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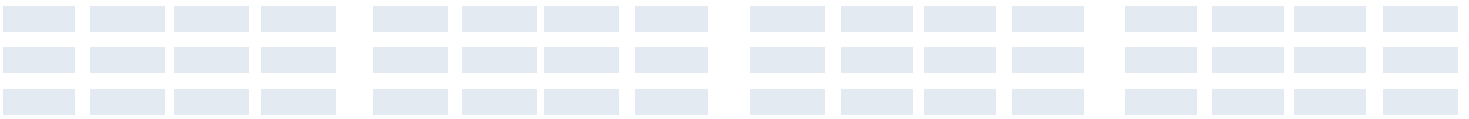
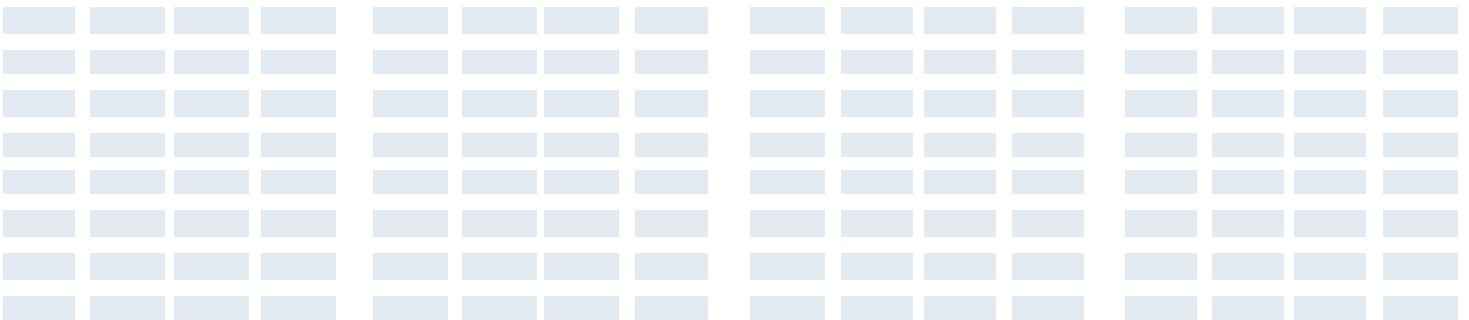
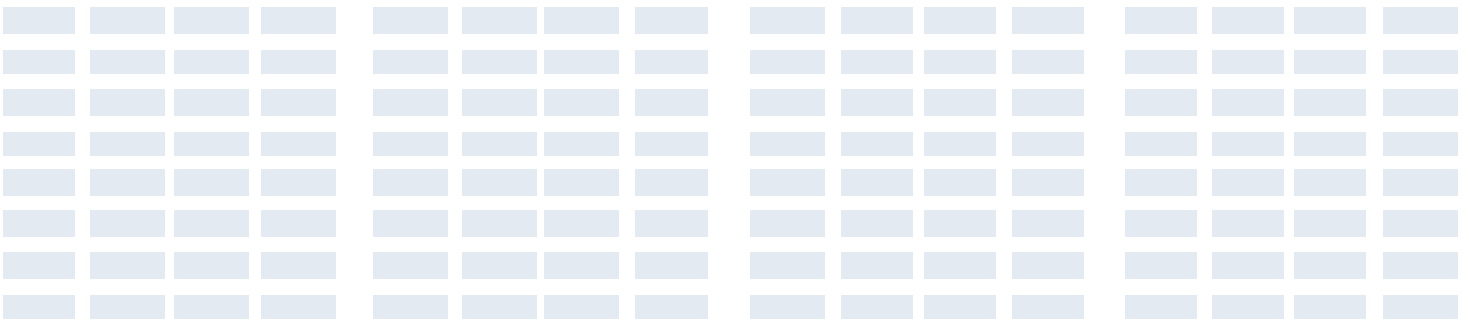
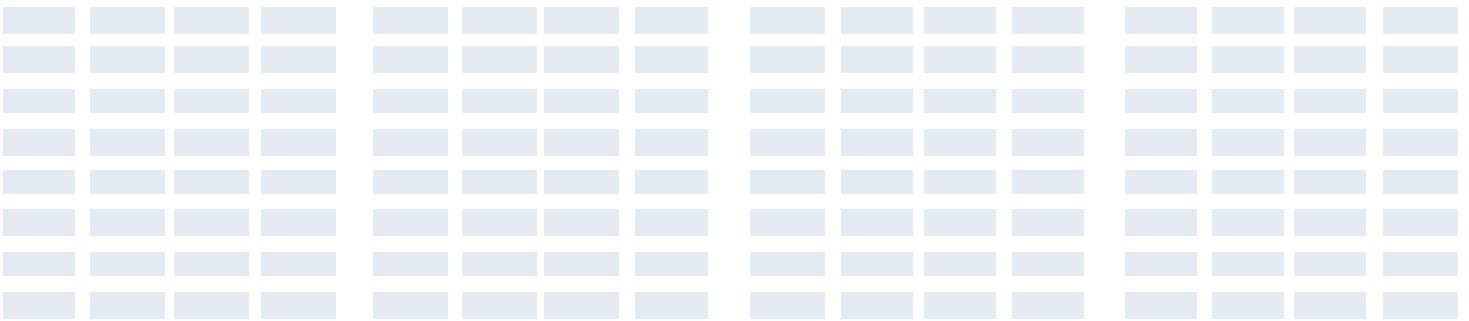
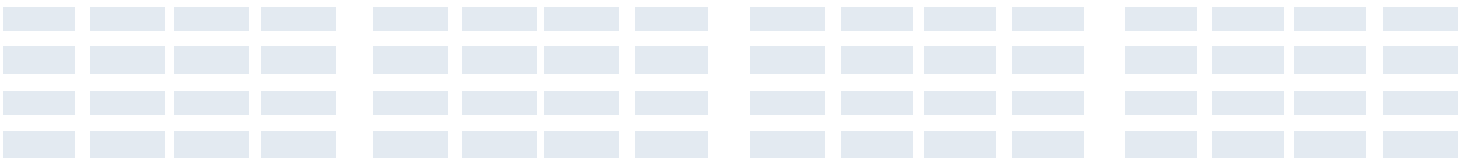
THE 2008 BCG ATTORNEY SEARCH GUIDE TO AMERICA'S TOP 50 LAW SCHOOLS



Yale Law School Harvard Law School Stanford Law School New York University School of Law Columbia Law School University of Chicago Law School University of Pennsylvania Law School University of California–Berkeley Boalt Hall School of Law University of Michigan Law School Duke University School of Law University of Virginia School of Law Northwestern University School of Law Cornell University Law School Georgetown University Law Center UCLA School of Law University of Southern California Gould School of Law Vanderbilt University Law School University of Texas School of Law Washington University School of Law–St. Louis Boston University School of Law University of Minnesota Law School Emory Law School The George Washington University Law School University of Iowa College of Law Fordham Law School University of Illinois College of Law Washington and Lee University School of Law Boston College Law School University of Notre Dame Law School University of Washington School of Law The College of William & Mary Marshall-Wythe School of Law Ohio State University Michael E. Moritz College of Law University of Wisconsin–Madison Law School George Mason University School of Law University of California–Davis School of Law Indiana University School of Law–Bloomington University of Alabama School of Law University of California–Hastings College of the Law University of Colorado School of Law University of Georgia School of Law University of Maryland School of Law University of North Carolina School of Law Wake Forest University School of Law Brigham Young University J. Reuben Clark Law School University of Arizona James E. Rogers College of Law Southern Methodist University Dedman School of Law American University Washington College of Law Tulane University Law School University of Connecticut School of Law University of Florida Fredric G. Levin College of Law



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America's Top 50 Law Schools



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INTRODUCTION

Information is not knowledge. Only organized and contextualized data can provide meaningful information.

The *2008 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 2008 *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, an EmploymentScape company. EmploymentScape is the largest conglomerate of organizations in the world dedicated to helping attorneys find jobs and enhance their careers.

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

In sum, the *2008 BCG Attorney Search Guide to America's Top 50 Law Schools* 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, and post-law school employment statistics, as well as 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 have gathered data from many different sources, including law students, faculty, admission offices, registrar's offices, and law firms. We have 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 the chaff is never an easy task. At the end of the day, nobody is completely happy with the millers' efforts. So it is with law school rankings in the United States. Then why do it? One reason is to "rank for quality and for best value," according to *U.S. News & 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 to and perhaps attend. For recruiters, we have compiled this information to help you hire the best attorneys for your firm or business.

This year, the rankings of law schools by *U.S. News & World Report* are based on a weighted average of 12 measures of quality indicators. These indicators are quality assessment (weighted by .40), selectivity (weighted by .25), placement success (weighted by .20), and faculty resources (weighted by .15). Specialty rankings are based on nomination by legal educators at peer institutions. These rankings are based on two types of data: expert opinion about program quality and statistical indicators that measure the quality of a school's faculty, research, and students. Statistical indicators also cover new lawyers getting jobs and state bar exam passage rates. A school's rank reflects the number of schools that sit above it; if three schools are tied at 1, the next school will be ranked 4, not 2. Tied schools are listed alphabetically.^{2,3}

Identifying Talent

So how does one identify the "best" talent from the pool of law school graduates? The *2008 BCG Attorney Search Guide to America's Top 50 Law Schools* aims to help answer this question. 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 the 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 the Order of the Coif or the law review. But a caution is in order here. Like those for attaining graduation honors, qualifications for making law review differ depending on the law school, so consult our guide to determine what these honors signify.⁴ Other important factors in identifying top law schools and top graduates include the average median undergraduate GPA of a law school's entering class, the average median LSAT of the entering class, and the acceptance rate of the entering class.

Identifying the best law schools is made possible by isolating a number of objective and subjective factors. Validity studies conducted over the years demonstrate that an applicant's LSAT score contributes significantly to the prediction of his or her grades in law school and thus affects the admissions decision. These studies show that a student's LSAT score and 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 LSAT scores largely indicate analytic ability, which is relevant to the study of law.⁵

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.⁶

Law schools set their own minimum undergraduate GPA criteria, on the basis of which prospective candidates apply. The students with the best college grades and LSAT scores become eligible for entrance into the best law schools. Once he or she is in law school, a law student's GPA determines his or her class ranking. A high class ranking makes the law student an attractive candidate for consideration by the highest paying, most prestigious national and international law firms.

LSAT scores provide another important means for classifying law students. *U.S. News & World Report* slightly changed its method of ranking law schools based on LSAT scores in 2006. No longer is a school's median LSAT score a criterion for ranking; rather, the range of LSAT scores from the 25th to the 75th percentile is reported and used to rank the school.⁷

Unlike a grade point average, an LSAT score measures a candidate's ability to perform on a uniform, timed examination. Since the minimum LSAT cutoff of each school affects the school's ranking, highly ranked schools have accepted students with, on average, higher LSAT scores. 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 higher LSAT requirements.

Nonetheless, one might argue that there is little difference between a 160 and a 165 on the LSAT. Such a difference could be due to the fact that the test taker simply had a good or a bad day. Yet 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 positions in the upcoming year's *U.S. News & World Report* rankings. 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 scores.

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 a school's number of applications and its admission rate, 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 have been sorted by median value; for acceptance rates, the schools have been listed in ascending order, with a lower rate implying a better school.

Top 10 Schools by GPA, LSAT Score, and Acceptance Rate

LSAT	GPA	Acceptance Rate
<i>Yale University</i> (173)	<i>Yale University</i> (3.90)	<i>Yale University</i> (6.8%)
<i>Columbia University</i> (172)	<i>Stanford University</i> (3.87)	<i>Stanford University</i> (8.7%)

<i>Harvard University</i> (172)	<i>Harvard University</i> (3.84)	University of California–Berkeley (11%)
University of Chicago (171)	University of California–Berkeley (3.77)	<i>Harvard University</i> (12.6%)
New York University (170)	Duke University (3.76)	<i>Columbia University</i> (14.7%)
<i>Stanford University</i> (170)	New York University (3.74)	University of Chicago (14.7%)
Northwestern University (169)	Vanderbilt University (3.69)	University of Connecticut (15.1%)
University of Virginia (169)	Boston University (3.68)	University of North Carolina (15.2%)
Georgetown University (169)	<i>Columbia University</i> (3.67)	University of Pennsylvania (15.6%)
University of Pennsylvania (169)	University of Washington (3.67)	University of Chicago (15.9%)
	University of Michigan (3.67)	

The schools shown in italics are those that appear among the top 10 across all three criteria.

Several interesting conclusions can be drawn from this table given that only the top four schools as reported by *U.S. News* have been listed in all three columns.

New York University only appears in the first two columns, indicating that both LSAT and GPA criteria are important to the school for student selection. Yale and Columbia have the highest LSAT cutoffs but do not give equal importance to undergraduate GPA. However, Northwestern University and Georgetown University have high LSAT cutoffs compared to their overall rankings of 12 and 14 respectively.

Berkeley, Duke, Vanderbilt, Boston University, the University of Michigan, and the University of Washington appear on the GPA top 10 list but do not have high LSAT cutoff criteria, indicating that these schools rely more heavily on a prospective student's past academic performance. Stanford, though ranked sixth with respect to LSAT scores, has the second-highest GPA cutoff.

Yale and Stanford are the only schools with acceptance rates under 10%. Columbia's acceptance rate is 14.7%, while the University of Chicago's is 15.9%. Although these figures might suggest that the pool of applicants for Columbia or the University of Chicago is smaller than it is for Yale or Stanford, the total student intake numbers of Yale (249) and Stanford (398) are less than that of Columbia (1,144). This indicates that apart from acceptance rate, the actual number of applicants and the total intake for each school are also important.

Name Counts

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

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

The problem with selecting only the top-ranked graduates is that law schools are not always forthcoming about their methodology used to rank students. This secrecy is generally based upon an attempt to give every graduate a shot at the top jobs. However, there are ways to gain a better understanding of the ranking methods used by various schools.

Justin N. Bezis, who specializes in intellectual capital, wrote an article titled "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 high LSAT and college GPA scores but not necessarily the best skill sets. When recruiting at an elite school, if you recruit only from the top 10%, you may be missing out on superior candidates who ranked lower in terms of pure academics but who possess outstanding writing or practical skills.^{8,9}

Caution

Reputation ratings are not the final authority on the attributes of schools or graduates, state Stephen P. Klein, Ph.D., and Laura Hamilton, Ph.D., in their report "The Validity of the *U.S. News & World Report* Ranking of ABA Law Schools."¹⁰ Further, while attending a "brand-name" law school may mean that graduates will have an easier time landing their first jobs, it doesn't necessarily mean that graduates of lesser-known law schools receive inferior legal education, observes Professor Jeffrey Stake of the Indiana University School of Law—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.^{11,12}

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

which schools had the most placements at the nation's elite law firms. He found that in rank order, Harvard, Chicago, Yale, Virginia, Michigan, Stanford, Columbia, Georgetown, Duke, and Penn were the top 10 schools within this analysis.¹³

Thus, it may be that in spite of the *U.S. News & World Report* rankings, law firms are indeed following a bit of their own bias, given that Harvard (ranked number two) and Chicago (ranked 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, affect whether a school feeds top firms.¹⁴

Matters That Matter

Law reviews and journals: Law review articles serve an important purpose in that they express the ideas of legal experts with regard to the direction the law should take in certain areas. Such writings have proven influential in the development of the law and have frequently been cited as persuasive authority by the United States Supreme Court and other courts throughout the United States. Many law reviews publish shorter articles written by law students, normally called "notes" or "comments." Almost every American law school publishes at least one law review, and most law schools have journals as well. Generally, the law review publishes articles dealing with all areas of law. Membership on a school's law review is often a distinction, indicating rank at or near the top of the class and/or success in a writing competition. Law review membership is seen as a rite of passage by many firms that hire graduating law students. Membership on a law review or journal is significant because it enables students to gain legal scholarship and editing experience and often requires that students publish a significant piece of legal scholarship.¹⁵

Federal clerkships: Law clerks provide assistance to judges by researching issues before the court and writing opinions. Clerkships are considered some of the most prestigious and highly coveted jobs in the legal profession. Tenure as a law clerk suggests that a law school graduate possesses the competence and intelligence to earn a judge's trust and even the ability to influence a judge's decisions. Working as a judicial law clerk at any level of government generally opens up vast career opportunities.¹⁶

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

Clinics, externships, and internships: Participation in clinics, externships, and internships also adds to students' knowledge of and experience in specific areas of the law. In addition, the typically low student-faculty ratios of these programs help faculty invest significant time in 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 on each law school. The following chapters provide information about grading and ranking classifications, entrance requirements, law review and journal membership, various academic and clinical programs, and more.

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

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8. 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.
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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. For recruiters, therefore, it becomes important to understand the grading, ranking, and award systems of law schools so that they have a better understanding of how to select and assess candidates whom they will seek to place in law firms.

Grading systems vary from one law school to another. Because of this, not all grade point averages are created equally. A recruiter may be left to ask, “What does it mean for a candidate to be in the top 25% of a graduating class? 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 has been provided in the individual school profiles that follow, this overview provides a synopsis of the various grading and ranking systems.

The Grading Process

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

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

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

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

In essence, this system adds a further letter grade to the evaluation process that allows evaluators to award an A+ grade in cases of exceptional performance. The effect is that it increases the overall class performance, though not to a substantial extent, and hence the final rankings of the students. The reason is fairly clear; with the evaluators having an option of giving an A+, only the exceptional student would get an A+ in the 4.3 model.

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

Increased gradation: Apart from increasing the uppermost acceptable limit, schools also follow an increased gradation that tries to discern student performance. To do so, instead of following a simple A, B, C, D grade system, schools award grades like A+, A, A-, B+, B, B-, and so on and so forth. This further segregates students' performance and therefore, considering criteria for evaluation constant, will reflect fairer class rankings when calculated based on 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 8.0 and subsequently the rating is recalculated as a letter grade. Some other schools also 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 deviation, though. For instance, in the case of Ohio State University, a grade of 93% or above is an A grade, which if translated to a 4.0 GPA model would mean anything above 3.72.

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

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

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

The 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 have a lower cutoff point for the top half of a class than those with a 3.1 curve. Students of such schools generally have lower GPAs than students of schools that have higher GPA curves.

For example, the University of Connecticut School of Law uses a B median, which means a majority of the students receive an average GPA of 3.0, whereas the University of Florida College of Law sets the mean grade between 3.15 and 3.25 (inclusive). Hence, the normal curve values of Connecticut place its students at a disadvantage compared to students of Florida. The grades of students from schools with higher mean normal values will appear more impressive than those from schools with lower values. To compare such students fairly, the median value of the normal curve should be kept in mind.

No letter grades: Some schools have completely given up the letter grading system and award only Honors, Pass, or Fail to their students when evaluating performance. In the list of the top 50 law schools, Berkeley and Yale do not award grades and only evaluate students on whether they pass or fail a certain course, with better-performing students being awarded Honors.

