clients in Detention Facilities and Immigration Court, and working on various types of national and regional "impact" litigation, especially regarding detention policies.

Advanced Immigration Law: This is a two-credit seminar with a three-credit clinic connected to it. U.S. Immigration law issues are examined and discussed and each student works with clients on immigration matters.

Juvenile Rights Advocacy: Students work for juvenile justice and child advocacy as well as problem areas of juvenile representation and policy. They primarily represent girls in the Massachusetts justice system across the full-range of their legal needs, like delinquency, post-disposition administrative advocacy, special education, personal injury, status offenses, child abuse and neglect, and public benefits.

Women and the Law Clinic: "Women and the Law Clinic" is a clinical and theoretical course. The course is a part of the Legal Assistance Bureau (LAB). Students will also be assigned two to three domestic cases involving divorce, custody, child support, spousal support, visitation, restraining orders, etc. ²³

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)²⁴

Private sector (25th-75th percentile)	\$93,000 - \$125,000
Median in the private sector	\$125,000
Median in Public service	\$43,100

Employment Details²⁵

2004 Graduates

Graduates known to be employed at graduation	71.4%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	97.1%

Practice Areas²⁶

Graduates Employed at	Percentage (%)
Law firms	59%
Business/industry(legal)	3%
Business/industry (non legal)	5%
Government	10%
Public interest	5%
Judicial clerkship	17%
Academia	0%
Unknown	0%

Externships²⁷

Here students are placed in settings outside of the law school under the supervision of practicing lawyers.

Attorney General Program: An intensive full-year clinical experience in civil litigation in the Government Bureau of the Massachusetts Office of the Attorney General. Students work directly with Bureau attorneys in the representation of state agencies and officials in state and federal courts.

International Criminal Tribunal: The goals of the program are provisions of a meaningful educational experience, instruction in international law, and exposure to different legal cultures. It offers an opportunity to work on-site at the International Criminal Tribunal for the Former Yugoslavia (ICTY) or the newly-established International Criminal Court (ICC), both located in The Hague, Netherlands.

London Program: This is given each Spring Semester at King's College London. It seeks to supplement the educational process at Boston College Law School by exposing students firsthand to a different legal culture. The Program is designed to provide students with a critical insight into comparative legal institutions, and prepare them for international law practice, with special emphasis on international regulatory process, whether in environmental or securities regulation, antitrust, intellectual property or human rights. Students work with a number of non-profit environmental organizations, and the London branches of four major United States law firms.

Semester in Practice: A semester course, this clinic is designed to maximize students' ability to improve their lawyering skills while observing experienced local lawyers and judges.

Student Organizations²⁸

- Law Students Association (LSA)
- American Bar Association: Law Student Division
- American Constitution Society
- Arts, Media, Entertainment and Sports Law Organization
- Asian Pacific American Law Students Association
- Black Law Students Association
- Board of Student Advisors
- BC Law Democrats
- Christian Legal Society
- Coalition for Equality
- Domestic Violence Advocacy Project
- Environmental Law Society
- Federalist Society
- Immigration Spring Trip
- Intellectual Property and Technology Forum
- International Law Society
- Jewish Law Students Association
- Lambda Law Students Association
- Latino Law Students Association
- Law Revue
- National Lawyers Guild
- Owen M. Kupferschmid Holocaust/Human Rights Project
- Phi Alpha Delta
- Public Interest Law Foundation
- Reproductive Choice Coalition
- Republicans of BC Law
- South Asian Law Students Association
- Shelter Legal Services
- Students With Kids
- Sui Juris
- St. Thomas More Society
- Veterans Association
- Women's Law Center

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An Overview

The College of William and Mary, Marshall Wythe School of Law holds on to Thomas Jefferson's idea for legal training, who in 1779 led the creation of the law school at the College. George Wythe, a remarkably accomplished and revered member of the Revolutionary generation, was the school's first professor.¹

The study of law at William & Mary is designed to prepare graduates to meet the manifold needs of the society, whether in the practice of law or in allied endeavors such as business, politics or public service. In order to attain this goal, the Law School curriculum offers a variety of courses in many fields of legal specialization. Classes are often conducted by the "case method," which requires critical study and analysis of judicial decisions, statutes and other legal materials. The curriculum also offers selected courses conducted by the "problem method" and a number of performance-based and clinical courses as well. In addition, there are a number of programs designed to foster independent inquiry and the continuing development of close reasoning skills. These include Independent Legal Research, Independent Legal Writing, Directed Reading, the various for-credit law reviews and the Moot Court program. A combination of these varied approaches to learning affords each student the opportunity to design a personalized program of study.²

The library at W&M houses approximately 400,000 volumes including the Thomas Jefferson Collection and other valuable works in the Rare Book Room and is accessible to the law students twenty-four hours per day. The Institute Of Bill Of Rights Law supports research and education on the Constitution and the Bill of Rights and sponsors educational programs for various audiences.³

The innovative, award winning Legal Skills Program offers its students a unique perspective into the real world of practicing law. The Program teaches its students the essential tools in effective legal writing, advocacy and client relations in an environment much like the environment that students will face in their careers. It is organized into law offices that use the law of an actual jurisdiction.⁴

Legal training at William & Mary Law School courtroom is innovative and technologically advanced. In the Jeffersonian tradition of the citizen lawyer, the School honors its obligation to participate in resolving leading issues of the day.⁵

Student/faculty ratio:⁶

15.7:1

Admission Criteria⁷

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	160-165	3.31-3.80
Median*	163	3.56

*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 Statistics⁸

Fall 2005 admission statistics:

Approximate number of applications	4,116
Number accepted	924
Percentage accepted	22.4%

Class Ranking and Grades⁹

The law students are ranked only at the conclusion of one full-year of legal study at William & Mary. Thereafter, students are ranked only at the conclusion of the fall and spring semesters. Students attending summer school do not receive a new rank at the conclusion of those classes. The cumulative GPA, that is reported to a third party by the Law School or the law student, will be rounded from the 100th decimal to the 10th decimal (e.g. 2.99 rounds to 3.0). Class ranks are based on the rounded GPA. The majority of student ranks are determined in percentage terms rather than individual class ranks. Students holding a GPA of 3.6 or higher will be given a numerical rank.

Grades for the first-year students are wholly based on the results of written examinations. For second year or third year students classroom participation, (inclusive of class attendance), may be added in the grade. The grades earned are as follows:¹⁰

Letter Grade	Grade
A+	4.3
A	4.0
A-	3.7
B+	3.3

B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
F	0

Grade Normalization (Curve)¹¹

The Law School has a mandatory grade curve for classes of thirty or more students. Faculty may assign, in classes of 30 or more students, one "A+" grade. This grade will have a value of 4.3. The College's policy suggests the following grade distribution to the teachers of first-year courses:

As	15-25%
B*s	60-75% (B+: 25-35%; B: 20-30%; B-: 10-20%)
C+ or lower	5-15%

In calculating percentages within the B range, the faculty takes the percentage of the whole class, not of the total percentage allowed in the B range. Faculty grading class participation in a course with at least 30 students needs to be able to meet the mandatory curve after class participation grades are considered.

Honors¹²

Order of the Coif	Top 10%
<i>summa cum laude</i>	3.80
<i>magna cum laude</i>	3.65
<i>cum laude</i>	3.50

Awards¹³

Name of the award	Recipient
Dean's Certificate	To those 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.
ABA-BNA Award for Excellence in Health Law Excellence in health law.	Excellence in health law.
The American Bankruptcy Institute Award	Outstanding performance in bankruptcy law.
American Bar Association State and Local Government Award	Presented for excellence in the areas of land use and local government law.

Publisher's Book Awards	Highest scholastic average in the first, second, and third year law class.
Rachel Carson Award for Excellence in Environmental Law	Most significant contribution to legal scholarship in any law school course.
Drapers' Scholarship	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.
Environmental Law & Policy Review Award for Excellence in Scholarship	Presented for outstanding accomplishment in environmental law.
Gambrell Legal Skills Award Top Legal Skills in student.	Top Legal Skills in student.
The William Hamilton Prize	Annual cash award to outstanding student in legal history.
Ewell Award	Well-rounded graduating students.
The Lawrence W. I'Anson Award	Evidence of great promise through scholarship, character and leadership.
The Family Law Book Award	Best practice of family law.
The Herrmann Prize	Efficient administration of justice through the innovative use of technology.
Robert R. Kaplan International Financial Law Award	Outstanding student in International Financial Law.
The Kaufman & Canoles Prizes	Outstanding performance in the Legal Skills Program.
The Kruchko & Fries Prize	Outstanding student performance in employment law.
Wayne M. Lee Endowed Book Award	Highest grade point average after completion of the first semester.
Order of Barristers	Substantial contributions in oral argument program.
The Thurgood Marshall Award	Distinguished public service.
National Association of Women Lawyers Award	Outstanding contribution to the advancement of women in society.
Spong Professionalism Award	Best third-year law student in the Legal Skills Program.
William and Mary Journal of Women & the Law: Outstanding Member	Third-year student who exhibits outstanding dedication and support to the Journal.
William & Mary Law Review: Best Student Note	Recognizing the most outstanding student note published in the Review.
Virginia Trial Lawyers Award	Excellence in trial advocacy and high standards and integrity of a trial lawyer.
The George Wythe Award	Outstanding service to the Law School.
The Thomas Jefferson Prize	Best student Note in the current volume of the William & Mary Bill of Rights Journal.

Journals

The William and Mary Law Review was first published in 1957 and provides a forum for academic treatment of legal issues, offers a unique educational opportunity for its student members, aids practitioners in understanding recent developments in the law, and enhances the life of the Law School. The Review is published six times per year—in October, November, December, February, March, and April. The Review has featured important scholarly work noted scholars in all areas of the law and has become one of the top general interest law journals in the country.¹⁴

The William and Mary Journal of Women and the Law is a student-edited journal founded in 1993 to focus scholarly debate on gender-related issues and to encourage discussion about the impact gender bias in the law has on society and women's lives. It also addresses the inherent interdependence between public policy and social issues. The Journal is committed to stimulating an open discussion encompassing a variety of viewpoints regarding these legal issues. Through such dialogue, it hopes to advance the development of the law in an area critical to social justice and equality.¹⁵

Bill of Rights Journal was founded in 1992 and is a student-run publication addressing constitutional issues with a focus on civil and individual liberties. Previously known as the Colonial Lawyer, the Journal expanded the original vision of the Colonial Lawyer from a Virginia-focused journal to a journal of international scope. The Journal is published three times per year.¹⁶

The William & Mary Law School Environmental Law and Policy Review began as the *William and Mary Journal of Environmental Law* in 1975 to report on local and regional topics of environmental law. Today, the central function of the review is to provide a forum for professors, scholars, practitioners and students to publish articles on current topics of environmental law and examine in a more focused manner the policy implications behind the law.¹⁷

The Advocate is the Law School's student bi-weekly newspaper publishes feature articles, news, sports, editorials, humor and political commentary written by members of the law school community.¹⁸

Moot Court¹⁹

This program gives the law school students the opportunity to develop and refine both oral advocacy and brief writing skills. Team members participate in Moot Court 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 the Moot Court Team sends its members to approximately 10 inter-collegiate moot court tournaments around the nation. In addition to competing, the William & Mary Moot Court Team annually host the William B. Spong, Jr. Invitational Moot Court Tournament which focuses on current issues in constitutional law. Rounds are judged by panels of federal and state court judges. Competitors at the Spong Tournament represent schools from cross the United States.

Clinical Programs²⁰

Federal Practice Tax Clinic: Consisting of two components – a seminar about federal tax practice and procedure and a practicum – the Federal Practice Tax Clinic students assist in the representation of low income Virginia taxpayers before the IRS and in U.S.

Legal Aid Clinic: Students work in the Williamsburg office of Legal Services of Eastern Virginia, providing legal service to poor people under the supervision of a faculty member. The legal work done by the students provides the basis for an exploration of the profession and the justice system.

Domestic Violence Clinic: An examination through practice, reading, and a classroom component of domestic violence law and practice. Students with supervision provide advice and counsel to residents of the Avalon shelter, and include court representation of clients.

International Law Clinic: Iraqi Special Tribunal: This clinic is a special project conducted with the Regime Crimes Liaison Office of the Department of Justice.

Environmental Law and Science Clinic examines the substance and practice of environmental litigation. Third-year students develop and litigate cases under the Clean Water Act and other environmental laws. Class meetings discuss both substantive environmental law and the case practice and litigation experiences. The course is also open to two students from VIMS/SMS for collaboration with scientific knowledge and perspective.

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)²¹

Private sector (25th-75th percentile)	\$75,000 - \$125,000
Median in the private sector	\$95,000
Median in Public service	\$48,947

Employment Details²²

Graduates known to be employed at graduation	84.9%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	96.2%

Practice Areas²³

Graduates Employed at	Percentage (%)
Law firms	58%
Business/industry(legal)	3%
Business/industry (non legal)	1%
Government	20%

Public interest	5%
Judicial clerkship	12%
Academia	1%
Unknown	0%

Externships²⁴

The Director of the Externship Program and Office of Career Planning and Placement at the Law School has a wide variety of placement suggestions for students. However, a student may not earn Externship credit by working for an organization or individual from whom he or she has received pay. Each individual program must be approved in advance by the Director of the Externship Program. The School of Law offers following externship programs:

Government and Public Interest Externship: Students gain practical experience by working in a government agency or nonprofit organization under the supervision of a lawyer.

Non-Profit Organization Externship: Students in this course will be assigned to work with a lawyer providing services to one or more non-profit organizations.

Department of Employment Dispute Resolution Externship: Students are required to work one full day/week in Richmond at the Department of Employee Relations Counselors, an agency which counsels state employees on work-related complaints, aspects of the grievance procedure.

Virginia Court of Appeals Externship: Students will work in the office of the Chief Staff Attorney reviewing briefs and records filed with the Court, and drafting proposed orders and memorandum opinions.

Attorney General Externship: Students work in the office of the Attorney General of Virginia in Richmond.

Supreme Court of Virginia Office of Chief Staff Attorney Externship: Provides students the opportunity to review trial court records, Petitions for Appeal and Briefs in Opposition, and prepare written memoranda outlining procedural histories, factual summaries and legal issue analysis; to assist in performing "procedural checks;" to attend and observe Supreme Court oral arguments when the full Court is in session.

Judicial Clerk Externship: Provides an opportunity for students to gain an insight into the judicial process from the bench, under the supervision of a local Judge.

Therapeutic Courts Practice Externship: Students get the opportunity to participate in specialized alcohol and drug courts in juvenile and circuit courts of Virginia. They are assigned to work under the supervision of a judge, prosecutor, or public defender as they learn about new and innovative alternatives to the traditional approach of the administration of justice.

General Assembly Externship: During General Assembly sessions in Richmond, this externship will offer students the opportunity to work in the office of a delegate or senator.

Student Organizations²⁵

- American Constitution Society
- Asian Law Students Association
- Black Law Students Association
- Bone Marrow Drive Committee
- Children's Advocacy Law Society
- Christian Legal Society
- J. Reuben Clark Law Society
- Environmental Law Society
- Federalist Society
- George Wythe Society
- Honor Council
- I'Anson-Hoffman American Inn of Court
- Institute of Bill of Rights Law Student Division
- International Law Society
- Jewish Law Students Association
- Lesbian & Gay Law Association
- Military Law Society
- Multicultural Law Students Association
- Phi Alpha Delta
- Phi Delta Phi
- Sports and Entertainment Law Society
- Student Bar Association
- Student Intellectual Property Association
- Students for Equality in Legal Education
- Student Legal Services
- Therapeutic Jurisprudence Society
- William & Mary Chapter of the ACLU
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An Overview

The University of Illinois College of Law is a place not only to learn the law, but to gain a full understanding of it. The mission of the University of Illinois College of Law is to train well-rounded, critical, and socially conscious individuals to become outstanding lawyers. Established in 1897, the College of Law was a charter member of the Association of American Law Schools, and was home of the founding chapter of the law honor society now known as the Order of the Coif. The College has specialized expertise in the areas of business and commercial law, employment law, environmental law, intellectual property law, international and comparative law, public interest law, and taxation law.¹

In addition to legal studies, Illinois law students enjoy a variety of learning opportunities that apply principles to practice. Analytical thinking, problem-solving, research, pre-trial and trial skills, negotiation, and interviewing are critical skills needed for real-world success. Encountering a breadth of practice experiences during law school also helps develop an increasingly important ability to practice law in and with diverse cultures at home and around the globe.²

College of Law offers scholarly areas of research, teaching, and coursework, called "Programs". These are not majors or concentrations in the traditional sense but areas of academic interest and strength within the College of Law.³

Complementing a full array of courses are writing and editing responsibilities for scholarly journals, participation in clinical programs and competitions—from moot courts to trial teams to negotiation—opportunities for involvement in more than 40 student organizations, and invitations to study abroad. A robust schedule of lectures and conferences gives regular opportunities for lively student involvement in question-and-answer sessions with renowned legal scholars and prominent members of the judiciary. The College of Law's environment is both collaborative and challenging while traditional and progressive. The faculty is also very accessible and accomplished. They are well-connected, well-published legal experts who care about students and teaching.

An all-inclusive learning environment features dining facilities, a bookstore, student lounge, wireless computing areas, and a computer lab. The Albert E. Jenner, Jr. Memorial Library is home to some 730,000 volumes and access to thousands of electronic legal information sources.⁴

Student/faculty ratio:⁵

12.6:1

Admission Criteria⁶

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	162-167	3.04-3.66
Median*	165	3.35

*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 Statistics⁷

Fall 2005 admission statistics:

Approximate number of applications	2933
Number accepted	446
Percentage accepted	15.2%

Class Ranking and Grades⁸

A cumulative grade-point average of at least "C" (2.0 on 4.0 scale) in credits obtained in Law courses at the University of Illinois for graduation for continuation as a student at the College of Law.

The following grading scale is used by the College: ⁹

Letter Grades	Grades
A+	4.0
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+	1.33

D	1.0
D-	0.67
F	0

Grade point averages are computed to two decimal places. Additional numerical places are dropped. Thus, for example, a 3.799 and a 3.791 both would be counted as a 3.79 GPA. The College of Law does not compute or disclose individual class rankings. However, after each semester, the Registrar publishes the cumulative grade point average (CGPA) for each class (1L, 2L, 3L) at the cutoff for (1) top 10% and (2) top one-third. For example, if the 3L class has 210 students, the CGPA of the # 21 and the # 70 student would be published. The Registrar's Office provides appropriate individuals the precise class rank of the students in the top 10% of each class at the end of each semester.¹⁰

Grade Normalization (Curve)¹¹

The College does not impose a mandatory grading curve on any class. For all upper-level courses with at least 20 students enrolled: a mean GPA for J.D. students between 3.2 and 3.4. The faculty, however, has adopted a resolution with the following recommended curve applicable to first year J.D. students:

A- or higher	20% of the class (with approximately 3.2 GPA)
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Honors¹²

Order of the Coif	Top 10%
<i>summa cum laude</i>	3.75
<i>magna cum laude</i>	3.50
<i>cum laude</i>	3.25
Harno Scholars	Top 10% in each law school class for each regular semester
Dean's list	Next 20% (11%-30%) of a student class for each semester

Awards¹³

Name of the award	Recipient
Bell, Boyd & Lloyd Best Advocate Award	First year students for oral and written advocacy skills.
CALI Excellence for the Future Award	Highest grade in each course.
Cook County Circuit Court Honors Externship Program	Applicants who earned an Honors or High Honors Distinction in the first semester Legal Research and Writing class.
Harker Prize	Student ranked number one after the first year.
Neal, Gerber & Eisenberg Law Review Writing Award	Best Law Review note.
Sonnenschein, Nath & Rosenthal Award of Excellence in Legal Research and Writing	For legal research and writing skills.

Rickert Awards*	Outstanding third year law students who demonstrate excellence within a variety of academic, advocacy, and community-building activities.
Larry Travis Bushong Writing Award*	For Top student paper in gay and lesbian issues.
Honorary round Best Oralist*	Best oralist in Moot Court Honorary Round.
Dennis France Scholarship*	Outstanding third year student in family law.
J. Nelson Young Tax Award*	Outstanding academic excellence in tax.
Brinks Hofer Award*	Outstanding academic excellence in intellectual property.
Ellen DAAR Kerschener Memorial Scholarship*	Outstanding female student.

Journals

Student Edited

The University of Illinois Law Review is an academic publication published five times per year by the students of the University of Illinois College of Law. The Law Review provides practitioners, judges, professors, and law students with cogent analyses of important topics in the law. The student-edited Law Review is generally regarded as one of the preeminent law reviews in the country. Students with top grade point averages and students who excel in a summer writing competition are invited to become members.¹⁴

The Elder Law Journal is an academic publication published twice annually by the students of the University of Illinois College of Law. The Journal is dedicated to addressing elder law issues. It publishes manuscripts that not only address policy decisions, but also serve as guides to attorneys practicing in the field. The Journal makes helps attorneys who advise clients on estate planning, living wills, arrangements for long-term nursing care, qualifying for Medicaid, as well as other areas of law pertinent to the elderly as well as professionals in fields such as social work, gerontology, ethics, and medicine.¹⁵

The University of Illinois Journal of Law, Technology & Policy is a peer-reviewed, bi-annual, joint publication of the College of Law, National Center for Supercomputing Applications, and Institute of Government and Public Affairs at the University of Illinois at Urbana-Champaign. The Journal features articles that address Societal impact of technology, Legal and regulatory regimes that govern technology, Intellectual property issues posed by technology, use of technology to vindicate societal goals, and Ethics and technology.¹⁶

Comparative Labor Law and Policy Journal founded in 1976 it provides a venue for the very best scholarship in the comparative analysis of labor law, employment policy and social security issues. In 1997, the Journal moved to the University of Illinois where it was renamed Comparative Labor Law & Policy Journal and its Editorial Advisory Board broadened better to reflect its mission. With an extensive world-wide circulation, the Journal has become a major international forum for research, theoretical and applied, in an area of growing importance to the developed and in the developing world. A publication of the University of Illinois College of Law and the United States Branch of the International Society for Labor Law and Social Security.¹⁷

The Journal of the Business Law Society is a production of the University of Illinois Business Law Society. This undertaking is inspired by an innovative trend in legal publication, in which web log technology is being

utilized to allow faculty, students and professionals to interact in a novel way; providing a unique complement to traditional law reviews. The purpose of this journal is to provide the casual reader with information on recent developments affecting business law.¹⁸

Faculty Edited¹⁹

Since fall 2000, faculty members at the University of Illinois College of Law have published their recent scholarly papers online through the Legal Scholarship Network of the Social Science Research Network. They are:

SSRN Working Papers

Public Law Research

Moot Court ²⁰

The College of Law offers both internal and external moot court opportunities to the students. All second- and third-year students are eligible to participate in one of six internal moot court competitions:

Environmental Law Moot Court Competition
Frederick Douglass Moot Court Competition
Frederick Green Moot Court Competition
Hispanic National Bar Association Moot Court Competition
Intellectual Property Moot Court Competition
Jessup International Moot Court Competition

Students who participate in each of these competitions receive instruction in both brief writing and oral advocacy, write an appellate brief, and participate in practice and final rounds of oral argument. The top finishers in each competition will have the opportunity to compete in an external competition the following year.

The external competitions in which students compete include:

National Moot Court Competition
Frederick Douglass Moot Court Competition
Chicago Bar Association Moot Court Competition
Philip C. Jessup Moot Court Competition
Hispanic National Bar Association Moot Court Competition

Clinical Programs

The College offers several Clinical Programs where students solve real problems for actual clients that provide hands-on experience and draw directly from the knowledge and skills gained in the classroom.²¹

In the **Civil Litigation Clinic**, students represent clients in civil litigation matters under close supervision in a model law office setting. The Civil Litigation Clinic represents low-income individuals and families who do not have resources to hire an attorney. Cases include family law such as divorces, child custody, and orders of protection proceedings; debtor cases, and general civil litigation cases which provide participating students a broad range of experiences.²²

In the **International Human Rights Clinic** students develop skills required for legal practice in an international context while promoting human rights and development in Africa. Working in collaboration with international non-governmental organizations and human rights lawyers in Africa, students have the opportunity to develop their skills in case strategy and development; legal research, writing, and editing; written and oral advocacy; critical thinking; counseling; and cross-cultural lawyering.²³

The **Transactions and Community Economic Development Clinic** strives to promote the health and welfare of Illinois residents and their communities. It is part of the community-oriented legal movement in which lawyers and community leaders use the law as one of many tools in a larger strategy for solving problems. This Clinic focuses on fighting poverty and promoting economic justice for all segments of society by using a wide variety of problem-solving tools such as advocacy, legislation, research, and litigation, as well as collaboration and cooperation. Clinic students also help to start and grow small businesses and not-for-profit corporations, dispute credit fraud and identity theft, fight predatory lending, and develop positive alternatives to high-cost credit.²⁴

The **Employee Justice Clinic** is a one-semester, elective course for second-year and third-year law students. Law students in the Employee Justice Clinic provide education, advice, advocacy, litigation, and mediation services for low-income individuals and groups who have cases involving employment. Clinic students address issues that low-income wage earners face while on the job, in seeking work, or if their employment has been terminated - such as wage and hour claims, Family and Medical Leave Act cases, privacy rights violations, protection for victims of domestic violence at the workplace claims, unemployment appeals, wrongful discharge cases, and benefits cases.²⁵

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time) ²⁶

Private sector (25th-75th percentile)	\$60,000-125,000\$
Median in the private sector	\$90,000
Median in Public service	\$45,000

Employment Details²⁷

Graduates known to be employed at graduation	72.1%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	99.5%

Practice Areas²⁸

Graduates Employed at	Percentage (%)
Law firms	58%
Business/industry(legal)	7%
Business/industry (non legal)	5%
Government	10%

Public interest	3%
Judicial clerkship	13%
Academia	4%
Unknown	0%

Externships

Appellate Defender: Attorneys from the Fourth District Office of the State Appellate Defender supervise law students preparing criminal appeals for clients of the office. Each student receives a 300- to 700-page transcript in a felony jury trial and is primarily responsible for preparing an appellate brief in the case. The student's work includes drafting the Statement of Facts for the brief, as well as researching and drafting the Argument section of the brief.²⁹

Legislative Projects: This course offers students the opportunity to work on projects with the Illinois State Legislature. Students are divided into four teams - two working with the Senate and two working with the House. The teams work with both the Republican and Democrat caucuses in both legislative Chambers, focusing on a particular issue that has been pre-arranged by the faculty member coordinating this project course. In addition, legislators from both sides of the aisle, and possibly both Chambers, speak to the class regarding their experiences and perspectives. Legislative staff members discuss their duties and responsibilities, and Legislative Research Bureau (LRB) staff present practical tips regarding drafting legislation.³⁰

Legal Externship Program offers students the opportunity to receive law credit for legal work done on behalf of a nonprofit organization, government agency, or judicial experience. Students are matched with one of the many sponsorship organizations that partner with the College of Law each semester. Each externship provides its own unique focus and practice experiences. Working under the direct supervision of an attorney, participating students complete assignments such as interviewing clients and witnesses; researching legal questions; preparing pleadings, discovery motions, and briefs; and, in some instances, trying cases.³¹

Student Organizations³²

- American Civil Liberties Union
- American Constitution Society,
- Animal Law Society
- Asian American Law Students Association
- Association of Trial Lawyers of America
- Beer League Darts
- Black Law Students Association
- Business Law Society,
- Chicago Bar Association Student Division
- Christian Law Students Association
- Environmental Law Society
- Federalist Society
- Health and Biotechnology Law Society

- Illinois State Bar Association
- Intellectual Property Legal Society
- International Law Society
- J. Reuben Clark Law Society
- Jewish Law Students Association
- Justinian Society
- Latino/a Law Students Association
- Law School Democrats
- Law School Republicans
- Law Students for Choice
- Military Law Society
- Muslim Law Students Association
- Myra Bradwell Women Law Students
- Native American Law Students Association
- Phi Alpha Delta Law Fraternity
- Prisoners' Rights Research Project
- Public Interest Law Foundation
- Sexual Orientation & Legal Issues Society
- Sports Law Society
- Street Law
- Student Bar Association

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RANK

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An Overview

The University of North Carolina's School of Law at Chapel Hill offers its students open study spaces, high-technology classrooms, enlarged library capacities, clinical teaching venues, writing laboratories and placement operations. The classes as well as faculty-student ratios are small which facilitates innovative and disparate educational opportunities. The student body is considered to be highly credentialed and intellectually diverse. NCU Law is known for its civil rights, banking, intellectual property, entrepreneurial and securities law, critical studies, bankruptcy, and constitutional inquiry. The school has a strong alumni network and its pro bono efforts have achieved national distinction and tapped the high values of the legal practice.¹

The law school takes seriously the obligations of public education. Accordingly, commitments to access and equality reside at its core. The broad schedule of clinical offerings provides practical capstone experiences essential to rigorous professional training. Extensive and closely-supervised externship programs similarly open unique avenues to the real world practice of law.²

Student-Faculty Ratio³

16.9:1

Admission Criteria⁴

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	158-164	3.47-3.84
Median*	161	3.66

*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 Statistics⁵

Fall 2005 admission statistics:

Approximate number of applications	3648
Number accepted	557
Percentage accepted	15.3%

Class Ranking and Grades⁶

Effective fall 1993, grades are assigned on a numerical scale ranging from 4.0 to 0.0. A grade of .7 will be considered the lowest passing grade. In rare instances, a grade of 4.3 may be awarded in recognition of exceptionally high performance.

Grade Normalization (Curve)⁷

The College's policy suggests the following grade distribution to the teachers:
(Based on May 2005 graduating class)

Top 10%	3.606
Top 25%	3.454
Top 33%	3.376
Top 50%	3.181
Top 75%	2.914
Minimum Grade for graduation	2.00

Honors⁸

		GPA required	No. of Students
Order of the Coif	Top 10%	3.606	22
<i>summa cum laude</i>	0.8%	3.913	2
<i>magna cum laude</i>	9.25%	3.6	21
<i>cum laude</i>	27.75%	3.321	63
Dean's List	76.65%	3.0/semester	174

Awards⁹

Name of the award	Recipient
Order of the Barristers	For outstanding achievement in service to moot court.
James E. & Carolyn B. Davis Society	Third-years outstanding in academics, leadership, etc.
NC Academy of Trial Lawyers	Third-years in trial advocacy demonstrating improvement.

Block Improvement Award	Third-year with most improvement since first year.
Nathan Burkan Memorial Competition	Second-year or third-year; best papers on copyright law each year.
Millard S. Breckenridge	Third-year: by law faculty for excellence in taxation.
Judge Heriot Clarkson Award	Students making highest grades in Professional Responsibility.
Chief Justice Walter Clark Award	Third-years with highest scholastic averages in class
William T. Joyner Awards Fund	Third-years: excellence in writing on Law Review & ILJ
Investors Title Insurance Co.	Second-year with highest average grade in property class.
James W. Morrow III Award	Second-year or third-year: outstanding service to Holderness moot court.
N. Ferebee Taylor Award	Third-year: outstanding performance, three or more corporate classes.
West Publishing Company Award	All three classes: outstanding scholastic achievement.
US Law Week Award	Third-years: most academic progress in final year.
Certificate of Merit	High grade in each course.

Journals

The ***North Carolina Law Review***, a scholarly journal established in 1922, analyzes current legal problems and significant new developments in the law. Six times each year, the review publishes not only the scholarship of lawyers, judges and professors from across the country, but also the contributions of student staff members.¹⁰

The ***North Carolina Banking Institute Journal***: The Journal publishes student-edited pieces prepared for the annual Banking Institute furthers academic discourse in banking law. It is published in conjunction with an annual continuing legal education program (sponsored by the School of Law) on banking law which attracts nationally prominent speakers. The journal helps to bridge the gap between the academic realm and practitioners of banking law and the gap between students and members of the profession. All segments of the banking community come together to share ideas, experiences, and explore emerging issues and dilemmas at the institute and in the pages of the Banking Institute journal.¹¹

The North Carolina Journal of International Law and Commercial Regulation: The Journal publishes issues on international law and commerce, provides practical information about public international law and the commercial marketplace. The journal published four times a year, features articles, comments, case notes, recent developments, and book reviews by students, professors, and practitioners.¹²

The ***North Carolina Journal of Law & Technology***: Founded in 1999 as a student-edited academic journal, it publishes articles discussing the impact technological changes have on various areas of law. NC JOLT publishes two issues a year in hardcopy, online and through Westlaw and Lexis-Nexis.¹³

The ***First Amendment Law Review***: 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.¹⁴

Moot Court

The Holderness Moot Court Program gives law students the opportunity to develop practical skills in legal research and writing, client counseling, appellate oral advocacy, and negotiation. The bench primarily advances those goals through sponsoring teams that participate in competitions held throughout the United States.¹⁵

The Bench also sponsors the J. Braxton Craven Memorial Moot Court Competition. The UNC Trial Law Academy gives students the opportunity to gain skills and experience in trial and litigation techniques.¹⁶

Clinical Programs

The law school offers the following clinical programs:

Civil Legal Assistance Clinic : The Civil Legal Assistance Clinic is a two-semester clinic where third-year students represent low-income clients in a variety of civil matters, including, but not limited to: landlord/tenant and other housing law issues, family law cases, including domestic violence, unemployment benefits, consumer law issues, and public benefits. The Civil Legal Assistance Clinic also works with the UNC School of Law Center for Civil Rights and other statewide and national legal advocacy organizations on complex litigation in state and federal courts in a broad range of matters involving civil rights.¹⁷

Criminal Law Clinic: In this clinic third-year law student's represent children accused of crimes. The cases principally involve the defense of juveniles in delinquency and undisciplined proceedings in Durham and Orange Counties. Students handle a wide variety of felony and misdemeanor cases, ranging from disorderly conduct and joyriding to assault and drug distribution. Students also represent children alleged to be truant, beyond the disciplinary control of their parents, and runaways.¹⁸

Community Development Law Clinic: Third-year students in this clinic provide corporate and transactional counsel to North Carolina nonprofit community development organizations. The CDL Clinic helps students develop skills in corporate and transactional law and, at the same time, serve the legal needs of under-resourced communities in North Carolina.¹⁹

Immigration / Human Rights Policy Clinic: Students in this clinic represent clients in immigration cases and work on legal projects addressing human rights initiatives. Working in teams of two or three, the students prepare claims and advocate on behalf of immigrant clients, including refugees applying for asylum, battered immigrants applying for VAWA relief, immigrants eligible for U (crime victim) Visas, immigrants eligible for T (trafficking) Visas, immigrants with claims to U.S. Citizenship and other claims for permanent residency status.²⁰

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)²¹

Private sector (25th-75th percentile)	\$70,000 - \$115,000
Median in the private sector	\$100,000
Median in Public service	\$44,500

Employment Details²²

Graduates known to be employed at graduation	72.0%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	90.2%

Practice Areas²³

Graduates Employed at	Percentage (%)
Law firms	74%
Business/industry(legal)	4%
Business/industry (non legal)	0%
Government	9%
Public interest	3%
Judicial clerkship	8%
Academia	2%
Unknown	0%

Externships

Third year law students, as well as second year law students in their spring semester, receive three units of academic credit for working at an approved externship placement for approximately ten hours a week during the 14-week semester. Judges at federal and state levels and lawyers from government agencies, public interest groups, and corporate counsel offices serve as mentors and on-site supervisors for the students. The Externship Program's directors serve as the students' faculty supervisors, guiding and facilitating the students' exploration of their externship experience through tutorials, journal writing, and group discussion.²⁴

Student Organizations²⁵

- Student Bar Association
- American Civil Liberties Union - Carolina Law Chapter
- American Constitution Society
- Asian American Law Students Association
- Attorney General Staff
- Black Law Students Association

- Carolina HIV/AIDS Legal Assistance Project
- Carolina Intellectual Property Law Association
- Carolina Law and Policy Association
- Carolina Law Incoming Student Association
- Carolina Law School Republicans Society
- Carolina Law Young Democrats
- Carolina Mediation Society
- Carolina Public Interest Law Organization
- Carolina Street Law
- Carolina Teen Court Assistance Program
- Center for Civil Rights - Civil Rights Appellate Advocacy Team
- Christian Legal Society
- Community Legal Project
- Conference on Race, Class, Gender, and Ethnicity
- Death Penalty Project
- Disability Law Organization
- Domestic Violence Advocacy Project
- Entrepreneurial Law Association
- Environmental Law Project
- Federalist Society
- First Amendment Law Review
- Gunner Runners
- Health Law and Policy Association
- Heels on Housing
- Hispanic/Latino Law Students Association
- Holderness Moot Court
- Honor Court
- Immigration Law Association
- UNC Innocence Project
- Jewish Law Association
- JD/MBA Club
- Just Democracy
- Lambda Law Students Association
- Latino Legal Initiative
- National Lawyers Guild
- Native American Law Students Association
- Parents Active as Law Students
- Phi Alpha Delta Legal Fraternity
- Phi Delta Phi Legal Fraternity
- Pro Bono Program
- Prospective Students Association
- Sports & Entertainment Law Association
- The Right Flank
- Trial Law Academy
- Volunteer Income Tax Assistance
- Women in Law

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An Overview

The University of Washington School of Law, located in Seattle, was first organized in 1899 and is fully accredited. The Faculty members generally have an open-door policy to encourage contact and informal discussions with students. Great emphasis is placed upon gaining experience in analyzing cases, statutes, and other legal materials, and in synthesizing from these materials general notions of the structure and operation of the legal system. At the University of Washington courses are designed to provide a broad view of the American legal system.¹

The School of Law provides a basis in legal doctrine, research skills, and lawyering skills through clinical and simulated programs. The curriculum also develops jurisprudential, interdisciplinary, comparative, and multicultural perspectives on law and legal institutions.²

The School Law Library is one of the finest law libraries in the country. Its collection is among the largest university law collections on the West Coast. In addition to an extensive research collection, it supports the Asian Law, Law of Sustainable Development, and Tax graduate programs and serves as a federal depository for selected U.S. government documents.³

The University of Washington School of Law's identity statement is that law "is a calling in the spirit of public service." The school provides opportunities for students to participate in legal reform and public service work. The students have a minimum public service commitment (pro bono) as a requirement for graduation.⁴

The law school education, in the foregoing setting, prepares graduates to be responsible members and leaders of the legal profession and of the broader community, dedicated to the highest standards of ethics, excellence, and professionalism.⁵

Student-Faculty Ratio⁶

10.9 : 1

Admission Criteria⁷

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	159-165	3.51-3.84
Median*	162	3.68

*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 Statistics⁸

Fall 2005 admission statistics:

Approximate number of applications	2,465
Number accepted	529
Percentage accepted	21.5%

Class Ranking and Grades⁹

Grades to be assigned to all courses for credit toward the J.D. degree, except courses taken on a Credit/No Credit or Satisfactory/Not Satisfactory basis, shall consist of the following: A, A-, B+, B, B-, C, D, and E.

Letter Grades	Grades
A	4.0
A-	3.7
B+	3.4
B	3.0
B-	2.7
C	2.0
D	1.0
E	0.0

Grade Normalization (Curve)

Letter grade	Percentage of Class	Numeric grade
A	At least 5% and less than or equal to 15%	4.0
A-	At least 20% minus (% given A) and less than or equal to 40% minus (% given A)	3.7
B+	At least 50% minus (% given A or A-) and less than or equal to 75% minus (% given A or A-)	3.4

B	% Discretionary.	3.0
B-	% Discretionary.	2.7
C	% Discretionary. C or D grades are capped at a total of 5% for first-year courses.	2.0
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.	1.0
E	% Discretionary. No credit. This grade indicates unsatisfactory performance and no credit is given for the course.	0.0

These percentage ranges are mandatory for all J.D. courses. (Subject to the exceptions 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 and to designated “mastery” courses.) The Dean would then 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).

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.¹⁰

Honors¹¹

Order of the Coif	Top 10%
High Honors	Top 5%
Honors	Next 15%

Awards¹²

Name of the award	Recipient
Honor Graduate	Highest cumulative grade average.
Award for Excellence in the Study of Labor and Employment Law	Awarded annually to the second- or third-year student with the highest grade-point average in a basic labor and/or employment law course.
The Carkeek Prize	Best student contribution to the Washington Law Review.
Nathan Burkan Memorial Competition	Best papers on copyright law.
Delta Theta Phi Founders Award	Highest combined first- and second-year grades.

Mary Ellen Krug Award	Proficiency in the fields of labor and employment law and related subjects.
Judge James J. Lawless Award	Highest grades during the first year.
Hugh Miracle Award	Best opening statement made in trial advocacy, trial practice or moot court.
Eugene A. Wright Scholar Award	Awarded annually to a second- and a third-year student who (a) have produced a paper or article of particular noteworthiness as a Law Review or Journal note or comment, or as an analytical writing project; or (b) have performed exceptionally well in trial or appellate moot court competition, either orally or in brief writing; or (c) have combined an outstanding academic record with a demonstrated and exemplary record of public service and community involvement.

Journals

The *Washington Law Review* publishes quarterly books in February, May, August, and November. Published since 1925, the Washington Law Review brings forth professional and student-written articles of national and regional interest four times a year. One unusual characteristic of the Washington Law Review is that all students are expected to write a publishable article, while most law reviews publish only a few student-written pieces. As a result, students get a chance to master a narrow area of law, and present what they have learned and developed to a wide and critical audience.¹³

The *Shidler Journal of Law, Commerce & Technology* addresses business law and technology issues in a global context. The Journal presents concise, practical articles aimed at corporate law practitioners and other business professionals interested in emerging issues arising with respect to technology and commerce. The Journal is a partnership between student editors and an Editorial Board comprised of faculty and practicing attorneys.¹⁴

The *Pacific Rim Law & Policy 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 Pacific Rim law and policy 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.¹⁵

Moot Court

The Moot Honor Board organizes and hosts all Law School moot court events at the University of Washington. Board members are selected from the second and third-year classes on the basis of superior performance in the Law School's in-house competitions. The Board's primary mission is to assist law students in developing their advocacy skills through practice and competition.¹⁶

The Law School officially participates in a number of regional and national moot court tournaments every year. The Moot Court Honor Board coordinates participation in the Falknor Regional Competition, the National Appellate Advocacy Competition, the Jessup Regional Competition, the ATLA Mock Trial Regional Competition, the Texas Young Lawyers Association Mock Trial Competition, and the ABA Negotiations Regional Competition every year. The First year law students may participate in the MCHB's in-house Client Counseling Competition, Mediation Competition, Contracting Drafting Competition, and the First Year Appellate Advocacy Competition. With the exception of the First Year Competition, moot court tournaments are open to all students at the Law School.¹⁷

Clinical Programs¹⁸

The Clinical Law Program is the School of Law's Public Service and Access to Justice efforts by providing free legal representation to under-represented clients from many walks of life. The Program emphasizes a limited caseload and close faculty supervision, encouraging student participants to become reflective and self-aware legal professionals. The Clinical Law Program complements traditional classroom instruction with active "hands on" learning and provides an important community service. The Program successfully bridges legal theory and legal practice, developing in our students the essential skills to succeed as attorneys.

The law school offers the following clinical programs:

- Berman Environmental Law
- Children and Youth Advocacy
- Entrepreneurial Law
- Innocence Project Northwest:
- Low Income Taxpayer
- Mediation
- Refugee & Immigrant Advocacy
- Technology Law & Public Policy
- Tribal Court Criminal Defense
- Unemployment Compensation Law

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)¹⁹

Private sector (25th-75th percentile)	\$57,600 - \$95,000
Median in the private sector	\$80,000
Median in Public service	\$40,000

Employment Details²⁰

Graduates known to be employed at graduation	88.9%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	99.4%

Practice Areas²¹

Graduates Employed at	Percentage (%)
Law firms	49.7%
Business/industry	6.9%
Government	17.6%
Public interest	4.4%
Judicial clerkship	15.7%
Academia	4.4%

Externships²²

The University of Washington offers the following externship programs for Fall, Winter, Spring and Summer in compliance with the rules set forth in the Public Service Externship Guidelines:

Government Agency Externship: Student performs civil legal work for an approved governmental agency.

Criminal Justice Externship: Student performs criminal legal work for an approved public defender or state/federal prosecuting attorney, in compliance with the rules set forth in the Public Service Externship Guidelines.

Graduate Externship: Open only to students in an LL.M. degree program in Law of Sustainable Development. Students perform civil legal tasks for an approved government agency, legislative body, federal or state court judge or public interest organization. Externship must relate to the student's program of study.

Judicial Externship: Student performs legal work for an approved state or federal court judge at the trial court or appellate level.

Legislative Externship: Student performs legal work for an approved legislative body, including a state legislature, the United States Congress, or a foreign governmental entity.

Public Interest Externship: Students performs civil legal work for an approved nonprofit organization, including a legal aid office, public interest organization or pro bono attorney.

Graduate Externship: Open only to students in an LL.M. degree program in Law of Sustainable Development. Students perform civil legal tasks for an approved government agency, legislative body, federal or state court judge or public interest organization. Externship must relate to the student's program of study.²³

Student Organizations²⁴

- Student Bar Association
- American Civil Liberties Union
- American Constitution Society
- Asian Pacific American Law Students

- Black Law Students Association
- Center for Human Rights and Justice
- Center for Labor and Employment Justice
- Christian Legal Society
- Federalist Society
- GreenLaw
- Immigrant Families Advocacy Project
- Innocence Project NW - Student Chapter
- International Legal Society
- Jewish Law Students Association
- J. Reuben Clark Law Society
- Korean-American Law Student Association
- Latino/Latina Law Students Association
- Law and Alternative Dispute Resolution
- Law Students for Choice at UW
- Law Women's Caucus
- Military Law Students' Association
- Minority Law Students' Association
- Moot Court Honor Board
- National Lawyers Guild
- Native American Law Students Association
- Outlaws
- Parents Attending Law School (PALS)
- Phi Delta Phi
- Public Interest Law Association
- Society for Small Business Development
- Sport/Entertainment Law Association
- Street Youth Legal Advocates of Washington
- Student Health Law Organization
- Student Animal Legal Defense Fund
- Technology Law Society

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RANK

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An Overview¹⁻⁴

The Michael E. Moritz College of Law at the Ohio State University was established in 1891. Including a range of clinical and skilled courses, this College of Law offers more than 145 courses, covering almost every area of law. The law library is the 14th largest among law school libraries in the nation.

Along with an exceptionally broad range of clinical programs, including clinics in civil and criminal practice, mediation, legislation, and juvenile law, the law school also offers a nationally ranked program and certificate in the emerging area of alternative dispute resolution. The curriculum also provides splendid preparation in the fields of criminal law, intellectual property law, employment and labor law, commercial law, international law, and many others.

In addition, the Moritz College of Law has different types of study-abroad programs in Oxford, England. Located at St. Anne's College on the campus of the University of Oxford, the Pre-Law Program provide students with exposure to various aspects of British cultural life as well as an understanding of English culture and legal institutions fundamental to the American legal system. Classes, guest lectures, and field trips to places of legal, historical, and cultural interest are also assimilated in this five-week program.

Student-Faculty Ratio⁵

14:1:1

Admission Criteria⁶

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	158-164	3.33-3.72
Median*	161	3.53

*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 Statistics⁷

Fall 2005 admission statistics:

Approximate number of applications	2,282
Number accepted	629
Percentage accepted	27.6 %

Class Ranking and Grades⁸

Students in the Top 5% of the class are ranked individually. The College distributes a grade distribution sheet for each class that shows the numerical grade range for each percentage range in ranking for the top half of the class. Students receive both a letter and number grade - for example, 91B. Grades are assigned according to the following scale:⁹

Letter Grade	Numerical Grade	Point Value
A	93-100	4.0
B	85-92	3.0
C	77-84	2.0
D	69-76	1.0
E	61-68	0.0

The overall class rankings are computed after all the second semester grades are computed based on the cumulative numerical average. In calculating class rankings, first-year grades are given 50 percent of the weight given to grades received in second- and third-year classes.

Grade Normalization (Curve)¹⁰

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 profile is a suggested tool and is not mandatory. The College's policy suggests the following grade distribution to the teachers of first-year courses:

As	25 %	20 students
Bs	45 %	30 students
Cs	26 %	15 students
Ds and Es	Not more than 4 % with the direction that a D or E should be given only when 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.¹¹

For second- and third-year courses, the faculty is provided with a recommended grade distribution based on patterns in past classes. The faculty may elect to adhere to such distributions, either wholly or in part or merely use them as a reference. Thus, a mandatory curve exists only for the first-year courses.

Honors¹²

Honors	% of class receiving	GPA required	# of students
Order of the Coif	10%	94.1	24
<i>summa cum laude</i>	Top 3%	95.9	7
<i>magna cum laude</i>	-	-	-
<i>cum laude</i>	Top 25%	92.7	58

Awards¹³

Name of the Award	Recipient
Moritz Leadership Awards	Awarded to one law student each in the first, second, and third-year class for demonstrating leadership.
Harry S. and Georgina Lett Memorial Award	Outstanding service to the Moritz College.
John J. Adams Memorial Award	Awarded to students for leadership in and significant contributions through law-related activities within the College of Law.
Dean's Special Award	Outstanding leadership and contributions to the Moritz College of Law.
ABA-BNA Award	Excellency in the Study of Labor and Employment Law
ABA-BNA Award	Excellence in the study of intellectual property law
American Bankruptcy Institute Medal of Excellence	Awarded to a third-year student for outstanding work in the area of bankruptcy.
Outstanding Family Law Student Award	Presented by the Ohio Chapter of the American Academy of Matrimonial Lawyers.
Strong Award for Legal Writing	Outstanding writing skills in the mandatory appellate advocacy course
Clinical Programs – West Outstanding Achievement Award	Awarded to third-year students in recognition of significant performance of clinical skills while enrolled in a practicum.

The Ohio Council of Retail Merchants Legislation Clinic Award	Outstanding contributions to Ohio government as a participant in the Legislation Clinic at the Moritz College of Law.
2003 John M. Adams Constitutional Law Award	Highest grade in each section of Constitutional Law.
2003 John E. Hallen Memorial Award	Highest grade in each section of Torts.
Judge Joseph H. Harter Memorial Award	Awarded to the students whom the trial practice instructors deem to have achieved the most outstanding record in Trial Practice.
Judge William M. Drennen Award	Outstanding record in courses that deal exclusively with tax.
Albert A. Levin Memorial Award	Awarded to the students who earn the best record in the required courses in Professional Responsibility
Ohio State Bar Association, Labor and Employment Law Section Award	Academic achievement in labor, employment, and/or employment discrimination law topics
Josh Dressler Award for Excellence in Criminal Law	Awarded to a second and third year student for Criminal Law excellence, students must be a member of the Ohio State Journal of Criminal Law staff.
William J. Pierce Writing Contest	Awarded to a third-year student for writing a paper on uniform state laws
Equal Justice Works Fellowship Award	
Dennis B. Eastman Memorial Law Journal Award	Awarded to the third-year student, nominated and recommended by the Ohio State Law Journal Managing Board, who interest and enthusiasm contributed most to the esprit de corps of the Ohio State Law Journal.
Law Journal Past Editors' Award	Awarded to the student, other than the editor-in-chief, who has made the greatest contribution to the Law Journal.
Donald S. Teller Memorial Award	Awarded to students whose writing contributed most significantly to the Ohio State Law Journal.
Vorys, Sater, Seymour and Pease Journal Award	Awarded for overall contribution, effort and leadership by a second year student member of the Ohio State Law Journal.
Journal on Dispute Resolution Past Editors' Award for Outstanding Staff Member	Awarded for overall contribution, effort, and leadership by a second-year law student member.
Journal on Dispute Resolution Past Editors' Award for Outstanding Third-Year Leadership	Awarded to a Journal on Dispute Resolution editorial board member or associate editor, other than the current editor-in-chief, who has exhibited outstanding leadership on the JDR.
Journal on Dispute Resolution Outstanding Student Note Award	Awarded to the Ohio State Journal on Dispute Resolution editorial board members, other than the current editor-in-chief, who have made a significant and lasting contribution to the JDR.
Ohio State Journal of Criminal Law Outstanding Team Leader of the Year Award	Awarded to the third-year student team leader who has contributed effort and outstanding leadership to the Journal.

Ohio State Journal of Criminal Law Staff Member of the Year	Awarded to the second-year staff member of the year for the journal.
Ohio State Journal of Criminal Law Executive Board Member of the Year	Awarded to a third-year who is considered to be the Executive Board Member of the Year
George R. Beneman Memorial Award	Outstanding performance in the Moot Court program.
Outstanding Achievement Award	These students listed alphabetically, represent approximately the upper 25 percent of the 2005 graduating class based upon academic performance through the end of five of six semesters of law study. Ranking for official degree honors and election to the Order of the Coif occurs in June. Numerical divisions among students for special honors are often narrow margins, and the composition of the final upper 25 percent of the class may vary from these students.

Journals

Ohio State Law Journal: This Journal was established in 1935 and is published six times annually. Its management is exclusively governed by the student body of the Ohio State University Moritz College of Law. The Journal releases the write-ups by scholars, professionals, and students on the most important legal issues faced by the global legal market.¹⁴

Ohio State Journal on Dispute Resolution: With a certified sponsorship of the American Bar Association, this Journal reports issues relating to alternative dispute resolution. Started in 1985, the periodical is exclusively run by students and is published four times a year. The Journal focuses on various methods of dispute resolution, including arbitration, mediation, mini-trials, negotiation, and summary jury trials.¹⁵

Ohio State Journal of Criminal Law: With a purpose to discuss vital issues in the field of criminal law and justice, this Journal is published twice every year. The Journal releases important research and writings by professionals and scholars in the field of criminal law. The Journal comprises symposia, commentary, and book and cultural review sections.¹⁶

I/S: A Journal of Law and Policy for the Information Society: With two to three yearly editions, this Journal focuses on the traffic circle of law, policy, and information technology. It is an alliance between the Moritz College of Law and the Carnegie Mellon University's H. J. Heinz III School of Law and Public Policy.¹⁷

Entrepreneurial Business Law Journal: This interdisciplinary Journal releases thought-provoking write-ups, book reviews, and student notes on the current happenings in the entrepreneurial business world. Being the latest addition in the school's publications, this Journal gives students an excellent chance to discover the link between business and law. The periodical is published twice per year and is managed exclusively by the students.¹⁸

Moot Court ¹⁹⁻²¹

Appellate Advocacy II/Herman Moot Court Competition is an intramural moot court competition, participation in which is voluntary. Students need to write an appellate brief and argue a number of rounds to participate in this competition. Students may take part in the second semester of their second years. The Appellate Advocacy II acts as the selection process for third year students who want to take part in national interscholastic moot court competitions.

Currently, the College of Law participates in the following national moot court competitions: Frederick Douglass, Environmental Law, ABA National Appellate Advocacy, National Moot Court, Health Law, Civil Rights, Criminal Procedure, First Amendment, Juvenile Law, Jessup International Law, and Wagner Labor Law.

Clinical Programs²²

Moritz Law students begin taking clinical courses in their second year. The law school offers following clinical programs:

- Mediation Clinic
- Legislation Clinic
- Criminal Defense Practicum
- Justice for Children Practicum
- Civil Law Practicum
- Prosecution Practicum
- Student Housing Legal Clinic

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time) ²³

Private sector (25th-75th percentile)	\$50,000 - \$90,000
Median in the private sector	\$82,000
Median in Public service	\$42,000

Employment Details²⁴

Graduates known to be employed at graduation	74.3%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	96.7%

Practice Areas²⁴

Graduates Employed at	Percentage (%)
Law firms	52
Business/industry(legal)	8

Business/industry (non legal)	6
Government	15
Public interest	3
Judicial clerkship	12
Academia	4
Unknown	0

Externships²⁵

Twenty-five students are selected each semester by the college to serve as judicial externs in judges' chambers. This proves to be an excellent opportunity for students as they gain the real-life experience of the court proceedings. Students work on research and writing on pretrial matters under direct supervision of distinguished judges. The externs then attend numerous classes wherein they get to share the judicial experiences of their classmates in the program and discuss ethical issues pertaining to the judicial context. Judges participating in the program include United States Circuit, District, Bankruptcy, and Magistrate Judges; Justices of the Ohio Supreme Court; Franklin County Domestic Relations; Juvenile Court Judges; Commissions of the Supreme Court of Ohio; the Franklin County Court of Common Pleas; and the Ohio Judicial Conference.

Student Organizations²⁶

- Advocates for Children
- American Civil Liberties Union (ACLU)
- American Constitution Society
- American Trial Lawyers Association (ATLA)
- Appellate Advocacy Council
- Asian/Pacific-American Law Students Association (APALSA)
- Black Law Students Association
- Business Law Society
- Caribbean Law Students Association
- Christian Legal Society
- Criminal Law Society
- Delta Theta Phi
- Dispute Resolution Association
- Dispute Resolution and Youth
- Entrepreneurial Business Law Journal (EBLJ)
- Environmental Law Association
- Federalist Society
- Health Law Society
- Hearsay
- Hispanic Law Students Association
- Intellectual Property Law Society (formerly called Cyber, Intellectual Property, Technology and Entertainment Law Society)

- International Law Society
- Inter-Professional Council (IPC)
- I/S: A Journal of Law and Policy for the Information Society
- Italian-American Law Organization (ITALO)
- J. Reuben Clark Society
- Jewish Law Students Association
- Just Democracy
- Labor & Employment Law Association
- Law School Democrats
- Law School Republicans
- Middle Eastern Law Students Association
- Military Law Student Association
- Minority Law Outreach Program (MLOP)
- Moot Court and Lawyering Skills Governing Board
- Moritz College of Law Rugby Football Club
- Moritz Community Outreach Project
- Muslim Law Students Association
- National Lawyers Guild
- Ohio State Journal of Criminal Law (OSJCL)
- Ohio State Journal on Dispute Resolution
- Ohio State Law Journal
- Ohio State Law Students for Immigrant and Refugee Rights
- Outlaws (formerly GLBT)
- Phi Alpha Delta
- Pro Bono Research Group (PBRG)
- Public Interest Law Foundation
- Sports and Entertainment Law Association
- St. Thomas More Society
- Street Law
- Student Animal Legal Defense Fund (SALDF)
- Student Bar Association
- Students United for Consumer Advocacy
- Volunteer Income Tax Assistance
- Women's Legal Society

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RANK

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<http://law.fordham.edu/index.htm>**An Overview** ¹⁻⁶

Founded in 1905, the Fordham University School of Law has been steadfast in its endeavors to coalesce its education system with scholastic excellence and accomplished legal skills—the predominant factors underlying legal ethics and professionalism. The School of Law strives to enlighten students with the highest standards of the vocation and also towards the concept of public service.