GPAs Corresponding to Letter Grades at Different Schools

	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Ohio State Univ.		100-93	92-90	89-87	86-83	82-80	79-77	76-70		69-65	
Univ. of Chicago		186-180			179-174			173-168		167-160	Below 160
Univ. of Colorado		93 and above	92-90	89-86	85-83	82-80	79-76	75-73	72-70	69-60	59 and below
Univ. of Iowa	4.3-4.2	4.1-3.9	3.8-3.6	3.5-3.3	3.2-3.0	2.9-2.7	2.6-2.4	2.3 and below			
Wake Forest Univ.		100-90			89-80			79-70		69-66	Below 66
Washington Univ.	100-97	96-94	93-91	90-88	87-85	84-82		81-79		78-74	73-70
Univ. of Wisconsin	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.0	0

As can be seen from the table above, letter grades correspond to different GPAs at different schools.

Implications of Class Rankings

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

1. The most important factor impacting class rankings is the normal curve. Some schools tend to skew the curve, while others allow for mild deviations by the evaluators implementing it. Discrepancies such as these can have a slight impact on student GPAs and thus on class rankings. For a recruiter, it is important to understand the composition of the curve and the rankings for each school. Information on grading curves, whenever available, has been presented along with the school profiles.
2. Variations in the 4.0 GPA model, as stated earlier, affect class rankings. For instance, at Harvard, a 6.013 GPA 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 8.0). The school's corresponding letter grades seem a bit higher than its number grades since no other school has a 3.8 (the traditional A- grade in the 4.0 scale) as its top 10% cutoff grade. From a recruiter's perspective, although the difference is not very large, care needs to be taken to understand the grading system and the variations that the system has from the traditional grading methodology.

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

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

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

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

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

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

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

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, webpage, or other published item with sufficient details to uniquely identify the item. The more frequently an article is cited, the greater the interest in its content and thus the higher its prestige within the legal community.

The impact factor of a journal is based on two elements: the numerator, which is the number of citations 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:

$$\text{Impact factor} = \frac{\text{Total citations in 2006 to articles published during 1999-2006}}{\text{Total number of articles published during 1999-2006}}$$

For instance, for the *Yale Law Journal* these figures are:

$$\text{Yale Law Journal impact factor} = \frac{5,266}{433} = 11.9$$

The impact factors of law reviews as calculated based on the above formula range from 11.9 (*Yale Law Journal*) for the top-ranked law school to 4.8 (*Florida State University Law Review*) for the 47th law school. This would indicate that the frequency of citations to articles in the *Yale Law Journal* is higher than the frequency of citations of other law reviews.

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

Period of Establishment	Number of Law Reviews Established	Circulation Range from the Year of Establishment to 2005 (Min-Max)
Before 1900 (1842-1900)	4	1,850-7,500
1901-1920	13	800-3,500
1921-1940	13	600-2,600

1941-1960	14	600-2,300
1961-1980	6	800-1,600
Total Law Reviews	50	N/A

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

The reviews established between 1842 and 1900 have enjoyed the highest circulation figures. These are the *Yale Law Journal*, the *Harvard Law Review*, the *University of Pennsylvania Law Review*, and the *Boston University Law Review*. The corresponding universities for all of these, except Boston University, are ranked among the top 10 U.S. law schools.

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

The flagship law reviews of the top 50 law schools have been profiled below, with their impact factors, years of publication, and circulation data. The circulation figures include paid subscriptions to the law reviews.

Sr.	Rank	Top U.S. Law School	Law Review	Year of Publication	Circulation	Impact Factor (1999-2006)
1	1	Yale University	<i>Yale Law Journal</i>	1891	4,500	11.9
2	2	Harvard University	<i>Harvard Law Review</i>	1887	7,500	9.8
3	2	Stanford University	<i>Stanford Law Review</i>	1948	2,600 (paid)*	10.4
4	4	New York University	<i>New York University Law Review</i>	1924	2,050	11.9
5	5	Columbia University	<i>Columbia Law Review</i>	1901	3,000 (paid)	11.4
6	6	University of Chicago	<i>University of Chicago Law Review</i>	1933	2,400	8.3
7	6	University of Pennsylvania	<i>University of Pennsylvania Law Review</i>	1842	1,850	10.3
8	8	University of California–Berkeley	<i>California Law Review</i>	1912	1,650 (paid)	10.8
9	8	University of Michigan–Ann Arbor	<i>Michigan Law Review</i>	1902	1,865 (paid)	6.4
10	10	Duke University	<i>Duke Law Journal</i>	1951	1,400	8.3
11	10	University of Virginia	<i>Virginia Law Review</i>	1913	2,200 (paid)	11.2
12	12	Northwestern University	<i>Northwestern University Law Review</i>	1906	1,200	8.1
13	13	Cornell University	<i>Cornell Law Review</i>	1915	3,500	10.7

Sr.	Rank	Top U.S. Law School	Law Review	Year of Publication	Circulation	Impact Factor (1999-2006)
14	14	Georgetown University	<i>Georgetown Law Journal</i>	1912	1,319	5.2
15	15	University of California–Los Angeles	<i>UCLA Law Review</i>	1952	1,000	8.7
16	16	University of Southern California	<i>Southern California Law Review</i>	1927	1,500	7.3
17	16	Vanderbilt University	<i>Vanderbilt Law Review</i>	1947	1,300	8.1
18	18	University of Texas–Austin	<i>Texas Law Review</i>	1922	1,200 (paid)	7.6
19	19	Washington University in St. Louis	<i>Washington University Law Review</i>	1915	800	4.6
20	20	Boston University	<i>Boston University Law Review</i>	1897	3,000	6.0
21	20	University of Minnesota–Twin Cities	<i>Minnesota Law Review</i>	1917	1,486	8.9
22	22	Emory University	<i>Emory Law Journal</i>	1952	1,100	5.2
23	22	George Washington University	<i>The George Washington Law Review</i>	1932	2,000	3.8
24	24	University of Iowa	<i>Iowa Law Review</i>	1915	1,800	6.4
25	25	Fordham University	<i>Fordham Law Review</i>	1914	2,800	4.7
26	25	University of Illinois–Urbana-Champaign	<i>University of Illinois Law Review</i>	1949	2,100	5.8
27	25	Washington and Lee University	<i>Washington and Lee Law Review</i>	1939	1,100	4.2
28	28	Boston College	<i>Boston College Law Review</i>	1959	600	6.0
29	28	University of Notre Dame	<i>Notre Dame Law Review</i>	1925	1,500	6.1
30	28	University of Washington	<i>Washington Law Review</i>	1925	1,300 (paid)	5.5
31	31	College of William & Mary	<i>William & Mary Law Review</i>	1948	1,200	7.0
32	31	Ohio State University	<i>Ohio State Law Journal</i>	1935	813	5.7
33	31	University of Wisconsin–Madison	<i>Wisconsin Law Review</i>	1920	2,150 (paid)	5.3
34	34	George Mason University	<i>George Mason Law Review</i>	1976	1,000	3.2
35	34	University of California–Davis	<i>UC Davis Law Review</i>	1978	800	5.5
36	36	Indiana University–Bloomington	<i>Indiana Law Journal</i>	1926	950	6.1

Sr.	Rank	Top U.S. Law School	Law Review	Year of Publication	Circulation	Impact Factor (1999-2006)
37	36	University of Alabama	<i>Alabama Law Review</i>	1948	1,500	3.4
38	36	University of California–Hastings	<i>Hastings Law Journal</i>	1949	1,300**	5.1
39	36	University of Colorado–Boulder	<i>University of Colorado Law Review</i>	1929	800	6.6
40	36	University of Georgia	<i>Georgia Law Review</i>	1966	1,500 (paid)	4.6
41	36	University of Maryland	<i>Maryland Law Review</i>	1936	2,200	2.9
42	36	University of North Carolina–Chapel Hill	<i>North Carolina Law Review</i>	1922	950	6.1
43	36	Wake Forest University	<i>Wake Forest Law Review</i>	1965	1,200 (controlled)	5.4
44	44	Brigham Young University	<i>Brigham Young University Law Review</i>	1975	850	3.0
45	44	University of Arizona	<i>Arizona Law Review</i>	1959	1,600	5.1
46	46	Southern Methodist University	<i>Southern Methodist University Law Review</i>	1947	1,000	2.6
47	47	American University	<i>American University Law Review</i>	1952	1,600	4.8
48	47	Tulane University	<i>Tulane Law Review</i>	1916-1918, resumed 1929	1,100	3.2
49	47	University of Connecticut	<i>Connecticut Law Review</i>	1968	1,600	4.5
50	47	University of Florida	<i>Florida Law Review</i>	1948	1,000	4.8

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RANK
1

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Overview^{3,4}

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 a 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 are the Information Society Project and the China Law Center.

The Lillian Goldman Library of Yale Law School has 800,000 volumes of print materials and approximately 10,000 active serial titles. The collection includes materials emphasizing law and the social sciences and a 200,000-volume foreign and international law collection. The library provides training in and access to computer-based legal research, including Lexis and Westlaw. Students also have access to research resources through their personal computers.

Student-Faculty Ratio⁵

7.3:1

Admission Criteria⁶

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	170-176	3.83-3.97
Median*	173	3.90

*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 2006 admission statistics:

Approximate number of applications	3,677
Number accepted	249
Percentage accepted	6.8%

Class Ranking and Grades^{8,9}

All first-term courses are ungraded, and subsequent classes are graded on an Honors/Pass/Low Pass basis with the option to take classes Credit/Fail. Class rank is never calculated.

Grades for all degree students are:

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)¹⁰

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.

Awards¹¹

Name of Award	Description
Charles G. Albom Prize	Awarded for excellence in the area of judicial and/or administrative appellate advocacy in connection with a law school clinical program
Thurman Arnold Appellate Competition Prize	Awarded for the best student argument in advanced moot court competition

Burton H. Brody Prize in Constitutional Law	Awarded for the best paper on a subject to be selected by the dean on the extent of the protection of privacy afforded by the U.S. Constitution
Nathan Burkan Memorial Competition Prize	Awarded for the best paper(s) on the subject of copyright law
Benjamin N. Cardozo Prize	Awarded for the best brief submitted by a student in moot court competition
John Fletcher Caskey Prize	Awarded for the best presentation of a case on final trial in the Thomas Swan Barristers' Union
Joseph A. Chubb Competition Prize	Two prizes awarded to individual students or two-person teams for legal draftsmanship
Barry S. Cohen, J.D. 1950, Prize	Awarded for 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	Awarded for the 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	Awarded for an outstanding paper written by a member of the first-year class
Michael Egger Prize	Awarded for the best student note or comment on current social problems in the <i>Yale Law Journal</i>
Thomas I. Emerson Prize	Awarded for a distinguished paper or project on a subject related to legislation
John Currier Gallagher Prize	Awarded for proficiency in the presentation of a case on final trial in the Thomas Swan Barristers' Union
Ambrose Gherini Prize	Awarded for the best paper on a subject of international law, either public or private
Margaret Gruter Prize	Awarded for the best paper on how ethology, biology, and related behavioral sciences may deepen our understanding of law
Jerome Sayles Hess Prize for International Law	Awarded for excellence in the area of international law
Jewell Prize	Awarded for outstanding contribution to a law school journal other than the <i>Yale Law Journal</i>
Florence M. Kelley '37 Family Law Prize	Awarded for exceptional interest or achievement in the area of family law
Khosla Memorial Fund for Human Dignity	Awarded for active engagement in advancing the values of human dignity in the international arena
Raphael Lemkin Prize	Awarded for outstanding student papers on international human rights

Stephen J. Massey Prize	Awarded to the student who best exemplifies, in work on behalf of clients and in other community service, the values of the Jerome N. Frank Legal Services Organization at Yale Law School
Judge William E. Miller Prize	Awarded for the best paper on the Bill of Rights
C. LaRue Munson Prize	Awarded for excellence in the investigation, preparation, and (where permitted under the Legal Internship Rule) presentation of civil, criminal, or administrative law cases, under a law school clinical program
John M. Olin Prize	Awarded for the best student essay on law, economics, and public policy during the academic year
Joseph Parker Prize	Awarded for the best paper on a subject connected with legal history or Roman law
Israel H. Peres Prize	Awarded for the best student contribution to the <i>Yale Law Journal</i> ; if no award is made, income of fund is used to purchase books for the law library
Clifford L. Porter Prize	Awarded for outstanding student performance in taxation
Edward D. Robbins Memorial Prize	Awarded for outstanding contribution of a third-year student to a law school journal other than the <i>Yale Law Journal</i>
Benjamin Scharps Prize	Awarded for a meritorious essay or research in one course on some legal subject
Potter Stewart Prize	Awarded for the best overall argument in the moot court trial argument by a student team
Harlan Fiske Stone Prize	Awarded for the best oral argument by a student in moot court
Colby Townsend Memorial Prize	Awarded for the 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	Awarded for superior performance in the introductory course in corporate law
Francis Wayland Prize	Awarded for demonstrating the greatest proficiency in preparing and presenting a case in negotiation, arbitration, and litigation
Quintin Johnstone Prize in Real Property Law	Awarded to a second- or third-year student for excellence in the area of real property law

Journals

The ***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 *Yale Law 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.¹²

The **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.¹³

The **Yale Journal of Law & 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. Yale Law School has organized the journal to reflect feminist values to make major decisions collectively, by modified consensus.¹⁴

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.¹⁵

The **Yale Journal of International Law** is one of the world's preeminent international law journals. The *Yale Journal of International Law* contains articles and comments written by scholars, practitioners, policymakers, 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.¹⁶

The **Yale Journal on Regulation** is a legal journal that publishes scholarly articles twice a year in fields including telecommunications, bankruptcy, information technology, antitrust, healthcare, 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.^{17,18}

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.¹⁹

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 policymakers and legislators in healthcare.²⁰

The **Yale Journal of Law & 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 and Technology Society as well as other scholars and professionals.²¹

Moot Court^{22, 23}

Each semester, the Morris Tyler Moot Court Competition takes place at Yale Law School. All second- and third-year law students are eligible and encouraged to participate. The pre-part program of the Morris Tyler Moot Court Competition is the 1L version. First-year students who are interested in competing in the Morris Tyler Competition are strongly encouraged to participate in the program. It encourages first-year students to hone their skills in brief writing and oral argument by drafting a brief and participating in oral arguments. Students are paired with one or more advisors from the Moot Court Board of Directors. Participants are also invited to attend workshops led by faculty members, practitioners, judges, and/or Moot Court Board members.

Clinical Programs²⁴

Students at the law school have the opportunity to earn credit for their clinic work, much of which contains a classroom component. The clinical programs offered by Yale include:

The **Jerome N. Frank Legal Services Organization**, which provides legal representation to individuals and organizations in need of legal help but unable to afford private attorneys.

The **Allard K. Lowenstein International Human Rights Law Clinic**, 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:

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

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

The **Lawyering 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.

The **Supreme Court Advocacy Clinic** combines classroom instruction about the Court with hands-on involvement with litigation projects.

Placement Facts²⁵

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$125,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$52,780

Employment Details

Graduates known to be employed at graduation	94.5%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	99.6%

Practice Areas

Graduates Employed In	Percentage
Law Firms	37%
Business/Industry (legal)	0%
Business/Industry (non-legal)	3%
Government	3%
Public Interest	6%
Judicial Clerkship	51%
Academia	2%
Unknown	0%

Externships²⁶

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 Attorney's Office or the U.S. Attorney's Office.

Student Organizations²⁷

- The American Constitution Society for Law and Policy
- Americans for Informed Democracy
- The Asia Law Forum
- The Black Law Students Association
- The Capital Assistance Project
- The Coalition for Faculty Diversity
- College Acceptance
- The Federalist Society for Law and Public Policy Studies
- The Green Haven Prison Project
- Habeas Chorus

- The Initiative for Public Interest Law at Yale Inc.
- The Islamic Legal Studies Project
- The J. Reuben Clark Law Society
- The Latino/a Law Students Association
- The Law and Biotechnology Society
- Law Talk, the Community Legal Education Radio Show
- The Morris Tyler Moot Court of Appeals
- The Muslim Law Students Association
- The Native American Law Students Association
- New Haven Cares
- Opening Argument
- OutLaws
- The Pacific Islander, Asian, and Native American Law Students Association
- The Pro Bono Network
- The Project for Law and Education at Yale
- The Rebellious Lawyering Conference
- Six Angry Men
- The South Asian Law Student Association
- The Street Law Program
- The Student Animal Legal Defense Fund
- The Student/Faculty Alliance for Military Equality
- The Temporary Restraining Order Project
- The Thomas Swan Barristers' Union
- Women and Youth in Support of Each Other
- The Yale AIDS Network
- The Yale Entertainment and Sports Law Association
- The Yale Environmental Law Association
- The Yale Forum on the Practice of International Law
- The Yale Graduate Law Students Association
- The Yale Incentive Program for Public Interest Employment
- The Yale Jewish Law Students Association
- The Yale Law and Technology Society
- The Yale Law Christian Fellowship
- The Yale Law Democrats
- The Yale Law International Association
- The Yale Law Republicans
- The Yale Law Revue
- The Yale Law School Workers' Rights Project
- Yale Law Students for Life
- Yale Law Students for Reproductive Justice
- The Yale Law Veterans Association
- Yale Law Women
- The Yale Middle East Law Forum
- The Yale Project for Civil Rights
- Youth Rights Media

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RANK
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Overview²⁻⁵

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 endeavor. The school provides training for the practice of law in a variety of settings—the judiciary, government and other public service, academia, and business. The law school is home to a variety of research programs, all of which support faculty and students who are working on cutting-edge legal issues. The school also offers joint degree programs with the Harvard John F. Kennedy School of Government, the Harvard School of Public Health, the Harvard Business School, and the Harvard Graduate School of Design, as well as a coordinated degree program with the Harvard Graduate School of the Arts and Sciences. Cross-registration for eligible students extends to the faculty of arts and sciences and to the graduate schools of Harvard University, namely its schools of business, design, divinity, education, government, medicine, dental medicine, and public health. Students may also participate in an exchange program at the University of California-Berkeley Boalt Hall School of Law during their third year. Because of the range and diversity of the Harvard Law School faculty, students benefit from a curriculum that can adjust quickly to changes in the legal profession and the world.

Student-Faculty Ratio⁶

10.5:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	169-175	3.72-3.95
Median*	172	3.84

*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 2006 admission statistics:

Approximate number of applications	6,630
Number accepted	834
Percentage accepted	12.6%

Class Ranking and Grades⁹

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 averages on an eight-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, the five basic courses (Civil Procedure, Contracts, Criminal Law, Property, and Torts) are 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 weight, and four-credit elective courses are weighted at three-quarters of the basic course weight.