Fordham students are immersed in the concepts of law from their very first day to bring out the best in their developing legal talents. The law school's tradition of public service is substantiated by the annual activities of numerous students who take on pro bono work through the school's Public Interest Resource Center. The law school, attempting to encourage students to take up social work and externships more frequently, has implemented a remote access solution that allows students to use Fordham's internal resources from an off campus location through the Virtual Private Network (VPN) system, so that learning and work can progress simultaneously.

Student-Faculty Ratio:⁷

15.9:1

Admission Criteria ⁸

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	164-167	3.37-3.76
Median*	166	3.57

*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

Fall 2005 admission statistics:

Approximate number of applications	5,823
Number accepted	1,244
Percentage accepted	21.4%

Class Ranking and Grades¹⁰

Student grades are calculated on both a letter and a 4.3 scale. There are no official class standings. At the end of the academic year, a student who attained a true weighted average of 3.518 or better made Dean's List for that year. 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 course of study for a Doctor of Law extends over four academic years in the Evening Division and equals that required in the three years of the Day Division. The faculty has adopted a numerical equivalent for letter grades.

Letter Grades	Grades	Remarks
A+	4.3	Extraordinary performance
A	4.0	Excellent, outstanding
A-	3.7	
B+	3.3	
B	3.0	Very good, the standard expected of the majority of students
B-	2.7	
C+	2.3	
C	2.0	Good
C-	1.7	
D	1.0	Performance at a level that if consistently repeated would be insufficient to advance
F	0.0	Failure to satisfy the absolute minimum requirements for the course

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 1.90 in every academic year.¹¹

Grade Normalization (Curve)¹²

Fordham Law School does not rank or provide official class standings. However, the approximate or estimated class standings for 2005-06.

Approximate Class Standing	Class 2007
10%	3.62
25%	3.43
33%	3.37
50%	3.26

Honors¹³

Graduation honors	%of class receiving	GPA required	No. of Students
Order of the Coif	10	3.599	48
<i>summa cum laude</i>	0.004	3.899	2
<i>magna cum Laude</i>	10	3.599	45
<i>cum laude</i>	15	3.406	72

Awards¹⁴

Name of the award	Recipient
Chapin Prize	Best paper in Copyright Law
Joseph R. Crowley Award	Academic achievement and volunteer activities.
Benjamin Finkel Prize	Excellence in bankruptcy law.
Walter B. Kennedy Award	Law Review member with an extraordinary service record.
Emmet J. McCormack Award	Highest grade in Admiralty Law.
Class of 1911 Award	Best essay in a legal subject designated by the dean.
Whitmore Gray Prize	Excellence in International Law courses.

Other Awards¹⁵

Dean's Special Achievement Award
 David and Mary Louise Condon Prize
 Fordham Law Alumni Association Medal in Constitutional Law
 Hugh R. Jones Award
 Eugene Keefe Award
 Hon. Joseph M. McLaughlin Prize
 Dean's List
 Nathan Burkan Prize
 Philip R. Fusco Memorial Award
 Lawrence J. McKay Prize
 Addison M. Mecalf Prize
 Henrietta Metcalf Prize
 Keith C. Miller Memorial Award
 Adele L. Monaco Memorial Award
 National Association Women Lawyers
 NYS Bar Association ethics award

Journals

The ***Fordham Law Review***: Student and other contributors make up the nearly 40 articles that the journal publishes each year. It seeks to serve the legal profession as well as public with enlightened scholarly discussions on present and emergent legal issues. It is not merely an honor society. The Review is managed by a board of up to eighteen student editors whose membership is considered among the highest scholarly achievements at the Law School.¹⁶

The ***Fordham Urban Law Journal***, now in its 34th year, annually publishes between five and six books which address policy issues affecting urban areas. Topics that the Journal will cover for 2006-2007 academic year include urban land use and housing policy, election law, and voting rights. This year the Journal will also publish a book about current issues related to alternative dispute resolution.¹⁷

The ***Fordham International Law Journal*** publishes six books annually covering various worldwide legal issues and along with scholarly articles, essays, book reviews, and student write-ups. Of them, five are individual theme-based. Each of these five books presents a all-inclusive scrutiny of a particular topic of international importance.¹⁸

The ***Fordham Intellectual Property, Media & Entertainment Law Journal*** deals with intellectual property issues including patent, copyright, and trademark law; media and entertainment law; First Amendment rights, telecommunications, Internet law, and other legal topics dealing specifically with news media and the entertainment and sports industries.¹⁹

The ***Fordham Environmental Law Review*** is published three times in a year. It covers all legal topics relating to environment, legislation, and public policy. The Review also sponsors a symposium each year wherein research papers and panel discussions concentrating on environmental issues are threshed.²⁰

The ***Fordham Journal of Corporate & Financial Law*** discusses topics in business law, including financial, securities, banking, bankruptcy and tax laws. Its main aim is to publish learned articles relevant to the business and legal community, as well as to provide law students and professionals with a forum to present financial law-related issues. It also endeavors to hold one symposium each year on similar topics.²¹

The Common Good is a newsletter discussing the role of law and ethics in society. The newsletter is published by students in collaboration with the Law School's Public Interest Resource Center, the Stein Center for Ethics and Public Interest Law, and the Legal Writing Program. Students wanting to contribute to the newsletter must complete the legal writing course, "Public Interest Writing Seminar" to qualify for admission.²²

Moot Court²³⁻²⁴

The Moot Court Board at Fordham School of Law mentors students to hone their advocacy skills as writers and litigators. Every year it conducts two intra-school competitions—the William Hughes Mulligan Moot Court Competition, held each summer, and the *Maurice Wormser Moot Court Competition*, held each fall semester. The Board also hosts an inter-school competition—the Irving R. Kaufman Moot Court Competition sometime late in March on issues relating to federal securities law, where more than thirty schools from across the

nation participate. Fordham's Moot Court teams participate in several other inter-school competitions across the nation, including:

- National Moot Court Competition
- Pepperdine National Entertainment Law Moot Court Competition in Malibu, California
- Phillip I. Jessup International Law Moot Court Competition
- William B. Spong, Jr. Invitational Moot Court Tournament, Williamsburg, Virginia
- J. Braxton Craven Moot Court Competition in Constitutional Law, Chapel Hill, North Carolina
- Cardozo/BMI Entertainment and Communications Law Competition, New York, New York

Clinical Programs²⁵

- Community Economic Development Clinic
- Criminal Defense Clinic
- Family Advocacy Clinic
- Federal Litigation Clinic
- Housing rights
- Immigrants' rights and access to justice
- International Justice Clinic
- Mediation Clinic
- Securities Arbitration Clinic
- Social justice and dispute resolution
- Tax Litigation Clinic
- Urban Policy Clinic

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)²⁶

Private sector (25th-75th percentile)	\$96,250 - \$125,000
Median in the private sector	\$125,000
Median in Public service	\$47,500

Employment Details²⁷

Graduates known to be employed at graduation	86.0%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	98.4%

Practice Areas

Graduates Employed at	Percentage (%)
Law firms	72%
Business/industry(legal)	1%
Business/industry (non legal)	6%
Government	10%
Public interest	3%
Judicial clerkship	4%
Academia	2%
Unknown	2%

Externships²⁸

Every year, Fordham Law students earn academic credit for working in and learning from off-campus externships. The externs observe and participate in a wide range of law practice experiences, from learning about the judicial process from a judge's perspective, to second-seating a mentor-attorney at trial, to learning the intricacies of transactional law. Some placements provide students with actual litigation experience. Others concentrate on legislative advocacy, public policy development, or transactional work.

Student Organizations²⁹

- The Advocate
- American Bar Association/Law Student Division
- American Constitution Society for Law and Policy
- American Law Student Association
- Amnesty International
- Asian Pacific American Law Students Association
- Black Law Students Association
- Brendan Moore Advocacy Center
- Catholic Law Students
- Community Service Project
- Death Penalty Project
- Domestic Violence Awareness Center
- Drug Policy Reform Project
- Entertainment Law Students Association
- Environmental Law Advocates
- Family Court Mediation Project
- Fordham Dispute Resolution Society
- Fordham Law Democrats
- Fordham Law Follies
- Fordham Law Republicans
- Fordham Law Students for Choice

- Fordham Law Women
- Fordham Sports Law Forum
- Fordham Student Sponsored Fellowship, Inc.
- Gavel and Shield Society
- Habitat for Humanity at Fordham Law School
- Housing Advocacy Project
- Immigration Advocacy Project
- Irish Law Students Association
- Italian American Law Students Association
- Jewish Law Students Association
- The Junta
- Just Democracy
- Latin American Law Students Association
- Legal Education and Advocacy Project
- Lesbian, Gay, Bisexual, and Transgender Law Students Association
- Lincoln Square Neighborhood Children's Law Project
- Muslim Law Students Association
- National Lawyers Guild
- Older and Wiser Law Students
- Phi Alpha Delta Law Fraternity
- Public Service Law Network Worldwide
- Research, Education and Advocacy to Combat Homelessness
- South Asian Law Students Association
- Sports Lawyers Society
- Stein Scholars Program in Public Interest Law & Ethics
- Student Bar Association
- The Common Good
- Unemployment Action Center
- Universal Jurisdiction
- Yearbook

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RANK

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<http://www.law.wisc.edu>**An Overview¹⁻⁵**

Established in 1868, the University of Wisconsin Law School has always propagated its principle that study of law cannot be segregated from its practice. The law school has developed this principle through the “law-in-action” philosophy. The law in action concept is founded on the principle that law cannot be studied in isolation from the society and other societal forces because law affects and is affected by every other institutional force in society—be it politics, economics, race, and gender issues, education, or religion.

Thus, the law in action philosophy is a critical approach to the study of law that transcends ideology and focuses on how the law actually works in daily life. This approach to education provides the students with the required technical skills to succeed, and also endows them with a broader outlook on the legal system. The law school curriculum places emphasis on the kinetics of law: how it reflects and also causes social changes, and how its real-world practice can differ from the laws described in the statutes. UW Law’s curriculum implements these principles in classrooms, in various clinical programs, and in numerous collaborations among departments and colleges.

Low student-faculty ratio at the Law School also allows students to work closely with mentors. The clinical faculty provides additional opportunities for students to receive meticulous training through personal attention and hands-on experiential learning. The Career Services Office at the Law School also aid students in getting gainful employment with valuable information and advice on a wide range of legal career opportunities.

Student-Faculty Ratio⁶

13:1

Admission Criteria⁷

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	158-163	3.30-3.77
Median*	161	3.54

*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 Statistics⁸

Fall 2005 admission statistics:

Approximate number of applications	3,157
Number accepted	743
Percentage accepted	23.5%

Class Ranking and Grades⁹

Students entering the University of Wisconsin Law School in September 2005 and thereafter receive letter grades for most law school courses. The grading scale ranges from A+ to F. The Law School does not make available students' class rank (except to the ten rising 3Ls with the highest GPAs, to assist them in seeking highly competitive judicial clerkships and fellowships). Instead, it provides tables relating grade averages to approximate position in the class.

For purposes of calculating student grade point averages, letter grades are converted to numerical equivalents according to the following conversion table:¹⁰

Letter Grades	Grades	Qualitative Equivalent
A+	4.3	(outstanding)
A	4.0	
A-	3.7	
B+	3.3	(good)
B	3.0	
B-	2.7	
C+	2.3	(acceptable)
C	2.0	
C-	1.7	
D+	1.3	(deficient)
D	1.0	
D-	0.7	
F	0	(failure, no credit for course)

(The descriptions in parentheses are not themselves grades, but are intended simply to help translate the grading scale into qualitative language.)

The instructor may also elect to give a grade of S (Satisfactory) or U (Unsatisfactory) in lieu of letter grades in the following courses: Trial Advocacy; Appellate Advocacy; Lawyering Skills; Advanced Legal Writing; and

seminars in which the enrollment is less than 20 students and the principal basis for the grade is a paper or class presentation. Grades of S or U must be given in lieu of letter grades for Law Journal, Moot Court, Directed Reading and Directed Research. Clinical courses are graded on the basis of S+, S, S-, and U. S+ can be awarded to no more than 15% of the students in each clinical program. Grades of S, S+, S- and U are not taken into account in computing a student's GPA. ¹¹

Grade Normalization (Curve)¹²

Target ranges for the distribution of grades in large and small sections are shown in the table below. The large sections are courses or sections with an enrollment exceeding 30.

Grade Range	Large Section	Small Section
65-76 (F to C-)	0-13%	0-15%
77-80 (C & C+)	7-17%	5-20%
81-84 (B- & B)	35-45%	30-50%
85-88 (B+ & A-)	28-38%	25-40%
89 & Above (A & A+)	5-15%	0-20%

Honors¹³

Honor	% of the class	GPA required
Order of the Coif	Top 10%	
Dean's Honor List		3.3 or higher
Dean's Academic Achievement Awards		85.5 or higher
<i>summa cum laude</i>		3.9 or higher
<i>magna cum laude</i>		3.7 or higher
<i>cum laude</i>		3.5 or higher

Awards

Scholarship awards shall be based upon need for financial assistance and academic achievement. No scholarship or loan awards will be made except upon application. ¹⁴

Journals

Wisconsin Law Review is published six times per year by law students. The journal provides a forum for articles on local law as well as analyses of issues in the national and international arena. Student-members of the *Law Review* are selected from a writing competition at the end of their first year. ¹⁵

The *Wisconsin International Law Journal* was established in 1982. The student-edited *journal*, published at least three times yearly, contains articles both by professionals and law students on various areas of

international law. Each spring, *Journal* members host a conference on the emergent issues of interest in international law.¹⁶ The *Journal* also acts as a forum for a debate and study of current important issues in international law and other legal issues relating to IP, criminal law, environmental law, labor and employment issues, finance practices, admiralty and maritime law, and military law.¹⁷

The *Wisconsin Women's Law Journal* publishes student notes and articles from professors and practitioners. This student-edited journal was established in 1985. Upholding the tradition of "law in action" the *Journal* seeks to address the various avenues of women's studies as they relate to the practice of law.¹⁸

Praxis, a student organization within the law school publishes an annual magazine devoted to critical essays, articles, poetry, and artwork by students on law and legal education-related issues.¹⁹

Moot Court²⁰

Approximately 35 first-year law students are selected to the Moot Court Board after submitting an appellate brief and presenting a short oral argument before a panel of judges. Although most students who participate in moot court are selected in the spring of their first year, a limited number of seats in the Moot Court Board are also available to second- and third-year students. The Board sends 16-17 moot court teams to compete in competitions on a variety of subjects across the country. Apart from this, the Board also hosts the *Evan A. Evans Constitutional Law Competition*. The Board itself does not compete in the program, but organizes the competitions. Some of the national and other moot court competitions which the moot court board participates are:

- National Moot Court
- Philip C. Jessup International Moot Court
- Pace National Environmental Moot Court
- University of North Carolina J. Braxton Craven Moot Court
- Saul Lefkowitz IP Moot Court
- John Marshall International Moot Court Competition in Information Technology & Privacy Law
- August Rendings Products Liability Moot Court Competition
- Chicago Bar Association Moot Court Competition
- Wagner Labor Law Moot Court Competition
- University of Minnesota Civil Rights Moot Court Competition
- Vale Corporate Law Moot Court Competition
- Prince Evidence Moot Court Competition
- Thurgood Marshall Moot Court Competition
- Pepperdine National Entertainment Law Moot Court Competition
- Vanderbilt First Amendment Moot Court Competition

Clinical Programs²¹

Clinical students receive a rich educational experience by applying the legal theory they have learned in the classroom to help real people outside of the classroom.

Law School offers numerous clinical programs such as:
 Legal Assistance to Institutionalized Persons (LAIP),
 The Clinical Semester,
 Criminal Appeals Project,
 Family Law Project - Restorative Justice Project,
 Innocence Project,
 Economic Justice Institute (which includes Consumer Law Litigation, Family Court Assistance Project, and
 Neighborhood Law Project),
 Legal Defense Program, and
 Center for Patient Partnerships.

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time) ²²

Private sector (25th-75th percentile)	\$50,000 - \$95,000
Median in the private sector	\$70,000
Median in Public service	\$40,000

Employment Details ²³

Graduates known to be employed at graduation	72.5%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	97.3%

Practice Areas²⁴

Graduates Employed at	Percentage (%)
Law firms	55%
Business/industry(legal)	3%
Business/industry (non legal)	13%
Government	11%
Public interest	7%
Judicial clerkship	7%
Academia	4%
Unknown	0%

Externships ²⁵⁻²⁶

The Law School offers numerous externship programs such as:
 Labor Law Externship
 Department of Justice Clinical Externship Program
 Thurgood Marshall Externships

Health Law Externship
Disability Rights Wisconsin
Wisconsin Coalition Against Domestic Violence Clinical Program

Student Organizations²⁷

- Student Bar Association (SBA)
- American Bar Association/Law Student Division (ABA/LSD)
- American Civil Liberties Union (ACLU)
- American Constitution Society
- Asian Pacific American Law Students Association/South Asian Law Students Association (APALSA/SALSA)
- Black Law Students Association (BLSA)
- Business & Tax Law Association (BATLAW)
- Children's Justice Project
- Christian Legal Society (CLS)
- Delta Theta Phi
- Environmental Law Society (ELS)
- Federalist Society
- Indigenous Law Students Association (ILSA)
- Intellectual Property Students Organization (IPSO)
- Jewish Law Students Association (JLSA)
- Korean Law Students Association (KOLSA)
- Health Law Students Association
- Latino Law Student Association (LLSA)
- Law School Democrats of UW Madison
- Law School Family Association
- Legal Information Center (LIC)
- Middle Eastern Law Students Association (MELSA)
- National Lawyers Guild (University of Wisconsin Law School Chapter)
- PTLaw (Part Time Law students)
- Public Interest Law Foundation (PILF)
- QLaw (Gay, Lesbian & Bisexual Law Students)
- Student Animal Legal Defense Fund (SALDF)
- Unemployment Compensation Appeals Clinic (UC Clinic)
- Wisconsin International Law Society (WILS)
- Wisconsin Sports Law Society
- Women's Law Student Association (WLSA)

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An Overview¹⁻⁴

Founded in 1973, the J. Reuben Clark Law School at Brigham Young University is fully accredited by the American Bar Association. BYU offers students varied learning experiences—from the Socratic method of teaching and problem solving, to seminars requiring individual research, to hands-on clinical experiences—and the sum of these experiences helps prepares students to become adept in the range of professional experiences that make for the practice of law. Further, the school's curriculum is designed to enable students to master legal reasoning and to appreciate the institutions and traditions that have shaped American law. The faculty helps students analyze complex factual situations and distinguish relevant information while performing thorough analysis of the legal issues. Students are also taught the finer skills of written and oral advocacy.

Compact classes with small student-teacher ratios make the analytical approach to legal education more effective as it allows the teachers to pay closer attention to individual students. The first-year course curriculum also allows each student to actively participate in small, closely-knit sections.

Students in the second- and third-years complete a substantial writing project under the supervision of a faculty member, which is designed to develop students' writing and reasoning skills. In addition, the school offers other opportunities to aid students in developing their careers through externships, seminars, and simulation courses. BYU graduates may sit for the bar exam in any state of their choice.

Student-Faculty Ratio⁵

18.9:1

Admission Criteria⁶

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	161-166	3.52-3.86
Median*	164	3.69

*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 Statistics⁷

Fall 2005 admission statistics

Approximate number of applications	940
Number accepted	254
Percentage accepted	27%

Class Ranking and Grades⁸

All courses, seminars and Directed Research shall be evaluated by numerical grades. There will be a minimum grade of 1.6 for complete non-performance and a maximum grade of 4.0 for a most unusual performance.

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.

The 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 grading scale will be as follows:

Letter Grade	Grade	Comment
A	4.0	Superior
	3.9	
	3.8	
	3.7	Excellent
	3.6	
	3.5	
	3.4	
B	3.3	High Pass
	3.2	
	3.1	
	3.0	
	2.9	Pass
	2.8	
	2.7	

C	2.6	Low Pass
	2.5	
	2.4	No credit
	2.3	
	2.2	
No credit	2.1	Failing
	1.9	
	1.8	
	1.7	
	1.6	

The grading at the law school works on these scales. Grades are usually based on a single final examination, except in seminars and in problem-solving/clinical courses. The law school examinations ordinarily consist of general questions based on hypothetical situations. The quality of a student's response is determined not only by evidence of the student's mastery of the subject matter but also by his /her ability to recognize and assign priority to relevant issues, to deal with complex facts and separate the relevant from the irrelevant, to analyze the basis for his or her conclusions, and to express ideas in a clear and orderly fashion. Consideration in grading may also be given to attendance, class participation, and other written work. Students who fail to maintain a grade point average of 2.7 at the end of the second, fourth, and sixth semesters at the law school may be terminated from the school.⁹

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 the remainder of the class listed as bottom 50%. The law school also compiles an individual class rank for students in the top 10% of the class. A cumulative grade-point average of at least 2.7 is required for graduation.¹⁰

Grade Normalization (Curve)

For a class of ten students in all first, second and third-year courses, the median grade will be 3.3. A grade is a median grade if half the students in a course receive that grade or lower. A cumulative grade-point average of at least 2.7 is required for graduation.¹¹

Honors¹²

Honors	% of class receiving	GPA
Order of the Coif	10%	
<i>summa cum laude</i>	2% of class or the GPA (whichever is greater)	3.80 or higher
<i>magna cum laude</i>		3.60 to 3.79
<i>cum laude</i>		3.45 to 3.59

Awards¹³

Name of the award	Recipient
J. Reuben Clark Public Interest Service Award*	Students who are committed to making a contribution to the community by dedicating part of their legal education to public interest or pro bono causes.
Order of the Barristers	For moot court participation.
John S. Welch Award	Winners of the co-curricular writing competition.
A.H. Christensen Award	Oral Advocacy selected by committee.
Hugh B. Brown Award	Class presentation and performance.
Achievement and Service Award	Variety of criteria.
National Association of Women Lawyers	Advancement of women in society.
Scholarly Writing Awards	For superior written work.
West Group Awards	Outstanding scholastic achievement.
Foundation Press Award	Excellence in constitutional law.
Clark Public Service Award	100 hours of legal public service.
Margret Rose Nielson Award	Best Oralist in Moot Court Competition.
International Center for Law & Religious Studies	Service in International religious freedom.
Distinguished Clinical Practice	Exceptional commitment to clinical practice.
Schooley Outstanding Mediator	Excellence in mediation.
Rex E. Lee Moot Court Awards	Best oralist and best brief.
Woody Dean Trial Art Competition	Champion, runner up and finalist.
Aspen Law and Business	Excellence in law school.
The Practical Lawyer Award	Consistent preparation and diligence.
Public Interest Law Foundation	Exceptional commitment to public service.
Exceptional Service Award – SBA	Exceptional Services To The Student Bar Association.
Stephen L. Richards Scholars	Superior Accomplishment.
Edwin S. Hinkley scholarship	Outstanding academic record.
Linda Anderson Trial Ad Competition	Champion, runner up and finalist

Journals

The Brigham Young University Law Review is a self-perpetuating organization comprised of second- and third-year students at the J. Reuben Clark Law School. The Law Review's goal is to produce a legal periodical for use by scholars, practitioners and judges. Members of the Law Review contribute to this goal by editing and writing articles and by performing other tasks associated with the publication of the Law Review that are assigned periodically throughout the year.¹⁴

The Law Review publishes six issues each year. By preparing articles, notes, and comments for publication, the members of the 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.¹⁵

The BYU Education and Law Journal, a student-run journal is solely committed to the field of education law. The J. Reuben Clark Law School and the BYU Department of Educational Leadership and Foundations jointly sponsor this journal which is currently published bi-annually and addresses educational and legal issues affecting elementary, secondary, and higher education. The ELJ features work by many of the top legal scholars, practitioners, administrators, educators, and students from across the country.¹⁶

The BYU Journal of Journal of Public Law 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.¹⁷

International Law & Management Review is an interdisciplinary student-edited journal that solicits, edits, and publishes articles dealing with current issues in the fields of international law and management. Students and Faculty from both the J. Reuben Clark Law School and Marriott School of Management staff the Review which seeks to publish articles addressing the complex issues arising in the areas of international law and management. It provides practical insights and solutions to complex issues in international law and management. The Review's student editorial staff is made up of law and business management students attending the Brigham Young University¹⁸

The Trial Advocacy program facilitates law students' training in oral advocacy, courtroom procedures, trial practices and techniques, and trial competition performance. This is accomplished through an integrated program that works closely with the law school's faculty, administration, and legal practitioners. The program serves students at all levels of their legal education.¹⁹

Moot Court²⁰

The basic requirement prior to joining a moot court is to write an appellate brief and give an oral argument, and all first year students participate in it. However, second and third years law students can participate through invitation only. BYU's National Moot Court team is selected from second year students who participate in an intra-school competition during the first semester. This team then represents the school in all regional and national competitions. All these members also become the editors and judges for all first year competitions. The Law School has sent teams to eight different competitions around the country. Students get the best opportunity to sharpen their skills in brief writing and oral advocacy as they prepare for their professional lives as well

Clinical Programs²¹

BYU offers clinical programs in the following areas: Civil Trial Practice, Criminal Trial Practice, Courthouse Assistance Domestic Relations Project, Volunteer Immigration Project, Elder Law Project, Domestic Violence Pro Bono Project, Tuesday Night Bar and Child Advocacy.

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)²²

Private sector (25th-75th percentile)	\$64,000 - \$105,000
Median in the private sector	\$83,500
Median in Public service	\$38,500

Employment Details ²³

Graduates known to be employed at graduation	83.2%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	95.6%

Practice Areas

Graduates Employed at	Percentage (%)
Law firms	57%
Business/industry(legal)	3%
Business/industry (non legal)	11%
Government	11%
Public interest	1%
Judicial clerkship	15%
Academia	3%
Unknown	0%

Externships²⁴⁻²⁵

BYU's externship program aims at providing real-life experience for the law students. After completion of the first two years of law study students receive one credit for each 50 hours of work up to a maximum of six units during the summer (300 hours) or 3 units (150 hours) during a school term. Most students work full-time for five weeks during the summer and earn four credits. However, the number of hours and dates of work are mutually arranged between the student and the employer. ABA rules prohibit students from receiving compensation of any kind, apart from expenses paid out of the students' pocket, like parking, lunch, etc., while earning externship credit.

The students submit a learning plan (a list of experiences they hope to have during the externship) to the school, besides performing work assignments and participating in the full range of activities available through the office. The supervising attorney provides work assignments and evaluates the student's performance.

Student Organizations²⁶

- Student Bar Association
- Aggie Law Society

- Alternative Dispute Resolution Society
- American Constitution Society for Law and Policy
- Asian Legal Society
- Federalist Society
- Government and Politics Legal Society
- International Law and Management Review
- Latino/a Law Student Association
- Law Partners
- Minority Law Student Association
- Native American Law Student Association Spirit in the Law
- National Resources Law Society
- Natural Resources Law Society
- Phi Delta Phi
- Public Interest Law Foundation
- Spirit in the Law
- Sports and Entertainment Law
- Student Intellectual Property Law Association
- Women's Law Forum

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RANK

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SCHOOL OF LAW OF THE UNIVERSITY OF CALIFORNIA, DAVIS

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530-752-4299

ADMISSIONS PHONE
530-752-6477

MAIN PHONE
530-752-0243

CAREER SERVICES PHONE
530-752-6574

WEBSITE ADDRESS
<http://www.law.ucdavis.edu>



An Overview¹

The School of Law of the University of California, Davis has adopted a traditional approach to teaching law in its academic program. This provides a strong footing for the students' career moves as it equips them with knowledge and skills that are very crucial to their future choice of career and opportunities. The curriculum also lets the students gain insight on some of the leading thinkers in specialized areas of practice. For pre-graduate students who would want to sharpen their skills in specialized areas prior to their graduation, the law school puts emphasis on teaching both the existing and emerging practice areas. Students are also encouraged to voice their own ideas or even initiate new seminars or novel research projects on explicit issues under faculty supervision.