Honors¹⁰

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

Awards¹¹

Name of Award	Description
Yong K. Kim '95 Memorial Prize	Awarded for the best paper concerning the law or legal history of the nations and peoples of East Asia or issues of law pertaining to U.S.-East Asia relations
Andrew L. Kaufman Pro Bono Service Award	Winner selected on records of total completed pro bono hours submitted by students
Irving Oberman Memorial Award	Awarded for the best essay by a student on each of five current legal subjects
Frank S. Righeimer Jr. Student Prize for Citizenship	Awarded to a graduating student to recognize exceptional citizenship within the law school community
Sidney I. Roberts Prize	Awarded for the best paper in the field of taxation
Sears Prize	Awarded to the two first-year students and the two second-year students with the highest grade point averages
Boykin C. Wright Memorial Fund	For the winning and losing teams in the final argument of the Ames Competition
Joseph H. Beale Prize	Awarded for the highest grade in Conflict of Laws
Addison Brown Prize	Awarded for the best essay on private international law or maritime law
Victor Brudney Prize	Awarded for the best paper on corporate governance
Dean's Awards for Community Leadership	Awarded for community leadership
Fay Diploma	Awarded to the student with the highest graduating average for three years
Laylin Prize	Awarded for the best paper on public international law
George Leisure Award	Awarded to the best oralist in the Ames Competition
Mancini Prize	Awarded for the best essay on European law and European legal thought
John M. Olin Prizes	Awarded for the best papers in the area of law and economics
Roger Fisher and Frank E.A. Sander Prize	Awarded for the best student paper on a topic related to negotiation, dispute system design, mediation, dispute resolution, or ADR
Program on International Financial Systems Prize	Awarded for the best paper written in the seminar on international finance

Journals

The **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.¹²

The **Harvard BlackLetter Law Journal** is an independent journal published annually and focused on publishing manuscripts that are concerned with social and economic issues affecting African Americans and other minorities.¹³

The **Harvard 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 in diverse fields of study.¹⁴

The **Harvard Environmental Law Review** has been published semiannually, in winter and spring, since 1976. Its focus remains on articles that examine a broad range of environmental affairs.¹⁵

The **Harvard 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 topics 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.¹⁶

The **Harvard International Law Journal** has been ranked as having the strongest academic reputation, by senior scholars in the international and comparative law fields, of all student-edited international and comparative law specialty journals. 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.¹⁷

The **Harvard Journal of Law & Gender** publishes articles, recent developments, essays, and book reviews. Its areas of focus include gender and the law, feminist jurisprudence, and social equality.¹⁸

The **Harvard Law & Policy Review** is a biannual, official journal of the American Constitution Society for Law and Policy. The review provides a forum for debate between legal scholars, policymakers, and practitioners.¹⁹

The **Harvard Journal of Law & Public Policy** is published three times annually by the Harvard Society for Law & Public Policy, Inc., an organization of Harvard Law School students.²⁰

The **Harvard Journal of Law & 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, cybercrime, the Internet, telecommunications, and evidentiary technology. Student-written work is considered for publication only in the notes category.²¹

The **Harvard 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.²²

The **Harvard Latino Law Review**, an annual publication, 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.²³

The **Harvard 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 articles deal with negotiation, mediation, arbitration, and other dispute resolution topics such as dispute systems design and court-annexed procedures.²⁴

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.²⁵

Moot Court²⁶

Since 1820, Harvard law 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 Competition began at Harvard in 1960, as a match between LL.M. and J.D. students. Harvard Law School also sends a team to Vienna to compete in the Willem C. Vis International Commercial Arbitration Moot.

Clinical Programs^{27, 28}

The Clinical Legal Education Program at Harvard Law School has three basic components:

1. **Direct student responsibility for clients in a realistic practice setting:** Students take direct responsibility for clients in a realistic practice setting, going through the experience of working for clients and utilizing their legal knowledge while dealing with cases.
2. **Supervision and mentoring by an experienced practitioner:** Clinical opportunities aid students in understanding what sort of law practice they like. Mentoring in clinics also helps students gain insight into the skills they will need in legal practice.
3. **Companion classroom sessions in which clinical experiences supplement and contribute to further discussion and insight:** The classroom component helps students and faculty explore doctrinal, practice or policy complexities and subtleties. It also assists students in sorting through the ways in which reflection and intellectual work sharpen and deepen the insights and understandings that percolate in provocative but incomplete ways in and around the practice experience itself.

Clinical programs offered at Harvard Law School include:

- The Child Advocacy Program
- The Clinical Program in Cyberlaw at the Berkman Center for Internet and Society
- The Criminal Justice Institute
- The Criminal Prosecution Clinic

- The Death Penalty Clinic
- The Environmental Law Clinic
- The Gender Violence Clinic
- The Government Lawyer Clinic
- The Harvard Immigration and Refugee Clinic
- The Harvard Legal Aid Bureau
- The Harvard Negotiation and Mediation Clinical Program
- The Human Rights Program
- The Legal Services Center
- The Sports Law Clinic
- The Supreme Court Clinic
- The War Crimes Prosecution Clinic

Each program offers placements in a particular academic year.

Placement Facts²⁹

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$125,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$50,541

Employment Details

Graduates known to be employed at graduation	96.1%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	100%

Practice Areas (2006 Employment Statistics)³⁰

Graduates Employed In	Percentage
Private Practice	66%
Business/Industry	4%
Government	2%
Public Interest	5%
Judicial Clerkship	23%
Academia	<1%

Externships³¹

The following organizations, offering a wide variety of practice experiences, regularly provide a limited number (one to three students) of clinical placements through certain courses. Many of these agencies have acted as clinical placements for several years; some are recent and may have been used for the first time

during the 2006-2007 academic year. This list is not exhaustive; other placements may be used in addition to or in lieu of those listed here:

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

Student Organizations³²

- The Abigail Adams Society
- Advocates for Education
- The Alliance for Israel
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Appleseed Center for Electoral Reform
- The Armed Forces Association
- The Arts and Literature Law Society
- The Asian Pacific American Law Students Association
- The Ballroom Dance Society
- The Big Brother/Big Sister Organization
- The Black Law Students Association
- The Board of Student Advisers
- The Catholic Law Students Association
- Child and Youth Advocates
- The Coalition Against Gender Violence
- The Committee for Multicultural Unity
- The Committee on Sports and Entertainment Law

- The Consortium on Global Leadership
- Crew: Men and Women
- Direct Action Against Poverty
- The Ethics, Law, and Biotechnology Society
- The Federalist Society for Law and Public Policy Studies
- The Forum on Local Government and Politics
- The Harvard African Law Association
- The Harvard Asia Law Society
- The Harvard Association for Law and Business
- The Harvard Audiophiles
- The Harvard Canadian Law Society
- The Harvard Defenders
- The Harvard Environmental Law Society
- The Harvard European Law Association
- The Harvard Immigration Project
- The Harvard Latin American Law Society
- The Harvard Law and Health Care Society
- The Harvard Law Couples Association
- The Harvard Law Latter-Day Saints Student Association
- The Harvard Law Record
- The Harvard Law School Armed Forces Association
- The Harvard Law School California Club
- The Harvard Law School Chinese American Law Students Association
- The Harvard Law School Democrats
- The Harvard Law School Drama Society
- The Harvard Law School Real Estate Association
- The Harvard Law School Republicans
- The Harvard Law School Target Shooting Club
- The Harvard Legal Aid Bureau
- The Harvard Mediation Program
- The Harvard National Security and Law Association
- The Harvard Negotiators
- The Harvard-Radcliffe Christian Fellowship
- The Harvard Soccer Club
- HL Central
- HLS Advocates for Human Rights
- HLS for Choice
- HLS Greens
- The HLS Project on Wrongful Convictions
- HLS Student Government
- HLS TaxHelp
- The HLS/KSG Association for Law and Policy
- In Vino Veritas: The Harvard Law School Food and Wine Society
- The International Law Society
- The J.D./M.B.A. Association
- The Jewish Law Students Association

- Just Democracy
- Justice for Palestine
- The Korean Association of Harvard Law School
- La Alianza
- The Labor and Employment Project
- Lambda
- The Law and Philosophy Society
- The Lincoln's Inn Society
- The Middle Eastern Law Students Association
- The Multiracial Law Students Association
- The Muslim Law Students Association
- The National Lawyers Guild
- The Native American Law Students Association
- Parents at Law School
- The Prison Legal Assistance Project
- The Roscoe Pound Society
- Scales of Justice
- The Society for Law, Life, and Religion
- The Softball Club
- The South Asian Law Student Association
- The Squash Team
- The Student Activities Council
- The Student Animal Legal Defense Fund
- The Student Public Interest Network
- The Summer Associates Initiative for Legal Services
- The Tenant Advocacy Project
- The Tennis Club
- The Society for Law and Global Policy
- The Society of Law and Family Matters
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- The Women of Color Collective
- The Women's Law Association
- Yearbook

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Overview²⁻⁴

Stanford Law School first welcomed students in 1893, two years after Stanford University opened its doors. The Stanford 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. In 1916, Stanford's law program was officially transformed into a professional school.

Stanford Law School's courses assist students with building a solid foundation in legal theory and honing their skills in any legal specialty. Students can select from courses in subjects ranging from economics and business to science and technology to international law and public service. Students can pursue an established joint degree, customize a degree, or explore law's intersections with other disciplines through team-taught courses and academic concentrations. Through nine clinics, students, under the guidance of faculty, sharpen their skills, expand their perspectives, and cultivate the values that make for effective, ethical attorneys.

The Robert Crown Law Library has a collection of more than 500,000 print volumes and an incredible array of online databases. The library's catalog (Socrates) is available online and is a gateway to books, journals, e-journals, and online databases. Resources unique to the law library are available via the library's webpage also.

Student-Faculty Ratio⁵

8.6:1

Admission Criteria⁶

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	167-172	3.77-3.96
Median*	170	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 Statistics⁷

Fall 2006 admission statistics:

Approximate number of applications	4,567
Number accepted	398
Percentage accepted	8.7%

Class Ranking and Grades^{8,9}

J.D. students have the option to take any or all of their first-semester, first-year, courses on Stanford Law School's optional 3K grading basis (explained further below). No matter what selection a student makes in the first semester, after the first semester, J.D. students may take no more than two courses on the optional 3K grading basis. All other work for the J.D. degree must be taken on the grading system employing letter grades and numerical equivalents or on the mandatory 3K system.

There are three grading systems at Stanford Law School:

1. The letter-number grading system
2. The optional 3K system (K/RK/NK, which translates into Credit (or Pass), Restricted Credit, and No Credit (or Fail))
3. The mandatory 3K system, in which satisfactory grades range from 4.3 to 2.5

Below the mandatory 3K system's 2.5 level are one level of restricted credit, R (2.2), and one level of failure, F (2.1).

Standard Numerical Grade	Letter Equivalent	Optional 3K	Mandatory 3K
4.2-4.3	A+	K Range	KM Range
3.9-4.1	A		
3.5-3.8	A-		
3.2-3.4	B+		
2.9-3.1	B		
2.5-2.8	B-		
2.2	R	RK	RK
2.1	F	NK	NK

Regular Grading System

Under the regular grading system, a student receives one of 21 numerical grades ranging from 2.1 to 4.3. Each grade has a letter equivalent, as shown on the foregoing chart. The grade of R is given to a student who earns a grade of 2.2 in a regularly graded course. The grade of F (a failing grade) is given to a student who earns a grade of 2.1 in a regularly graded course.

Students may elect to take a limited number of courses on a Credit/No Credit basis. The 3K election may be exercised in all courses in the first term of the first year. Thereafter, students 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 Stanford 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 admission 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 Stanford Graduate School of Business, 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 grade for a course that is continuing into another semester or quarter.

Grade Normalization (Curve)^{10, 11}

In all examination courses, the mean is 3.4 unless otherwise stated. There is no school mean for directed research or writing courses. The mean grade for student writing in any particular course is listed after the grade given to the student.

Honors¹²

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.

Honor	Criteria
Order of the Coif	Top 10%
First-Year Honor	Highest cumulative GPA at the end of the first year
Second-Year Honor	Highest cumulative GPA at the end of the second year
Nathan Abbott Scholar	Highest cumulative GPA at the end of the student's third Stanford year
Urban A. Sontheimer Third-Year Honor	Second-highest cumulative GPA at the end of the student's third Stanford year

Awards¹³⁻¹⁵

Name of Award	Description
Steven M. Block Civil Liberties Award	Awarded for the best written work on issues relating to personal freedom by third-year students
Carl Mason Franklin Prize	Awarded for outstanding paper or papers on international law
Richard S. Goldsmith Award	Awarded for distinguished written work in dispute resolution
Olaus and Adolph Murie Award	Awarded for the best written work in environmental law
Hilmer Oehlmann Jr. Writing Award	Research and writing award given to a first-year student
Public Service Fellowships	Awarded for demonstrated commitment to public service
Lisa M. Schnitzer Memorial Scholarship	Awarded for demonstrated commitment to the public interest
Jay M. Spears Award	Awarded to a second-year student for outstanding service to the <i>Stanford Law Review</i>
Special Service Award	Awarded for commitment to the <i>Stanford Law Review</i>
Deborah L. Rhode Public Interest Award	Awarded for outstanding non-scholarly public service by a 3L student or 3L students
Frank Baker Belcher Evidence Award	Awarded for the best academic work in the area of evidence
Intellectual Property Writing Award	Awarded for the best paper in the field
Marion Rice Kirkwood Moot Court Prizes	Awarded to the best oral advocate, for the best brief, to the best team, and to the runner-up team
Lawrason Driscoll Moot Court Award	Awarded to the officers of the Moot Court Board
Stanford Law Review Awards	Awarded for outstanding editorial contributions and extraordinary dedication and vision
Graduation with Distinction	Awarded for high academic achievement during three years of Stanford Law School coursework

Journals

The ***Stanford Law Review*** publishes 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.¹⁶

The ***Stanford Environmental Law Journal*** was founded in 1978 and is a semiannual scholarly periodical dedicated to analyses of current environmental legal issues and policies. It covers topics like hazardous waste, energy development, natural resources conservation and regulation, global warming, and environmental justice.¹⁷

The ***Stanford Journal of Civil Rights & Civil Liberties*** is an interdisciplinary journal dedicated to exploring civil rights and civil liberties issues in society. The journal is published twice per year in the fall and spring.¹⁸

The ***Stanford Journal of International Law*** is a scholarly periodical devoted to analyses of current international legal issues. The student-run biannual journal 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.¹⁹

The ***Stanford Journal of Law, Business & Finance*** 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, the journal brings a practical focus to the world of legal scholarship. Furthermore, members of the journal 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 journal have the opportunity to assume leadership positions and to join the journal's steering committee.²⁰

The ***Stanford Law & Policy Review*** is a non-ideological publication compiled and edited by students at Stanford Law School. While maintaining the scholarly standards of other law journals, the *Stanford Law & Policy Review* 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. The journal is a small business; students are responsible for all aspects of managing and producing the journal. Staffing for the journal comes from all three Stanford Law School classes. Students can join as editor candidates during their first year. More experienced editors may become article editors responsible for entire articles. Second- and third-year students may also be selected to sit on the managing board.²¹

The ***Stanford Technology Law Review***, founded in 1997, is an innovative forum for intellectual discourse on critical issues at the intersection of law, science, technology, and public policy. Membership in the review 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, the review also affords unparalleled opportunities for leadership and a chance to leave a legacy at Stanford Law School.^{22, 23}

The ***Stanford Journal of Animal Law and Policy*** was founded in August 2007. It is an online journal and provides a high-quality, widely accessible forum for the publication and discussion of animal law scholarship.²⁴

Moot Court²⁵

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 compete 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 rounds of the competition based on their brief scores and oral advocacy scores. The final round of the competition is held before a panel of distinguished judges, and the entire law school community is invited to attend.

Clinical Programs

The **Criminal Defense Clinic** gives students the opportunity to work on sentencing hearings, appeals, habeas corpus proceedings, and clemency petitions. Students represent criminal defendants who have been sentenced to life imprisonment under the “three strikes” laws or have been sentenced to death. Students get hands-on experience with regard to criminal defense cases. They identify relevant issues, conduct legal research, investigate facts, interview witnesses, and apply the law to the facts of cases.²⁶

The **Stanford Community Law Clinic** trains Stanford law students to become highly qualified public interest attorneys by serving low-income individuals and communities in and around East Palo Alto through legal representation, advice, and education.²⁷

The **Criminal Prosecution Clinic** is limited to six students who prosecute cases at the San Jose Superior Court under the guidance of Santa Clara County prosecutors and faculty supervisors. A trial advocacy class is also conducted to familiarize students with case preparation and courtroom skills.²⁸

The **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 conduct technology-related litigation, policy research, and advocacy.²⁹

The **Environmental Law Clinic** offers students opportunities to provide legal assistance to nonprofit organizations on a variety of environmental issues, focusing primarily on natural resource conservation.³⁰

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. The clinic is writing-intensive. Students prepare briefs and other filings, participate in moots for oral arguments, meet with Supreme Court personnel and reporters, and get practical experience regarding the functioning of the high court.³¹

The **Immigrants’ Rights Clinic** is committed to protecting the human rights of all non-citizens, regardless of immigration status. Students represent immigrants in cases securing rights for survivors of domestic violence or in deportation and participate in community outreach, public education, or policy advocacy. Students work on all aspects of case preparation, including interviewing clients and witnesses, investigating facts, writing pleadings, developing case strategies, and conducting legal research.³²

The **International Human Rights Clinic** explores international human rights and works to help implement the rule of law in developing countries. Students get exposure to economic development and community legal practice issues, as well as human rights advocacy, particularly in Ghana.^{33, 34}

The **Youth and Education Law Clinic** works on educational rights and reform policy. Students represent both minors and families in special education and school discipline matters. They work with disadvantaged youth and their communities to ensure that they have access to equal and excellent educational opportunities.^{35, 36}

The **Organizations and Transactions Clinic**, which will be available starting in the spring of 2008, will provide students with opportunities to engage in corporate, finance, and commercial work with nonprofits and small enterprises.³⁷

Placement Facts³⁸

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$125,000-\$135,000
Median in the private sector	\$135,000
Median in public service	\$52,495

Employment Details

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

Practice Areas

Graduates Employed In	Percentage
Law Firms	65%
Business/Industry (legal)	0%
Business/Industry (non-legal)	4%
Government	1%
Public Interest	4%
Judicial Clerkship	26%
Academia	1%
Unknown	0%

Externships³⁹

Stanford Law School's externship program provides second- and third-year students with a focused educational experience by combining fieldwork in nonprofit and government organizations. A faculty member assists students with structured coursework or research. Externships involve direct casework,

research, and writing. Students get experience and receive academic credit in areas of the law where clinical courses are not offered or pursue advanced work in areas of prior clinical practice. The externship program at Stanford Law School complements the school's clinical program.

The Standard Externship Program (SEP) offers placements in Bay Area organizations, and the Special Circumstances Externship Program (SCEP) assigns students to organizations outside the Bay Area. Through the SCEP, students work on the East Coast or abroad at international NGOs or governmental entities like the United Nations or U.S. embassies.