The law school's legal education blends theory with practice. Elective options can therefore include real-world litigation experiences in critical skill via programs such as the moot court team, editing a journal, or participating in the various clinics and externships such as providing legislative advocacy for an environmental organization or working alongside a judge. Of all the years, the first-year curriculum provides the quintessential structure for subsequent legal study. The second- and third-year study is elective, except for a few professionally required courses. Students receive credit for courses taken in other UC Davis departments and for courses satisfactorily completed in accredited law schools.

The law library has a huge collection. Law students receive keys for 24-hour access to the library and have online access to past law school exams.

Student-Faculty Ratio²

13.5:1

Admission Criteria³

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	158-164	3.46-3.79
Median*	161	3.63

*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 Statistics⁴

Fall 2005 admission statistics

Approximate number of applications	3,768
Number accepted	877
Percentage accepted	23.3%

Class Ranking and Grades⁵

The three-year curriculum is designed for full-time day students. The school uses a four-point letter grading system with plus and minus grades; some classes are graded satisfactory/unsatisfactory.

Letter Grades	Grades
A+ or A	4.0
A-	3.7
B+	3.3
B	3.0
B	2.7
C+	2.3
C	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. 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. An "F" is a failing grade. The grade "I" means "incomplete." If the course work is not completed, the Incomplete converts to an "F."

A student is in good standing if his or her cumulative grade point average at the end of the second, fourth, sixth or final semester is 2.0 or above.

Grade Normalization (Curve)⁶

In the first-year sectioned courses, not including legal research and writing courses, faculty members distribute grades as follows:

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)

The mean of the grades awarded, expressed as GPA, is 3.0 plus or minus 0.1.

PERCENTILE	GPA*
TOP 10	3.640 (B+)
TOP 25	3.314 (B)
TOP 33	3.264 (B)
TOP 50	3.124 (B)
TOP 75	2.896(B-)
Minimum grade required	2.00(C)

* based on May 2005 graduation class. ⁷

Honors⁸

To qualify for the Order of the Coif,

- (1) GPA must be placed among the top 10% of the class, and
- (2) 75% units in graded courses.

Awards⁹

Name of the award	Recipient
School of Law Medal	Highest GPA after fifth semester
Patrick Hopkins Law Prize	Law Review writing prize
Witken Award for Academic Excellence	Top Grade in Class
The Order of the Barristers	Based on the number of students annually

Journals

The *UC Davis Law Review* publishes five issues annually. Four issues contain scholarly works by professors, practitioners, and law students in the traditional law review format. One issue is a symposium that deals in depth with a selected topic of interest to legal scholars and practicing lawyers. Past symposia have dealt with subjects such as intellectual property and social justice, corporate governance, rules of evidence, the death penalty, critical race feminism, constitutional law, jurisprudence and comparative law, law of medicine, and family law.¹⁰

The *Business Law Journal*, published electronically several times a year, is the first business law journal in the nation to be published online in a concise, journalistic style. The Journal is a resource by which users

may obtain quality legal and business analysis that is easily accessible and, best of all, succinct. Readers may search both current and past publications and keep abreast of the daily highlights of business and legal news from around the nation and the world. The Journal also topically organizes and provides links to other worthwhile legal and business sites.¹¹

Environs Law & Policy Journal is a semi-annual journal which publishes contributions that explore timely environmental law and policy issues.¹²

UC Davis Journal for International Law & Policy is published two times a year, in January and June, by the students of School of Law, University of California, Davis.¹³ The accepts for publication pieces authored by academics and professionals on timely topics relevant to international law and policy.¹⁴

UC Davis Journal for Juvenile Law & Policy is published twice per year and is a non-partisan publication. Initially a product of the creativity and activism of a small group of King Hall students, called the Advocates for the Rights of Children (ARC), the Journal has evolved into a vigorous organization committed to providing practical information regarding current juvenile, family, and educational law issues. The ultimate goal of the Journal is to encourage community awareness and involvement in these issues.¹⁵

Moot Court¹⁶

Each law student participates in oratory exercises conducted by the Moot Court Board during the fall semester, organized with an aim to improve their public speaking skills. These advocates then present four arguments before panels consisting of Moot Court Board members, practicing attorneys, and judges. After the scores of both the first semester and second semester are combined, rankings for selecting participants in the annual Neumiller Competition and other interschool competition teams are decided. Every student is also expected to participate in one or more of the school's trial and appellate advocacy programs which include appellate advocacy, various moot court competitions, environmental Moot Court, the trial practice classes, and the trial practice competition. Students also take part in the National Mock Trial Competition besides the annual intra-school trial tournament, the Frances Carr Competition, the Jessup International Law Moot Court and the UC Davis Journal of International Law & Policy.

Clinical Programs¹⁷

A clinical is the involvement of a student in some phase of the legal process by performing supervised work of a legal nature in an approved law-related field setting for academic credit. The clinical program at King Hall is comprised of both in-house programs and externships. The four in-house clinical programs which are taught by the School's faculty are:

Immigration: Students represent immigrants seeking asylum or cancellation of removal before the Immigration Court in San Francisco. Students interview clients and witnesses, prepare legal briefs, draft pleadings and motions, and represent immigrants in federal, state, and administrative proceedings.

Civil Rights: Students provide legal services to indigent clients who have filed civil rights actions in federal court.

Prison Law: Students provide legal services to clients incarcerated in state prison. The services require analysis and application of constitutional law, state statutory law, agency regulations, and the rules of professional responsibility.

Family Protection & Legal Assistance: Students are required to enroll for two semesters. Students represent low-income persons in family law and related matters arising out of situations involving family violence. Cases handled by the students involve restraining orders, child custody and visitation, child and spousal support, and property division.

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)¹⁸

Private sector (25th-75th percentile)	\$68,000 - \$125,000
Median in the private sector	\$80,000
Median in Public service	\$43,500

Employment Details¹⁹

Graduates known to be employed at graduation	81.3%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	91.5%

Practice Areas

Graduates Employed at	Percentage (%)
Law firms	59%
Business/industry(legal)	8%
Business/industry (non legal)	0%
Government	7%
Public interest	14%
Judicial clerkship	10%
Academia	1%
Unknown	1%

Externships²⁰

There are seven Externship programs that are comprised of placements outside King Hall that are closely supervised by King Hall faculty. These Externship programs are:

- Judicial Process (Law 425)
- Employment Relations (Law 455)
- Federal Taxation (Law 430)
- Interest (Law 460)

- Legislative Process (Law 445)
- Criminal Justice (Law 470)
- Environmental Law (Law 450)

All placements must be approved by the faculty advisor for the externship and are limited to the Northern California-Nevada geographical area in order to facilitate faculty on-site visits.

Student Organizations²¹

- The Advocate
- Advocates for the Rights of Children
- Agricultural Law Society
- American Bar Association, Law Student Division
- American Constitution Society for Law and Policy
- Animal Advocates
- Asian Pacific American Law Students Association
- Black Law Students Association
- Catholic Association of Law Students (CALs)
- Christian Legal Society
- Criminal Law Association
- Diversity Outreach
- Entertainment and Sports Law Society
- Environmental Law Society
- Federalist Society for Law and Public Policy Studies
- Feminist Forum
- Filipino Law Students Association (FLSA)
- International Law Society
- Jewish Law Students Association
- King Hall Advocate
- King Hall Intellectual Property Law Association
- King Hall Legal Foundation
- King Hall Board and Ski Club (KHBS)
- King Hall Running Club
- La Raza Law Students Association
- Labor & Employment Committee
- Lambda Law Students Association
- Law And Disability Society (LADS)
- Law Student Second Amendment Advocates (LSSAA)
- Law Students for Choice
- LawCappella
- Lex Vini
- Middle Eastern and South Asian Law Students Association
- Muslim Law Students Association
- National Lawyers Guild, King Hall Students Chapter
- Native American Law Students Association

- Phi Alpha Delta Law Fraternity (Benito Juarez chapter)
- Phi Delta Phi, Gibson Inn
- Students for Social Equality
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706-542-5191CAREER SERVICES PHONE
706-542-7541WEBSITE ADDRESS
<http://www.lawsch.uga.edu>

An Overview¹⁻⁴

Pushing ahead its ideals “to teach, to serve, and to inquire into the nature of things,” the University of Georgia School of Law, founded in 1859, offers a broad and challenging curriculum with nearly 170 courses. This motto is reflected in the university’s efforts to conserve and enhance the school’s intellectual, cultural, and environmental heritage. The law school offers only a full-time day program of study.

The law school helps students gain a spirit of inquiry and the courage to face any challenge while learning to think like a lawyer. Thus, students are taught how to critically analyze all legal issues constructively and to strive to solve the infinite array of problems future clients may present.

The law school’s nine clinics and advocacy programs are headed by faculty members who have considerable field experience. In addition, professors also teach Legal Research and Writing to first-year students, as well as upper-level writing courses.

Student-Faculty Ratio⁵

15.3:1

Admission Criteria⁶

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	158-164	3.28-3.80
Median*	161	3.54

*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 Statistics⁷

Fall 2005 admission statistics

Approximate number of applications	2,574
Number accepted	599
Percentage accepted	23.3%

Class Ranking and Grades⁸

The majority of University of Georgia School of Law students are not ranked in individual order. Only those members of a class whose cumulative GPAs are in the top ten percent or have a cumulative GPA greater than 3.5 are ranked in individual order. The UGA School of Law utilizes a 4.0 grading system scale, as follows:

Letter Grades	Grades
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0

I = Incomplete

U = Unsatisfactory, W = Withdraw

WP = Withdraw Passing, WF = Withdraw Failing

NR = Not Reported, IP = In Progress

YL = Year-long Course (reported at end of academic year)

Grade Normalization (Curve)⁹

The average grade in each first year course shall fall within the range of 2.9-3.1 based on the Law School's grading system. Variations from this rule are permitted by an instructor in a letter to the Dean. Though not mandatory for first year courses, suggested guidelines are as follows:

A (A+, A-)	33% maximum
C+ or lower	33% maximum
A+	Maximum of two students

The average grade in all upper-level courses shall fall within the range of 2.9-3.2. Variations are permissible only in extraordinary circumstances which must be outlined in a letter from the instructor to the Dean. The grades of non-J.D. students shall be disregarded for purposes of this policy. All courses and seminars with 20 or fewer students are not subject to this policy. Suggested guidelines, as mentioned above which are not mandatory for upper-level courses also. ¹⁰

The distribution of cumulative grade point averages at the end of the 2005-2006 Academic Year for class of 2006 showed the median at 3.18. ¹¹

% of the class	Minimum GPA required (based on May 2005 class)
Top 10	3.64
Top 25	3.41
Top 33	3.21
Top 50	3.21
Top 75	2.93
Minimum grade required for graduation	2.0

Honors¹²

Honors	% of the class receiving it	Minimum GPA requirement
Order of the Coif	Top 10 %	
<i>summa cum laude</i>	Top 2%	3.80 and above
<i>magna cum laude</i>	Next 8.5%	3.50-3.79
<i>cum laude</i>	Next 37.5%	3.0-3.49

Awards¹³

Over and above 14 Course-related Awards the School also offers the following awards:

Name of the award	Recipient
Jessie and Dan MacDougald Memorial Award	First Honor Graduate
CALI Excellence for the Future Awards	Recognizes outstanding performance in first-year and upper-level core courses.
Trusts & Estates and the Verner F. Chaffin Award	Excellence in the Study of Fiduciary Law
Student Bar Association Professionalism Award	

Louis Jackson Student Writing Competition in Labor and Employment Law	
Donald P. Gilmore Jr. Memorial Award	Excellence in the Study of Employment Law
American Bar Association and Bureau of National Affairs Award	Excellence in the Study of Employment Law
State Bar of Georgia Award	Excellence in the Study of Employment Discrimination
American Bar Association and Bureau of National Affairs Award	Excellence in the Study of Labor Law
State Bar of Georgia Award	Excellence in the Study of Labor Law
American Bar Association and Bureau of National Affairs Award	Excellence in the Study of Intellectual Property Law
Atlanta Bar Association Alternative Dispute Resolution Lawyers Section Award	Excellence in Alternative Dispute Resolution
Willis J. "Dick" Richardson Jr. Student Award	Outstanding Trial Advocacy
Attorneys' Title Guaranty Fund Award	Excellence in the Study of Real Estate Law
John C. O'Byrne Award	Excellence in the Study of Taxation
State Bar of Georgia Tax Section Outstanding Student Award	Outstanding Student of Georgia Tax Section
Prosecutorial Clinic Award	Outstanding Prosecutorial Clinic Student
Land Use Clinic Award	Outstanding Land Use Clinic Student
American Bankruptcy Institute Medal	Excellence in the study of Bankruptcy
Weinberg, Wheeler, Hudgins, Gunn and Dial Award	Outstanding Moot Court Advocate
Weinberg, Wheeler, Hudgins, Gunn and Dial Award	Outstanding Mock Trial Advocate
Kerry Harike Joedecke Memorial Award for Excellence	For Excellency
Ronald Carlson Award	Excellence in the Study of Evidence
Shelley B. Knox Award	Outstanding Public Interest Student
National Order of the Barristers	
Georgia Association for Women Lawyers Award	
National Association of Women Lawyers Award	
Gay and Lesbian Legal Network	Outstanding Law Student Award
Law School Association Award	Greatest Improvement in Academic Standing
Law School Association Award	Highest Academic Average
William King Meadow Award	
Ellen Jordan Award	Public Interest Law

Isaac Meinhard Award	Highest Academic Average Class of 2005
Dean Rusk Award	Best paper in International Law field
Georgia Bankers Association Award	Excellence in the study of Bankruptcy
Georgia Municipal Association Award	Excellence in the study of Municipal Corporation
William King Meadow Award	All-around excellence
Ellen Jordan Environmental Award	Outstanding performance in environmental courses and activities.
Attorney's Title Award	Academic performance in Property
Richardson Award	Excellence in the study of Georgia practice.
Environmental Law Association Award	For Environmental Advocacy.
Environmental Law Association Award	For outstanding service.

Journals

The ***Georgia Law Review*** is the quarterly journal and oldest of the legal journals published at the University of Georgia School of Law.¹⁴ Each year, the Review offers membership to a limited number of highly motivated members of the second year law class who have demonstrated outstanding academic abilities and legal writing skills. Membership on the Law Review is determined by a combination of first-year grades and performance on a "Write-On" exercise designed to test applicants' legal reasoning, writing, and citation skills.¹⁵

The ***Georgia Journal of International and Comparative Law*** is published three times a year by students and chronicles over three decades of legal issues and developments on the global front. The International Journal continues to maintain itself as a forum for academic discussion on current and important international subjects.¹⁶

The ***Journal of Intellectual Property Law*** is a student-edited Journal. It covers articles on current legal issues written by leading scholars, judges, practicing attorneys, and students. It is published twice a year. The Journal focuses on issues related to patent law, trademark, trade secrets, copyright, Internet law, and entertainment & sports law.¹⁷

Moot Court¹⁸⁻¹⁹

Often dubbed as the "juggernaut", the moot court program at the University of Georgia is bonded by a committed faculty and the moot court alumni who voluntarily bench all the practice rounds of oral arguments. Many law students participate in the school's moot court programs and appear before members of the state's and region's highest court. Other openings are also provided through moot court exchanges held in alternating years with Gray's Inn of London, England, and King's Inn of Dublin, Ireland. These exchange programs enhance experience in the courtroom and uphold the knowledge of other cultures and legal systems.

Clinical Programs²⁰

Theoretical knowledge takes on a new dimension for the law students when they embark on working with the clients and learn the ropes of the legal system through hands-on experience in the Law School's nine criminal and civil service learning clinics. These practice areas within the criminal and civil clinics address: criminal and juvenile law, indigent legal assistance, environmental and land use practice, agency and governmental representation, and private non-profit service.

The Criminal Programs include:

Criminal Defense Clinic,
Prosecutorial Clinic, and
Capital Assistance Project.

The Civil Programs include:

Civil Externship Clinic,
Environmental Law Practicum,
Family Violence Clinic,
Land Use Clinic,
Public Interest Practicum, and
Mediation Practicum

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)²¹

Private sector (25th-75th percentile)	\$61,000 - \$100,000
Median in the private sector	\$100,000
Median in Public service	\$48,000

Employment Details²²

Graduates known to be employed at graduation	76.4%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	98.9%

Practice Areas²³

Graduates Employed at	Percentage (%)
Law firms	62%
Business/industry(legal)	6%
Business/industry (non legal)	1%
Government	8%
Public interest	4%

Judicial clerkship	17%
Academia	2%
Unknown	0%

Externships²⁴⁻²⁵

The law school offers three types of externship programs for its students – civil, summer, and international. The **Civil Externship** course allows students to get exposed to various governmental and private organizations with three primary learning experiences: direct exposure to the skills and methods of legal practice; focused application of legal concepts to real conflicts; and reflective appraisal of their own abilities, values, and professional goals. The **Summer Externship** encourages student to work in governmental, judicial, and private non-profit placements through a focused program of reading, reflection, and professional enhancement. The **International Externship** Program, established in 2001, provides students with four to eight weeks of study and/or work experience in more than 15 countries around the world. This makes it UGA's largest international program in terms of its geographical reach.

Student Organizations²⁶

- American Bar Association/Law Student Division
- American Constitution Law Society
- Animal Legal Protection Organization
- Asian American Law Student Association
- Business Law Society
- Christian Legal Society
- Davenport-Benham Black Law Students Association
- Dean's Ambassadors
- Environmental Law Association
- Equal Justice Foundation
- Federalist Society
- Gay & Lesbian Legal Network
- Georgia Law Democrats
- Georgia Society for International and Comparative Law
- Hispanic Law Student Association
- Honor Court
- Intellectual Property Law Organization
- Jewish Law Student Association
- Labor and Employment Law Association
- Law Students for Choice
- Middle Eastern Law Student Association
- Mock Trial Board
- Moot Court Board
- National Lawyers Guild
- Parents and Partners in Law

- Phi Alpha Delta
- Sports and Entertainment Law Association
- Student Bar Association
- Women Law Students Association
- Working in the Public Interest Conference

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RANK

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An Overview¹⁻²

After being established in 1972 as the International School of Law, the George Mason University School of Law became a part of George Mason University in 1979. It offers two identical programs: a full-time day and another part-time evening study. The law students are prepared to succeed in a broad spectrum of careers in law. Although the law school offers a number of organized specialization choices, it is not compulsory for the students to specialize in their legal studies only. GMU Law requires that students pursue a general course of study first, choosing electives later as their interests develop.

The choice for specialization at the law school ensures that graduates can acquire in-depth knowledge in specific legal fields. The latest addition to the list of specialized courses is the Technology Law Program, which combines course work in the fields of technology law, intellectual property law, and business law. It provides students with the necessary skills to succeed in today's radically evolving legal environment. The program, conducted by professors and practitioners, offer lectures on issues such as telecommunications policy, cyber crime, intellectual property protection, and venture capital formation.

Students acquire advanced knowledge in particular substantive areas of the law through the specialty law tracks. Students may choose to pursue specialty tracks at the end of their first year of study in Corporate and Securities Law, Intellectual Property Law, International Business, Litigation Law, and Regulatory Law.

The GMU campus includes other academic centers through which students may explore the multitude of career opportunities available to them. Among them is the Foreign Exchange Program In Law And Economics with the University of Hamburg's Erasmus Program in Law and Economics. Through this program, GMU law students interested in the economic effects of legal rules are invited to study for one, two, or three terms at the University of Hamburg in Germany.

Student-Faculty Ratio³

16.5:1

Admission Criteria⁴

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	158-166	3.15-3.83
Median*	162	3.49

*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 Statistics⁵

Fall 2005 admission statistics

Approximate number of applications	5,199
Number accepted	787
Percentage accepted	15.1%

Class Ranking and Grades⁶

Students are numerically ranked, based upon cumulative GPA. Class rank is added to a student's transcript only if requested, and is shown both numerically and by percentage. Final class rankings for the graduating class-which includes December, May, and July graduates for the academic year- are done after Summer term grades have been recorded. Each graduate is then mailed an individual rank statement and summary, along with a final, unofficial transcript. Rankings are done only in combined class groups as follows: 1D/1E; 2D/2E/3E; and 3D/4E. Rank information is posted for each group and includes a listing of numerical standing based on cumulative GPA and a summary of GPA ranges and rank percentages.

All George Mason law students, whether pursuing a specialty track or the General Law Program, are required to satisfactorily complete 89 credit hours for graduation. Forty of those credit hours are in general courses; the remaining credit hours are in elective courses. In addition, students must complete the School of Law's writing requirement.

Upon completion of a course, matriculated students are graded on the A+ through F scale or CR and NC scale. A grade of CR indicates work equivalent to 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. All 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. No academic credit is awarded for work receiving F or NC. Upon withdrawal from a course, approved in writing by the associate dean, W is made the final academic disposition in lieu of a grade.⁷

Letter Grades	Grades
A+	4.33
A	4.00
A-	3.67

B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0

CR (Credit)

NC (No Credit)

In (Incomplete)

W (Withdrawal)

Au (Audit)

If a student fails to complete assigned work on schedule, including the final examination, the grade assigned will determine whether or not the student may later complete the missed work. If permission has been granted to complete the missed work, the temporary notation "In" is entered in lieu of a grade and will be replaced by the appropriate grade upon completion of that work. If permission is not granted to complete the late work, the student will receive F or NC, whichever is applicable.

Grade Normalization (Curve)⁸

A student's cumulative average is calculated by dividing the total number of quality points earned by the total number of quality hours (i.e., credit hours for which grades "A+" through "F" have been given). The mean grade for all required courses exclusive of Introduction to Legal Research, Writing, and Analysis, Trial-Level Writing, Appellate Writing, and Legal Drafting, may range from 2.85 to 2.95. Mean grade ranges for Introduction to Legal Research, Writing, and Analysis, Trial-Level Writing, Appellate Writing, and Legal Drafting, will be established by the Vice Dean.

The mean grade for upper level elective courses with 50 or more students may range from 2.8 to 3.0. The mean grade for upper level elective courses with more than 15 but fewer than 50 students may range from 2.7 to 3.1.

Faculty members may not submit grades in which the mean is outside the designated range without first submitting a written explanation to the Vice Dean and obtaining written permission from the Vice Dean.

The Vice Dean may require the instructor in any course with 15 or fewer students to provide a written justification for grades whose mean falls short of 2.7 or exceeds 3.1, and the Vice Dean may require the instructor to bring the mean closer to or within that range.

Honors⁹

Honors	% of class	# of students
<i>summa cum laude</i>	Top 1	2
<i>magna cum laude</i>	Top 10	23
<i>cum laude</i>	Top 25	58

Awards¹⁰

Name of the award	Recipient
Law School Fellowship & Scholarship	Merit-based (granted to up to 20 students).
Robert A. Levy Fellowships	Merit-based for students with Ph.D.s in economics or a related field, such as finance or political science.
Dr. Lawrence Cranberg Scholarship	Merit-based.
Dean Engle Memorial Scholarship	Merit-based.
George Mason University School of Law Alumni Association Scholarship	Merit-based.
Bendheim Scholarship	Merit-based.
Scott C. Whitney Writing Prize	Merit-based.
Richard S. Murphy Prize	Merit-based.
Banner & Witcott Intellectual property Law Scholarship	Merit-based.
Betty Southard Murphy Award in	
Constitutional and Labor Law	Merit-based (awarded to up to 4 students).
Ann Southard Award Murphy & Cornelius F. Murphy Jr. Tuition Assistance Award	Merit-based.
Mary Fischer Doyle Public Service Scholarship	Merit-based.
Sterne, Kessler Intellectual Property Law Scholarship	Merit-based.
Goldberg Family Scholarship	Need-based
Giles S. Rich Award in Intellectual property	Merit-based
Glenn Lewis Scholarship	Merit-based
Smolen Plevy Scholarship	Merit-based.

Journals

George Mason Law Review is a student-edited law review that provides students with an excellent opportunity to develop research, writing, and editing skills. Students selected as editors of the Review are required to have achieved excellent academic performance or gain admittance through the write-on

competition. Manuscripts are also submitted for publication by politicians, practicing attorneys, and business leaders from across the country.¹¹

Civil Rights Law Journal: The Civil Rights Law Journal, a student-run publication, is published bi-annually by a Board of Editors comprised of select students at George Mason University School of Law. With focus on civil rights, the Journal publishes work analyzing American civil rights issues.¹² It publishes work both from inside and outside the academy.¹³

Federal Circuit Bar Journal: Published quarterly, the Journal is an official publication for the Federal Circuit Bar Association and the U. S. Court of Appeals for the Federal Circuit. It provides coverage of issues within the jurisdiction of the Federal Circuit. The other areas covered by the journal include vaccination disputes, veterans' appeals and environmental and natural resources litigation.¹⁴

The **Journal of Law, Economics and Policy** is published twice year and is run by students with an aim to provide innovative and stimulating articles to both academia and the legal community. One issue is typically dedicated to addressing significant questions arising within current legal and economic policy, and a second includes articles written by individuals.¹⁵

Moot Court¹⁶

The Moot Court Board provides second year to fourth year law students with a taste of practical appellate advocacy. It helps students prepare for extramural competitions such as the National Moot Court Competition.

Clinical Programs¹⁷

GMU Law offers following clinical programs:

- Clinic for Legal Assistance to Service members
- Domestic Relations Legal Clinic
- Legal Clinic
- Law and Mental Illness Clinic
- Legal Clinic
- Legal Clinic - Practical Preparation Of GMU Patent Applications
- Regulatory Clinic
- Telehealth Clinic

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)¹⁸

Private sector (25th-75th percentile)	\$60,000 - \$120,000
Median in the private sector	\$84,750
Median in Public service	\$48,947

Employment Details¹⁹

Graduates known to be employed at graduation 98.2%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status) 99.6%

Practice Areas¹⁹

Graduates Employed at	Percentage (%)
Law firms	44%
Business/industry(legal)	10%
Business/industry (non legal)	4%
Government	19%
Public interest	6%
Judicial clerkship	13%
Academia	4%
Unknown	0%

Externships²⁰

Students who have completed one-third of their legal education are offered an array of supervised externship opportunities under supervision of an attorney. The externship openings provide students with flexibility to work outside the law school and earn academic credit.

Student Organizations²¹

- Alternative Dispute Resolution Society
- American Bar Association/Law Student Division
- American Constitution Society for Law and Policy
- American Inn of Court
- Asian Pacific-Asian Law Students Association
- Association for Public Interest Law
- Association of Trial Lawyers of America
- Black Law Students Association
- Civil Rights Law Journal
- Docket
- Environmental Law Society
- Federal Circuit Bar Journal
- Federalist Society
- Gay, Lesbian, and Bisexual Law Association
- George Mason Law Review
- Hispanic Law Students Association
- Honor Committee

- Intellectual Property Law Society
- International Law Society
- J. Reuben Clark Law Society
- Jewish Law Students Association
- Juris Master Society
- Law Students for the Second Amendment
- Mason Law Republicans
- Moot Court Board
- Phi Alpha Delta Law Fraternity International
- Phi Delta Phi
- Student Animal Legal Defense Fund
- Student Bar Association
- Trial Advocacy Association
- Virginia Bar Association
- Women's Law Association

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RANK

37

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An Overview¹⁻³

Established in 1842, the Indiana University School of Law, Bloomington is focused on preparing students in the essential skills of reading, listening, reasoning, writing, and oratory excellence.

The law school's first-year students take a set of required courses that introduce them to the world of litigation. They are taught the basic concepts of legal practice, including the skills of close reading of all tests, careful reasoning, and learning to "think like a lawyer." The curriculum also includes an intensive legal writing program.

Second- and third-year students can choose from a variety of courses ranging from local government law to an international law seminar on weapons of mass destruction. Students have the freedom to specialize in particular areas of law, such as environmental law or intellectual property, or to take courses from a number of interest areas. Several upper-level courses also help the students to develop "on the job" skills in the clinical programs. The Family and Children Mediation Clinic and the Community Legal Clinic give students a chance to represent local clients under the supervision of faculty. Other courses that sharpen the students' abilities to think quickly and analytically are the in-trial skills and mediation classes.

Students can also participate in the law school's three student-run law journals. The school also offers a number of credit-based opportunities that provide practical legal experience including extracurricular clinics, moot court competitions, trial teams, and faculty-sponsored internships and externships. The rise of multi-disciplinary centers at the law school also provide students with a broad legal education. The law school helps students who want to enhance their educational experience by studying overseas find the right study abroad program for those students. Students are also encouraged to participate in any of the law school's international programs, or earn a joint degree with one of the other departments or schools at the University.

Student-Faculty Ratio⁴

14.1:1

Admission Criteria⁵

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	158-164	3.03-3.72
Median*	161	3.38

*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 Statistics⁶

Fall 2005 admission statistics

Approximate number of applications	2,405
Number accepted	916
Percentage accepted	38.1%

Class Ranking and Grades⁷

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
B	3.0
B	2.7
C+	2.3
C	2.0
C	1.7
D+	1.3
D	1.0
F	0.0

The grading structure for Legal Research and Writing has four options:

High Pass (HP), Pass (P), Low Pass (LP), and Fail (F). The University transcript, however, will only use Pass and Fail grading options, where appropriate, the following marks shall be used: W - (Withdrawal) I -(Incomplete) S - (Satisfactory) P - (Pass). If a student withdraws from a course without the required approval, the grade of "F" is entered for that course. If the student withdraws with approval, the mark of "W" is entered.

Grade Normalization (Curve)⁸

Students must earn minimum grade 2.300 to be eligible for graduation.

Top 10%	3.57 GPA
Top 25%	3.35 GPA
Top 35%	3.29 GPA
Top 50%	3.2GPA

Honors⁹

Honors	% of Class	No. of Students
Order of the Coif	Top 10%	20
Order of Barristers	-	10
<i>summa cum laude</i>	Top 1%	2
<i>magna cum laude</i>	Top 10%	20
<i>cum laude</i>	Top 30%	60
Dean's Honors	Top 30%	-

Awards¹⁰

Name of the award	Recipient
Scribes Awards	Top first-years in Legal Writing sections.
CALI Excellence for the Future	Top grade in class; faculty choice.
West Publisher's Award	Top GPA in each class.
Vice President Scholar	Top second-year student.
JUMP Scholars	For academic achievement.
Moot Court Awards	Merit
John Edwards University Fellowship	Top Indiana University student.
Chancellor's scholarships	Top merit.

Journals

Indiana Law Journal is a quarterly journal published by law students. It is a general-interest academic legal publication that was founded in 1925. Students with top academic performance in their first year of law school and on basis of a writing competition are invited to be part of the staff for the Journal.¹¹

The Federal Communications Law Journal: The Journal contains features by commissioners in the Federal Communications Commission ("FCC") and members of the Congress. Published three times a year, the FCLJ is an official journal of the Federal Communications Bar Association. Students are invited onto the editorial board on the basis of academic performance and a writing competition.¹²

The *Indiana Journal of Global Legal Studies* focuses on the intersections of global and domestic legal regimes, politics, markets, cultures, and technologies. It is an interdisciplinary journal edited by the faculty and is published twice a year. It is more of a forum for communication among research agendas which currently involves the notion of “globalization.”¹³

Moot Court¹⁴

The Moot Court Board is a 25-member student group aimed at promoting advocacy skills among law students. The members are selected on basis of their performance in the *Sherman Minton Moot Court Competition*.

Clinical Programs¹⁵

The clinical programs offer law students academic credit. Students are provided instructions by faculty members, and work with community members on vital legal matters. The school offers the following programs:

Community Legal Clinic: Students work mainly on family law and low-income patrons.

Conservation Law Clinic: Students work from the Conservation Law Center, Inc. and offer legal services to clients in support of conservation of natural resources. Here they gain knowledge from staff attorneys, and experts in the fields of biological sciences, ecology, agriculture, and forestry.

Elder Law Clinic: Students assist the elderly, clients aged 60 and above, on a number of civil legal issues such as in housing, consumer law, tax, public benefits, advance directives, and family law.

Entrepreneurship Law Clinic: This clinic is jointly-sponsored by the IU Kelley School of Business and Indiana Law, and provides third-year law students and fourth-year JD/MBA joint-degree students with the opportunity of assisting in issues involving high-growth ventures, start-ups, finances, organization, licenses, agreements, intellectual property matters, and regulatory and zoning issues.

Family and Children Mediation Clinic: Students in second- and third-year of law school work in the clinic on Domestic Relations Mediation.

Federal Courts Clinic: During their semester, students get the opportunity to work in the chambers of federal judges or magistrate judges in Indianapolis for one day per week.

Apart from the above clinical programs, the law school provides practicums that are add-ons to the existing courses and offer students considerable clinical experience.

Intellectual Property: In this practicum, students work with an experienced intellectual property lawyer, and can learn considerably from his experience.

Immigration Law: Here the students work on asylum applicants and the bringing of skilled labor to the nation.

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)¹⁶

Private sector (25th-75th percentile)	\$58,000 - \$115,000
Median in the private sector	\$79,000
Median in Public service	\$46,450

Employment Details¹⁷

Graduates known to be employed at graduation	87.4%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	95.6%

Practice Areas¹⁷

Graduates Employed at	Percentage (%)
Law firms	55%
Business/industry(legal)	14%
Business/industry (non legal)	0%
Government	14%
Public interest	3%
Judicial clerkship	9%
Academia	4%
Unknown	2%

Externships¹⁸

Practicing lawyers supervise off-campus externships programs for students. The secondary supervision is under the full-time faculty members. Academic credit is available for Indiana Law's externship opportunities. The externship programs available at the Law School are:

Independent Clinical Projects: Students can create their own clinical project under the supervision of an individual Indiana Law faculty member.

Indiana Legal Services Externship: ILS permits students to work with low-income clients at the Bloomington office.

Public Interest Internship Program: This Program encourages students to explore careers in the public interest by permitting academic credit for internships and experience in public service venues.

Student Legal Services Externship: In this externship, students work at Student Legal Services (SLS), a nonprofit law office offering advice and representation to IU-Bloomington students.

Student Organizations¹⁹

- American Bar Association (ABA)
- American Constitution Society (ACS)
- Asian Pacific American Law Student Association (APALSA)
- Black Law Student Association (BLSA)
- Business and Law Society
- Christian Legal Society
- Environmental Law Society (ELS)
- Federal Communications Law Journal(FCLJ)
- Federalist Society for Law and Public Studies
- Feminist Law Forum
- Indiana Journal of Global Legal Studies
- Indiana Law Journal
- Inmate Legal Assistance Project (ILAP)
- Intellectual Property Association
- International Law Society (ILS)
- Lambda Law Society (formerly OUTLaw)
- Latino Law Student Association (LLSA)
- Law and Drama Society
- Moot Court Board
- Older and Wiser Law Students (OWLS)
- Outreach for Legal Literacy
- Phi Alpha Delta
- Phi Delta Phi
- Protective Order Project
- Public Interest Law Foundation (PILF)
- Sports and Entertainment Law Society
- Student Bar Association (SBA)
- Tenants Assistance Project
- Women's Law Caucus

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RANK

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An Overview¹⁻²

The Wake Forest School of Law was established in the year 1894. The unique feature in the law school's education program is its all-out efforts in preparing individual students to meet the challenges of practicing law in the United States. The law school also endeavors to implant in every student respect for law as a profession, devotion to the ideals of public service, and a commitment to basic professional values: honesty, diligence, competence, intelligence, and civility. It also stresses developing fundamental skills for the practice of law in the students. The course curriculum has been designed to impart students with the finer nuances of legal knowledge and skills, those that can build their lives within the legal profession. The programs are small in design giving equal weight to legal analysis and critical thinking. In addition, students are also encouraged to consider the range of social and economic settings in which legal principles and rules as well as lawyers have to operate. The school endeavors to make the students tech-savvy by teaching them the effective use of information technology. Persuasive and clear communication, being the two cutting-edge tools for lawyers, the law school emphasizes the development of both written and oral communication abilities in order to produce sharp and confident lawyers who are broadly educated in the skills, traditions, and ethics of the practice of law.

The students are divided into well-integrated learning groups of 40 each. Along with encouraging questions and debate, the faculty members also stress the involvement of students in research. The law school has a comprehensive research and writing program that is very challenging and effective.

Student-Faculty Ratio³

10.2:1

Admission Criteria⁴

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	162-166	3.17-3.62
Median*	164	3.4

*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 Statistics⁵

Fall 2005 admission statistics:

Approximate number of applications	2,424
Number accepted	571
Percentage accepted	23.6%

Class Ranking and Grades⁶

The grading system for the law school is as follows:

A	90 to 100
B	80 to 89
C	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. Grades earned in second- and third-year courses will be weighted at twice the value of first-year grades for the purpose of computing a student's cumulative G.P.A. If a student receives authorization to miss an examination or not to complete work in a course within the prescribed time due to illness or emergency, he or she will be given a grade of "I" (Incomplete) instead of an "F."

A student's class rank is available only upon the student's written request. After the student submits the request on a form provided by the Registrar, the Registrar will mail class rank information to the student. Individual ranks are calculated for those in the top 50% of the class only. A percentile rank (in 5% increments) is assigned to all other students.

Grade Normalization (Curve)⁷

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. All courses shall have a mean or average grade of 85. This uniform grading policy does not apply 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 which is a paper course.

The College's policy suggests the following grade distribution to the teachers of first-year courses:⁸

Minimum grade required to attain*	
Top 10%	88.8

Top 20%	86.9
Top 33%	86.4
Top 50%	84.9
Top 75%	83.2
Minimum grade required for graduation	73.0

*based on May 2005 graduating class

Honors⁹

Order of the Coif	Top 10%
<i>summa cum laude</i>	
<i>magna cum laude</i>	GPA 91 and above
<i>cum laude</i> (or the Scholastic Honors Graduate)	Top 10%

Awards¹⁰

Name of the Award	Recipient
American Academy of Matrimonial Lawyers Award	Student with high professional standards and an interest in family law.
American Bankruptcy Institute Award	Outstanding student in debtor-creditor law.
American Bar Association Section of Urban, State, and Local Government Award	Highest grade in each course of local government and land use regulation.
James C. Berkowitz Award for Best Oralist	Awarded during the Stanley Moot Court Competition.
CALI Excellence for the Future Award	Highest grade in each course in law school.
E. McGruder Faris Memorial Award	Awarded to the student who has exhibited high standards of character, leadership, and scholarship.
Robert Goldberg Award in Trial Advocacy	Awarded to the student or students showing the highest aptitude and ethics in trial advocacy.
James F. Hoge Memorial Prize	Best student writing in the <i>Wake Forest Law Review</i> .
I. Beverly Lake Award	Greatest proficiency in the study of constitutional law.
Moot Court Board Awards	Awarded to third-year members for contribution in advancement of the board's programs.
National Association of Women Lawyers Award	Awarded for 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 Academy of Trial Lawyers Award	Awarded a book to the student in each section of trial practice recognized as the "most outstanding advocate."
North Carolina State Bar Student Pro Bono Award	Awarded to an individual who has performed pro bono law-related service to a student while in law school.
Order of Barristers	Awarded to third-year students for outstanding contributions to advocacy.
Debbie Parker Moot Court Service Award	Granted to either a member of the Moot Court Board or a participant in the Walker Moot Court Competition who exemplifies throughout the competition a spirit of dedication and service to Wake Forest University School of Law, as well as compassion and cooperation with his or her fellow students.
Phi Alpha Delta Scholastic Excellence Award	Awarded to graduates with the highest cumulative average.
Wake Forest Law Review Prize	Outstanding note or comment to the review.
James A. Webster Jr. Faculty Award	Greatest proficiency in property law.

Journals

Wake Forest Law Review: This is a student managed publication published on a quadrennial basis. The magazine also hosts a number of lectures, conferences and symposiums that focus on specific topics in the field of law. Consistent academic performance is a required factor for admission to the publication board. A writing competition is also held. Generally, the top ten percent of the class receive invitations to join the board. The magazine also conducts several surveys and empirical studies that are of significant use to the legal community. It offers several opportunities to students who seriously wish to make contributions to various studies and publications of critical importance. The magazine thus offers a significant platform to students wishing to analyze and mould future legal trends.¹¹

Wake Forest Intellectual Property Law Journal: Published by the Wake Forest University School of Law, this periodical pairs up with the only other legal journal brought out by this institution. It is unique in the sense that it forms the school's only 'subject-oriented' periodical. An advisory board constituting of prominent property practitioners, professors and members of the journal staff advise on matters related to content and all-round magazine's development.¹²

Moot Court¹³

The law school also runs a moot court program. Under this provision, it teaches appellate advocacy through a series of intra and inter college competitions and extracurricular activities. A partial list of appellate advocacy competitions that the Moot court participates in includes:

- a. Gabrielli Family Law Moot Court Competition
- b. International Environmental Moot Court Competition
- c. Jessup International Law Moot Court Competition

- d. Kaufman Memorial Securities Law Competition
- e. Mardi Gras Invitational; Sports Law Competition
- f. National Moot Court Competition
- g. Wechsler Criminal Law Competition

Assistance is also provided in running the appellate argument program. Attendance is obligatory for all first year students for this program, which is organized later in spring. The advanced appellate program is open to all 2L and 3L students. Entrance is subject to academic performance, supervisory aptitude and performance at written appellate advocacy courses. The moot court routinely participates in several intramural programs such as the Edwin M. Stanley Moot Court Competition and George K. Walker Moot Court Competition.

Clinical Programs

Two singular clinical programs have been introduced at the law school in an attempt to encourage the students to participate and practice what they have learnt as part of their theory. Besides these clinical programs, students are learn and practice the essential rudiments of the legal profession such as writing, legal research and preparing appellate briefs. The school stresses on fundamentals such as thorough study, methodical practice and continuing experience as the main pillars of successful legal education. The clinical programs offered by the school are enumerated as under:

The Elder Law Clinic: This clinic was established as a response to the need of elder law practice, an area that has witnessed rapid growth in recent times. This law clinic has been jointly formed by The Wake Forest School of Law and the Elder Law Clinic. This law clinic introduces students to the practice of law for the elder section of society.¹⁴

The Litigation Clinic: This clinic commenced in 1981 as a project involved in legal services. Over the years, it has expanded to include a wide spectrum of essential legal topics. This program has seen the participation of over 200 eminent judges and legal practitioners as mentors and supervisors and in other supportive roles.¹⁵ Students also perform various externship roles, such as attachments with private attorneys. Those studying civil law work as externs with Legal Aid, corporate general corporate offices, The US general Attorney's office and other such settings. Students studying criminal law spend upto six weeks of a semester in relevant settings such as the district attorney's office, the Federal Public Defender's office. They also do attachments with private practices.¹⁶

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)¹⁷

Private sector (25th-75th percentile)	\$50,000 - \$100,000
Median in the private sector	\$70,000
Median in Public service	\$40,000

Employment Details¹⁸

Graduates known to be employed at graduation 77.2%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status) 92.1%

Practice Areas¹⁹

Graduates Employed at	Percentage (%)
Law firms	63%
Business/industry (legal)	1%
Business/industry (non legal)	4%
Government	16%
Public interest	2%
Judicial clerkship	12%
Academia	1%
Unknown	1%

Externships²⁰

The Judicial Externship, a summer program at the Law School, feature 120 hours of work with a state or federal judge, plus classroom sessions and a final paper. As part of the externship, students will observe trials, conferences, and hearings, and can also research on legal and procedural matters for the judge.

Student Organizations²¹

- Association Against the Death Penalty
- Black Law Students Association (BLSA)
- Christian Legal Society
- Criminal Law Roundtable
- Graduate School Rugby Club
- Federalist Society
- The Hearsay
- Hispanic and Latino Law Student Organization
- Intellectual Property Law Association
- International Law Society
- The Joint Degree Society
- Outlaw
- Pan Asian Law Association
- Phi Alpha Delta (PAD)
- Public Interest Law Organization
- Sports and Entertainment Law Association
- Wake Forest Law Civil Liberties Union
- Women in Law

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RANK

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An Overview

The Fredric G. Levin College of Law was founded in 1909 and is accredited by the American Bar Association and is also a member of the Association of American Law Schools.¹

The law school is dedicated to advancing human dignity, social welfare, and justice through knowledge of the law.²

The College of Law combines traditional and innovative teaching methods to provide a dynamic professional program. The curriculum is designed to develop students' analytical ability, practical knowledge, communications skills, and an understanding of the codes of responsibility and ethics that are central to the practice of law. Students also may enroll in certificate programs offered in several popular practice areas.

The faculties employ a variety of teaching methods, including the traditional "case" and "Socratic" methods, as well as problems, simulations, and role-playing. Courses designed to develop and refine students' writing abilities are required each year. Seminars and advanced courses provide close interaction and individualized research. Clinical programs (simulated and live) allow students to develop skills in the context of real cases.³

The law school's Legal Information Center is one of the three largest law libraries in the Southeastern United States. The Center was a pioneer in the development of computerized legal research and library automation. It houses more than 580,000 volumes and volume equivalents -- including an international library collection of approximately 30,000 volumes -- along with extensive computer and audio-visual resources.⁴

Student-Faculty Ratio⁵

15.4:1

Admission Criteria⁶

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	157-164	3.4-3.86
Median*	161	3.63

*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 Statistics⁷

Fall 2005 admission statistics:

Approximate number of applications	2,989
Number accepted	704
Percentage accepted	23.6%

Class Ranking and Grades

Only the top 15% of each class is individually ranked.⁸

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. Class rank percentile cutoffs below the top one-third shall not be publicly released.⁹ Under a faculty grading policy implemented in 2003-04, the mean grade for all course sections—excluding seminars—is between 3.15 and 3.25 (inclusive). 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:

Letter Grade	Grade
A (Excellent)	4.00
B+	3.5
B (Good)	3.0
C+	2.5
C (Satisfactory)	2.0
D+	1.5
D (Poor)	1
E (Failure)	0.0
F	0.0
W	
I	
NG	
S-U	

Grades of "S" (satisfactory) and "U" (unsatisfactory) are given in a few courses, and are not computed into the GPA. "I" (Incomplete) or "N" or "NG" (No Grade) grades recorded on the student record indicate the nonpunitive initial-term receipt of an "I" or "NG." A grade of "I" or "N" is not considered a failing grade for the

term in which it is received, and it is not computed in the grade point average; however, if the “I” or “N” has not been changed by the end of the next term for which the student is enrolled, it will be counted as a failing grade and used in computation of the grade point average. “I” and “N” grades are not assigned to graduating students; they receive grades of “I” or “NG.” An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has (1) completed a major portion of the course with a passing grade, (2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and (3) obtained written agreement from the instructor and arranged for resolution of the incomplete grade by a date certain. Instructors are not required to assign incomplete grades. The grade of “W” (Withdrawn) may appear when a student drops a course during the semester or is permitted to withdraw without penalty.¹⁰

Grade Normalization (Curve)¹¹

Beginning in 2003, the University implemented a new mean grade of 3.15-3.25 (the old mean was 2.85) for all course sections. Student surveys indicated that A grades are a rare occurrence, with 5-10 A grades per 100 students in a curved course and some professors refraining from handing out any at all.

This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

Percentile	Fall 2005 EC	Spring 2006 EC
5%	3.78	3.75
10%	3.71	3.67
15%	3.59	3.64
20%	3.48	3.60
25%	3.42	3.50
Top 1/3	3.37	3.42

Percentiles and rankings for the Fall 2005 matriculants at the end of the first year are official. Percentiles and rankings for the Spring 2006 matriculants are unofficial and are posted for Career Services purposes only. Official year-end rankings for the Spring 06 group will be available late September after summer semester grades are finalized.

Honors¹²

Order of the Coif	Top 10 percent of a blend of all graduating classes—summer, fall, spring—per fiscal year are chosen for the award, upon faculty approval.
<i>summa cum laude</i>	Grade point average of 3.90 or higher.
<i>magna cum laude</i>	Grade point average of 3.70 or higher.
<i>cum laude</i>	Grade point average of 3.30 or higher.

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 exam grades and are recognized with an inscribed plaque.¹³

Book Awards honor top performing students in each class while providing the opportunity for past students to support academic and enrichment programs at the Levin College of Law in a meaningful way.¹⁴

Journals

The ***Florida Law Review*** is a legal periodical produced and edited exclusively by students of the College of Law. The Law Review publishes five issues yearly, containing articles written by legal scholars and practitioners, as well as student case comments, notes and case notes. Since 1948, the Florida Law Review has provided a timely medium for academics, practitioners, and students to contribute to the depth and breadth of legal scholarship. In addition to publishing a legal journal, the Law Review annually sponsors the Dunwoody Distinguished Lecture in Law. This lecture is then published in a later issue of the Review. Members of the Law Review are responsible for selecting articles and student works for publication and for selecting new members to the Review. To become a member of Law Review, the top 6 people in each section at the beginning of their third semester are invited for candidacy, and, any student in their third semester may enter the open writing contest. Authors of the best papers are invited for candidacy. All students invited for candidacy must fulfill the same responsibilities whether they join the Review on the basis of grade point average or successful open writing. Candidates must successfully complete three major projects during the second year.¹⁵

The ***Journal of Law and Public Policy*** is an interdisciplinary, non-partisan organization devoted to the study, commentary and analysis of domestic legal and social issues. 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 published issue contains both analytical and thought-provoking articles written by lawyers, judges, scholars, and public officials. The Journal is published three times a year. The Journal extends invitations for membership to the top 10% of each class after the completion of the first-year law curriculum and to the winners of the book award in Legal Research and Writing or Appellate Advocacy. Additionally, the Journal holds a comment writing competition each semester that allows law students and students from all University of Florida graduate programs a way to competitively obtain membership to the Journal.¹⁶

The ***Florida Journal of International Law*** is devoted to timely discussion of legal issues relating to varied subjects as International Commercial and Trade Law, Intellectual Property Law, Human Rights Law, Terrorism, War Crimes Tribunals, International Environmental Law, and Maritime Law. The Journal is published four times a year. The Journal selects its editorial board and staff from the top 15% of students from a Competitive Research Member Selection held twice a year and from winners of Open Writing Competitions held twice per year.¹⁷

The ***Journal of Technology Law and Policy*** is a scholarly legal journal, published twice per year, devoted to the discussion of relevant technology issues, including patents, copyrights, trademarks, trade secrets,

antitrust, information privacy, and computer law. The Journal offers both hardbound and online print. 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 their third, fourth, and fifth semesters are eligible for membership on the Journal based on outstanding academic achievement or writing ability.¹⁸

The *Florida Tax Review* publishes articles dealing with significant issues of tax law and policy. Started in 1993, the articles of the Journal published by the Review focus on a wide range of timely and important tax topics.¹⁹

Moot Court²⁰

Various moot court programs offered by the school include:

Environmental Moot Court teams compete in the National Environmental Moot Court Competition and International Environmental Moot Court Competition.

International Commercial Arbitration Moot team members compete each spring against law schools from throughout the world in the Wilhelm C. Vis International Competition.

Jessup Moot Court Team is a competitive organization that explores issues of public international law and international humanitarian law and competes in national and international competitions.

Justice Campbell Thornal Moot Court Team, named in honor of the late Florida Supreme Court justice and devoted alumnus, participates in intramural, state and national appellate competitions sponsored by organizations and firms.

Clinical Programs

The University of Florida runs 7 clinics: Criminal, Family Law Full-Representation, Family Law Pro Se, Juvenile, Child Welfare, Mediation, and Conservation Clinics.

Virgil Hawkins Civil Clinics:

Full-Representation Clinic: Carrying on the tradition of the first civil legal clinic at Florida's College of Law, the Full Representation Clinic provides legal services to low income citizens of Alachua County who could not otherwise afford representation. The Clinic limits its cases based on complexity, jurisdiction, and income eligibility.

Gator Team Child Juvenile Law Clinic: Founded in 1998, it provides free legal services to North Central Florida youth. This interdisciplinary juvenile advocacy clinic trains lawyers, social workers and other professionals in skills necessary to be advocates for children. Through their work in the clinic, students learn and practice fundamental advocacy skills, including interviewing, counseling and negotiation. They are trained to operate effectively in a law office setting and as a result of their experiences; students are encouraged to advance child advocacy, mediation and public service throughout their careers.

County Court Mediation Clinic: Under the auspices of the Institute for Dispute Resolution and the Virgil Hawkins Civil Clinics, law students observe and volunteer co-mediate mediations in the Small Claims Court Division of the Alachua County Court. This course complies with Florida Supreme Court requirements for mediator certificate eligibility and is offered to second- and third-year law students.

Family Law Pro Se/Unbundling Advice Clinic: Estimates are that more than 65% of family law cases involve at least one pro se litigant. The Pro Se/Unbundling Advice Clinic carries on the tradition of providing quality legal services to the local indigent community while assisting the court in efficiently adjudicating pro se cases.²¹

Criminal Law Clinics (Public Defender & State Attorney): The two Criminal Law Clinics operate Fall, Spring and Summer semesters. The Public Defender Clinic places interns in the Office of the Public Defender and the Prosecutor Clinic places students in the Office of the State Attorney for various Florida circuits. Interns develop their legal skills by representing defendants or the state in actual criminal cases, primarily criminal traffic and misdemeanor cases. Interns practice before real judges and against real opposing counsel.²²

Conservation Clinic: is an initiative of the Environmental and Land Use Law Program at the Fredric G. Levin College of Law at the University of Florida in Gainesville, Florida. Housed at the law school's Center for Governmental Responsibility, the clinic represents an effort to focus interdisciplinary applied education on the compelling conservation challenges of our times.²³

Child Welfare Clinic: was founded in 2003 as an affiliate of the Levin College of Law's Center on Children and Families. Its mission is to enhance children's well-being by improving collaboration among professionals serving at-risk children.²⁴

Placement Facts

Employment Details²⁵

Graduates known to be employed at graduation 65.9%

Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status) 96.0%

Practice Areas²⁶

Graduates Employed at	Percentage (%)
Law firms	58
Business/industry(legal)	0
Business/industry (non legal)	7
Government	19
Public interest	9
Judicial clerkship	4
Academia	1
Unknown	2

Starting Salaries (2004 Graduates Employed Full-time) ²⁷

Private sector (25th-75th percentile)	\$55,000 - \$80,000
Median in the private sector	\$65,000
Median in public service	\$38,000

Externships²⁸

Externships are opportunities for students to combine substantive study with practical experience. All placements are with government agencies or non-profit organizations, thus externs also provide a valuable service to the community. In addition to hours spent in the workplace, externships include a classroom component chosen by a faculty supervisor. The classroom component involves either: (1) Enrollment in a related regular course taught by the faculty supervisor and which incorporates the placement experience through some special role for the extern, or (2) Eight hours of tutorials which might include research, assigned readings and discussion with the faculty supervisor, or a presentation to a class or seminar taught by the faculty supervisor regarding an issue raised during the externship. The student also must produce a written work product for the faculty supervisor. Every externship must be supervised by a law school faculty member and as well as by an attorney at the workplace.

Student Organizations²⁹

Co-Curricular Organizations

Participation in co-curricular activities is based on academic achievement, writing skills and/or open competitions. Students may earn up to three credit hours for work satisfactory to the faculty adviser.

Florida Law Review
International Commercial Arbitration Moot (ICAM)
Florida Journal of International Law
University of Florida Journal of Law & Public Policy
Journal of Technology Law and Policy
Justice Campbell Thornal Moot Court Team
Trial Team

Extra-Curricular Organizations

All extra-curricular organizations within the law school are the responsibility the Law College Council. The Law College Council funds and coordinates the activities of the law school's extra-curricular organizations.

- Law College Council
- American Bar Association-Law Student Division
- American Constitution Society For Law And Policy
- Animal Law Association
- Association Of Future Litigators [E-Mail]
- Association For Law And Business
- Asian & Pacific American Law Student Association

- Association Of Public Interest Law
- Association Of Trial Lawyers Of America
- Black Law Students Association, W. George Allen Chapter
- Caribbean Law Students Association
- Christian Legal Society
- Criminal Law Association
- Drug & Alcohol Crimes Law Association
- Entertainment, Arts & Sports Law Society
- Entertainment Law Review
- Environmental & Land Use Law Society
- Estates, Trusts, & Elder Law Society
- Family Law Society
- Federalist Society
- Florida Law Toastmasters
- Florida Law & Vegetarian Association
- Insurance Defense Law Association
- Intellectual Property & Technology Law Association
- International Law Society
- Jewish Law Students Association
- John Marshall Bar Association
- Law Association For Women
- Law School Democrats [E-Mail]
- Law School Republicans
- Law Students For The Integrity Of The Judicial System
- Law Student Networking Association
- Levin Labor And Employment Law Alliance [E-Mail]
- Military Law Student Association
- National Lawyers Guild
- Outlaw
- Phi Alpha Delta
- Phi Delta Phi
- Real Property Group
- Spanish American Law Students Association
- St. Thomas More Society
- The Ethics Group
- Volunteer Income Tax Assistance

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RANK

42

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An Overview¹⁻⁴

The academic program of the University of Maryland School of Law is designed to help students acquire the four basic characteristics of lawyer: knowledge, professionalism, a broad perspective on the social implications of legal issues and the ability to communicate effectively apart from developing clarity, precision and analytical skills.

Students have many legal writing opportunities, which are both required and elective. The Legal Analysis, Writing and Research (LAWR) program engages students in increasingly complex writing assignments. Co-curricular activities provide additional opportunities for students to enhance their writing and advocacy skills through the School's four student edited journals and Moot Court Board. Through a broad range of electives, the curriculum provides students with opportunities for in depth study in many areas of law. Its certificate programs in environmental law and health law receive national recognition.