Student Organizations⁴⁰

- The Advanced Degree Student Association
- The American Association for Justice
- The American Bar Association Law Student Division
- The American Constitution Society for Law and Policy
- The Asian and Pacific Islander Law Students Association
- The BioLaw and Health Policy Society
- The Black Law Students Association
- Building Community Day
- The Chinese Law Association
- The Christian Legal Society
- The Civil Rights and Civil Liberties Society
- The Criminal Law Society
- The Critical Legal Studies Reading Group
- Cultivating Opportunity and Access for College Hopefuls
- The Drama Society
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Feminist Law Collective
- The Jane Stanford Sobriety Society
- The J.D./M.B.A. Club
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The Law and Business Society
- The Law Association
- Law Students and Significant Others
- Law Students Building a Better Legal Profession
- The League of Stanford Transfers
- The Marion Rice Kirkwood Moot Court Board
- The National Lawyers Guild
- The Native American Law Students Association
- OutLaw
- The Public Interest Law Students Association
- Shaking the Foundations
- The SLS Bike Club

- The Stanford Arts and Literature Law Society
- The Stanford Entertainment and Sports Law Association
- The Stanford Globalization Forum
- The Stanford International Human Rights Association
- The Stanford International Law Society
- The Stanford Judicial Review Project
- The Stanford Latino Law Students Association
- The Stanford Law and Policy Society
- The Stanford Law and Technology Association
- The Stanford Law School Golf Association
- The Stanford Law School Student Animal Legal Defense Fund
- Stanford Law Students for Reproductive Justice
- The Stanford National Security and the Law Society
- The Stanford Public Interest Law Foundation
- Street Law
- The Women of Color Action Network
- Women of Stanford Law
- Writ, the SLS Journal of the Arts
- Youth and Education Advocates of Stanford

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Overview²⁻⁴

Founded in 1835, New York University School of Law is a preeminent global law school featuring innovative teaching, research, and intellectual and professional development in a uniquely collegial environment.

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. The law school is a place where legal scholars and practitioners, economists, social scientists, and representatives of the innovation industries work together. Working side by side with students, these leaders shape the debates on issues of the day.

Student-Faculty Ratio⁵

10.7:1

Admission Criteria⁶

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	168-172	3.58-3.89
Median*	170	3.74

*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 2006 admission statistics:

Approximate number of applications	7,571
Number accepted	1,597
Percentage accepted	21.1%

Class Ranking and Grades⁸

New York University School of Law does not rank students and does not maintain records of cumulative averages for its students.

Students' grades at New York University School of Law depend largely upon the grade received in 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	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C	2.00
D	1.00
F	0.00

Other symbols used on the law school's transcripts include:

CR (Credit), which shows successful completion of participation in student publications or as teaching assistants (for J.D. students only). It may also specify a course in which a student has selected the Credit option rather than a grade.

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

FAB (Fail/Absence), which denotes an unexcused absence from an examination.

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

INC (Incomplete), which is used in seminar courses, directed research, or similar study when the student has made prior arrangements with the instructor to submit work later than the end of the semester in which the course is given.

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

All students must maintain satisfactory academic progress. For J.D. students, satisfactory academic progress is understood to mean:

1. Completion of the required first-year curriculum during the first year of enrollment with a grade of D or better in all courses.

- Thereafter, completion (with a grade of D or better and no more than eight hours of “uncompensated” D grades) of sufficient credits of coursework in each semester to allow for accumulation of a total of at least 83 (or, if applicable, 82) credits, including 30 accumulated in the first year, by the end of the third year. A minimum of 12 credits must be completed each semester.

Grade Normalization (Curve)^{9,10}

Grading guidelines for J.D. students, adopted by the faculty, are listed below. Percentages are rounded to the closest integer. The guidelines for the first year are mandatory and are advisory for the other classes but strongly encouraged. They apply to courses in which there are more than 28 students.

Grade	First Year (Mandatory)	All Other J.D. (Non-Mandatory)
A	4-8% (target 6%)	4-8% (target 6%)
A-	10-16% (target 13%)	10-16% (target 13%)
B+	24-33% (target 28-29%)	24-33% (target 28-29%)
B	Remainder	Remainder
B-	4-11% (target 7-8%)	4-11% (target 7-8%)
C	0-5%	2-5%
D/F	0-5%	0-5%

Although New York University School of Law 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.

Honors¹¹

Both six-semester J.D.s and four-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 four-semester J.D.s. Ten percent of the number of four-semester J.D.s is calculated, and that number is the maximum number of four-semester J.D.s eligible for Order of the Coif from among the top 10% of the entire class. The balance of the overall 10% number of slots is filled by six-semester J.D.s only.

Honor	Criteria
<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 truly outstanding academic records
<i>magna cum laude</i>	To graduates whose GPAs place them in the top 10% of their classes
<i>cum laude</i>	To graduates whose GPAs place them in the top 25% of their classes
Pomeroy Scholars	Top 10 first-year students, based on cumulative grades
Butler Scholars	Top 10 students, based on cumulative grades for four semesters
Florence Allen Scholars	Top 10% of students, based on cumulative grades for four semesters (other than Butler Scholars)

Robert McKay Scholars	Top 25% of students, based on cumulative grades for four semesters (other than Butler and Allen Scholars)
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Journals

The ***New York University Law Review*** publishes legal scholarship on a range of issues including legal theory and policy, environmental law, legal history, and international law. Each year, six issues containing contributions by professors, judges, and legal practitioners and notes written by members of the law review are published.¹²

The ***New York University Annual Survey of American Law*** is dedicated to exploring contemporary legal developments in the United States. The survey's articles analyze emerging legal trends, interpret significant recent court decisions and legislation, and explain leading legal scholars' and judges' perspectives on current legal topics. It is a student-edited journal.¹³

The ***NYU 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 current topics in law and business, such as corporate governance, mergers and acquisitions, venture capital and private equity, bankruptcy and restructuring, capital markets, and securities.¹⁴

The ***New York University Environmental Law Journal*** provides a platform for intellectuals keen on researching, promoting, and challenging the effectiveness of all aspects of environmental and land use law. It comprises articles, book reviews, comments, and essays from environmental law scholars, practitioners, and students.¹⁵

The ***New York University Journal of International Law and Politics*** includes articles on international legal topics by leading scholars, jurists, and practitioners. 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. The journal is published four times per year. Recently the journal also published the *New York University School of Law Journal of International Law and Politics Guide to Foreign and International Legal Citations*.¹⁶⁻¹⁸

The ***NYU Journal of Law & Liberty*** focuses on the critical discussion of classical liberal legal scholarship, the nature of rules and order, legal philosophy, theories of rights and liberty, constitutional law, jurisprudence, legal history, and historical and contemporary legislation.¹⁹

The ***New York University Journal of Legislation and Public Policy*** specializes in the analysis of state and federal legislation. Contemporary legislative issues are analyzed. The student-edited journal publishes two issues per volume every academic year. Generally one is a compilation issue containing articles and comments, and the other is a symposium issue with papers connected with the law school's annual program.²⁰

The ***New York University 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. The review publishes four issues per year including articles by nationally recognized scholars, legal practitioners, activists, and students.²¹

I•CON, the International Journal of Constitutional Law focuses on transnational constitutional law and is edited at New York University School of Law and published by Oxford University Press. Its focus is on comparative constitutional issues, and its articles examine an array of theoretical and practical issues.²²

The **Clinical Law Review** is a semiannual journal focused on issues of lawyering theory and clinical legal education. The review is jointly sponsored by the Association of American Law Schools, the Clinical Legal Education Association, and New York University School of Law.²³

The **East European Constitutional Review** provides in-depth information on the challenges and obstacles of post-socialist law and politics. It tracks regional constitutional development through articles, roundtables, and symposia involving regional and foreign scholars.²⁴

The **Tax Law Review** is a quarterly journal for tax policy scholarship, one issue of which is devoted to an annual tax policy symposium. It publishes articles and essays by leading legal academicians, practitioners, and noted economists.²⁵

Moot Court^{26, 27}

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-year students, 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 New York University Moot Court Board administers the annual Orison S. Marden Competition, one of the country's best-known intra-school moot court competitions.

The *NYU Moot Court Casebook*, published annually, is the most widely recognized and utilized set of moot court problems in the nation. (More than 110 law schools have current subscriptions.)

New York University School of Law is represented in a number of moot court competitions nationwide. Students participate in an oral advocacy and brief writing program that involves writing appellate briefs and arguing before a panel of moot court judges. The law school also participates in the National Moot Court Competition and the Philip C. Jessup International Law Moot Court Competition.

Clinical Programs²⁸⁻³⁰

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 26 clinics, New York University 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.

New York University School of Law offers the following year-long clinics:

- The Brennan Center Public Policy Advocacy Clinic
- The Civil Rights Clinic
- The Criminal and Community Defense Clinic
- The Employment and Housing Discrimination Clinic
- The Family Defense Clinic
- The Federal Defender Clinic
- The Immigrant Rights Clinic
- The International Human Rights Clinic
- The Juvenile Defender Clinic
- The Supreme Court Litigation Clinic

New York University School of Law also offers the following semester-long clinics:

- The Children's Rights Clinic
- The Civil Rights Clinic (semester-long)
- The Comparative Criminal Justice Clinic
- The Criminal Appellate Defender Clinic
- The Environmental Law Clinic
- The Equal Justice and Capital Defender Clinic
- The Eastern District of New York Government Civil Litigation Clinic
- The Southern District of New York Government Civil Litigation Clinic
- The Immigrant Defense Clinic
- The International Environmental Law Clinic
- The Mediation Clinic
- The Advanced Mediation Clinic
- The Medical-Legal Advocacy Clinic
- The Neighborhood Institutions Clinic
- The Eastern District of New York Prosecution Clinic
- The Southern District of New York Prosecution Clinic

Placement Facts³¹

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$125,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$52,446

Employment Details

Graduates known to be employed at graduation	97%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	99.3%

Practice Areas

Graduates Employed In	Percentage
Law Firms	76%
Business/Industry (legal)	0%
Business/Industry (non-legal)	1%
Government	4%
Public Interest	7%
Judicial Clerkship	12%
Academia	0%
Unknown	0%

Student Organizations³²

- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Asia Law Society
- The Asia Pacific Law Students Association
- The Battered Women's Project
- The Black Allied Law Students Association
- Canadian Content
- The Christian Legal Fellowship
- The Coalition for Legal Recruiting
- The Commentator
- The Cuba Legal Studies Group
- The Education Law and Policy Society
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Health Law Society
- The High School Law Institute
- The Intellectual Property and Entertainment Law Society
- The International Law Society
- The Islamic Law Students Association
- The J.D./M.B.A. Association
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The Latino/a Law Students Association
- The Law and Business Association
- The Law Democrats
- The Law Republicans
- The Law Revue
- The Law Student Drug Policy Forum
- Law Students Against the Death Penalty
- Law Students for Human Rights
- Law Students for Reproductive Justice

- Law Women
- Legal AIDS
- The Mediation Organization
- The Middle Eastern Law Students Association
- The National Lawyers Guild
- The New York University School of Law Trial Advocacy Society
- Older Wiser Law Students
- The Open Meditation and Yoga Association
- OutLaw
- Practice
- The Prisoners' Rights and Education Project
- The Project on Negotiation and Dispute Resolution
- The Public Interest Law Foundation
- The Public Service Auction
- The Real Estate and Urban Policy Forum
- Research, Education, and Advocacy to Combat Homelessness
- The Small Business Law Connection
- The South Asian Law Student Association
- Southern Exposure
- The Student Bar Association
- The Student Animal Legal Defense Fund
- The Student Lawyer Athletic Program
- Substantial Performance
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- The West Coast Connection
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WEBSITE

<http://www.law.columbia.edu>**Overview^{4,5}**

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.

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. The curriculum at the law school is global, interdisciplinary, and rigorously practical.

Student-Faculty Ratio⁶

10.3:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	169-174	3.51-3.82
Median*	172	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 Statistics⁸

Fall 2006 admission statistics:

Approximate number of applications	7,768
Number accepted	1,144
Percentage accepted	14.7%

Class Ranking and Grades^{9,10}

With a resolution passed in December 1994, Columbia Law School's faculty established a 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.

Any student, on request, can be graded on the basis of Credit/Fail. In such cases, the performance of the student is graded in accordance with the school's standards, but the transcript released to the student is in the form of Credit (for all passing grades) and Fail.

The grade for failing work may result from two circumstances: the unexcused failure of the student to comply with some requirement of the offering or poor performance by the student on an examination or other basis for evaluation.

Honors¹¹

Kent Scholar: A student is named a Kent Scholar if during an academic year the student has earned at least 15 graded law credits toward his or her degree and in that year either (1) has achieved a grade point average of 3.800 or (2) has received grades all or all but one of which are A+, A, or A- (the exception being no lower than B) and, if the lowest grade is put aside, at least half of which are A or A+.

Stone Scholar: A student shall be named a Stone Scholar if during an academic year the student has earned at least 15 graded law credits toward his or her degree, the student has received no grade lower than B-, and the student's academic average for the year is at or above 3.410.

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

Awards¹²

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

Allan Morrow Sexuality and Gender Law Prize	Awarded for outstanding achievement in the furtherance of lesbian, gay, bisexual, and transgender rights
Jeffrey Williams Memorial Prize for Critical Rights Analysis	Awarded for the best paper in critical theory

Journals

The **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 notes, 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 professional and student work.¹³

The **Columbia Human Rights Law Review** is 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.¹⁴

The **Columbia Journal of Asian Law** is published semiannually under the auspices of the centers for Chinese, Japanese, and Korean Legal Studies. Formerly the *Journal of Chinese Law*, it 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.¹⁵

The **Columbia Journal of Environmental Law** is a student-edited journal designed to be a valuable aid to the legal community and committed to the preservation and improvement of the environment.¹⁶

The **Columbia Journal of European Law** is published under the auspices of the European Legal Studies Center at Columbia Law School, 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, the journal 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 regarding the development of law and legal institutions in Europe as a whole. The subject areas covered by the journal range from human rights to corporate law.¹⁷

The **Columbia Journal of Gender and Law** publishes interdisciplinary works related to feminism and gender issues. It aims to promote an expansive view of feminism embracing women and men of different colors, classes, sexual orientations, and cultures.¹⁸

The **Columbia Journal of Law and Social Problems** is written and edited entirely by students, is published four times per year, and contains articles that analyze a specific legal question in light of related economic, political, or sociological considerations.¹⁹

The **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 a journal writing competition and their academic performance. Second-year responsibilities include the satisfactory completion of a note and administrative and production duties.²⁰

The **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.²¹

The **Columbia Business Law Review** is the first legal periodical at a national law school to be devoted solely to the publication of articles focusing on the interaction of the legal profession and the business community. The review publishes three issues yearly.²²

The **Columbia Journal of East European Law** is dedicated to the study of legal changes in Russia and other republics of the former Soviet Union, as well as in Central and Eastern Europe. It offers scholarly articles, notes and comments, book reviews, and analyses of recent legislative developments.²³

The **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.²⁴

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.²⁵

The **National Black Law Journal** has been committed to scholarly discourse exploring the intersection of race and the law for more than 28 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.²⁶

Moot Court^{27, 28}

The moot court programs at Columbia Law School are devoted to developing the written and oral advocacy skills of students. Students at the school participate in moot court programs at all levels of their studies.

The first-year Foundation Program is a compulsory program for first-year students. There are two competitions for the upper classes—the Harlan Fiske Stone Honors Competition and the Jerome Michael Jury Trial—which are elective. In addition to these “intramural” programs, there are various national-level

competitions in which Columbia participates, including the Frederick Douglass Moot Court Competition and the National NALSA Moot Court Competition.

Columbia Law School students also participate in three international moot court competitions:

- The Philip C. Jessup International Law Moot Court Competition
- The Willem C. Vis International Commercial Arbitration Moot
- The WTO Moot Court Competition

In addition, the law school participates in the European Law Moot Court Competition, which was founded in 1988 and hosts teams from the European Union, Central and Eastern Europe, the United States, Canada, and Australia.

Clinical Programs²⁹

The clinical programs at Columbia Law School provide students with two 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 indigence, 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 are:

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

Placement Facts³⁰

Starting Salaries (2005 Graduates Employed Full-Time)

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

Employment Details

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

Practice Areas

Graduates Employed In	Percentage
Law Firms	78%
Business/Industry (legal)	1%
Business/Industry (non-legal)	1%
Government	2%
Public Interest	4%
Judicial Clerkship	14%
Academia	0%
Unknown	0%

Externships ³¹⁻³³

At Columbia Law School, an externship consists of (1) a seminar that in most cases meets once a week and (2) a field experience at an NGO or government office that is closely related to the seminar.

The seminars are taught by adjunct professors who are practicing attorneys, and the field placements are at their workplaces. Social Justice Initiatives has the primary responsibility for the creation and oversight of externships.

The specific externships offered in 2007 were as follows:

- The Clinical Seminar for Law and the Arts
- The Community Defense Externship
- The Community Development Law Externship
- The Externship at the United Nations
- The Externship on Pro Bono Practice and Design
- The Fair Housing Externship
- The Federal Appellate Court Externship
- The Federal Court Clerk Externship
- The Immigration Defense Externship
- The New York Attorney General Public Advocacy Externship

Student Organizations³⁴

- The African Law Students Association
- The Alpine Society
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- Amnesty International
- The Asian Pacific American Law Student Association
- The Black Law Students Association
- The California Society
- The Christian Legal Society
- The Civil Rights Law Society
- The Columbia Latin American Business Law Association
- The Columbia Law Revue
- The Columbia Law School Environmental Law Society
- The Columbia Law School Libertarians
- The Columbia Law School Republicans
- The Columbia Law School Soccer Association
- The Columbia Law School Softball Club
- The Columbia Law School Student Senate
- The Columbia Law School Trial Team
- The Columbia Law Women's Association
- The Columbia Law School Yoga Club
- The Columbia Law School Young Democrats
- Columbia Law Students for Enacting Humane Drug Policies
- The Columbia Real Estate Law Society
- The Columbia Securities Law Association
- The Columbia Society of International Law
- The Columbia Strategic Simulation Society
- The Criminal Justice Action Network
- The Deans' Cup
- De Vinimus
- The Domestic Violence Project
- The Entertainment, Art, and Sports Law Society of Columbia Law School
- The Federalist Society for Law and Public Policy Studies
- The Harlem Tutorial Program
- The High School Law Institute
- Impact
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- Koleinu—Columbia Law Students for Israel
- The Latino/a Law Students Association
- The Muslim Law Students Association
- The National Lawyers Guild
- The Native American Law Students Association
- The Neighborhood Kids Tutorial Program

- NHK: The Japanese Legal Studies Association
- Older and Wiser Law Students
- OutLaws
- The Public Interest Law Foundation
- Qanun
- Rightslink
- The Society for Chinese Law
- The Society for Immigrant and Refugee Rights
- The Society for Law, Health, and Bioethics
- The South Asian Law Student Association
- The Straphangers Student Association
- The Student Alliance for Gender Equality
- The Student Animal Legal Defense Fund
- The Tenants' Rights Project
- The Transfer and Visiting Student Organization
- The Unemployment Action Center
- The Youth Justice Association

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RANK

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WEBSITE
<http://www.law.uchicago.edu>

Overview³⁻⁶

The University of Chicago Law School 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 nonprofit organizations.

The law school offers three 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. In addition, these programs host conferences, publish working papers, and support journals. The University of Chicago 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.

The University of Chicago Law School aims to train well-rounded, critical, and socially conscious thinkers and doers. The cornerstones that provide the foundation for Chicago's educational mission are the life of the mind, participatory learning, and interdisciplinary inquiry. Additionally, the Socratic Method is followed, wherein the professor does not lecture but instead engages the group in a dialogue.

Student-Faculty Ratio⁷

9.4:1

Admission Criteria⁸

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	169-172	3.51-3.77
Median*	171	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 Statistics⁹

Fall 2006 admission statistics:

Approximate number of applications	4,818
Number accepted	766
Percentage accepted	15.9%

Class Ranking and Grades¹⁰

The University of Chicago Law School uses the following grading scale:

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 by the law school and as letter grades by the Office of the Registrar.

Grade Normalization (Curve)¹¹

There is a curve for classes of more than 50 students where the number of A grades should approximately equal the number of C grades. 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).

A grade of 160 or above is required for credit in a course. A student who receives two failing final grades in any one academic year or three failing final grades during his or her period of residence at the law school will not have maintained satisfactory academic standing. Maintenance of satisfactory academic standing is a prerequisite to continuing study in the law school as well as to graduating from the law school.

Honors¹²

For the class of 2006, honors were awarded at graduation based on final average as follows:

Honor	Criteria
Order of the Coif	Top 10%
Highest Honors	182 and higher
High Honors	180.5 and higher
Honors	179 and higher

Awards¹³

Name of Award	Description
Joseph Henry Beale Prize	Awarded to the best student in each legal research/writing section
Ann Barber Award	Awarded for the best contribution to the law school's culture
Edwin F. Mandel Award	Awarded for the best contribution to the work of the Edwin F. Mandel Legal Aid Clinic
Casper Platt Award	Awarded annually for the best paper written by a student

Journals

The **University of Chicago Law Review** 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.^{14, 15}

The **Chicago Journal of International Law** provides an interdisciplinary forum for discussion and analysis of international law and policy issues. Short comments and articles written by students and scholars on issues pertaining to international law and foreign affairs are published primarily.^{16, 17}

The **University of Chicago Legal Forum** 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, it is the University of Chicago Law School's second-oldest journal.^{18, 19}

The **Journal of Law & Economics** was established in 1958. It 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.²⁰

The ***Journal of Legal Studies*** 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. It was founded in 1972.²¹

The ***Supreme Court Review*** 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.²²

The Green Bag is an alumni publication. The journal is aimed at providing readers valuable and engaging material on current legal issues.²³

Moot Court²⁴⁻²⁶

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. Participants can advance through three rounds:

1. Fall Round (preliminary)
2. Winter Round (semifinal)
3. Spring Round (final)

The competition is conducted by the Hinton Moot Court Board, which is made up of semifinalists and finalists from the previous year. The winning team is awarded the Hinton Cup; the runners-up are awarded the Llewellyn Cup.

In addition, the law school participates in the Philip C. Jessup International Law Moot Court Competition. The participants are prepared under the guidance of the International Law Society.

Clinical Programs²⁷

The University of Chicago Law School is home to three highly regarded legal clinics: the Edwin F. Mandel Legal Aid Clinic, the Institute for Justice Clinic on Entrepreneurship, and the Immigrant Children's Advocacy Clinic.

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 Edwin F. Mandel Legal Aid Clinic, continues to serve the people of the city of Chicago to this day, and the law school now runs seven projects within that clinic and has added additional clinics to ensure both the growth of community service and practical education at the law school.

The **Edwin F. Mandel Legal Aid 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.²⁸

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 startup 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.²⁹

The **Immigrant Children's Advocacy Project** is a human service and policy advocacy program. It is committed to advocating for the interests of immigrant and refugee children who are alone in the U.S. The project's aim is to develop a national network of child advocates who help ensure the best interests of these particularly vulnerable children.³⁰

Placement Facts³¹

Starting Salaries (2005 Graduates Employed Full-Time)

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

Employment Details

Graduates known to be employed at graduation	98.5%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.5%

Practice Areas³²

Graduates Employed In	Percentage
Law Firms	72-75%
Business/Industry	1-2%
Government	3-4%
Public Interest	2-3%
Judicial Clerkship	18-22%
Academia	1-2%

Student Organizations³³

- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- Amicus
- Apathy
- The Asian Pacific American Law Students Association
- The Black Law Students Association

- The Bull Moose Society
- The Chicago Investment Law Group
- The Chicago Journal of International Law
- The Chicago Law Foundation
- The Christian Legal Society
- The Dallin H. Oaks Society
- The Edmund Burke Society
- The Entertainment and Sports Law Society
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- FeedChicago
- The Intellectual Property Law Society
- The International Human Rights Law Society
- The International Law Society
- The Japan Law Society
- The J.D./M.B.A. Association
- The Jewish Law Students Association
- The Latino/a Law Students Association
- The Law and Internet Forum
- Law and Society
- The Law School Democrats
- The Law School Film Fest
- The Law School Musical
- The Law School Republicans
- The Law Women's Caucus
- Lawyers as Leaders
- The Middle Eastern Law Students Association
- The Muslim Law Students Association
- Neighbors
- OutLaw
- The Personal Finance Club
- Phoenix
- The Public Interest Law Society
- Res Musicata
- Scales of Justice
- The South Asian Law Student Association
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- The St. Thomas More Society
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- The University of Chicago Legal Forum
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RANK

6

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Overview²⁻⁷

The University of Pennsylvania Law School started its full-time program in law in 1850 under the leadership of George Sharswood, an innovator in legal education. Its cross-disciplinary program allows law students to take classes and earn certificates or joint degrees through schools and programs such as the Wharton School, the Annenberg School for Communication, and the Center for Bioethics. Its academic program also allows law students the flexibility to craft a graduate legal education that reflects their own intellectual interests and professional goals.

The law school emphasizes its clinical programs in which students work with local residents and gain experience in their fields while completing coursework. Externships are also available to those students wishing to work at local firms or in public offices while still in school.

In addition to classes, each student must complete 70 hours of law-related public service prior to graduation. Penn Law is committed to its students learning the value of pro bono work. Students are allowed to choose an organization and then design a project to legally aid those who might otherwise be unable to afford help. Student activities at Penn Law cover a wide spectrum of academic interest areas, identity groups, political affiliations, intramural sports, publications, moot court activities, and service organizations.

The University of Pennsylvania Law School's Biddle Law Library has a rich collection in modern and historical Anglo-American law, foreign and international law, and rare books. The library not only supports the research, education, and scholarship of Penn Law faculty and students but also supports the needs of the rest of the university, the wider scholarly community, and the general public.

Student-Faculty Ratio⁸

12.1:1

Admission Criteria⁹

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	167-171	3.47-3.84
Median*	169	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 Statistics¹⁰

Fall 2006 admission statistics:

Approximate number of applications	5,649
Number accepted	879
Percentage accepted	15.6%

Class Ranking and Grades^{11, 12}

In the fall of 1995, the University of Pennsylvania 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, "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."

Grade Normalization (Curve)^{13, 14}

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. In any given semester, only a handful of students will achieve more than two A grades.

Honors¹⁵

Honor	Percentage 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%

Awards¹⁶

Approximately 34 awards for a variety of accomplishments are awarded at commencement. The University of Pennsylvania Law School has not provided a list of specific awards.

Journals

The ***University of Pennsylvania Law Review*** is published six times per year 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. 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 valuable educational experience.¹⁷

The ***University of Pennsylvania Journal of Business and Employment Law*** was previously published as the *University of Pennsylvania Journal of Labor and Employment Law*. The journal provides a forum for scholarly analysis, addressing all aspects of business law in addition to issues related to employment law. The journal is published in three standard issues and one symposium issue each year.¹⁸

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 the University of Pennsylvania's political science department, School of Social Policy and Practice, medical school, and Wharton School.¹⁹

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.²⁰

The ***University of Pennsylvania Journal of Law and Social Change***, formerly *HYBRID*, has provided a forum for practitioners and academics to critically examine mainstream discourse, giving voice to those whom the traditional canons of legal scholarship silence all too often. It was started in 1993 as a student-published journal and publishes works from scholars, practitioners, activists, and students that present thoughtful analysis of current social issues with implications beyond the legal community.²¹

The ***Journal of Animal Law and Ethics*** was approved in the spring of 2005 as an independent journal at the University of Pennsylvania Law School. Run by students with the support of a diverse faculty advisory board, it 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).²²

Moot Court²³

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 encourage students who become involved in the moot court program, recognizing its immense value for participants.

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.

From the 2L rankings, the top four students become the Keedy Cup Team, who then work on a new brief in the fall semester and argue before a panel of distinguished jurists.

The next three students represent Penn Law at the National Moot Court Competition. The next 14 students become members of the Moot Court Board and are responsible for preparing problems and reviewing the work of 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, the Frederick Douglass Moot Court Competition, and the Philip C. Jessup International Law Moot Court Competition.

Clinical Programs

The University of Pennsylvania Law School offers the following clinical programs²⁴:

The **Civil Practice Clinic**, in which students provide legal representation to indigent clients in matters of civil nature. Students deal with a wide spectrum of legal work including interviewing clients, drafting negotiation, representation in courts, etc., under the supervision of faculty.²⁵

The **Entrepreneurship Legal Clinic**, founded in 1982, which provides law students experience in serving entrepreneurs—both for profit and in nonprofit capacities—and provides counseling to the community, free of cost. Students work under the supervision of faculty in the clinic.²⁶

The **Mediation Clinic**, whose primary aim is to develop the skills of students in mediation while taking note of pertinent ethical issues. The course has two components: classroom study and fieldwork.²⁷

The **Legislative Clinic**, which is focused on legislative work and the formation of public policy. Students in the clinic acquire extensive experience due to the combination of classroom training and fieldwork.²⁸

The **Interdisciplinary Child Advocacy Clinic**, in which law students, along with medical students and students of social work, study how the problems of children have been addressed by the legal system. As child advocates, students also represent children in court proceedings.²⁹

The **Transnational Clinic**, founded in 2006, which provides a platform for students to represent individuals and organizations dealing with a range of international and comparative legal norms in a variety of international and domestic venues.³⁰

Lawyering in the Public Interest, an upper-class seminar in which students study contemporary readings and court observations. The seminar is also enriched with guest speakers, films, and in-class exercises on utilizing clinical methods to help students understand the challenges inherent in public interest lawyering.³¹

The **Criminal Defense Clinic**, which provides a vast number of opportunities to students and helps them gain experience in almost every related aspect of litigation. Students work under the supervision of a senior trial attorney from the Defender Association of Philadelphia.³²

Placement Facts³³

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$125,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$49,776

Employment Details

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

Practice Areas³⁴

Graduates Employed In	Percentage
Business	1.96%
Government	3.27%
Public Interest	1.96%
Judicial Clerkship	12.42%
Private Practice	79.41%

Externships³⁵

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 opportunities to discuss broader themes involving professional responsibility, delivery of services, legal institutions, competence, and other relevant issues that arise in each setting. All externships are open to second- and third-year students, but third-year students are given enrollment priority. The University of Pennsylvania Law School offers the following externship opportunities:

- The Center for Lesbian and Gay Civil Rights Externship
- The Community Legal Service Externship
- The Death Penalty Litigation Externship
- The National Labor Relations Board Externship
- The Prosecution Externship
- The Urban Telecommunications and Technology Externship
- The U.S. Attorney's Office Externship
- The Women's Law Project Externship

Student Organizations³⁶

- The American Bar Association Law Student Division
- The American Constitution Society for Law and Policy
- The American Inns of Court
- The Animal Law Project
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Christian Legal Society
- The Council of Student Representatives
- Custody and Support Assistance
- Dining for Change
- The East Asia Legal Studies Association
- The Entertainment and Sports Law Society
- The Environmental Law Society
- The Equal Justice Foundation
- The Federalist Society for Law and Public Policy Studies
- The Feminist Working Group
- The Graduate and Professional Student Assembly
- The Guild Food Stamp Project
- The International Law Organization
- The Iron Chef Club
- The Jewish Law Students Association
- The Joint Tenant Society
- Lambda Law
- The Latin American Law Students Association
- The Law Revue
- The Legal Scholarship Society
- The LL.M. Association
- Maimonides
- The Melange Wine Tasting Society
- The Middle Eastern Law Students Association
- The Muslim Law Students Association
- The National Lawyers Guild
- Penn Advocates for the Homeless
- The Penn Housing Rights Project
- The Penn Intellectual Property Group
- The Penn Law Basketball League
- The Penn Law Bowling League
- The Penn Law Boxing Club
- Penn Law Christian Legal Aid
- The Penn Law Dance Troupe
- The Penn Law Democrats
- Penn Law for Choice
- The Penn Law Golf Club
- The Penn Law Immigration Clinic

- Penn Law International Human Rights Advocates
- The Penn Law Real Estate Club
- The Penn Law Republicans
- The Penn Law Softball Club
- The Penn Law Squash Club
- The Penn Law Tennis Club
- The Penn Law Women's Association
- The Phi Alpha Delta Law Fraternity
- The PLEAD Forum
- The Prisoners' Legal Education Project
- The Reproductive Rights Project
- The Sadie T. Alexander Memorial Conference
- The South Asian Law Student Association
- The Sparer Public Interest Law Conference
- The St. Thomas More Society
- Street Law
- The Student Animal Legal Defense Fund
- The Unemployment Compensation Project
- The United Law Students of Color Council
- The University of Pennsylvania Law School Light Opera Company

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RANK
8

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Overview²⁻⁵

A public institution, the University of California–Berkeley was founded in 1868, and its 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.

Boalt Hall School of Law offers an interdisciplinary curriculum. It features specialized curricular programs in 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 opportunities 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.

Student-Faculty Ratio⁶

12:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	163-169	3.65-3.89
Median*	166	3.77

*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 2006 admission statistics:

Approximate number of applications	7,159
Number accepted	791
Percentage accepted	11%

Class Ranking and Grades⁹

Boalt Hall School of Law's grading system for the J.D. program is unusual among law schools. Students receive the following grades in courses at Boalt Hall:

- High Honors (HH)
- Honors (H)
- Pass (P)
- Substandard Pass (PC), showing that while credit has been obtained, the work is of low quality
- No Credit (NC), a failing grade showing that no credit has been earned for the course

Grade Normalization (Curve)¹⁰

Up until the fall of 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% of the class receives honors grades, with 10% of the class receiving High Honors and the next 30% 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% of the class can receive honors grades, of which up to 15% of students 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 University of California–Berkeley campus translates both Honors and High Honors grades into its system as A grades.

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

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.

Honors¹¹

Each year the 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 cutoff for election in recent years has generally been between 3.4 and 3.6.

Awards¹²⁻¹⁴

Name of Award	Description
Jurisprudence Prize	Awarded to the highest-ranking student in each section/class
Prosser Prize	Awarded to the second-highest-ranking student in each section/class
Best Brief Award	Awarded for the best brief
Best Oral Argument Award	Awarded for the best oral argument
James Patterson McBaine Honors Moot Court Award	Awarded for advanced moot court competition
Ellis J. Harmon Prize	Awarded for the best research paper in Environmental Law and Policy
Alvin & Sadie Landis Prizes	Awarded for the best research papers in Water Law and Government Law
Thelen Marrin Award for Scholarship	Awarded for the best GPA from the first five semesters
Thelen Marrin Award for Writing	Awarded for the best published student article
Stephen Finney Jamison Award	Awarded to the best student scholar-advocate
Anthony F. Dragonette Memorial	Awarded to the best third-year student in Civil Trial Practice

Alvin & Sadie Landis Scholarship	Awarded to the best student in Local Government Law or Water Law
Francine M. Diaz Memorial Award	Awarded to the third-year minority woman student who best exemplifies the spirit of public interest law practice
Class of 1995 Student Service Award	Awarded to the third-year student who has contributed the most to the Boalt Hall community
Brian M. Sax Prize	Awarded for excellence in clinical advocacy
National Association of Women Lawyers Award	Awarded to a graduating female student for excellence in promoting women's welfare
American Bankruptcy Institute Medal	Awarded to the best student in the Bankruptcy course
Ellis J. Harmon Environmental Law Writing Award	Awarded for the most outstanding environmental law writing

Journals

The ***California Law Review*** was founded in the year 1912 as the first student journal west of Illinois. It 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.^{15, 16}

The ***Asian American Law Journal*** is one of the few law journals in the country devoted to Asian Pacific American issues. It published its first independent volume in May 1994. The journal is a comprehensive forum for discussing legal policy and the social implications of issues affecting Asians and Pacific Islanders, both in the United States and abroad. The *Asian American Law Journal* was established to help develop Asian Pacific American legal scholarship and create an intellectual network to advance this area.¹⁷

The ***Berkeley Business Law Journal*** allows the Boalt community, business, and academia to investigate the intersection between business practice and legal theory. Recently, the journal co-hosted an important symposium involving some of the top business law professors in the country, focusing on "The Role of Law in Promoting Long-Term Value for Public Shareholders."¹⁸

The ***Berkeley Journal of African-American Law & Policy*** was founded in 1992 and 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.¹⁹

The ***Berkeley Journal of Criminal Law*** was founded in 1999 and is the premier criminal law review in the western United States. The journal is produced by students and presents cutting-edge scholarship on all aspects of criminal law and procedure. Two issues are published per year: one in the spring and one in the fall. The *Boalt Journal of Criminal Law* publishes articles on topics of national and international significance. It is available in print and through LexisNexis and Westlaw.^{20, 21}

The ***Berkeley Journal of Employment and Labor Law***, one of the nation's leading student journals, focuses exclusively on current developments in labor and employment law of interest 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.^{22, 23}

Formerly the *Berkeley Women's Law Journal*, the ***Berkeley Journal of Gender, Law & Justice*** was founded in 1984. It 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.²⁴

The ***Berkeley Journal of International Law*** publishes articles, case notes, and book reviews that address current issues pertaining to international law. It 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.²⁵

Established in 1981, the ***Berkeley La Raza Law Journal*** is one of the few law reviews in the United States centering on Latina/o conditions, communities, and identities and is 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.²⁶

The ***Berkeley Technology Law Journal*** has emerged as the leading technology law journal in the United States. Published three times per year, it covers legal issues 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 Boalt Hall School of Law. It strives to keep judges, policymakers, practitioners, and the academic community abreast of the dynamic field of technology.^{27, 28}

The ***Ecology Law Quarterly*** is Boalt Hall's environmental law journal. Since its founding in 1970, it has consistently reflected its 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, the *Ecology Law Quarterly* was awarded the United Nations Environment Programme's Global 500 Award, which recognized the journal as one of the top 500 environmental organizations in the world.²⁹

The ***Berkeley Journal of Middle Eastern & Islamic Law***'s debut issue is scheduled to go to press in the spring of 2008. This annual journal will be dedicated to the study of Middle Eastern and Islamic law and their impact in the United States and abroad. The journal will be produced by students and present cutting-edge scholarship. It will be a valuable resource for academics, jurists, practitioners, students, and others interested in Islamic and Middle Eastern law and policy.³⁰

Moot Court

Boalt Hall School of Law's Board of Advocates, formerly known as the Moot Court Board, deals with the school's moot court and appellate advocacy programs.³¹

Appellate Advocacy aims at providing students an opportunity to go through the procedures of appellate practice. Only 24 students are enrolled, most of whom are second-year students. Third-year students may also be enrolled subject to certain conditions. Participants can become members of the Moot Court Board, which assists in organizing the Appellate Advocacy Program, the McBaine Moot Court Competition, and external moot court competitions.³²

Boalt Hall's McBaine Honors Moot Court Competition is open to all second- and third-year students. Cases chosen for the competition involve cutting-edge issues of public importance.³³

Clinical Programs³⁴

The clinical programs at Boalt Hall School of Law 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 opportunities 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. It offers the following clinics:

The **Death Penalty Clinic**, which gives students opportunities to work under the supervision of faculty to assist clients facing capital punishment. Students participating in the clinic get to hone their legal skills in an exceptional way, representing men and women in capital post-conviction proceedings in Alabama and California.³⁵

The **International Human Rights Law Clinic**, which focuses on the protection of human rights. Students create and employ creative solutions to promote the global struggle for human rights.³⁶

The **Samuelson Law, Technology, and Public Policy Clinic**, which aims to serve as the public's voice in legal and regulatory disputes currently dominated by lobbyists and the government. Students represent consumer interests in intellectual property, communications regulation, and privacy issues. The clinic takes on projects in many fields relating to technology and the public interest.³⁷

The **East Bay Community Law Center**, which is the community-based component of Boalt Hall's clinical program. Students work under the direct supervision of the center's director and 12 supervising lawyers in a litigation and transactional poverty law practice.³⁸

Placement Facts³⁹

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$125,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$45,000

Employment Details

Graduates known to be employed at graduation	97.2%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.4%

Practice Areas

Graduates Employed In	Percentage
Law Firms	69%
Business/Industry (legal)	2%
Business/Industry (non-legal)	0%
Government	2%
Public Interest	13%
Judicial Clerkship	14%
Academia	0%
Unknown	0%

Externships^{40, 41}

Boalt Hall School of Law offers a field placement program. There are three components to the field placement program, all of which are supervised by the field placement coordinator. These are:

The **General Field Placement Program**, in which students work with supervising attorneys in public interest organizations or government agencies. These field placements offer work in many different areas, including civil rights, consumer protection, criminal law, employment, environmental law, health, housing, poverty, regulatory law, and women's rights.