Law School offers programs in Intellectual Property, Business Law, International and Comparative Law and Women, Leadership & Equality. A number of public service and research centers provide its students ample access to interdisciplinary education and cutting-edge research, along with the opportunity to observe and influence the making of public policy.

The Thurgood Marshall Law Library collection consists of more than 400,000 volumes and an extensive array of electronic resources. The law school building includes other professional schools and academic centers, a Career Development Office that offers diverse job placement services, a winning National Trial Team and three court rooms for students to practice.

Student-Faculty Ratio⁵

11.9:1

Admission Criteria⁶

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	158-164	3.35-3.76
Median*	161	3.56

*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 Statistics⁷

Fall 2005 admission statistics:

Approximate number of applications	3,587
Number accepted	578
Percentage accepted	16.1%

Class Ranking and Grades⁸

Class rank is not available to first year students until the end of the academic year. Class rank is only calculated at the end of the fall and spring semesters. 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.

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:

The grading system to be employed has the following letter equivalents: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, and I (incomplete). For certain courses, a credit/no credit system is used: CR (credit) and NC (no credit).

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.

“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.

Those students choosing the credit/no credit option will be assigned that grade by the Assistant Dean for Registration & Enrollment only after the student has earned a grade of at least C-. 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.

Letter Grade	Grade Points
A+	4.33
A	4.16
A-	3.83
B+	3.49

B	3.16
B-	2.83
C+	2.49
C	2.16
C-	1.83
D+	1.49
D	1.16
D-	0.83
F(failing)	0.00
I (incomplete)	
W, WA, WD, CR, NC	

Grading in year-long courses such as Clinics, and Trial Planning & Advocacy and in year-long clinics 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.

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.

Grade Normalization (Curve)⁹

A student completing the work of the first year, for the first time with a weighted cumulative grade point average below 1.33, will be excluded permanently from the School. A student with a weighted cumulative average of 1.33 to 1.49 may continue in the School on academic probation as a member of the first-year class, retaking all first-year courses except those courses in which he or she received a grade of C (2.00) or above. A student with a weighted first year cumulative average of 1.50 to 1.66 may continue in the School on academic probation. All other students will be excluded permanently from the school unless, as of the end of each academic year, they maintain (1) weighted cumulative averages of 1.67 or better (including all work done since entering law school), and (2) weighted averages of 1.67 or better for the most recent academic year.

Honors¹⁰

Graduates achieving Order of the Coif, Graduation with Honors, and the many other prizes and awards will have their names identified in the Law School Hooding Ceremony program. Graduation with Honors will not be noted on the diploma that you receive at the graduation ceremony.

Order of the Coif	Top 10%	GPA of 3.56 or above
Honors	Top 1/3	GPA of 3.00 or above

Awards

Name of the award	Recipient
Dean's Award	Students who have demonstrated leadership and achievement in academics, student organizations, and/or public service originating within the law school.
Thomas Prizes	Graduates ranking #1 and #2
Larry B. Shoda Award	Academic excellence by evening student
Joseph Bernstein Fund Prizes	Best work in each student journal.
Hoffberger Clinical Law Prizes	Excellent in Clinical Law Program

Journals

The Maryland Law Review, first published in 1936, is the oldest journal at the University of Maryland School of Law. The Law Review publishes four issues annually. Three issues contain scholarly work by professors, practitioners, and judges in the traditional law review format. The final issue is the Survey of Maryland Law, which is comprised of student-authored case notes and comments on recent Maryland or Fourth Circuit cases. The Law Review also publishes legal symposia.¹¹

Journal of Business & Technology Law is the newest student-run scholarly journal at the School of Law. 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.¹²

The Journal of Health Care Law and Policy serves as a forum for interdisciplinary discussion of leading issues in health law, medicine, and health policy. The Journal's contributors have included physicians, legal scholars, health law practitioners, leaders in health policy, and experts in philosophy, public health, sociology, and other disciplines that consider issues related to health care. Publishing two issues annually, the Journal disseminates solution-based articles that are pertinent to problems confronting health law practitioners and health policy makers.¹³

University of Maryland Law Journal of Race, Religion, Gender & Class focuses on the issues of race, religion, gender and class will provide a forum that reflects the diversity of backgrounds, interest, and concerns of the students. Each year, the journal publishes two issues and hosts two academic symposia dedicated to fostering dialogue and debate on these topics.¹⁴

Moot Court

The Moot Court program at the University of Maryland School of Law is striving to develop oral advocacy and appellate writing skills for its members while challenging them to understand the nuances required to excel in appellate advocacy. The Moot Court Board is comprised of students who have demonstrated exceptional ability in appellate brief writing and oral arguing.¹⁵

The **Annual Fall Moot Court Competition**, held early in the fall semester for second year day and third year evening students. The students are responsible for composing an appellate brief based on a hypothetical case.¹⁶

International Moot Court: Students who register receive credit for an intramural brief and other course related activities. Select students from the course are chosen to represent the School of Law at the Jessup International Moot Court Competition.¹⁷

The **Morris Brown Myerowitz Moot Court Competition** consists of an appellate brief and oral argument. Participants receive a hypothetical case to research and defend. Each participant must write a complete appellate brief and present an oral argument before a panel of judges.¹⁸

Clinical Programs

The Clinical Law Program of the University of Maryland School of Law is offering 22 clinical specialties in 2006-2007 and every student is afforded the opportunity to enroll.

The Clinical Law Program covers the integration of theory and practice through its in-house public interest law firm. In-class and experience-based education in business, constitutional, criminal, family, intellectual property and international law, as well as legal theory, legislation, litigation, public interest, tax law and other areas provide the basis for a sound legal education, preparing its graduates for leadership roles in the legal, business and public policy arenas.

The Clinical Law Program upholds the school's Cardin Requirement and covers the integration of theory and practice through its in-house public interest law firm.

Clinic practice specialties provide a rich variety of experiences, focusing on civil and criminal litigation, advice and counseling, and transactional work. Civil practice has included specialization in environmental law, health, housing and community development, juvenile law and children, AIDS, and immigration. Criminal practice student attorneys often represent defendants in misdemeanor cases in Maryland's district courts, as well as work in our community justice efforts.¹⁹

Placement Facts²⁰

Employment Details

Graduates known to be employed at graduation	78.0%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	97.1%

Practice Areas

Graduates Employed at	Percentage (%)
Law firms	32

Business/industry(legal)	9
Business/industry (non legal)	6
Government	22
Public interest	6
Judicial clerkship	19
Academia	7
Unknown	0

Starting Salaries (2004 Graduates Employed Full-time)

Private sector (25th-75th percentile)	\$45,000 - \$95,000
Median in the private sector	\$60,000
Median in public service	\$40,000

Externships²¹

The School of Law offers a variety of “field placement” opportunities, including Asper Fellowships, free-standing and program-based Externships and combination practicum/workshops, in the areas of business, health, intellectual property and legislation. Externships offer students an opportunity to learn, in supervised governmental and not-for-profit organization settings about significant aspects of law and its practice. It offers an externship in Business Law, Environmental Law, Health Law, Intellectual Property Law or Legislation. They are open to students who have completed their first year of law school and are graded on a credit/no credit basis. The great majority of the School of Law’s externships are associated with its programs.

Student Organizations²²

- Alternative Dispute Resolution Group
- American Civil Liberties Union
- 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
- Entertainment, Arts and Sports Law Association
- Federalist Society for Law and Public Policy Studies
- International Law Society
- Jewish Law Students Association
- Jewish Law Students Association
- Latino/a Law Students Association
- Legally Sound - A Cappella Choir
- Maryland Environmental Law Society
- Maryland Intellectual Property Student Association

- Moot Court
- Phi Alpha Delta
- Phi Delta Phi
- Real Estate Association
- Softball Team
- St. Thomas More Society
- Student Animal Legal Defense Fund
- Student Bar Association
- Student Health Law Organization
- Student Honor Board
- Students Supporting the Women's Law Center
- The Maryland Public Interest Law Project, Inc.
- The Raven
- The Republican Law Society
- The Trial Team
- The Triangle Alliance
- University of Maryland Association of Legislative Law
- University of Maryland Law Democrats
- Women's Bar Association

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An Overview

The Washington College of Law, founded in 1896, has been part of American University since 1949. It is a member of the Association of American Law Schools and is approved by the American Bar Association. The law school also meets the requirements for preparation for the bar in all states and carries the certification for the United States District Court for the District of Columbia and the New York State Department of Education.¹

Numerous faculty members engage in projects to develop integrated teaching. Curriculum of the College offers access to numerous fields of specialization, and sophisticated resources for technology and education ensures the students, from their first year of legal education, to understand the theoretical underpinnings of the law as well as how a particular client interest is affected by multiple fields of law using a joint syllabus so that students can see the transcurricular aspects of their education. Experiential learning for everyone, through clinics or externships, gives the students a taste of the practice of law, and demonstrates the commitment to the development of skills and values so crucial for the legal profession.²

Students benefit from externships with governmental and nongovernmental institutions around the world; its programs in clinical education, intellectual property, human rights, government, business, and environmental law. Students can participate in the journals and publications and also benefit by being part of a diverse and proactive student body, constantly seeking fresh challenges, and creating new opportunities through WCL's exciting wealth of student organizations. This diverse community is further enriched by lawyers from all over the world who participate in the International Legal Studies Program and our Program in Law and Government.³

Student-Faculty Ratio⁴

14.3:1

Admission Criteria⁵

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25 th - 75 th Percentile	160-163	3.2-3.66
Median*	162	3.43

*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 Statistics⁶

Fall 2005 admission statistics:

Approximate number of applications	7,710
Number accepted	1,849
Percentage accepted	24%

Class Ranking and Grades⁷

A student's performance in each course is expressed normally in terms of the following letter grades which have numerical equivalents for computation purposes:

Letter Grades	Grades Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C	2.0
D	1.0
F	0

A minimum course grade of D or 1.0 is required before credit may be received for a particular course. Any course for which an "Incomplete" (I) or "In Progress" (IP) has been entered must be made up by the end of the next semester or the grade automatically is converted to an F, unless the dean grants an extension. Students on academic probation may not receive "Incomplete" or "In Progress" grades.

Grade Normalization (Curve)⁸

Minimum Grade required to attain (based on May 2005 graduating class)	
Percentile	GPA
Top 10 %	3.66
Top 25 %	3.54
Top 33 %	3.48
Top 50 %	3.39

Top 75 %	3.21
Median	3.39
Minimum grade required for graduation	2.00

Students must maintain a cumulative average of 2.0 or greater at the end of the first year of law study or be dismissed unconditionally from the Washington College of Law. The only exception to this policy is the following: a student who maintains a 2.0 or greater average in any semester of the first year but ends the year with a cumulative average of less than 2.0 but greater than 1.9 will be placed on academic probation for one semester. While on probation, the student must raise his or her cumulative average to 2.0 or greater by the end of that semester or be dismissed unconditionally. The cumulative grade point average (GPA) is based only upon law school courses taken for a grade (A-F) at the Washington College of Law.⁹

Honors¹⁰

Order of the Coif	Top 10 %
<i>summa cum laude</i>	Top 3%
<i>magna cum laude</i>	Next 7%
<i>cum laude</i>	Next 30%

Awards¹¹

Name of the Award	Recipient
Administrative Law Review Award	Best student work published in the Administrative Law Review
Casto-Southard Award in Constitutional Law	Highest scholastic average in Constitutional Law courses
Clair A. Cripe Award	Outstanding student in Correctional law
Dean's Award for Professional Responsibility	Student who has participated under the third-year practice rule in the clinical programs in Maryland, Virginia, or the District of Columbia and has exemplified proficiency in skills and the high ethical standards of the profession.
Energy and Natural Resource Law Fund Prize	Excellence in the study of Natural Resource Law
Gillett Prize	Highest scholastic course average
International Academy of Trial Lawyers Advocacy Award	Outstanding ability in courtroom advocacy.
Human Rights Brief Award	Best work published in the Human Rights Brief.
International Law Review Award	Best work published in the International Law Review.
Journal of Gender, Social Policy, and the Law Award	Best work published in the Journal of Gender, Social Policy, and the Law

Lura E. Turley Prize	Best work published in the Law Review
Mooers Trophy	Outstanding students in Trial Practice
Mussey Prize	Highest scholastic average during the last year of study in both the full-time and part-time divisions
The Newman Prize	Best in Criminal Trial Practice
Outstanding Graduate Award	JD and LLM graduates selected by the faculty
Outstanding Research and Writing Award	Outstanding in research and writing
Solf Award	LLM graduate in international legal studies who has attained the highest scholastic average
T. Morton McDonald Scholarship Award	Excellent in the field of legal research
Washington College of Law Alumni Award	Student who substantially contributed to student activities, as well as to the progress of the law school
William Brinks Olds Hofer Gilson and Lione Award for Excellence in Intellectual Property Law	Academic excellence in the areas of copyright, trademark, or patent law

Journals

American University Law Review is the oldest and largest journal at the WCL, it covers a broad area of topics, including, the death penalty; ERISA; electronic copyright infringement; attorney-client privilege; immigration law; international trade law; and a host of other timely legal issues. It is the only journal in the nation to publish annually an issue dedicated to decisions of the Federal Circuit Court of Appeals regarding patent law, international trade, government contracts, and Native American law. For more than fifty years, the *Law Review* has made valuable contributions to both the law school and the larger legal community. The *Law Review* also sponsors symposia and other special projects.¹²

The *AU International Law Review* is one of the few international law journals produced by law students, which consistently publishes six issues per year. The Review covers a wide range of topics, including, arms control/conflict, comparative foreign legal systems, cultural/artistic issues, economics/commerce, education, environment, human rights, immigration, international crime, labor, and United States law/foreign policy. *Human Rights Academy Book*-Starting this fall, the International Law Review will publish the first edition of the Human Rights Academy Book. This bilingual - Spanish and English - collection of essays and articles introduces and analyzes emerging issues in the field of international human rights. It will be published in conjunction with WCL's Academy on Human Rights and Humanitarian Law, and the text will reach a global audience of international lawyers and human rights advocates.¹³

The *Administrative Law Review* is published four times annually by the students of the Washington College of Law in conjunction with the American Bar Association's Section of Administrative Law and Regulatory Practice. The ALR strives to develop legal research and writing skills of students while publishing articles that serve both practitioners and academicians. Each issue is a nexus of theory and practice containing articles by practicing lawyers, judges, and academicians. The ALR contains student comments and case notes on administrative law issues. In addition, the ALR regularly publishes symposia, conferences, and meetings on current topics in administrative law.¹⁴

The *Journal of Gender, Social Policy, and the Law*, founded in 1992, provides a forum for those interested in gender issues and feminist legal studies. In 1998, the Journal expanded its mission to include social policy as well as gender issues. By focusing on gender and social policy issues, it creates a dialogue among disparate social, economic, and gender groups.¹⁵

The *American Jurist* is an editorially independent student publication of American University's Washington College of Law. The Jurist has been awarded Best Magazine by the American Bar Association for the 2002-2003 academic year.¹⁶

The *Business Law Brief* is a student-run publication devoted to articles discussing the synergy between the legal profession and the business world. The Brief endeavors to showcase the expertise and resources of academic and legal professionals, as well as that of the Washington College of Law, by providing its readers with interesting articles on significant current developments in business law and related fields.¹⁷

The *Criminal Law Brief (CLB)* is a new journal dedicated to the complex and constantly evolving world of the criminal justice system. Our audience includes judges and practicing attorneys, students with a strong interest in criminal law, and professors of varied criminal law disciplines.¹⁸

The *Human Rights Brief*, a student-run publication of the Center for Human Rights and Humanitarian Law, reports on developments in international human rights and humanitarian law and provides concise legal analysis of cutting edge human rights issues. Established in 1994, the *Brief* maintains a strong commitment to supporting human rights practitioners and strengthening the community of human rights advocates around the world.¹⁹

The *Modern American* is the Washington College of Law's non-partisan, student-run publication dedicated to cutting-edge issues in diversity and the law. It promotes a provocative, fresh dialogue evaluating legal and social issues influencing minority groups in country today. The *Modern American* discusses America's legal and social systems' treatment of racial, ethnic, sexual, and other underrepresented peoples from a wide range of political and social viewpoints. It examines upcoming legislation, reviews new books and movies relevant to the minority communities, and interviews influential individuals spearheading change in the United States.²⁰

The *Sustainable Development Law & Policy ("SDLP")* is a student-run initiative at American University, Washington College of Law that focuses on reconciling the tensions between environmental sustainability, economic development, and human welfare. The SDLP journal embraces an interdisciplinary approach to provide a fuller view of current legal, political, and social developments. Its mission is to serve as a valuable resource for practitioners, policy makers, and concerned citizens promoting sustainable development throughout the world.²¹

Moot Court²²⁻²³

The Moot Court Honor Society at American University Washington College of Law ("WCL") sponsors a wide-range of activities designed to provide students opportunities to practice their oral advocacy and brief writing skills. It is a student-run organization that coordinates and organizes intra- and interschool student competitions in appellate and trial advocacy.

Each year intra-school Moot Court Competitions, held at WCL for WCL students only, and trains WCL students to compete in and win national trial and appellate advocacy tournaments other law schools administer. The Moot Court Honor Society also hosts both the Burton D. Wechsler First Amendment Moot Court Tournament, at which over 30 law schools from across the nation compete, and the National High School Moot Court Tournament, the first and only such tournament in the country.

The Moot Court Honor Society is under the control and direction of its Executive Board Members. The Executive Board Members administer the curricular and extracurricular components of the Moot Court Honor Society, are second and third year students at WCL, and are elected by their predecessors. First- and Second-year students at WCL may serve as Assistants to the Moot Court Executive Board.

The WCL Inter-school Team is made up of 44 students who participate in both regional and national competitions across the country. Below is a list of the moot court competitions WCL attends:

J. Braxton-Craven Jr. Memorial Moot Court Competition
John J. Gibbons National Criminal Procedure Moot Court Competition
National First Amendment Competition
Saul Leftkowitz Intellectual Property Moot Court Competition
BMI Entertainment and Communications Moot Court Competition
Phillip C. Jessup International Moot Court Competition
Niagara Cup International Moot Court Competition

Clinical Programs²⁴

All clinics have the seminar component. The Law School offers following clinical programs:

Civil Litigation Clinic: Third-year students represent indigents in the Landlord-Tenant and Small-Claims Division of the D.C. Superior Court as part of the D.C. Law Students in Court Program.

Civil Practice Clinic: Students in this one-semester clinic represent low-income residents of the District of Columbia who have a wide range of civil legal problems. Legal issues vary but usually include family law, health law, consumer law, housing law, public benefits, and special education, among other civil law issues.

Women and the Law Clinic: Students represent indigent women in the District of Columbia.

International Human Rights Clinic: Students in the clinic handle asylum and human rights cases.

The Lawyering Process: The seminar component of the Women and the Law, Criminal Justice, Public Interest Law, Civil Practice, and International Human Rights Clinics.

The Lawyering Process: The seminar component of the D.C. Civil Litigation (Law Students in Court) and Tax Clinics.

Glushko-Samuelson Intellectual Property Clinic: Prepares participants to be effective practitioners through direct experience with cases drawn from the full range of intellectual property specialties, including copyright, patent, and trademark.

Criminal Justice Clinic: Third-year students spend one semester prosecuting and one semester defending criminal cases in various local courts.

Tax Clinic: This clinical program provides students with experience in federal tax practice before the Internal Revenue Service and the United States Tax Court.

Disability Rights Law Clinic: Students in this two-semester clinic represent people with mental and physical disabilities in a variety of contexts.

Community and Economic Development Law Clinic: This program provides students with closely supervised lawyering experiences in a public interest law firm under the direction of members of the faculty. Students are eligible for this program in either their second or third year.

Placement Facts

Employment Details²⁵

Graduates known to be employed at graduation 83.2%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status) 97.2%

Practice Areas²⁶

Graduates Employed at	Percentage (%)
Law firms	39
Business/industry(legal)	16
Business/industry (non legal)	5
Government	13
Public interest	11
Judicial clerkship	15
Academia	1
Unknown	0

Starting Salaries (2004 Graduates Employed Full-time)²⁷

Private sector (25th-75th percentile) \$50,000 - \$115,000
Median in the private sector \$72,108
Median in public service \$45,000

Externships²⁸

The law school's Supervised Externship Program allows students to learn about the legal profession through law-related fieldwork and, at the same time, to develop their reflective learning skills under close faculty

supervision. Students are placed in government agencies and nonprofit organizations, where they work under the supervision of practicing attorneys. In tandem with the field placement, students meet weekly in a seminar led by a faculty member. The seminar draws on the placement work and assists students in reflecting on the work of the lawyer and on their own professional goals. Students also meet frequently in small groups or individually with the faculty member to discuss the progress of the externship.

Student Organizations²⁹

- Administrative Law Review
- Alternative Dispute Resolution Society
- American Constitution Society for Law & Policy
- American Jurist
- Asian-Pacific American Law Students Association
- AU Int'l Law Review
- AU Law Review
- Black Law Student Association
- Business Law Brief
- The Business Law Society'
- Christian Legal Society
- Criminal Law Brief
- Criminal Law Society
- Environmental Law Society
- Equal Justice Foundation
- Evening Law Student Association
- Federalist Society
- Getting Out Older Club
- Health Law and Justice Project
- Human Rights Brief
- Intellectual Property Law Society
- International Law Review
- International Law Society
- International LLM Student Association
- The International Trade Law Society Islamic Legal Forum
- The Islamic Legal Forum
- The Israel & Law Society
- J. Reuben Clark Law Society
- Jewish Law Students Association
- Journal of Gender, Social Policy & the Law
- Labor & Employment Law Society
- Lambda Law Society
- Latino/A Law Students Association
- Law & Government Society
- LINK
- The Mock Trial Honor Society
- Modern American

- Moot Court Society
- Multicultural & International Student Organization
- National Lawyers Guild
- National Security & Law Society
- Phi Alpha Delta
- Phi Delta Phi
- Poverty Law Society
- South Asian Law Students Association
- Sports & Entertainment Law Society
- Street Law Program
- Student Bar Association
- Students United
- Sustainable Development Law & Policy
- WCL Democrats
- Women's Law Association

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214-768-2797

WEBSITE ADDRESS
<http://www.law.smu.edu>



An Overview

The Dedman School of Law of Southern Methodist University was established in February 1925. The school is a member of the Association of American Law Schools and is approved by the Section of Legal Education and Admissions to the Bar of the American Bar Association. The curriculum of School combines training in the science and method of law, knowledge of the substance and procedure of law, understanding of the role of law in society, and practical experience in handling professional problems. It also explores the responsibility of lawyers and their relations to other segments of society. Most courses are national or international in scope, although emphasis on Texas law is available for those who plan to practice in Texas.¹

The career office at the Law School provides career counseling and career development services to the current students as well as to the alumni. These include one-on-one counseling and coaching, resume-building and job search workshops, mock interviews, and seminars and speakers on relevant legal topics, all of which help prepare Law students and graduates.^{2,3}

The School offers its students a total educational experience, including an active Student Bar Association, moot court and mock trial activities, four law journals, a summer program in Oxford, England, a placement and career counseling center, and three clinical programs, including one in taxation. The school's law quadrangle provides a setting for learning and includes the Underwood Law Library, a modern and comprehensive research facility equipped with state-of-the-art instructional technologies.⁴

Student-Faculty Ratio⁵

15.4 : 1

Admission Criteria⁶

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25 th – 75 th Percentile	155-164	3.31-3.86
Median*	160	3.59

*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 Statistics⁷

Fall 2005 admission statistics:

Approximate number of applications	2,399
Number accepted	545
Percentage accepted	22.7%

Class Ranking and Grades⁸⁻⁹

Students are graded on a letter scale from A to F. The table below shows the available grades and their numeric equivalents:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
F	0.0

A student may receive a grade of Incomplete (I) if, for some justifiable reason, acceptable to the instructor, the student has been unable to complete the requirements of the course. The maximum period of time allowed to clear the Incomplete grade is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month deadline, the I will be changed to the grade provided by the instructor. If no alternative grade is provided, the grade of F will be recorded.

The grade of I is not given in lieu of an F or W, or other grade, each of which is prescribed for other specific circumstances. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incompletes prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list.

Students can determine where a student's grade point average places him or her in the class by referring to numeric cutoffs.

Grade Normalization (Curve)¹⁰

The minimum passing grade is D or 1.00, and an average of C or 2.00 is necessary for graduation. The school computes the numeric cut off for the top 10%, top 25%, top 33%, and top 50% for each class following the spring semester of each year. No other information about class standing is calculated or made available to students.

Honors¹¹⁻¹³

Honors	%of class receiving	GPA required
Order of the Coif	10%	
<i>summa cum laude</i>	5%	3.80
<i>magna cum laude</i>	10%	3.60
<i>cum Laude</i>	15%	3.20
Dean's List	Top 25% of each class each semester	

Awards¹⁴

Name of the Award	Recipient
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%.

Journals¹⁵

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 2,000 subscribers in some 60 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. With a worldwide circulation in excess of 13,000 in 75 countries, *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 Dean of the Law School and another member of the faculty serve as Co-Editors-in-Chief of *The International Lawyer*. The student editorial board is drawn from highly qualified law student members of the International Law Review Association of SMU (ILRA). In addition to editing *The International Lawyer*, student editors prepare comments on relevant international business law topics, and upon completing the formal, two-year editorial and writing program, receive academic credit for their work. *The International Lawyer* also sponsors an annual international symposium.

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 *Law and Business Review of the Americas*, 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 School of Law in association with the Section of International Law and Practice of the American Bar Association. A group of highly qualified and committed law student members of the ILRA assist a group of faculty and outside experts in editing the journal. The students also prepare comments on relevant topics and, upon completing two years with the journal, receive academic credit for their work.

The ***Computer Law Review and Technology Journal*** is SMU's newest scholarly publication. This journal is published three times a year and is distributed to the members of the Computer Section of the State Bar of Texas, attorneys, judges, and law firms nationally and internationally. 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

The Moot Court Board, a student organization, administers a program to instruct first-year students in oral advocacy. The board, which is sponsored by Jackson & Walker, Dallas, organizes a moot court competition mandatory for all first-year students.¹⁶

Numerous moot court competitions are held in which SMU law students compete against students from other law schools across the country, such as:

The Philip C. Jessup International Law Moot Court Competition is administered by the International Law Students Association.

The National Frederick C. Douglas Moot Court Competition is sponsored by the National Black Law Students Association. SMU teams compete first in the Rocky Mountain Regional Competition, the winners of which advance to the national competition.

The National Latin American Law Student Association Moot Court Competition is sponsored by the National Latin American Law Students Association.

The National Moot Court Competition is sponsored by the Association of the Bar of the City of New York. Each fall law schools from Texas and adjacent states participate in a regional competition preliminary to the final rounds of the national competition held in New York.

The State Moot Court Competition is sponsored by the Texas Young Lawyers Association. The competition is held each summer in conjunction with the Annual Convention of the State Bar of Texas.

The Robert L. Wagner Sr. National Labor Law Moot Court Team is sponsored by the law firm of Clark, West, Keller, Butler & Ellis, Dallas. A national spring competition is held annually in New York City at New York Law School.¹⁷

Clinical Programs¹⁸⁻¹⁹

Dedman School of Law Legal Clinics is a place at SMU where low-income persons can obtain legal representation: the SMU School of Law Legal Clinics. Our law school was one of the country's first to sponsor a community legal clinic. This clinic was founded nearly 20 years before legal clinics became a national movement. Today the School of Law Legal Clinics are recognized nationwide. The SMU School of Law Legal Clinics provide a critical community service in these in matters ranging from housing disputes to elder advocacy and consumer fraud to civil rights litigation. The SMU offers:

The Civil Clinic represents low-income clients in matters ranging from housing disputes to elder advocacy and consumer fraud to civil rights litigation.

The Criminal Justice Clinic represents Dallas County citizens charged with jailable offenses.

The Federal Taxpayers Clinic is the country's first tax clinic with the authority to represent clients before the Internal Revenue Service and the United States Tax Court. The clinic represents low-income taxpayers needing to resolve tax problems with the Audit, Appeals and Collection divisions of the I.R.S. and before the U.S. Tax Court., and *The W. W. Caruth, Jr. Child Advocacy Clinic* represents children who have been abused and neglected in Dallas County.

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)²⁰

Private sector (25th-75th percentile)	\$52,000 - \$123,500
Median in the private sector	\$77,000
Median in Public service	\$43,000

Employment Details²¹

Graduates known to be employed at graduation	N/A
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	95.9%

Practice Areas²²

Graduates Employed at	Percentage (%)
Law firms	67%
Business/industry(legal)	12%
Business/industry (non legal)	0%
Government	9%
Public interest	5%
Judicial clerkship	5%
Academia	2%
Unknown	0%

Externships²³⁻²⁴

The objectives of the externship are: 1) To expose students to civil court practice; 2) To acquaint students with functions and interrelations among various participants in civil court, particularly from the perspective of the judge; 3) To introduce students to the professional and ethical demands of law practice; and 4) to provide students with the opportunity to expand his or her knowledge of law. Few approved externship programs include: Judicial Civil District Court of Dallas County, District Court of Appeals, Alabama Supreme Court: Justice Harold See, British Institute of International and Comparative Law, London, England, Federal Judicial Externship United States District Court, Federal Trade Commission, Judicial Externship at the 162nd District Court, Dallas County, Oklahoma Supreme Court, etc.