The **Judicial Externship Program**, in which students work as externs for local, federal, or state judges. The externships may be full-time or part-time.

The **Away Field Placement Program**, in which students get field placements outside of the San Francisco Bay Area.

In addition, the law school offers a program called the **Domestic Violence Law Practicum**, which provides students opportunities to work in civil or criminal domestic violence legal agencies or with their instructors on state legislation. Students work on real cases, either in faculty-supervised field placements or under the direct supervision of a faculty member.

Student Organizations⁴²

- The American Association for Justice
- The American Constitution Society for Law and Policy
- The Asian Pacific American Law Students Association
- The Berkeley Chinese Law Society
- The Berkeley Energy and Resources Collaborative
- The Berkeley La Raza Law Students Association
- The Berkeley Law Foundation
- The Boalt Criminal Law Association
- The Boalt Death Penalty Discourse Project
- The Boalt Disability Law Society
- The Boalt Hall Animal Law Society
- The Boalt Hall Committee for Human Rights
- The Boalt Hall Community Legal Outreach
- The Boalt Hall Democrats
- The Boalt Hall Healthcare Law Society
- The Boalt Hall International Law Society
- The Boalt Hall Older and Wiser Law Students
- The Boalt Hall Patent Law Society
- The Boalt Hall Queer Caucus
- The Boalt Hall Student Association
- The Boalt Hall Women's Association
- The Boalt Jewish Students Association
- The Boalt Muslim Students Association
- Boalt.org
- The Boalt Police Review Advocates
- Boalt Students for Israel
- The Board of Advocates
- The California Asylum Representation Clinic
- The Center for Social Justice Student Advisory Board
- Christians at Boalt
- The Creative Law Society
- The East Bay Community Law Center Student Steering Committee
- The East European and Central Asian Law Student Association
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Korean American Law Students Association
- Law Students for Choice
- Law Students for Justice in Palestine
- Law Students of African Descent
- The Middle Eastern Law Students Association
- The National Lawyers Guild
- The Native American Law Students Association
- The OC at Boalt
- Parents at Boalt

- The Pilipino American Law Society
- The South Asian Law Student Association
- The Sports and Entertainment Law Society
- The Student Organization for Advanced Legal Studies
- Students Opposing Domestic Violence
- The Transfer Student Coalition
- Universities Allied for Essential Medicines
- The Workers' Rights Clinic
- The Youth and Education Law Society

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RANK

8

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WEBSITE

<http://www.law.umich.edu>

Overview²⁻⁴

Founded in 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 its faculty's interdisciplinary approach to the study of law and legal institutions. The quantity of faculty with joint appointments (14 or 25%), with Ph.D.s in cognate disciplines (23 or 40%), and with fellowships in the American Academy of Arts and Sciences (8 or 14%) illustrates the sheer range and breadth of the law school's scholarship and expertise.

The University of Michigan Law School 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 University of Michigan law students commit themselves to some type of community service project, many of which are organized by student-run organizations, before they graduate.

Student-Faculty Ratio⁵

14.5:1

Admission Criteria⁶

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	166-170	3.53-3.80
Median*	168	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 Statistics⁷

Fall 2006 admission statistics:

Approximate number of applications	5,664
Number accepted	1,165
Percentage accepted	20.6%

Class Ranking and Grades⁸

The University of Michigan Law School's letter grading system corresponds to the following point values:

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

In all first-year courses and upper-level courses in which letter grades are assigned to 40 or more students, faculty will turn in to the Registrar's Office the mean GPA for the class along with their final grades. These standards are not mandatory in upper-level courses in which letter grades are assigned to fewer than 40 students.

Grade Normalization (Curve)⁹

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

Honors¹⁰

Honor	Criteria
Order of the Coif	Top 10%
<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 3.700

Awards¹¹⁻¹³

Name of Award	Description
Clara Belfield & Henry Bates Law Student Travel Fellowship	Awarded to pursue legal studies abroad
Clara Belfield & Henry Bates Overseas Fellowships	Awarded to graduates/students with two or more years of law study to travel abroad for study or work experience
Admission to the International Court of Justice University's Traineeship Program	Awarded to final-year J.D./LL.M. students with excellent overall academic records in public international law as well as strong research and writing skills
Clerkships at the European Court of Justice Dean Acheson Legal Stage Program	Awarded to students with strong knowledge of community law
Student Funded Fellowships	Awarded to students who take unpaid or low-paying public interest summer internships
Center for International & Comparative Studies Student Fellowships	Awarded to students conducting research on human rights, international development, and/or international security and cooperation
Jane L. Mixer Memorial Award	Not provided
Juan Tienda Scholarship	Not provided
Butch Carpenter Memorial Scholarship	Not provided
Robert B. Fiske Jr. Fellowship	Not provided
The Dean's Public Service Fellows Program	Not provided
Jean Monnet Research Fellowship	Awarded to students conducting research and writing publishable papers on European integration

Journals

The ***Michigan Law Review*** 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. Annually, eight issues are published.¹⁴

The **University of Michigan Journal of Law Reform**, founded in 1968, strives to provide legislators and policymakers 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 student notes, and preparing academic articles for publication. In return, associate editors receive writing instruction, the opportunity to publish, Bluebooking (legal citation) practice, and opportunities to meet and socialize with other like-minded law students.¹⁵

The **Michigan Journal of International Law** is the University of Michigan Law School's student-run international publication. First published as the *Michigan Yearbook of International Legal Studies*, the journal has evolved into one of the most highly regarded quarterly journals in international law. Working on the *Michigan Journal of International Law* provides opportunities to work with foreign law and languages and interact with authors from around the world.¹⁶

The **Michigan Journal of Gender & Law** 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 University of Michigan Law School and in the legal community. After the publication of its second issue, the journal won approval to increase its publication to two issues per year. Its goal is to provide practitioners, academics, activists, and students with a forum for expressing their views concerning gender issues in the law. The journal 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.¹⁷

The **Michigan Journal of Race & Law** 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 law, contract law, constitutional law, criminal law, and other areas of the law. The journal's Critical Race Theory Reading Group and film series enhance the law school community's experience with the intersections of race and law.¹⁸

The **Michigan Telecommunications and Technology Law Review** examines issues pertaining to the 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 the journal 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 the *Michigan Telecommunications and Technology Law Review* are encouraged to apply for membership at the end of their first year.¹⁹

Moot Court^{20, 21}

There are various moot court competitions in which University of Michigan Law School students participate: the Henry M. Campbell Moot Court Competition, the Herbert J. Wechsler Criminal Moot Court Competition, the Entertainment Media and Arts Moot Court Competition, the Environmental Law Moot Court Competition, the Philip C. Jessup International Law Moot Court Competition, the Native American Law Students Association Moot Court Competition, and the Child Welfare Law Moot Court Competition.

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

Clinical Programs

The University of Michigan Law School has clinics for the study of civil and criminal litigation, child advocacy, community economic development, environmental law, and poverty law.²²

The **Urban Communities Clinic** offers students experience in transactional law within the context of urban revitalization and economic development.²³

The **Child Advocacy Law Clinic** provides an in-depth, interdisciplinary experience working with problems of child abuse and neglect and of children in foster care.²⁴

The **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 healthcare settings to provide on-site legal advocacy assistance and training to pediatric providers and their patients.²⁵

The **Criminal Appellate Practice Clinic** provides students opportunities to represent convicted felons on appeal. Students participating in the clinic work under the supervision of attorneys.²⁶

The **Environmental Law Practicum** gives students opportunities to work under resident attorneys. The matters on which students work mainly involve natural resources and conservation issues.²⁷

The **Mediation Clinic** helps students develop skills pertinent to facilitating mediation as well as mediating legal disputes in various community settings.²⁸

The **Low Income Taxpayer Clinic** gives students hands-on experience in assisting clients dealing with Internal Revenue Service problems.²⁹

The **General Clinic** provides students opportunities to practice law in the civil and criminal sectors under the supervision of faculty.³⁰

Placement Facts³¹

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$125,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$52,468

Employment Details

Graduates known to be employed at graduation	98.5%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	99.7%

Practice Areas

Graduates Employed In	Percentage
Law Firms	72%
Business/Industry (legal)	0%
Business/Industry (non-legal)	2%
Government	3%
Public Interest	9%
Judicial Clerkship	13%
Academia	1%
Unknown	0%

Externships^{32, 33}

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 NAACP Legal Defense Fund. There is also a South African externship program, which each year allows a limited number of students to complete externships in South Africa. Additionally, there is a winter semester externship program that allows select students to spend the semester in externships in Geneva, Switzerland. During the 2006-2007 academic year, 27 students participated in international and domestic externships.

In recent years, students have pursued externships with such organizations as the Legal Counsel Division of the Office of the Governor of the State of Michigan, the Homeless Action Center, the Center for Constitutional Rights, the Screen Actors Guild, the U.S. Army Judge Advocate General, and the International Labor Rights Fund. The law school supports paid internships at the AIRE Centre in London, as well as those offered through its Cambodian and refugee law programs.

Student Organizations³⁴

- The American Bar Association Law Student Division
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Asia Law Society
- The Asian Pacific American Law Students Association
- The Black Law Students Alliance
- The Business Law Association

- The Catholic Law Students Association
- The China Law Society
- The Christian Legal Society
- The Criminal Law Society
- The Entertainment Media and Arts Law Students Association
- The Environmental Law Society
- The European Law Society
- The Family Law Project
- The Federal Bar Association
- The Federalist Society for Law and Public Policy Studies
- The Food Stamp Advocacy Project
- The Headnotes
- The Intellectual Property Students Association
- The International Law Society
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The Latino/a Law Students Association
- The Law School Democrats
- The Law School Student Senate
- Law Students for Reproductive Choice
- Legal Advocates for Children and Youth
- The Michigan Election Law Project
- The Michigan Health Law Organization
- The Michigan Law Culinary Club
- The Michigan Law Model United Nations Club
- The Middle Eastern and North African Law Students Association
- M Law Rec Hockey
- The Muslim Law Students Association
- The National Lawyers Guild
- The Native American Law Students Association
- The Organization of Public Interest Students
- OutLaws
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Real Estate Law Society
- Res Gestae
- The Russian, Eastern European, and Central Asian Law Society
- The Senate Qualified Law Students Association
- The South Asian Law Student Association
- The Sports Law Society
- The State Bar of Michigan Law Student Section
- The Student Animal Legal Defense Fund
- Student Funded Fellowships
- The Student Network for Asylum and Refugee Law Project
- The Wolverine Street Law Organization
- The Women Law Students Association

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RANK

10

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Overview²⁻⁷

The mission of Duke University School of Law 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.

Duke Law offers a wide variety of courses in almost every area of legal theory and practice. The school's clinical programs give law students platforms to hone their legal skills, increase their knowledge of substantive areas of the law, and, of course, provide much-needed legal services to real clients. In addition to these programs, Duke Law also offers a number of substantive courses with clinical components. The law school has given special attention to those areas in which there is likely to be a growing demand for lawyers over the coming decades: business and finance law, international and comparative law, constitutional and public law, and the law relating to innovations in communication, information, culture, science, and medicine.

Duke University School of Law offers American students the opportunity to pursue a joint degree in international and comparative law. Its joint J.D./LL.M. program has grown stronger as the internationalization of the legal profession has increased. It has relationships with 14 foreign universities in Australia, China, England, France, Japan, Kazakhstan, Korea, Mexico, and South Africa, among others.

The Duke University School of Law Library is one of the finest academic law libraries in the United States and offers its users an outstanding collection of legal materials, direct access to a variety of sources of electronic legal information, and the services of a highly trained staff.

Student-Faculty Ratio⁸

11.9:1

Admission Criteria⁹

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	165-169	3.66-3.85
Median*	167	3.76

*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 Statistics¹⁰

Fall 2006 admission statistics:

Approximate number of applications	4,340
Number accepted	1,011
Percentage accepted	23.3%

Class Ranking and Grades¹¹

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.

Grade Normalization (Curve)¹²⁻¹⁴

Duke University School of Law has an enforced maximum median grade and a limit on grades above 4.0 in all first-year courses and in all upper-class courses with more than 40 students. In addition, in these courses, no more than 5% 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)

The median shall be 3.3. No more than 5% of the grades may exceed 4.0.

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.

The 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.

Honors^{15, 16}

Duke University School of Law has three levels of graduation honors:

Highest Honors

Highest Honors are 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. 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 15% and 35% of the students in their graduation class shall be graduated with High Honors and Honors respectively.

Students who spend a semester in a Duke University School of Law-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 their upper-class average at Duke is well within the range of those in their graduating class who are receiving the honor in question and 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.

Awards¹⁷

Name of Award	Description
Justin Miller Award for Leadership	Awarded to the student active in the law school and/or the greater Durham community who best demonstrates initiative and leads by example
Justin Miller Award for Integrity	Awarded to a courageous student with strong principles, a solid character, and a true sense of altruism
Justin Miller Award for Citizenship	Awarded to the student who best brings people together in constructive ways

Justin Miller Award for Intellectual Curiosity	Awarded to a student who has an intellectual hunger and passion for the law and consistently shares this with and encourages it in others (not necessarily the student with the highest grades or the most academic honors)
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Journals

The ***Alaska Law Review*** is a scholarly publication that examines legal issues affecting the state of Alaska. The review 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.¹⁸

The ***Duke Environmental Law & Policy Forum*** began in 1991 as an interdisciplinary magazine published annually. Since then, it has grown into an environmental law journal. Its affiliations with the Nicholas School of the Environment and Earth Sciences, the Terry Sanford Institute of Public Policy, and the School of Law render it uniquely positioned to adapt to the increasingly interdisciplinary nature of environmental law.¹⁹

The ***Duke Journal of Comparative & International Law*** is published each spring and fall. It is a very influential, specialized journal devoted exclusively to the issues of comparative and international law. Established in 1990, the journal draws upon Duke University School of Law'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.²⁰

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. Its 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 *Duke Journal of Constitutional Law & Public Policy* aims to be of interest to practicing attorneys and judges who need timely analysis of important constitutional issues and arguments and policymakers, legislators, and lobbyists interested in timely, understandable legal analysis of current legislation and the constitutional and policy considerations it involves.²¹

The ***Duke Journal of Gender Law & Policy*** is devoted to providing a forum for the issues surrounding gender, sexuality, race, and class in matters pertaining to law and policy. Accordingly, it takes a broad view of the law and also includes other fields, such as literature, politics, etc. It is published twice per year, and the student staff is chosen from the 1L Casenote Competition.²²

The ***Duke Law & Technology Review*** 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. The *Duke Law & Technology Review* strives to be a “review” in the classic sense of the word. New developments are examined and synthesized around larger theoretical issues, and the implications are critically examined. Recent cases, proposed bills, and administrative policies are reviewed and consolidated.²³

The **Duke Law Journal** was first 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 to this day. The *Duke Law Journal* publishes six issues per volume.²⁴

Law and Contemporary Problems is a quarterly, interdisciplinary publication of Duke University School of Law. It was founded in 1933 and is the oldest journal published at the law school. Initially it was edited and managed entirely by a faculty board of editors. In the 1970s, students began managing the editing process. *Law and Contemporary Problems* 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 60th Anniversary," and "The Emergence of Global Administrative Law."²⁵

Moot Court

Duke University School of Law's moot court program allows students to practice appellate advocacy in a manner similar to how it is practiced in an appeal before the Supreme Court. In order to perform various activities related to the school's moot courts, the Moot Court Board has been established.²⁶

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 for the Philip C. Jessup International Law Moot Court Competition. Members of the board regularly compete in national and the world's most prestigious moot court competitions. Teams are selected at the beginning of the fall semester and participate in competitions like the American Bar Association's National Appellate Advocacy Competition and the Saul Lefkowitz Moot Court Competition.²⁷⁻²⁹

The Hardt Cup Competition is open to first-year students and offers them opportunities to hone their oral advocacy skills. The competition is comprised of three preliminary rounds and one final round, all completed within a three-week period. Participation in the first round of the Hardt Cup is a mandatory component of the Legal Analysis, Research, and Writing Program curriculum for all 1L students. Participation in subsequent rounds, through which students can earn invitations 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 continue to argue in the final round to compete for the Hardt Cup trophy.^{30, 31}

The Dean's Cup Competition offers interested 2L and 3L students an opportunity to join the Moot Court Board. Participants submit appellate briefs and present oral arguments.³²

Clinical Programs

Duke University School of Law's clinical programs allow students to acquire in-depth knowledge of substantive law to hone their legal practice skills and build their professional identities. Students gain experience working in a professional setting and provide free legal assistance to the community. They also receive guidance from faculty members.³³

Clinics offered by the law school include:

The **AIDS Legal Project**, which provides free legal services to indigent HIV-infected persons. Students deal with issues important to people with HIV, including Social Security and private disability matters, permanency planning for children of HIV-infected parents, end-of-life planning, insurance, privacy, and discrimination.³⁴

The **Animal Law Project**, which allows students to gain experience with animal law issues, cases, and policy. It also provides support to activists and professionals who work for the welfare of animals.³⁵

The **Children's Law Clinic**, which provides advocacy for schoolchildren in the areas of special education and discipline and legal problems which affect a child's health and well-being. It provides free legal services to low-income children.³⁶

The **Community Enterprise Clinic**, which works to improve the quality of life in low-wealth communities through community economic development strategies. Nonprofit organizations and low-wealth entrepreneurs benefit from this clinic. It represents a wide range of clients to help them overcome barriers, attract resources, and improve the quality of life in the communities they serve.³⁷

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 U. S. military commissions.³⁸

The **Low Income Taxpayer Clinic**, which assists North Carolina taxpayers with matters pending before the IRS that may be related to collections, audits of income tax returns, or appeals of adverse rulings.³⁹

The **Environmental Law and Policy Clinic**, in which students work on current cases and policy advocacy related to the environment. Cases and issues addressed by the clinic may relate to water quality, air quality, natural resources conservation, sustainable development, public trust resources, or environmental justice.⁴⁰

Placement Facts⁴¹

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$100,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$47,000

Employment Details

Graduates known to be employed at graduation	95.6%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	100%

Practice Areas

Graduates Employed In	Percentage
Law Firms	67%
Business/Industry (legal)	6%
Business/Industry (non-legal)	0%
Government	6%
Public Interest	1%
Judicial Clerkship	18%
Academia	2%
Unknown	0%

Externships⁴²⁻⁴⁴

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. J.D./LL.M. students only may submit proposals for externship semesters at organizations other than those on the pre-approved list.

Pre-approved externship organizations include:

- The Center for International Environmental Law
- The Department of Commerce Office of the General Counsel (Import and Export Administrations; International Commerce)
- The International and Operations Law Division of the Air Force Judge Advocate General's Department
- The International Counsel for Environmental Defense at the Environmental Defense Fund
- The International War Crimes Tribunal for the Former Yugoslavia
- The Office of the Legal Adviser at the U.S. Department of State
- The Overseas Private Investment Corporation
- The U.S. Trade Representative Offices in Geneva and Washington, DC

Student Organizations⁴⁵

- The American Bar Association Law Student Division
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Animal Law Society
- The Asian Law Students Association
- The Association of Law Students and Significant Others
- The Black Graduate and Professional Student Association
- The Black Law Students Association
- The Business Law Society
- The California Law Students Association

- The Christian Legal Society
- The Death Penalty Reform Group
- The Domestic Violence and Sexual Assault Advocacy Project
- The Duke Bar Association
- The Duke Education Law and Policy Society
- The Duke Environmental Law Society
- The Duke Law Bowling League
- The Duke Law Democrats
- The Duke Law Drama Society
- The Duke Law Republicans
- The Duke Law Soccer Club
- The Epicurean Society
- The Federalist Society
- The Graduate and Professional Student Council
- The Health Law Society
- The Hispanic Law Students Association
- The Innocence Project
- The Intellectual Property and Cyberlaw Society
- The International Human Rights Law Society
- The International Law Society
- The J.D./M.B.A. Society
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- OutLaw
- Parents Attending Law School
- The Phi Delta Phi International Legal Fraternity
- The Public Interest Law Foundation
- The Refugee Asylum Support Project
- The South Asian Law Student Association
- The Sports and Entertainment Law Society
- The Devil's Advocate
- The Transfer Students Association
- Volunteer Income Tax Assistance
- The Women Law Students Association

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RANK

10

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Overview²⁻⁵

The University of Virginia School of Law is a public institution founded in 1819. Founded by Thomas Jefferson, 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 students grasp the ability of the law to influence political, social, and cultural life.

The University of Virginia School of Law's Arthur J. Morris Law Library holds more than 880,000 volumes and provides access to all national law-related databases. The law school also offers a number of exchange programs to second- and third-year students. Students may attend Bucerius Law School in Hamburg, Germany; the Melbourne Law School in Australia; the University of Nottingham in Nottingham, England; the Buchmann Faculty of Law at Tel Aviv University; or the University of Auckland in New Zealand. In addition, rising third-year students are also offered an opportunity to obtain a joint degree from Université Paris 1 Panthéon-Sorbonne's law school.

The University of Virginia School of Law 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.

Student-Faculty Ratio⁶

13.9:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	167-171	3.49-3.82
Median*	169	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 Statistics⁸

Fall 2006 admission statistics:

Approximate number of applications	4,869
Number accepted	1,225
Percentage accepted	25.2%

Class Ranking and Grades⁹⁻¹¹

The University of Virginia School of Law 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, and 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.

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

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

Grade Normalization (Curve)¹²

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.

Honors¹³

Each year the Order of the Coif extends invitations to the top 10% of graduating J.D. students.

Awards¹⁴

Name of Award	Description
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 given to a 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 his or her 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	Monetary prize and plaque awarded 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 his or her 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	Cash award and plaque awarded 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; student receives a certificate of recognition at graduation and a lifetime membership in the University of Virginia Alumni Association

Eppa Hunton IV Memorial Book Award	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 for Public Service	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 time at the 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 at the law school
Law School Alumni Association Best Note Award	Monetary award to a member of the law review for the best note in the current volume of the review
Thomas Marshall Miller Prize	Monetary award 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	Honorary membership awarded to an outstanding woman in the graduating class
John M. Olin Prize in Law and Economics	Awarded for 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 his or her 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 most 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 a participant in the final round of the William Minor Lile Moot Court Competition for the best oral argument
Roger and Madeleine Traynor Prize	Awarded each year to acknowledge the best written work by two graduating students
Virginia Trial Lawyers Association Trial Advocacy Award	Awarded to the 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 has 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

The ***Virginia Law Review*** is published eight times per year and contains articles of general legal scholarship. It was founded in 1913 and is published by law students.^{15, 16}

The ***Journal of Law & Politics*** is a nonpartisan, interdisciplinary publication that is devoted to examining 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.¹⁷

The ***Virginia Environmental Law Journal*** 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.¹⁸

The ***Virginia Journal of International Law*** 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 it is considered by many to be the finest and most authoritative journal of its kind.¹⁹

The ***Virginia Journal of Law and Technology*** 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.²⁰

The ***Virginia Journal of Social Policy & the Law*** is a student-edited law journal that includes articles that offer legal, judicial, and political perspectives on current social policy issues such as healthcare policy, welfare reform, criminal justice, voting rights, civil rights, family law, employment law, gender issues, education, and critical race theory.²¹

The ***Virginia Law & Business Review*** is a premier journal of business law scholarship. It is published twice per 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.²²

The ***Virginia Sports & Entertainment Law Journal*** focuses on all aspects of both sports and entertainment law. Published biannually by students and the law school, it features articles written by sports and entertainment law professors, as well as articles written by experienced practitioners in the sports and entertainment law fields.²³

The ***Virginia Tax Review*** is one of the University of Virginia School of Law's oldest student-run law journals, and it deals exclusively with tax and corporate topics, including matters related to federal taxation. It is published four times in a year.^{24, 25}

Moot Court²⁶

A number of moot court competitions are organized at the University of Virginia School of Law, covering a wide range of topics including constitutional law, criminal law, environmental law, and trademark law.

The William Minor Lile Moot Court Board administers the William Minor Lile Moot Court Competition, which is 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 cash prizes, 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.²⁷

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

Students from all years may participate in the Extramural Moot Court, which is a part of the Extramural Advocacy Team along with the National Trial Advocacy Team. The National Trial Advocacy Team provides a platform for students to participate in the various nationwide competitions.²⁸

Clinical Programs²⁹

In the University of Virginia School of Law's clinical programs, students perform the lawyer functions associated with cases—including client and witness interviews, factual development, legal research, preparation of pleadings, and negotiation—under the supervision of an attorney. Students with third-year practice certification may also be responsible for courtroom advocacy. The clinics usually offered by the school are:

- The Advocacy for the Elderly Clinic
- The Appellate Litigation Clinic

- The Capital Post-Conviction Clinic
- The Child Advocacy Clinic
- The Criminal Defense Clinic
- The Employment Law Clinic
- The Environmental Law and Conservation Clinic
- The Family Resource Clinic
- The First Amendment Clinic
- The Housing Law Clinic
- The Immigration Law Clinic
- The International Human Rights Law Clinic
- The International Tribunals Clinic
- The Iraqi Tribunal Clinic
- The Mental Health Law Clinic
- The Patent and Licensing Clinic I
- The Patent and Licensing Clinic II
- The Prosecution Clinic
- The Supreme Court Litigation Clinic

Placement Facts³⁰

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$100,000-\$128,000
Median in the private sector	\$125,000
Median in public service	\$53,000

Employment Details

Graduates known to be employed at graduation	96.0%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	99.1%

Practice Areas

Graduates Employed In	Percentage
Law Firms	74%
Business/Industry (legal)	1%
Business/Industry (non-legal)	1%
Government	5%
Public Interest	3%
Judicial Clerkship	16%
Academia	0%
Unknown	1%

Externships³¹

The University of Virginia School of Law External Studies Program enables students in good academic standing to obtain academic and research experience outside the law school in organizations that are educational, charitable, governmental, or non-profitable. The program is for students in their fourth or fifth semester and is administered by the Curriculum Committee. Organizations approved in the past include the Chesapeake Bay Foundation, the Association for Water and Rural Development in South Africa, National Public Radio, the Center for Implementing Public Policies on Equity and Growth in Buenos Aires, and the War Crimes Chamber of the Court of Bosnia and Herzegovina. The program lasts for one semester.

Student Organizations³²

- The A'Cappellate Opinions
- Action for a Better Living Environment
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- Child Advocacy Research and Education
- The Conference on Public Service and the Law
- The Constitutional and Legal Theory Discussion Forum
- The Cowan Fellows Human Rights Study Project
- The Domestic Violence Project
- The Federalist Society for Law and Public Policy Studies
- The Fowler Society
- The First Year Council
- The Graduate Law Students Association
- The Health Law Association
- inter alia
- The Islamic Legal Exchange
- The J.D./M.B.A. Society
- The Jewish Law Students Association
- The John Bassett Moore Society of International Law
- Just Democracy
- The Lambda Law Alliance
- The Latin American Law Organization
- The Law Christian Fellowship
- Law Partners
- The Law Student Advocacy Project
- Legal Advisory Workshops for Undergraduate Students
- The Legal Assistance Society
- The Legal Education Project
- Lex United
- The Libel Show
- The Migrant Farmworker Project

- The Native American Law Students Association
- The North Grounds Softball League
- Older Wiser Law Students
- The Peer Advisor Program
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Pro Bono Criminal Assistance Project
- The Public Interest Law Association
- The Rape Crisis Advocacy Project
- The Rappahannock Legal Services Clinic
- The Rex E. Lee Law Society
- The St. Thomas More Society
- Street Law
- The Student Bar Association
- The Student Legal Forum
- Students United to Promote Racial Awareness
- The Virginia Animal Law Society
- The Virginia Employment and Labor Law Association
- The Virginia Entertainment and Sports Law Association
- The Virginia Environmental Law Forum
- The Virginia Innocence Project Student Group
- The Virginia Law and Business Society
- The Virginia Law and Graduate Republicans
- The Virginia Law Democrats
- Virginia Law Families
- The Virginia Law Rod and Gun Club
- Virginia Law Veterans
- The Virginia Law Weekly
- Virginia Law Women
- The Virginia Society of Law and Technology
- The Volunteer Income Tax Association
- Women of Color

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RANK

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Overview³⁻⁷

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.

Northwestern University School of Law's 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. The law school has adopted a public service strategy designed to build an ethic of service and giving among all students, regardless of their career path. Each law student performs a minimum of 40 hours of public service before graduation.

The Pritzker Legal Research Center is an integral part of Northwestern University School of Law. It has a collection of more than 630,000 volumes and equivalents, access to a wide range of electronic resources, and a research collection of Anglo-American, international, and selected foreign legal materials.

Student-Faculty Ratio⁸

10.6:1

Admission Criteria⁹

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	166-172	3.40-3.80
Median*	169	3.60

*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 Statistics¹⁰

Fall 2006 admission statistics:

Approximate number of applications	5,015
Number accepted	869
Percentage accepted	17.3%

Class Ranking and Grades^{11, 12}

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 follows:

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)¹³

A mandatory curve is applied to all courses with more than 40 students enrolled. A professor teaching such a course must distribute 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%

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

Honors¹⁴

Beginning with the graduating class of 2003, honors have been distributed as follows:

Honor	Criteria
<i>summa cum laude</i>	GPA of 4.20 or higher
<i>magna cum laude</i>	GPA of 3.97 or higher
<i>cum laude</i>	GPA of 3.65 or higher

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 number of students eligible and elects only those eligible who, in the opinion of the voting members of the Chapter, are deemed truly worthy of the honor. It also takes into consideration law school activities contributing to the total legal education of the candidate.¹⁵

Journals

The ***Northwestern University Law Review*** is a student-operated journal whose primary purpose is to publish a journal of broad legal scholarship in four issues each year. It covers articles written by professors, judges, and practitioners, as well as student pieces. The review also publishes symposium issues on a broad range of important topics.¹⁶

The ***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. It was a product of the National Conference on Criminal Law and Criminology, held in 1909 to celebrate the 50th anniversary of Northwestern University School of Law, and is one of the most widely circulated law journals in the country. The journal covers aspects of criminal law as well as criminology and deals with topics of legal doctrine including constitutional criminal procedure.¹⁷

The ***Northwestern Journal of International Law & Business*** focuses on the importance of private international law. It analyzes transnational and international legal problems and their effect on private entities.¹⁸

The ***Northwestern Journal of Technology and Intellectual Property*** is dedicated to 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, the journal addresses law at the intersection of domestic and international economics, ethics, and medicine, to name but a few areas, including but not limited to law and biotechnology, copyrights, the Internet, media, patents, telecommunications, and trademarks.¹⁹

The ***Northwestern University 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. It 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, by organizing semiannual symposia and a speaker series, the journal seeks to promote the discussion of international human rights law.²⁰

The ***Northwestern University Journal of Law and Social Policy*** is an interdisciplinary journal that explores the impact of the law on different aspects of society. Topics covered include race, gender, sexual orientation, housing, immigration, healthcare, juvenile justice, voting rights, family law, civil rights, poverty, the environment, and privacy rights.²¹

Moot Court²²

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.

Participation in the 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.

The 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.

The Philip C. Jessup International Law Moot Court Team is selected after an intra-school competition during their first year and coached by an adjunct professor to participate in their second year of studies. The team prepares briefs and presents oral arguments.

The Bartlit Center National Trial Team was established in 2003 as part of the law school's Bartlit Center for Trial Strategy, established in 2000 in honor of Fred Bartlit, renowned trial lawyer and founding partner of Bartlit, Beck, Herman, Palenchar & Scott. The Bartlit Center National Trial Team consists of eight students selected for their oral advocacy skills, poise, and confidence during a tryout process each October. Team

members receive course credit to prepare for and compete in the Chicago Regional Competition each February and, if they advance, the National Trial Competition hosted by the American Trial Lawyers Association each March.

The Willem C. Vis 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 requires 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 Programs²³

Northwestern University School of Law offers the following clinical programs:

The **Children and Family Justice Center**, a local and national leader in juvenile court reform and in issues and initiatives affecting children and families in crisis.

The **Small Business Opportunity Center**, which provides inexpensive legal services to entrepreneurs and nonprofit organizations.

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

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

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

The **Fred Bartlit Center for Trial Strategy**, which conducts research and teaches innovative and technologically advanced trial strategy.²⁴

The **Program on Civil Litigation**, in which participants work on litigation projects in the areas of students' and prisoners' rights, protection of clients from abusive divorce attorneys, and representation of victims of domestic violence.²⁵

The **Program on Advocacy and Professionalism**, which introduces to students the legal aspects of the pretrial process, including investigation, interviewing, counseling, discovery, and motion practice.²⁶

The **Program on Negotiation and Mediation**, which is designed to teach students effective negotiation and mediation theory and skills through a series of courses and workshops.²⁷

The **MacArthur Justice Center**, which was added to the school's list of legal clinics in 2006 and in which students assist with preparing cases. The center litigates issues of significance for the criminal justice system, including issues pertaining to prisoner rights, the death penalty, and gun control.^{28, 29}

The **Appellate Advocacy Program**, which offers students the opportunity to participate in appellate advocacy before the Seventh Circuit and the United States Supreme Court in two separate clinical courses.³⁰

Placement Facts³¹

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$125,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$37,850

Employment Details

Graduates known to be employed at graduation	97.3%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	99.6%

Practice Areas

Graduates Employed In	Percentage
Law Firms	70%
Business/Industry (legal)	1%
Business/Industry (non-legal)	8%
Government	4%
Public Interest	3%
Judicial Clerkship	14%
Academia	0%
Unknown	0%

Externships^{32, 33}

The externship programs at Northwestern University School of Law provide students opportunities to learn substantive law while experiencing experimental, hands-on learning through fieldwork. These programs are referred to as practicums. Both the externship and the seminar are significantly enhanced by the blending of the seminar's theory and the externship's practical experience. Practicums available include:

The **Civil Government Practicum**, through which students secure externships at federal, state, or local governmental agencies or offices involving civil law, including the Federal Trade Commission, Securities and Exchange Commission, Equal Employment Opportunity Commission, Office of the Illinois Attorney General, Office of the Cook County Public Guardian, etc. All second- and third-year students are eligible to participate in the Civil Government Practicum.

The **Judicial Practicum**, in which students undergo externships with U.S. District Court judges, magistrate judges, and Court of Appeal judges. The tasks include research, memoranda writing, drafting, and observing courtroom proceedings.

The **Public Interest Practicum**, in which students working at a public interest legal organization represent clients in civil matters. The Public Interest Practicum offered in the summer includes civil government externships. Students interview clients, research and draft legal memoranda, assist in discovery, and participate in policy initiatives.

The **Criminal Law Practicum**, in which students work with either prosecution or defense lawyers in the federal or state criminal justice system at locations 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.

The **Corporate Counsel Practicum**, in which students secure externships in the legal departments of Chicago-area corporations. Students conduct research, write memoranda, and counsel clients under the direction of in-house lawyers.

The **Mediation Practicum**, through which students can become certified mediators and conduct mediations under faculty supervision after completing mediation skills training from the Center for Conflict Resolution.

Student Organizations³⁴

- Advocates for Reproductive Freedom
- The American Association for Justice
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- Amnesty International
- The Animal Legal Defense Fund
- The Asian Pacific American Law Students Association
- The Association for Private Equity and Entrepreneurship Law
- The Black Law Students Association
- The Business Law Association
- The Christian Legal Society
- The Comparative Law Society
- The Diversity Coalition
- The DREAM Committee
- The Environmental Law Society
- The Epicurean Society
- Faculty Research Seminars for Students
- The Federalist Society for Law and Public Policy Studies
- The Feminist Symposium
- Habeas Chorus
- The Intellectual Property Law Society
- The International Law Society
- The Investment Club
- The J.D./M.B.A. Association

- The Jewish Law Students Association
- The Labor and Employment Law Association
- The Latino Law Students Association
- The Law School Democrats
- The Media and Entertainment Law Society
- The Muslim Law Students Association
- The National Lawyers Guild
- The Northwestern Association of Wine Tasters Extraordinaire
- OutLaw
- The Pleader
- The Public Interest Law Group
- The Single-Malt Scotch Club
- The Small Business Opportunity Clinic
- The South Asian Law Student Association
- The Sports Law Society
- The St. Thomas More Society
- The Student Bar Association
- The Student Effort to Rejuvenate Volunteering
- The Student Funded Public Interest Fellowships Program
- The Technology and Telecommunications Law Group
- The Women's Leadership Coalition

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RANK

13

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**Overview⁴⁻⁸**

Established in 1887 and ranked among top-tier law schools, Cornell University Law School provides a wide-ranging curriculum.