The Law Institute, through the SMU Law School's Placement Office, works to create law firm or corporation externships for a number of our international LL.M. students in the U.S. and also for our J.D. students in the NAFTA region or Latin America. In addition, the Law Institute has a special relationship with the Federal Judiciary for the Northern District of Texas, whereby our international graduate students can have a judicial extern experience. Further, the Placement Office assists our international students prepare for the annual job fair in New York City and (for some interested students) for the New York Bar Exam.

Student Organizations²⁵

- Asian Law Students Association
- Barristers
- Black Law Students Association
- Board of Advocates
- Christian Legal Society
- Delta Theta Phi
- Family Law Association
- Federalist Society
- Health Law Association
- Hispanic Law Students Association
- Inn of Court
- Intellectual Property Organization
- International Law Society
- Interscholastic Competition Board
- Jewish Law Students Association
- Litigation Skills
- Mock Trial Board
- Moot Court Board
- The National Lawyer's Guild
- OutLaw (Lesbian and Gay Law Students)
- Phi Alpha Delta
- Phi Delta Phi
- Student Bar Association
- Texas Trial Lawyer's Association
- Tutorial Program
- Women in Law

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RANK

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REGISTRAR'S PHONE

504-865-5231

ADMISSIONS PHONE

504 865-5930

CAREER SERVICES PHONE

504-865-5942



An Overview¹⁻¹³

Tulane University Law School was founded in 1847, thus becoming the 12th oldest law school in the country. The curriculum consists of nearly 125 legal and related courses encompassing a wide spectrum of corporate, commercial and public law topics. The course structure is designed to give students a first-hand understanding of a variety of legal problems. Students gain immense experience from this program that is useful to them as a first step towards becoming full-fledged attorneys.

The faculty at Tulane Law comes from a diverse background. This enables the school to offer courses that cover a wide spectrum. In addition, the school's academic culture revolves around providing the best teaching to its students.

Students engage themselves in a significant amount of supplementary activities apart from teaching and academics. Over 35 student organizations and eight journals offer a variety of writing and editing opportunities to students, as does a moot court program. These opportunities give students an opportunity to take part in a variety of intra and interschool competitions. Over a dozen teams from various other institutions take part in such competitions. The school building is equipped with two courtrooms that are utilized for mock trials and moot court competitions.

The school further strengthens its academic position by offering a variety of enriching programs in collaboration with several institutes and centers. Its central library itself, which is also a federal depository for U.S. government publications, features a collection of over 501,000 volumes.

Students are especially encouraged to take advantage of the career development office that provides close assistance in providing a range of career opportunities. This is in addition to the on campus and off campus interview programs organized routinely. This office also sponsors several seminars, workshops and programs on career development and other opportunities for the benefit of the students.

An attractive feature offered by this school is a variety of summer programs offered abroad. The school offers such opportunities in various important cities in England, France, Germany, in Italy, Greece and the Netherlands.

Student-Faculty Ratio¹⁴

18.8:1

Admission Criteria¹⁵

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25 th - 75 th Percentile	158-163	3.28-3.73
Median*	161	3.51

*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 Statistics¹⁶

2005 admission statistics:

Approximate number of applications	3860
Number accepted	1193
Percentage accepted	30.90%*

* The percentage was derived at by our calculations from the figures provided by the school.

Class Ranking and Grades¹⁷

The normal grading scale and quality point system is as follows:

A-	4.00
A	3.67
B+	3.33
B	3.00
C+	2.33
C	2.00
D	1.00
F	0.00

Grade Normalization (Curve)¹⁸

In any course with 21 or more J.D. students (from any school), the professor shall award no less than 60%, and not more than 65% grades of B and above, and no more than 75% grades of B- and above to those J.D. students. This distribution applies even if all or part of the grade is determined by a method other than examination. In any course with fewer than 21 J.D. students, the professor shall abide by the spirit of this rule.

Honors^{19,20}

Graduation Honors	% of class receiving	GPA required (if calculated)	Number of students
Order of the Coif*	10%	3.549	34
<i>summa cum laude</i>	2.08	3.750-4.00	7
<i>magna cum laude</i>	10.71	3.500-3.749	36
<i>cum laude</i>	20.53	3.246-3.499	60

Awards²¹

Name of the Award	Recipient
American Bankruptcy Institute Medal for Excellence in Bankruptcy Studies	Excellence in the study of bankruptcy law.
Civil Law Studies Award	Highest GPA in civil law courses.
Dean's Medal	Highest GPA during the third year
Edward A. Dodd Jr. Award	Outstanding candidate for the degree of LLM in Admiralty.
Faculty Medal	Highest GPA in the entire course of three years in the School.
General Maurice Hirsch Award	Awarded for University and Community services
Lemle & Kelleher Award	Outstanding graduating JD student who has taken a substantial number of admiralty courses.
Haber J. McCarthy Environmental Law Award	Highest GPA in environmental law courses
Brian P. McSherry Community Service Award	Greatest devotion to the Law School's community service program.
Tulane Tax Institute Award	Greatest distinction in the study of taxation
John Minor Wisdom Award	Excellence writing and academic
James A. Wysocki Award	Highest grade in Trial Advocacy, one in the fall, the other in the spring.

Journals

Tulane Law Review^{22,23}

This review was initially established in 1916 as the *Southern Law Quarterly*. Largely circulated internally, it is published six times a year. The operation is entirely managed and edited by students. The board is comprised of about 55 student editors who are chosen for their excellent scholastic, legal writing and research abilities.

Tulane Maritime Law Journal^{24,25}

This law journal was first established in 1973 with the assistance of the Maritime Law Society. The journal was initially named the Maritime Lawyer. The first issue of this magazine was released in March 1975. It is published on a semi-annual basis in both print and online versions. The Journal incorporates excellent write ups by various academics, law parishioners and students. It publishes topics related mostly to admiralty and maritime law. The Journal consists of around 40 to 45 members. The magazine's selection criteria is based on a combination of academic performance and a writing competition, held usually in the summers. The selected members gain advantage of interacting with many local, national and international level attorneys, usually from practice areas such as admiralty and marine law.

Tulane European & Civil Law Forum^{26,27}

This journal explores issues concerning European, comparative, and civil law. It is published on an annual basis with inputs from the faculty editors and the students of the Tulane University law school. This forum dedicates itself to providing various articles and comments, scholarly comments, case notes and book reviews. These articles usually concentrate on the historical trade, civil and traditional links that the State of Louisiana shared with the state of Europe. The journal encourages applications especially from students with foreign language skills.

Tulane Environmental Law Journal^{28,29}

This journal was found in 1986. It is a biennial periodical that consists of legal and related inputs entirely run and edited by law school students. The journal broadly caters to environmental legal issues. The focus of this magazine is generally on environmental concerns such as coastal zone management issues and hazardous waste.

Law & Sexuality: A Review Of Lesbian, Gay, Bisexual, And Transgender Legal Issues^{30,31}

This journal was founded in 1989 by a group of gay as well as non gay students. The motive was to provide a discourse on legal matters pertaining to sexual orientation. This journal, published once per year, focuses on issues related to the lesbian, gay, bisexual and the transgender community. The journal covers a variety of other topics that includes constitutional and corporate law, employment and health law, family, insurance military laws. It also features articles and topics on trust and estate law. Members of this journal include students with upper class rankings. Students also need to have at least two remaining years at law school. Membership is determined through summer and fall writing competitions.

Tulane Journal of International & Comparative Law^{32,33}

This journal was founded as a dedication to the institutions historical and traditional academic foray into international and comparative law. Entirely run by students, it focuses on all facets of international law. Its topics broadly cover human rights and transnational commerce. The spectrum of topics is broad, comprising early history of international law to the current scenario. Membership strength is around 40 currently.

Sports Lawyers Journal³⁴

Established in 1993, it is published annually by the Sports Lawyers Association (SLA) and law students of the Tulane Law School. It is the most widely read and respected legal sports journal in the United States. It provides a broad panorama on sports issues and provides a wonderful platform to students who are desirous of getting their works published and reviewed by industry peers. Membership is open to second and third-year students subject to performance in a writing competition.

Tulane Journal of Technology & Intellectual Property³⁵

This journal was initially published as an extended formerly an activity of the Tulane's Technology and Intellectual Property Society and is an independent student-run Journal devoted to specific legal challenges presented by advancing technology in fields such as constitutional law, intellectual property, privacy, contracts, and torts, and to the broader implications of such technology for the society. The Journal presents scholarly and practical articles, student comments and notes, and a current developments section focusing on international intellectual property issues. Members are selected based on their successful participation in the various writing competitions.

Moot Court³⁶

The moot court program at the law school seeks to build up the advocacy skills of its students. Students conduct mock sessions and practice their talents both at trial as well as appellate level. The moot court is managed by a board that consists of students with high academic scores. It conducts several other events such as open houses, and inter cum intra school competitions. They centre on a variety of subjects such as international law, constitutional law, mediation, corporate law, environmental law and admiralty law. The moot court also has a BSLA chapter. Its chief role is to sponsor a team at the Frederick Douglas moot court competition. Students from the European legal studies program of the university get a chance to participate in the commercial arbitration competition, which is held at Vienna. Students from other student organizations are also provided an opportunity to participate in other important programs and competitions. 2L, 3L, and LLM students are eligible for participation in various important programs and competitions. Participation in a few competitions is open to 1L students as well.

Clinical Programs^{37,38}

There are six clinics operating at Tulane Law School:

Civil Litigation Clinic
Criminal Defense Clinic
Juvenile Litigation Clinic
Domestic Violence Clinic
Tulane Environmental Law Clinic, and
The Public Law Center

At this law school, students are given a chance to work on actual court cases and law suits. This opportunity is provided by six law clinics that deal with cases on different subjects. At these law clinics, students get an opportunity to interact with other practicing attorneys. Therefore, students get a first hand opportunity to sharpen and upgrade their practice and trial skills. The law school has developed a multidimensional clinical program that permits as many as 90 students each year to participate. Most of its clinics limit enrollment to third-year students.

Placement Facts³⁹

Average reported starting salary: \$83,000 for entire class, \$96,356 for private firms

Employment Details

Graduates known to be employed nine months after graduation 95%

Practice Areas

Graduates Employed at	Percentage (%)
Law firms	65
Business/industry	8
Government	9
Public interest	3
Judicial clerkship	13
Academia	2
Unknown	-

Externships⁴⁰

Third-year law students at the school are permitted to take up a variety of externships. They are expected to extern for an entire period of one year. Students earn up to 4 credits towards graduation. A description of such externships is provided below:

Federal Judicial Externships: Students serve as externs to federal district court judges, US magistrates and US bankruptcy judges in New Orleans as part of this externship program.

Louisiana Supreme Court Externship: Students serve as externs to the Chief Justice of the Louisiana Supreme Court.

Labor Law Externship: Externs are placed under the supervision of the regional attorney in Louisiana. They perform a variety of services, such as union elections, investigation and prosecution of unfair labor practices, and other challenging union related tasks.

Maritime Law Externship: Students serve as externs handling cases that usually arise under the Longshore and Harbor Workers Compensation Act

Justice Center: This is a coalition of not for profit law offices. They address concerns by courts that are confronted by poor and needy people involved in capital litigation.

Student Organizations⁴¹

- Alternative Dispute Resolution Law Society
- American Bar Association/Law Student Division
- American Constitution Society
- Asian-Pacific-American Law Students Association
- Association of Trial Lawyers of America
- Black Law Student Association
- Business Law Society
- Christian Legal Society
- Criminal Law Society
- DICTA
- Eberhard P. Deutsch - International Law Society
- Entertainment & Art Law Society
- Environmental Law Society
- Federalist Society
- Foreign Lawyers at Tulane
- Honor Board
- Human Rights Law Society
- Italian-American Law Student Association
- Jewish Law Students Association
- La Alianza del Derecho
- Lambda Law Alliance
- Law Women's Association
- Maritime Law Society
- Military Law Society
- Moot Court
- Phi Alpha Delta
- Phi Delta Phi
- Project for Older Prisoners
- Public Interest Law Foundation
- Real Estate Law Society
- Sports Law Society
- Student Animal Legal Defense Fund
- Student Bar Association
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- Tulane Child Advocates
- Tulane University Legal Assistance Program
- VITA Program

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43

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An Overview

The traditional curriculum of The University of Alabama School of Law is augmented with electives dedicated to the study of emerging areas of law. Clinical, advocacy, and skills training programs enhance the school's curriculum by enabling students to master the legal process while gaining a thorough grasp of the role of law in ordering the affairs of society, both historically and contemporarily.¹

Of particular note, the University of Alabama School of Law offers two international exchange programs, six clinical programs, and numerous externships²

Skills training is an important mission of the law school, and a range of clinical programs offer law students the chance to apply for more than 90 clinical spots each year. The small number of students in each clinic and the hands-on work experience helps students develop the self-confidence they need to practice effectively.

Three student-edited law journals provide excellent educational opportunities in legal research, writing, and editing. Members of the *Alabama Law Review*, *The Journal of the Legal Profession*, and *Law and Psychology Review* are chosen based on first-year academic performance or through writing competitions.

The law school's Public Interest Institute is dedicated to the idea that the privilege of being an attorney includes service to the community. Participating students are eligible for the Dean's Community Service Award and the prestigious Order of the Samaritan.

Additionally, the University of Alabama School of Law provides a five-week summer program at the University of Fribourg in Switzerland and at The Australian National University in Canberra, Australia, serving to round off the legal credentials with global exposure.³

Student-Faculty Ratio⁴

10.3:1

Admission Criteria⁵

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25 th – 75 th Percentile	160-164	3.18-3.71
Median*	162	3.45

*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 Statistics⁶

Fall 2005 admission statistics

Approximate number of applications	1,071
Number accepted	283
Percentage accepted	26.4%

Class Ranking and Grades⁷

A student's work in law school courses and seminars is graded on a numeric scale ranging from zero to 4.0, which corresponds to the letter grades in the chart below.

Letter Grades	Grades	Qualitative Equivalent
A	4.0	Excellent
A-	3.67	
B+	3.33	
B	3.0	
B-	2.67	
C+	2.33	
C	2.0	
C-	1.67	
D+	1.33	Unsatisfactory
D	1.0	
F	0	

If a student fails a course, he or she may be required 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.

Grade Normalization (Curve)⁸

For electives with enrollment of 40 or more students, the recommended (not mandatory) aspirational norms and ranges for the distribution of grades are as follows:

Grade	Norm	Range
A 4.0	5%	2.5-5%
A- 3.67	7.5%	7.5-10%
B+ 3.33	B+ 3.33	10-15%
B 3.0	15%	12.5-17.5%
B- 2.67	20%	15-25%
C+ 2.33	15%	12.5-17.5%
C 2.00	12.5%	10-15%
C- -F 1.67-0.00	12.5%	0-15%

Honors⁹

The top 25% of the graduating class receives academic honors such as:

Order of the Coif	Top 10%
<i>summa cum laude</i>	Top 5%
<i>magna cum laude</i>	Next 10%
<i>cum laude</i>	Next 10%

Awards¹⁰

Name of the Award	Recipient
Dean M. Leigh Harrison Award	Presented at the end of the fifth semester to students who are in the Top five percent of their section and have demonstrated above average ability in legal writing.
Order of Samaritan	Awarded to a student who qualifies for both the Alabama State Bar's VLP Student Award and the law school's Dean's Community Service Award. Dean's Community Service Award
Dean's Community Service Award	Students who complete 30 hours of non-legal community service are eligible.
Bench & Bar Legal Honor Society	Second- and third-year students with a minimum scholastic average of 2.5 and participation in student government, legal journals, moot court, trial advocacy, law school societies, and other extracurricular activities are likely candidates.

Journals

Alabama Law Review is published quarterly and is well-known for publishing works by promising emerging scholars. One issue per volume is devoted to a symposium, and the journal is now approaching its sixtieth volume. Selected second- and third-year law students continue a rich tradition of scholarship exploring issues of national and local significance to members of the legal fraternity.¹¹

Journal of the Legal Profession has been publishing essays by distinguished judges, attorneys, and legal scholars since the past 25 years. The student staff is selected from the Top 25% of students after their first year in law school. The journal provides an excellent opportunity to research and write commentary on questions of professional ethics and to present findings and opinions to an international readership¹²

Law & Psychology Review addresses the interplay between the disciplines of law and the behavioral sciences. Founded in 1975 by law students of the University of Alabama who were concerned with the rights of the mentally disabled, it is published in the spring of each year.¹³

Moot Court¹⁴

Moot Court and trial advocacy competitions comprise a great learning experience for law students. First-year students participate in a Moot Court program during the second semester, and second-year students may compete in an intramural competition, with final-round judges from state and federal benches. Third-year students are members of several competition teams such as the Jessup International Law Moot Court Competition, the National Moot Court Competition, the Frederick Douglass Moot Court Competition, and competitions involving environmental, labor, bankruptcy, intellectual property, and tax laws.

Clinical Programs¹⁵

The University of Alabama School of Law offers an array of clinical choices. Most students describe their law clinic experience at Alabama as one of the most significant components of their legal education.

Capital Defense Clinic: Students are provided the chance to assist counsel representing individuals who are facing capital charges or have been sentenced to death.

Civil Clinic: Students learn to give free legal advice and representation to university students in civil cases and to members of the community on domestic relations matters.

Community Development Clinic: Legal assistance is afforded 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 under the direct supervision of a law school faculty member.

Domestic Violence Clinic: Students provide free legal assistance to victims of domestic violence, sexual assault, and stalking in a seven county area of West 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 other civil matters.

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)¹⁶

Private sector (25th-75th percentile)	\$50,000-\$80,000
Median in the private sector	\$71,250
Median in Public service	\$42,000

Employment Details¹⁷

Graduates known to be employed at graduation	64.2%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	97.8%

Practice Areas¹⁸

Graduates Employed at (both legal & non-legal)	Percentage (%)
Private practice	58.3
Business/industry	10.9
Government	12.0
Military	1.1
Judicial clerkship	8.6
Academia	1.7
Public interest organization	7.4

Externships¹⁹

The University of Alabama School of Law's externship program offers second- and third-year students experience in client advocacy, litigation, and the judicial process in a structured, supervised learning environment. Externship supervisors, who are practicing attorneys and judges, are carefully selected by the full-time faculty member in charge of the program.

Summer Externship: 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).

Academic Year Externship: During the academic year, placements are available in the chambers of state and federal judges and magistrates. Students work one day a week in the offices where they are placed. Duties include hearing and pretrial preparation and assistance on trials and appeals.

Student Organizations²⁰

- Alabama Public Interest Law Association
- Bench and Bar Legal Honor Society
- Black Law Students Association
- Christian Law Society
- Civil Rights Students Association
- Column (the law student newspaper)
- Criminal Law Student Association
- Defense Lawyers Association
- Dorbin Association
- Environmental Law Society
- Federalist Society
- Future Trial Lawyers Association
- Gay-Straight Alliance
- Intellectual Property Society
- International Law Society
- Law Democrats
- Law Republicans
- Law Spouse Club
- Phi Alpha Delta Legal Fraternity
- Phi Delta Phi Legal Fraternity
- Sports and Entertainment Law Society
- Student Farrah Law Society
- Student Honor Court
- Tax and Estate Planning Law Association

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RANK

43

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An Overview¹⁻³

The University of Arizona College of Law, the oldest law school in Arizona and one of the first established in the West, was founded in 1915 as part of the College of Letters, Arts and Sciences at the University of Arizona. The law school has developed a high quality academic program that prepares lawyers for leadership and service throughout the state, country, and internationally.

The curriculum encompasses theoretical materials and diverse clinical programs affording students experience of actual cases and clients. Of particular note are two specialized post-J.D. legal degree programs in areas of international significance, including a program of advanced study of both the international and the domestic implications of the rapid economic and legal changes confronting indigenous peoples globally, or involving the multiple legal dimensions of free trade expansion between the U.S. and Latin, Central, and South America. In addition, joint degrees in many fields that affect legal problems, including business, philosophy, psychology, women's studies, and Latin American studies are also available.

Student-Faculty Ratio⁴

12.7:1

Admission Criteria⁵

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25 th – 75 th Percentile	159-164	3.28-3.78
Median*	162	3.53

*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 Statistics⁶

Fall 2005 admission statistics:

Approximate number of applications	2,194
Number accepted	517
Percentage accepted	23.6%

Class Ranking and Grades⁷

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. The second- and third-year classes shall be ranked at the end of each semester. No new rankings are calculated following summer school. Pursuant to the rules of The University of Arizona, the College of Law employs a grading system.

Letter Grades	Qualitative Equivalent
A	Excellent
B	Good
C	Fair
D	Poor
E	Failure

In addition, "P" means pass, "F" denotes fail, "I" stands for incomplete, and "W" indicates withdrawal. J.D. students do not have the option of taking graded courses pass/fail. The "Pass/Fail option" is only for the LL.M. program. J.D. students may only take courses on a pass/fail basis that are designated "pass/fail."

Grade Normalization (Curve)⁸

The grade normalization curve applies to all courses with an enrollment of 21 or more students. An A grade will be given to 25% students, B to 55%, and C, D, and E to 20% students. However the faculty in extraordinary situations may deviate by 2.5 % from the prescribed mandatory grade curve with due written permission from the Associate Dean for Academic Affairs.

For purposes of evaluating work in assigning grades under the mandatory curve prescribed under paragraph (1), a grade of "D" reflects unsatisfactory work. A grade of "E" reflects work that is so unsatisfactory as not to merit credit for the course.

Honors⁹

For the Class of 2005, honors were awarded at graduation based on final average as follows:

Order of the Coif	Top 10 %	
<i>summa cum laude</i>	Highest Distinction	Top 7 %
<i>magna cum laude</i>	High Distinction	Next 7 %
<i>cum laude</i>	Distinction	Next 11 %
Dean's List*	Students who receives at least 3.30 average (for full-time students with 10+ graded units per semester)	

Awards¹⁰

Name of the Award	Recipient
Andrew Silverman Community Service Awards	Awarded each spring to one student in each class and to one student organization for their community service activities
Paul Marcus Public Interest Fellowship & The PILO (Public Interest Law Organization) Fellowship	These fellowships fund students pursuing unpaid summer work in public interest law.
Ralph W. Aigler	The senior student who has made the most significant scholarly and professional contribution to the school is eligible.
Order of the Barrister	Top 8-10 students in graduating class who have excelled in advocacy.
Ares Fellows	Selected by first-year small section professor based on writing ability, academic achievement, and interpersonal skills. Ares Fellows act as teaching assistants for first-year research and writing programs.
35 other academic achievement awards are offered in the following areas: Trial Advocacy, Damages Argument, Advocacy, First-Year Student, Outstanding Minority Student, Tax, Service, Public Interest, International and Business Law, Outstanding Senior, Community Service Public Service, Best Law Review Note, Second-Year Law Review Writing Award, and Outstanding Law Review Editor/Writer.	

Journals

The *Arizona Law Review* is edited and managed entirely by the students. Students looking to gain intensive expertise in research consider its membership a valuable educational experience. Published quarterly, it is widely circulated and acts as a forum for leading scholars, judges, and practitioners while providing its members with a demanding analytical writing experience dealing with criticism and commentaries on the current legal problems.¹¹

As the name indicates, the ***Arizona Journal of International and Comparative Law*** is a scholarly journal devoted to issues related to international and comparative law. The emphasis is on providing students with a rigorous analytical writing experience in a challenging and collegial atmosphere as they focus on international law topics. Each year, it also publishes a symposium issue which usually includes papers submitted at a conference related to international or comparative law.¹²

The Arizona Advocate is the College's award-winning newspaper that covers important events at the College of Law, and it also functions as the voice for student and faculty while providing information and opinions on a variety of issues.¹³

Moot Court¹⁴

Law students are introduced to oral and written appellate advocacy through the Moot Court programs. Second-year students can enroll themselves in the Samuel M. Fegtly Moot Court Competition. The national team represents the law school in the national competition held each fall by the New York City Bar Association. The students who excel in the Fegtly Competition will be invited to join the National Moot Court team or also be invited to serve on the Moot Court Board, where they assist in a variety of capacities in the Fegtly Competition for second year students. They also have the opportunity to enroll themselves in Advanced Appellate Practice and Moot Court, from which a team of students is selected to participate in the National Moot Court Competition in their third year. In addition, teams of students from the College compete in the Jessup International Moot Court Competition.

Clinical Programs¹⁵

Clinical legal education is an integral part of the practical experience available at the University of Arizona Roger's School of Law.

Child Advocacy Law: This clinic advocates for children in Pima County.

Domestic Violence Law: Students aid victims of domestic violence through a supervised learning environment.

Immigration Law: This in-house clinic enables students to help people who are undergoing deportation (or "removal") proceedings in Tucson.

Indigenous Peoples Law and Policy: The professed goal is to provide domestic and international legal assistance to the indigenous peoples of the world.

Placement Facts¹⁶

Employment Details

Graduates known to be employed at graduation	71.2%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	92.9%

Practice Areas

Graduates Employed at	Percentage (%)
Law firms	44
Business/industry(legal)	4
Business/industry (non legal)	3
Government	28
Public interest	3
Judicial clerkship	20
Academia	1
Unknown	0

Starting Salaries (2004 Graduates Employed Full-time)

Private sector (25th-75th percentile)	\$65,000-\$95,000
Median in the private sector	\$80,000
Median in public service	\$43,000

Student Organizations¹⁷

- American Bar Association-Law Student Division
- American Civil Liberties Association (ACLU)
- American Constitution Society
- Asian American Law Students' Association
- Association for Family and Child Advocacy
- Black Law Students' Association
- Business Law Society
- Christian Legal Society
- Community Legal Access Society
- Environmental Law Society
- The Federalist Society
- Hispanic National Bar Association/
- La Raza Law Students' Association
- International Law Society
- Jewish Law Students' Association
- Law Women's Association

- Minority Law Students' Association
- National Lawyers Guild
- Native American Law Student Association
- Parents at Law School
- Phi Alpha Delta
- Phi Delta Phi
- Pride Law Alliance
- Public Interest Law Organization
- Student Bar Association

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An Overview

University of California Hastings College of the Law is considered the leading public, co-educational, full-time law school on the West Coast. The law school was founded in 1878 as the first law department of the University of California by Serranus Clinton Hastings, the first Chief Justice of California. Since then, Hastings College of the Law has been at the center of the West Coast's legal community with renowned scholars serving as faculty.¹

Legal education at Hastings is a window to the breadth and diversity of the law. It provides both a focus on the fundamentals and a wider view to explore special areas of study through clinical training, seminars, opportunities to work on scholarly publications, and a moot court training program that regularly produces national championship teams for appellate advocacy competitions throughout the United States. Students can choose from 125 course offerings to specialize in tax, civil litigation, public interest, or international and comparative law. The upper-class curriculum has more than four concentrated studies certificates.²

Practical dimension in skills courses and legal experiences in clinical internships and judicial externships are the other strong points.³

Student-Faculty Ratio⁴

20.4:1

Admission Criteria⁵

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25 th – 75 th Percentile	160-164	3.38-3.69
Median*	162	3.45

*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 Statistics⁶

Fall 2005 admission statistics:

Approximate number of applications	6,189
Number accepted	1,470
Percentage accepted	23.8%

Ranking and Grades⁷

Letter Grades	Grade
A+	4.0 GPA per unit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C	2.0
C-	1.5
D	1.0
F	0

Grade Normalization (Curve)

UC Hastings divides its grades into four categories: GPA courses, non-GPA courses, seminars, and independent studies. Letter grades are awarded for GPA courses, while for the others—non-GPA courses, seminars, and independent studies aimed at students' skills training and evaluation, clinics, externships, Legal Analysis, and other courses—grades are not used in the GPA computation.

In all GPA courses, 65% to 80% of the grades in each class should be B- or above and 10% to 20% of the grades given should be in the A range (A-, A, A+). The grade of A+ may be granted to reward superlative performance in any course. In all non-GPA courses, seminars, and Legal Writing and Research, 10% to 33% may receive an A range (A-, A, A+) with the median being a B. Student performance that is unsatisfactory and falls substantially below the performance of the other students in the class are assigned a grade of C, D, or F. A student receives no credit for a grade of F or NP.

Honors⁸

Order of the Coif	A student whose cumulative grade point average places the student in the Top 10% of all graduating students, and who has completed at least 75% of units at Hastings in graded courses is considered eligible for this award.
<i>summa cum laude</i>	To the student who achieves the highest GPA after completion of 6 semesters.

<i>magna cum laude</i>	Awarded to a student whose cumulative grade point average places the student in the Top 5% of the student's graduating class after 6 semesters of academic work.
<i>cum laude</i>	A student whose cumulative grade point average falls below the Top 5% but within the Top 15% of the student's graduating class after six semesters of academic work at Hastings merits this award.

Other Honors

Name of the Award	Recipient
Milton D. Green Citations	Students who earn one of the 10 highest cumulative GPAs in the first-year courses.
Section Scholarships	Students receiving one of the 10 highest cumulative GPAs in the first-year courses and returning to UC Hastings for the second year of law study.
Thurston Society	Those placed among the Top 5% of the first-year class and among the Top 10% of either the second-year class or the third-year class.
Valedictorian	The student who earns the highest cumulative GPA after completion of 5 semesters.

Journals

The *Hastings Law Journal* is the school's oldest law review, and it has contributed immensely to the advancement of knowledge in legal thinking through scholarly articles written by experts in the legal community. One issue is devoted to the annual symposium. Governed by an Editorial Board and run by student members, the *Journal* is printed in six issues each year and reaches a large domestic and international audience.⁹

The *Hastings Constitutional Law Quarterly* is devoted exclusively to constitutional law. It aims to produce an innovative and scholarly review of current constitutional issues both domestic and foreign.¹⁰

The *Hastings International and Comparative Law Review* is devoted exclusively to the discussion of contemporary and original issues of international and comparative law. The *Review* envisages addressing "the increasing practical importance of international law and the benefits to be derived from comparative analysis."¹¹

The *Hastings Race and Poverty Law Journal* encourages and motivates comment and discourse on topics such as race, poverty, social justice, and applicable law. The *Journal* examines the legal system and highlights its shortcomings while aiming to generate meaningful dialogue. It seeks to discuss the growing isolation of minority communities from the mainstream culture. At the same time it aims to tackle the growing concerns of the economically underprivileged segments of contemporary society.¹²

The *Hastings Communications and Entertainment Law Journal* covers scholarly articles and student notes on communications, entertainment, and intellectual property law. This *Journal* is a vital channel for providing legal scholarships to eligible individuals in fields of law that will significantly shape the society and economy in the coming decades.¹³

The *West-Northwest Journal of Environmental Law and Policy* is the foremost regional level biennial law publication that covers California and the Pacific Northwest. It concentrates on environmental policy and issues the specifically affect this geographical area. Additionally, it additionally features articles by prominent researchers and research analysts from complimentary fields.¹⁴

The *Hastings Women's Law Journal* aims to provide a forum for voices outside the traditional scope of legal academic scholarship and the conservative legal community to analyze progressive, often marginalized, legal issues. The magazine encourages diverse outlook and recognizes the contribution of diversity for a healthier society.¹⁵

Moot Court¹⁶

First-year spring semester students participate in Moot Court to learn the fundamentals of complex legal research, persuasive legal writing, and effective oral argument. The topics are chosen from real cases pending before an appellate court or a supreme court. The students do research, and write an appellate brief on behalf of client and then carry out a formal oral argument before a three-judge panel.

Students are encouraged to participate in moot court proceedings. For this purpose, they select their chosen topics from a master list of preferences provided by the moot court board. 2L and 3L students, who have successfully completed their appellate advocacy classes, are eligible for enrollment for the Moot Court Board. Board members contribute to the effort as teaching assistants for first year moot court classes and for appellate advocacy classes. Board members also serve on committees. They perform a wide variety of roles such as grading, mentoring, checking citations, resolving technical issues, and even participating in competitions. This makes them eligible to receive one unit each semester for their work. UC Hastings even participates in a variety of inter and intra-college moot court contests. These competitions cover a wide variety of current and contemporary legal issues. Team members are selected from open tryouts held in the spring on the basis of resume, writing sample, a 5 to 10 minute oral argument, and a short interview receiving two units for their participation.

Clinics¹⁷

Clinics are comprised of a classroom component and a fieldwork component. To participate in a clinic, a student must enroll concurrently in both components. Students in good academic standing who has completed the third semester of law school may enroll in any Hastings clinic or an approved clinic at another ABA/AALS accredited law school and who have completed the second semester of law school may enroll in a UC Hastings in-house clinic.

UC Hastings School of Law offers the following in house clinical programs:¹⁸

- *Civil Justice Clinic*
- *Immigrants' Rights Clinic*
- *Asylum and Refugee Law Clinic*

Placement Facts¹⁹

Starting Salaries (2004 Graduates Employed Full-time)

Private sector (25th-75th percentile)	\$68,000-\$125,000
Median in the private sector	\$94,500
Median in Public service	\$46,500

Employment Details

Graduates known to be employed at graduation	57.4%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	91.7%

Practice Areas

Graduates Employed at	Percentage (%)
Law firms	60%
Business/industry(legal)	8%
Business/industry (non legal)	0%
Government	12%
Public interest	9%
Judicial clerkship	6%
Academia	1%
Unknown	4%

Externships²⁰

Judicial Externship

Students get a chance to work in the state and federal judicial chambers on legal research memos and judicial opinions under the direction of judges. This program helps improvement of analytical, research, and writing skills in a real-life, real-time context for which they are required to exercise professional judgment on a daily basis. Externs work full or part-time at the federal district and appellate courts and at state trial and appellate courts, including the California Supreme Court. While most externship programs are in the Hastings campus, students also may extern elsewhere with permission.

Student Organizations²¹

- American Bar Association/Law Student Division
- American Constitution Society - Hastings Chapter
- Asian/Pacific American Law Student Association
- Associated Students of the University of California Hastings College of the Law

- Association of Communications, Sports & Entertainment Law
- Association of Students for Kids
- Black Law Students Association
- Clara Foltz Feminist Association
- Disability Law Society
- Employment and Labor Law Students Association
- Environmental Law Society
- General Assistance Advocacy Project
- Hastings Association of Muslim Law Students
- Hastings Association of Real Estate Law
- Hastings Business and Technology Group
- The Hastings Business Law Journal
- Hastings Chinese Law & Culture Society
- Hastings Communications and Entertainment Law Journal
- Hastings Constitutional Law Quarterly
- Hastings Democratic Caucus
- Hastings Federalist Society
- Hastings Golf Association
- Hastings to Haiti Partnership
- Hastings Health Law Organization
- Hastings Independent (hastings-i)
- Hastings Intellectual Property Organization
- Hastings International & Comparative Law Review
- Hastings International & Comparative Law Society
- Hastings Intramural Basketball League
- Hastings Jewish Law Students Association
- Hastings Koinonia
- Hastings Law and Policy Review
- Hastings Law Journal
- Hastings Legal Vines
- Hastings Meditation Group
- Hastings Motorcycle Riders Club
- Hastings OUTLAW
- Hastings Public Interest Law Foundation
- Hastings for Race & Poverty Law
- Hastings Race & Poverty Law Journal
- Hastings Republicans
- Hastings Soccer Club
- Hastings Student Animal Legal Defense Fund
- Hastings Women's Law Journal
- Hui Ikepono: Hastings Hawaii Club
- Iranian Law Students Association
- Korean American Law Students Association
- La Raza Law Students Association
- Law Students for Choice
- Middle Eastern Law Students Association

- The National Lawyers Guild - Hastings
- Native American Law Students Association
- Parents at Hastings
- Phi Alpha Delta International Law Fraternity, Temple Chapter
- Pilipino American Law Society
- South Asian Law Students Association
- Third Year Class Council, Class of 2007
- UC Hastings Poker Club
- Vietnamese American Law Society
- West-Northwest Journal of Environmental Law and Policy

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RANK

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<http://www.colorado.edu/law/>**An Overview¹**

The University of Colorado's School of Law is a charter member of the Association of American Law Schools and has been on the American Bar Association's list of approved law schools since its first publication in 1923. More than a century old, it boasts modern teaching facilities like classrooms, seminar rooms, a complete trial and appellate courtroom, and videotape equipment, apart from a spacious research library.

The professed mission of the University of Colorado School of Law is "to prepare the students to think critically, communicate effectively, act ethically, value diversity, and be leaders in both the legal profession and society" through high-quality instruction. Students are free to take almost all second- and third-years courses as electives after a required first-year curriculum. Areas of curricular strength, such as commercial law, natural resources, or criminal law and procedure, can also be emphasized.

The school teaches students to use the law, to research and analyze legal materials, to speak and write in an effective manner, and to evaluate arguments. The faculty constantly urges students to inquire into the purposes of specific laws and whether those purposes are being served. Most classes in the school are conducted primarily through discussion rather than by lecture. The Socratic method of probing interchanges between student and professor is used in many classes, especially the first year. Judicial opinions and statutes are studied and the principles extracted are used in arguments about hypothetical situations. Other methods of instruction include research and writing, drafting of legal documents, seminars, and practical experiences both in clinical programs involving actual clients and in simulations.

Student-Faculty Ratio²

12.7:1

Admission Criteria³

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25 th – 75 th Percentile	160-164	3.43-3.82
Median*	162	3.63

*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 Statistics⁴

Fall 2005 admission statistics:

Approximate number of applications	2,537
Number accepted	646
Percentage accepted	25.5%

Class Ranking and Grades⁵

For law school purposes only, a numerical system of grading shall be used in addition to the University's plus/minus grading system. Such numerical grades shall be reported to the Law School Registrar for recording, and be related to the University's plus/minus grading system as shown in the following table:

University Plus/Minus Grade Letter Grades	Credit Point Value	Law School Numerical Grade
A	4.0	93 & above
A-	3.7	90-92
B+	3.3	86-89
B	3.0	83-85
B-	2.7	80-82
C+	2.3	76-79
C	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

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-72. Should the work not receive a grade of "pass," the work shall be assigned that letter and numerical grade between F-50 and C-71 which the instructor determines is appropriate. ⁶

Grade Normalization (Curve)

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 96.36.⁷

Honors⁸

Order of the Coif	Top 10%
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Awards

Academics⁹

Name of the Award	Recipient
Don W. Sears Award	Greatest contribution to the classroom learning experience in each academic year.
Edward C. King Award	Outstanding leadership and achievement exemplify the ideals that Dean King did so much to encourage.
Indian Law Clinic Award	Excellent in client service and classroom participation.
Irving P. Andrews Award	Outstanding achievement by a black graduate.
West Publishing Company Book Awards	Highest scholastic average for the academic year.
Courtland H. Peterson Leadership Award	Awarded to a third-year student for outstanding scholarship, leadership, and contribution to the Review.
Courtland H. Peterson Writing Award	Outstanding comment or case note published in the Review.
James N. Corbridge Initiative Award	Awarded by the members and editors of the Journal to the graduate who has shown outstanding leadership and contributions to the Colorado Journal of International Environmental Law and Policy Journal.
CJIELP Writing Recognition Award	Awarded by the members and editors of the Journal in recognition of those graduates who have made outstanding and extraordinary contributions to the Colorado Journal of International Environmental Law and Policy Journal.
Joel H. Greenstein - Colorado Trial Lawyers Association Award	Awarded to graduates of Advanced Trial Advocacy courses for excellence in trial performance.
Legal Aid and Defender Program Awards	Outstanding commitment and service to the Legal Aid and Defender Program and its client in the categories of criminal and civil programs.
Natural Resources Award	Awarded for outstanding scholarship and service in natural resources and environmental law.

Leadership and Service¹⁰

Outstanding Asian Pacific American Law Graduate	Awarded to one graduating student who has shown dedication and service to the Asian Pacific American community, a commitment to diversity, and leadership ability.
Outstanding Latino /a Graduate	Awarded to recognize the graduating Latina/o student who exemplifies characteristics which every person should hope to attain.
Women's Law Caucus Award	Award to the graduate who contributed most to women's issues during their law school careers.
Student Bar Association–Sutcliffe Distinguished Service Award	Outstanding dedication and service to the law school community.
Meritorious Student Award	Awarded to a third-year student for contribution to the law school community during the past three years.
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.
Clifford Calhoun Public Service Award	Awarded for contribution towards the public service of the law school in the spirit and tradition of the contributions Professor Emeritus Clifford Calhoun made in 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.

Journals

The University of Colorado Law Review is the oldest journal (called the *Rocky Mountain Law Review* from 1928-1962) published by the law school. Managed and edited by students and published four times a year, the Journal covers all topics of legal importance.¹¹

The Colorado Journal of International Environmental Law and Policy is dedicated to examining the legal and policy implications of international environmental issues. Published twice a year, the Journal is a student-run publication, and publishes a 'yearbook' each year too. The articles tend to focus on topics such as global climate change, transboundary water pollution, protection of biological diversity, and international environmental conventions.¹²

The Journal on Telecommunications and High Technology Law publishes issues related to telecommunications, technological convergence, intellectual property, and regulatory law. It (JTHTL) was founded in 2001.¹³

Clinical Programs

University of Colorado School of Law offers following clinical programs:

American Indian Law Clinic: This clinic provides quality legal representation to low income native clients with specific Indian law related problems. Every case accepted or project undertaken involves issues of federal Indian law or the law of a particular tribe, focusing primarily on cases or projects located in Colorado that have a uniquely Indian law dimension.¹⁴

Appellate Advocacy Clinic: Experienced attorneys from the Appellate Division of the Colorado Public Defender's Office and the Criminal Division of the Colorado Attorney General's Office teach students in this clinic. Each student, under direct supervision of the instructor, is responsible for completing an appellate brief for a case currently on appeal in the Colorado Supreme Court or the Colorado Court of Appeals and for attending the oral argument.¹⁵

Entrepreneurial Law Clinic: The ELC provides students with a supervised, practical experience in transactional law; and also offers valuable legal services to local entrepreneurs in need.¹⁶

Immigration Law Clinic: Students in the immigration clinic represent clients in a variety of immigration cases, including political asylum, special juvenile immigrants, battered immigrant women and children, cancellation of removal and relative visa petitions in administrative proceedings in the Denver Immigration Court and at the Detention Facility in Aurora, in administrative appeals and in the 10th Circuit Court of Appeals.¹⁷

Legal Aid and Defender Program: The Legal Aid and Defender Program dates back to 1948 and is the principal clinical offering of the law school. The student attorneys represent indigent persons in the community under the supervision of the faculty. The program is divided into sections specializing in civil litigation and criminal defense and students represent clients in civil and criminal cases in Colorado courts and in Colorado and federal administrative hearings.¹⁸

Natural Resources Litigation Clinic: Students in this clinic work as "associates" in a small environmental law practice representing public interest clients before administrative agencies, state and federal courts, and Congress and state legislatures. The clinic deals with environmental litigation concentrating on protection of federal public lands, especially lands managed by the Bureau of Land Management and the U.S. Forest Service.¹⁹

Wrongful Convictions Clinic: The Clinic focuses on investigation of the claims of Colorado prisoners who, despite being convicted, assert that they are innocent. It receives requests for help from inmates, and evaluates their claims to see if there are factual and legal grounds supporting the claims. These cases are difficult and time-consuming. There are huge structural, factual, procedural, legal, and practical problems standing in the way. But an effort to free a wrongfully convicted person is as noble an effort as lawyers can ever undertake, and the students in the Wrongful Convictions Clinic find the hard work well worth it.²⁰

Moot Court²¹

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. CU teams have consistently been extremely competitive, garnering top awards from most of the competitions in which we participate. Selection of teams varies by competition. Students may earn academic credit for their participation. Fielding of teams to the various competitions varies from year to year depending on student interest. In addition to the competitions listed below, students have recently participated in the Indian Law Moot Court, the Pace University School of Law National Environmental Law Moot Court, Hispanic National Bar Moot Court, and the ABA/LSD Negotiation Competition.

The Rothgerber Moot Court Competition²²

The Competition consists of three rounds of briefing and argument, the first round in the fall of the participants' second year of law school, a semi-final round in the spring of that year, and the final round in the spring of the participants' third year. Distinguished moot court judges have included members of the U.S. Supreme Court, the Colorado Supreme Court, and other federal and state courts.

Jessup International Law Moot Court Competition²³

Law students from around the world participate each year in the Jessup International Law Moot Court Competition. The University of Colorado fields a team of up to five students who brief and argue a complex topic of international law. In recent years, the CU team has won numerous awards for its briefs and oral arguments.

Saul Lefkowitz National Moot Court Competition²⁴

Named in honor of the late Saul Lefkowitz, once chairman of the Trademark Trial and Appeal Board of the U.S. Patent Office, the topic of the competition is trademark and unfair competition law.

Carrigan Cup Competition²⁵

The School of Law conducts an internal competition (the Carrigan Cup) administered by faculty advisers to select teams to enter the regional competition that is held on a rotating basis at participating law schools in the West.

Placement Facts

Starting Salaries (2004 Graduates Employed Full-time)²⁶

Private sector (25th-75th percentile)	\$45,000-\$90,000
Median in the private sector	\$60,000
Median in public service	\$42,000

Employment Details ²⁷

Graduates known to be employed at graduation	72.3%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	89.7%

Practice Areas ²⁸

Graduates Employed at	Percentage (%)
Law firms	52%
Business/industry	10%
Business/industry (non legal)	0%
Government	12%
Public interest	7%
Judicial clerkship	16%
Academia	4%
Unknown	1%

Externships ²⁹

University of Colorado School of Law's Externship Program aims to help students develop professional lawyering skills, gain insight into various aspects of the legal system and profession, and cultivate a sense of professional responsibility in accordance with the goals of ABA Standard 305 and Law School Miscellaneous Rules and Decisions of the Faculty ²⁹. This gives an opportunity to gain academic credit for doing substantive legal work with a government agency, private non-profit or public interest institution, or other private sector employer such as a law firm. Externs are required to have a volunteer attorney (Field Supervisor) and a supervising professor (Faculty Supervisor) that manage their legal work and meet with them to enhance the learning experience of the workplace. The mandatory classroom seminar for externship students also allows students the opportunity to learn from and reflect on their field experiences. Externships are also available at EESI - Energy & Environmental Security Initiative.

Student Organizations ³⁰

- American Bar Association-Law Student Division
- American Civil Liberties Union
- American Constitution Society
- Asian Pacific American Law Students Association
- Black Law Students Association
- Business Law Association
- Christian Legal Society
- Class of 2006
- Class of 2007
- Colorado Law Mediation Program
- Construction and Real Estate Law Association
- Doman International Law Society
- Environmental Law Society
- Federalist Society
- Latino Law Students Association
- Lend-a-Law Student Association

- National Lawyers Guild
- Native American Law Students Association
- Non-Traditional Law Student Association
- OUTlaw
- Phi Delta Phi
- Public Interest Students Association
- Republican Law Society
- Sports and Entertainment Law Student Association
- Student Bar Association
- Student Trial Lawyers Association
- Women's Law Caucus

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RANK

50

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An Overview¹

The Law School of the University of Connecticut was founded in 1921 and accredited by the American Bar Association since 1933. Placed among the leading public law schools in the United States, it offers rigorous legal training in a profoundly humane and comfortable environment. Students in the school participate in a process of learning law, a subject that is challenging and exhilarating, demands breadth of intellect and nimbleness of mind, discipline in thought and analysis, and precision in language.

It offers a professional education that prepares its graduates for a lifetime of fulfilling service in any career they choose, including the bar, government, business, and education. The School's program emphasizes intellectual discipline and the development of the professional analytic skills required to respond effectively to the challenge of continuing change in the law and in the society it serves.

The School prepares its students to practice law in any jurisdiction, with no special emphasis on Connecticut law. The diverse backgrounds, specialties and intellectual approaches of the faculty assure a wide variety of teaching styles and formats, including clinical instruction, skills training, interdisciplinary work, and courses and workshops employing the problem method.

In addition to the basic professional curriculum, the School of Law offers many special programs that are distinguishing strengths. Indeed, Connecticut was a pioneer in clinical legal education and has long had a substantial and sophisticated array of international legal study options.

It also offers disciplines with varied topics as feminist legal thought, intellectual property, or human rights and environmental law supplemented by exchange programs with the environmental law program at the University of London and at the Vermont Law Center.

Connecticut's law library offers the finest facility of its kind. Students can explore diverse areas of legal interest through excellent externship opportunities, study abroad options, and many specialized courses ranging from taxation to legal philosophy. The core of a University of Connecticut School of Law education is the opportunity to explore a rich and deep legal curriculum in an atmosphere of collaboration and cooperation.

Student-Faculty Ratio ²

11.8:1

Admission Criteria³

The following LSAT/GPA data pertains to the fall 2005 entering class:

	LSAT	GPA
25th – 75th Percentile	159-163	3.23-3.63
Median*	161	3.43

*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 Statistics⁴

Fall 2005 admission statistics:

Approximate number of applications	2,311
Number accepted	395
Percentage accepted	17.1%

Class Ranking and Grades⁵

Letter Grade	Grade
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.07
F	0

Pass grades have no numerical value and are not included in the student's grade point average. Under the Law School's modified form of pass/fail grading, "Pass" indicates that a student receiving it has performed at a level equivalent to a C or higher on an A-F scale. Thus, in effect, the system is a Pass/C-/D+/D-/Fail grading scale. A grade of C or better is recorded as a grade of "Pass" and is not used in the computation of the student's grade point average, while a C- grade or lower is used in the computation.

Grade Normalization (Curve)

The School of Law uses a B median for all required courses, all courses with more than one section, and all courses with 19 or more students. As such, in those three types of courses, half of the students (i.e., 50%) will receive a B or higher grade and 50% will receive a B or lower grade.⁶

Honors⁷

Honors will be granted to graduating students using the percentage system as follows:

Highest Honors	Top 1%
High Honors	Next 5%
Honors	Next 24%

The above percentages, if necessary may also be rounded of as follows: .5% will be rounded up and .49% will be rounded down.

Awards

Name of the Award	Recipient
Allstate Foundation Scholarship	Outstanding scholarly achievement in Contracts & Torts.
Honorable Herbert Barall Family Law Award	Excellence in the academic study of family law.
Honorable M. Joseph Blumenfeld Prize	Outstanding service as an advocate as part of a clinic.
Nathan Burkan Memorial Competition	First/Second place awards for essay on copyright law.
Ralph Colucci Award	Highest grade in Arts and the Law or Copyright Law.
CBA Labor & Employment Law Section Award	Outstanding achievement in Labor or Employment Law.
CBA Real Property Section Award	Outstanding contribution to legal writing in Real Property (2).
CT Conference of Municipalities Prize	Greatest contribution of excellence to Municipal Law.
CT Law Review, Alumni Association Award	Best case note or comment in Connecticut Law Review.
Joseph Glick Prize	Excellence in International law.
Grotius Prize	Distinguished scholarship in international studies.
Hartford County Federal Bar Foundation Award	Outstanding achievement in Federal Law.
Milton W. Horowitz Memorial Prize	Academic excellence in Torts.
Flemings James, Jr. Award	Academic excellence in Labor Law.
Aaron Nassau Award	Academic excellence in Property.

National Association of Women Lawyers Award	Outstanding achievement and advancement of women.
Joseph F. Noonan Memorial Award	Outstanding legal scholarship and commitment to public service.
Alvin Pudlin Memorial First Amendment Award	Excellence in the academic study of the First Amendment.
George & Lorraine Schatzi Award	Outstanding service to the school of law.
Milton Sorokin Award	Excellence in the study of First Amendment Rights
William F. Starr Fellowship Award	Highest GPA in graduating class.
Gerald F. Stevens Award	Academic excellence in Environmental Law.
Cornelius W. Wickersham, Jr. Award	Excellence in Constitutional Law.
Women Law Students Association Award	Community legal service that promotes women's interests.
Thomas F. Gallivan, Jr. Memorial Prize	Outstanding scholastic achievement in Property.

*** The University of Connecticut School of Law has chosen not to list awards by name in the National Association for Law Placement, National Directory of Law Schools 2005-2006 edition. As such, the editors have included the list and descriptions from the National Association for Law Placement, National Directory of Law Schools 2002-2003, 446.*

Journals

The Connecticut Law Review is the oldest, largest, arguably most prestigious and most active student-run organization. Members of the Connecticut Law Review organization are responsible for the entire production process of the Journal from article selection and editing through the layout of the final copy.⁸

The Connecticut Public Interest Law Journal is a student-run, scholarly journal that publishes works by professors, judges, practitioners, and students. The journal's primary purpose is to further the discussion of the legal aspects of public interest priorities relating to the many political, economic, and social issues, especially those faced by under-represented people.⁹

The Connecticut Insurance Law Journal is an academic law review dedicated exclusively to the publication of original research on the law relating to insurance, risk and responsibility. The Journal also serves an important educational function as the students work closely with the faculty to solicit, select, and prepare articles for publication.¹⁰

The Connecticut Journal of International Law provides a forum for the students and the faculty to the publish articles on public and private international law. The Journal is managed and edited by students and published twice annually. The Journal also sponsors international symposia and publishes symposium papers.¹¹

The Connecticut Intellectual Property Notes is an e-publication of the University of Connecticut School of Law. At CIPN each student writer is assisted in his work by a legal practitioner in the creation of an article with a topic, feedback on the writing, or both.¹²

Moot Court

First-year students participate in a required Moot Court program during a four-week inter-term in January. Thereafter, students may become members of the Connecticut Moot Court Board based upon individual performance in the Board's Alva P. Loiselle Competition and William H. Hastie Memorial Competition. The Board sends teams to a number of interscholastic contests.¹³

Clinical Programs

Connecticut's Clinical Programs give students the opportunity to work in client-based, in-house law firms where they gain real-life experience in state and federal court rooms. Student attorneys are also permitted to represent clients in an unlimited array of civil and criminal cases in all courts and administrative agencies in the jurisdiction.¹⁴ Connecticut's Clinical Programs give students the opportunity to work in client-based, in-house law firms where they gain real-life experience in state and federal court rooms. Student attorneys are also permitted to represent clients in an unlimited array of civil and criminal cases in all courts and administrative agencies in the jurisdiction.¹⁴

Criminal Clinic: Students here assume primary litigation responsibility for virtually every type of serious felony case on the trial level. They argue on dozens of cases to the Connecticut Supreme Court and Appellate Courts. The Criminal Clinic is divided into two programs: the Trial Clinic and the Appellate Clinic. Criminal Procedure and Evidence are pre- or co-requisites for the Criminal Clinics.¹⁵

Tax Clinic: The students provide legal services to low-income tax payers in this clinic in a wide range of administrative and tax court proceedings. The Tax Clinic is a pro bono (free) legal clinic that gives free legal help to low income taxpayers with tax problems--either with the Internal Revenue Service (IRS) or the Connecticut Department of Revenue Services (DRS).¹⁶

Asylum and Human Rights Clinic: Law students here represent refugees who have fled from persecution in their home countries and are seeking asylum in the United States. It provides them with opportunities to exercise and refine their lawyering skills; learn about other countries and cultures; work collaboratively with fellow students and clinic faculty; and engage in critical reflection about their work and the legal system.¹⁷

Mediation Clinic: The Mediation Clinic trains students to serve as mediators in community and court-annexed disputes, under the supervision of clinic faculty and experienced professional mediators.¹⁸

Placement Facts

Employment Details¹⁹

Graduates known to be employed at graduation	62.0%
Graduates known to be employed nine months after graduation (including 25 percent of those with unknown status)	96.4%

Practice Areas²⁰

Graduates Employed at	Percentage (%)
Law firms	50
Business/industry(legal)	3
Business/industry (non legal)	11
Government	11
Public interest	4
Judicial clerkship	18
Academia	3
Unknown	0

Starting Salaries (2004 Graduates Employed Full-time) ²¹

Private sector (25th-75th percentile)	\$50,000 - \$87,000
Median in the private sector	\$75,000
Median in public service	\$46,680

Externships²²

Law students at Connecticut can also receive credit for their externship placements work in areas like health law, environmental law, poverty law, women's rights, and others. Over and above the clinical externships available at the Connecticut legislature and with members of the state and federal judiciary, placements are also available for the students at the two public interest law firms that are located on the Law School campus, the Center for Children's Advocacy – dedicated to improving the quality of legal representation for children in Connecticut, and the Connecticut Urban Legal Initiative (CULI) – that aims to provide law students with a service learning opportunity working with the community-based clients.

Student Organizations²³

- Alternative Dispute Resolution Society
- American Constitution Society
- Arts, Entertainment and Sports Law Society
- Asian-American Law Students Association
- Black Law Students Association

- Capital Punishment Hockey
- Connecticut Insurance Law Journal
- Connecticut Intellectual Property Notes
- Connecticut Journal of International Law
- Connecticut Law Review
- Connecticut Law School Democrats
- Connecticut Moot Court Board
- Connecticut Public Interest Law Journal
- Connecticut Unemployment Action Center
- Corporate and Securities Law Society
- Environmental Law Society
- Federalist Society
- Golf Club
- Hellenic Association
- Intellectual Property and Technology Law Society
- Italian-American Student Association
- Lambda Law Society
- Latino Law Students Association
- Military Law Society
- Mock Trial Society
- Student Chapter of the National Italian American Bar Association
- National Lawyers Guild
- National Native American Law Students Association
- Phi Alpha Delta
- Public Interest Law Group
- Student Bar Association
- Tax Law Society
- Tribal and Gaming Law Society
- Women Law Students' Association

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