With a wide range of courses, Cornell University Law School offers students ample opportunities 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.

The law school aims at providing an intellectual and resourceful atmosphere supported by a faculty which follows the principle that study of law ought to be done within the context of its ultimate humanity.

J.D. students can participate in international joint and dual degree programs as well as in semester exchanges at various universities and summer institutes in Paris and China. Cornell Law School has embraced an international perspective, a diverse student body, and international scholarship from the beginning. International endowments include the Berger International Legal Studies Program; the Clarke Center for International and Comparative Legal Studies; the Clarke Program in East Asian Law and Culture; the Mori, Hamada & Matsumoto Faculty Exchange; and the Clarke Middle East Legal Studies Fund. These allow the school's students to receive training relevant to a rapidly evolving transnational environment.

Cornell University Law School is the proud home of the Legal Information Institute, a preeminent source of legal materials and a major network resource available to users worldwide.

Student-Faculty Ratio⁹

10:1

Admission Criteria¹⁰

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	166-168	3.50-3.80
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 Statistics¹¹

Fall 2006 admission statistics:

Approximate number of applications	4,172
Number accepted	941
Percentage accepted	22.6%

Class Ranking and Grades¹²

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

Grades awarded and their corresponding grade point values are:

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	0.00

A student's merit point ratio (grade point average) is determined by dividing the total number of merit points awarded by the number of credit hours of work taken. Credit hours of coursework 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.

An incomplete grade for a law course may be submitted by an instructor only if the student has substantial equity at a passing level in the course with respect to work completed and also has been prevented by circumstances beyond the student's control from completing all course requirements on time. Failure to remove the incomplete grade within the specified time limit will result in an automatic entry of F on the student's transcript.

Grade Normalization (Curve)^{13, 14}

Faculty members are required to grade all courses, including problem courses, clinics, and seminars, so that the mean grade for J.D. students in the course does not exceed 3.35.

For the class that graduated in May 2006, the minimum grade point average required to fall within the top 10% of the class was 3.71. The minimum grade point average required for graduation was 2.30.

Honors¹⁵

Honor	Criteria
<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%

Awards^{16, 17}

Name of Award	Description
American Bankruptcy Law Journal Prize	Awarded for the highest grade in any bankruptcy course
American Bankruptcy Medal of Excellence	Awarded for excellence in bankruptcy law
American Bar Association Prize	Awarded for excellence in the study of land use and local government
Peter Belfer Memorial Prize	Awarded for excellence in federal securities regulation and related laws
Boardman Third-Year Law Prize	Awarded for the best work through the end of the second year
Nathan Burkan Memorial Competition Prizes	Awarded for the two best papers on copyright law
CALI Excellence for the Future Award	Awarded for the highest grades in selected courses
Arthur S. Chatman Labor Law Prize	Awarded for academic excellence, especially in labor law, or a paper on labor law

Daniel B. Chernoff Prize	Awarded for academic excellence in intellectual property and patent law
Cuccia Prizes	Awarded to the finalists of the fall moot court
Fraser Prize	Awarded for outstanding work in law studies
Freeman Award for Civil-Human Rights	Awarded for the greatest contribution to civil-human rights
Morris P. Glushien Prize	Awarded for the best student note or comment in a Cornell student law journal
Stanley E. Gould Prize for Public Interest Law	Awarded for outstanding dedication to public interest law and public interest groups
Harry G. Henn Prize in Corporations	Awarded for the highest grade in an upper-class corporations course
Seymour Herzog Memorial Prize	Awarded for excellence in law, commitment to public interest law, and love of sports
International Academy of Trial Lawyers Award	Awarded for an outstanding record in trial and appellate practice
Louis Kaiser Prizes	Awarded for the best briefs submitted in the fall and spring moot court competitions
Marc E. and Lori A. Kasowitz Prize for Excellence in Legal Writing and Oral Advocacy	Awarded for excellence in writing and oral advocacy
Ida Cornell Kerr and William Ogden Kerr Memorial Prize	Awarded to the best third-year student
David Marcus Memorial Prize	Awarded for an outstanding comment in the <i>Cornell Law Review</i>
Robert S. Pasley Memorial Prize Fund	Awarded to the student who best exemplifies Professor Pasley's scholarly interest in the law and the arts, classics, or humanities
Herbert R. Reif Prize	Awarded for exemplary use of the English language in a note or comment written for the <i>Cornell Law Review</i>
Esther and Irving Rosenbloom Prize Fund	Awarded for the best class paper or law review note on law and finance
Helen Belding Smith and Henry P. Smith III Moot Court Fund	Awarded to the student who shows the best understanding of the professional responsibilities of lawyers
Honorable G. Joseph Tauro Dean's Prize	Awarded for general academic excellence
Fredric H. Weisberg Prizes	Awarded to the best students in Cornell's Constitutional Law and Legal Methods courses
West Publishing Company Awards	Awarded for excellent overall scholastic achievement

Journals

The ***Cornell Law Review*** strives to uphold the vision articulated for it more than 90 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 Quarterly*. It now publishes six issues per year.¹⁸

The ***Cornell International Law Journal***, one of the oldest and most prominent international law journals in the country, was founded in 1967. Three times per 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.¹⁹

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. It 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. It 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.²⁰

The ***Cornell Law Forum*** is Cornell Law School's magazine and is published three times annually for alumni, friends, and supporters. In addition to news about the law school, the *Cornell Law Forum* features scholarly articles, class notes, and profiles of alumni, faculty, and students.²¹

The ***Journal of Empirical Legal Studies*** was launched in 2004 and 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, healthcare, 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.²²

The ***Political and Anthropology Review*** is devoted to the anthropology of law and politics. It publishes work that is distinguished by its innovative definition of problems, ethnographic orientation, or theoretical outlook.²³

Moot Court²⁴

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—the Cuccia Cup, the Winter Cup, and the William and Marion Langfan Family First-Year Moot Court Competition—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 the moot court program at Cornell University Law School.

The Cuccia Cup is the first internal moot court competition of the academic calendar and takes 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.²⁵

The Winter Cup is the second internal competition of the year and takes place early in the second semester. The Winter Cup is open to second- and third-year students, LL.M.s, and exchange students. It is an individual tournament.²⁶

The William and Marion Langfan Family First-Year Moot Court Competition is only open to first-year students and is the first major opportunity for students at Cornell to compete in a 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.²⁷

The Moot Court Board also sends teams to 11 external competitions. These include the Duberstein Bankruptcy Moot Court Competition, the National First Amendment Moot Court Competition, the Dean Jerome Prince Memorial Evidence Moot Court Competition, the National Religious Freedom Moot Court Competition, the Mardi Gras Invitational Sports Law Moot Court Tournament, the Philip C. Jessup International Law Moot Court Competition, the Niagara International Moot Court Competition, the Fasken Martineau First Year International Law Moot Competition, the Stetson International Environmental Law Moot Court Competition, the Willem C. Vis International Commercial Arbitration Moot, and the Sciences Po French Moot Court Competition.²⁸

Clinical Programs^{29, 30}

Large numbers of law students participate in a wide range of live-client clinics housed at Cornell Law School. The Cornell Legal Aid Clinic offers legal services to individuals financially unable to employ an attorney and 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. Some students elect to enroll in in-house clinics where students represent clients in real practice settings. Students also appear before administrative tribunals or courts.

Clinics offered by the school include:

- The Asylum and Convention Against Torture Appellate Clinic
- The Capital Punishment: Post Conviction Litigation Clinic
- The Capital Trial Clinic
- The Criminal Defense Clinic
- The Government Benefits Clinic
- The International Human Rights Clinic
- The International War Crimes Research Clinic
- The Labor Law Clinic
- The Legal Aid Clinic (Public Interest I, II, and III)
- The Prosecution Clinic
- The Public Interest Clinic
- The U.S. Attorney's Office Clinic
- The Water Law in Theory and Practice Clinic
- The Women and the Law Clinic

Placement Facts³¹

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$125,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$51,706

Employment Details

Graduates known to be employed at graduation	94.8%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.1%

Practice Areas

Graduates Employed In	Percentage
Law Firms	70%
Business/Industry (legal)	2%
Business/Industry (non-legal)	1%
Government	4%
Public Interest	3%
Judicial Clerkship	13%
Academia	3%
Unknown	4%

Externships³²⁻³⁴

Cornell law students have opportunities to represent individuals, groups, or institutional clients directly. The Legal Aid Clinic provides externship courses and places students in a variety of workplaces that meet their particular educational goals. Students can enroll in local, part-time externships or immerse themselves in practice settings by enrolling in semester-long, full-time externships in various cities in the U.S. or, occasionally, abroad.

Second- and third-year students can take advantage of the following externship options:

The **Full-Term Externship**, in which students work with organizations in the not-for-profit sector, governmental agencies, or in-house counsel offices in media or sports or serve judicial clerkships.

The **Judicial Externship**, in which students work with a state or federal trial and appellate court judge in New York. The emphasis is on learning about judges, the judicial decision-making process, and trials.

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

The **Law Guardian Externship**, in which selected students are placed at the Tompkins County Law Guardian Office, where they assist 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 representation.

The **Neighborhood Legal Services Externship**, in which cases involve the representation of clients of a legal services office, the Ithaca office of Legal Assistance of Western New York. Students provide legal assistance to indigent clients in civil matters.

Student Organizations³⁵

- The American Constitution Society for Law and Policy
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Briggs Society of International Law
- The Business Law Society
- The Christian Legal Society
- Cornell Advocates for Human Rights
- The Cornell Animal Legal Defense Fund
- The Cornell Law Democrats
- The Cornell Law Students Association
- The Cornell Law Yearbook Club
- The Cornell Sports and Entertainment Law Consortium
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- Lambda
- The Latino American Law Students Association
- The Legal Information Institute
- The Ms. JD Board
- The National Lawyers Guild
- The Native American Law Students Association
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Public Interest Law Union
- The South Asian Law Student Association
- The St. Thomas More Catholic Society
- Students for Marriage Equality
- The Transfer Network Association
- The Women's Law Coalition

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RANK

14

GEORGETOWN UNIVERSITY LAW CENTER

MAILING ADDRESS¹⁻⁴
600 New Jersey Avenue NW
Washington, DC 20001-2075

MAIN PHONE
202-662-9000

WEBSITE
<http://www.law.georgetown.edu>

REGISTRAR'S PHONE
202-662-9220

ADMISSIONS PHONE
202-662-9010

CAREER SERVICES PHONE
202-662-9300



Overview⁵⁻⁷

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, DC, 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.

Georgetown Law, 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 school's curriculum provides numerous opportunities in courses and clinics for students to develop the problem-solving, negotiation, and mediation skills modern legal practice demands. Georgetown Law'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 or the study of international affairs, public health, public policy, government, or philosophy.

The Edward Bennett Williams Law Library and the John Wolff International and Comparative Law Library contain extensive collections of print and microform material available for the use of the Georgetown community and legal scholars worldwide.

Student-Faculty Ratio⁸

14.5:1

Admission Criteria⁹

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	167-171	3.47-3.82
Median*	169	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 Statistics¹⁰

Fall 2006 admission statistics:

Approximate number of applications	10,336
Number accepted	2,219
Percentage accepted	21.5%

Class Ranking and Grades¹¹

Georgetown University Law Center does not rank its students. Final grades are given based on a letter system. Some courses available to upper-class students are graded under the Pass/Fail option. In the clinical programs, the graduate fellows also participate in the grading process. Each student's grade point average is computed at the end of each semester.

The following numerical equivalents are assigned to each letter 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	0.00

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 Georgetown Law grades, the annual grade point average is based only upon the student's 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. First-year J.D. students are not permitted to use the Pass/Fail option. Upper-class J.D. students are eligible to use the Pass/Fail option for upper-class electives and cross-listed law center graduate courses that are available for Pass/Fail. The actual grade will appear on the student's transcript if the student earns the target grade or above. 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 a letter grade, the academic credits associated with the course count toward the school's six-credit limit on Pass/Fail courses.

Grade Normalization (Curve)¹²

For the May 2006 graduating class, in order to fall within the top 10% of the class, a student had to have a GPA of at least 3.67, and in order to fall within the top 33% of the class, a student had to have a GPA of at least 3.47. The minimum grade point average required for graduation was 2.0.

Honors¹³

Honor	Criteria
Order of the Coif	Top 10%
<i>summa cum laude</i>	GPA of 3.70 or higher (based upon the cumulative grade point average and granted at the sole discretion of the faculty)
<i>magna cum laude</i>	Top 10%
<i>cum laude</i>	Top one-third
Dean's List	Top one-third

Awards¹⁴

Name of Award	Description
ABA/BNA Award for Excellence in Health Care Law	Awarded to up to three graduating students for having the highest GPA in a basic health law course or for outstanding performance in this field
ABA/BNA Award for Excellence in Intellectual Property Law	Awarded to up to three graduating students for having the highest GPA in a basic intellectual property law course or for outstanding performance in this field
ABA/BNA Award for Excellence in Labor and Employment Law	Awarded to up to three graduating students for having the highest GPA in a basic labor and/or employment law course or for outstanding performance in this field
ALI/ABA Scholarship and Leadership Award	Awarded to the student who best represents leadership and scholarship
American Bankruptcy Institute Medal	Awarded for excellence in bankruptcy law
American Bankruptcy Law Journal Student Prize	Awarded for the 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	Awarded to the best student in Land Use and Local Government Law
Baker & McKenzie Law Student Assistance Program	Awarded to first-year minority students

Beaudry Cup	Awarded to the best advocates of the first-year class
Nathan Burkan Memorial Competition	Awarded for the best thesis in the field of copyright law
CALI Excellence for the Future Award	Awarded to each student receiving the top grade in a law school course
Thomas Bradbury Chetwood, S.J. Prize	Awarded to the student with the highest academic average in each LL.M. program
Joyce Chiang Memorial Award	Awarded to a student committed to public service
Jeffrey Crandall Award	Awarded to a student committed to legal aid who exemplifies the ideals and commitment of the late Jeffrey Crandall
Dean's Certificate	Awarded for outstanding service to the Georgetown Law community
Kathleen Stowe Dixon Visiting Student Prize	Awarded to the visiting student with the highest GPA during his or her year at Georgetown University Law Center
Dean Hugh J. Fegan Memorial Prize	Awarded for the best overall academic record at the conclusion of the first year
Michael Feldman Advocacy Award	Awarded to an outstanding advocate in the Criminal Justice Clinic
Georgetown Club of Metropolitan Washington, D.C. Award	Awarded for the best overall academic performance
Georgetown Law Journal Meritorious Service Award	Awarded to up to four members who have made outstanding contributions to the <i>Georgetown Law Journal</i>
Alan J. Goldstein Memorial Award	Awarded to the student in the Criminal Justice Clinic who best demonstrates intelligence, creativity, and resourcefulness in defending criminal clients and a dedication to criminal law, fair play, and justice
Greenfield Trial Practice Awards	Substantial monetary awards to help defray the cost of student loans given to several students in the Criminal Justice Clinic who have accepted jobs as prosecutors and as public defenders
Nelson T. Hartson Memorial Award	Awarded to a graduating student in the J.D. 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 Justice Clinic or the Juvenile Justice Clinic, taken out student loans while attending Georgetown Law, and upon graduation accepts employment at a public defender's office
International Academy of Trial Lawyers Award	Awarded to trial clinic students who excel at advocacy
Juvenile Justice Clinic Public Service Award	Awarded to a graduating Juvenile Justice Clinic student who has accepted a job providing service to the community
Kappa Beta Pi Prize	Awarded for the highest academic average after the first year

Milton A. Kaufman Prize	Awarded for the best work for the year on the <i>Georgetown Law Journal</i>
Charles A. Keigwin Award	Awarded for the best overall academic record after the first year
John F. Kennedy Labor Law Award	Awarded for the best overall performance in the field of labor law
Leahy Moot Court Competition	Awarded to the winner of the Leahy Moot Court Competition
Francis E. Lucey, S.J. Award	Awarded to the student with the highest academic average for his or her law school career
James John McTigue Essay Award	Awarded to the author of the best seminar paper
George Brent Mickum III Prize	Awarded for the highest academic average in first-year courses
Saint Thomas More Award	Awarded to the top three graduating journal members for outstanding work on the <i>Georgetown Journal of Legal Ethics</i>
National Association of Women Lawyers Award	Awarded for academic excellence and contribution to the advancement of women in society
Vincent G. Panati Memorial Award	Awarded for the best combined scholastic record in criminal justice courses
Bettina E. Pruckmayr Memorial Award	Awarded for commitment to human rights
Leon Robbin Patent Award	Awarded annually to the graduating student who has done the best work in the field of patent law
Sewall Key Prize	Awarded for the best work in taxation
Tamm Memorial Award	Awarded for the best student writing for the <i>Georgetown Law Journal</i>
Tutorial Program Award	Awarded for outstanding contributions to Georgetown Law's academic program
Washington Law Reporter Prize	Awarded for the best contribution to the success of the Student Bar Association

Journals

The ***Georgetown Law Journal***, founded in 1912, is one of the oldest and most prestigious law journals in the nation. Its 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. It is the flagship law review of Georgetown University Law Center.¹⁵

The ***American Criminal Law Review*** is the most-cited criminal law review in the nation and ranks among the country's 30 most-cited law reviews of any kind. Recently, ExpressO, an online submission service for legal scholars, ranked the *American Criminal Law Review* as the top subject-specific law review in the area of criminal law and procedure. Published four times per year, the journal 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.¹⁶

The ***Georgetown Immigration Law Journal*** is the only student-edited law journal devoted exclusively to the study of immigration law. It 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.¹⁷

The ***Georgetown International Environmental Law Review*** is published four times per year by students of Georgetown University 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 *Georgetown International Environmental Law Review* was created to meet this need, and its location in Washington, DC, facilitates contact with key domestic and foreign governmental institutions as well as international and environmental practitioners.¹⁸

The ***Georgetown Journal of Gender and the Law*** is in its eighth year of publication. Its 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 Georgetown University Law Center and seeks to complement the critical work being done by existing feminist journals while expanding inquiries into the intersection between gender, sexuality, and race.¹⁹

The ***Georgetown Journal of International Law***, formerly known as the *Journal of Law and Policy in International Business*, is the second-oldest journal at Georgetown University Law Center. It recently changed its name and expanded its scope to include issues of general international law. It publishes four annual issues that serve as invaluable resources 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.²⁰

The ***Georgetown Journal of Law & Public Policy*** is published biannually by students of the Georgetown University Law Center. It is a scholarly legal journal with a focus on conservative, libertarian, and natural law thought.²¹

The ***Georgetown Journal of Legal Ethics*** is published by students of the Georgetown University Law Center. It includes articles about the ethical implications of an attorney's use of evidence at trial and the relationship between conflicts of interest and behavioral economics. The *Georgetown Journal of Legal Ethics* is the third-most-cited student-run journal at Georgetown and is one of the top specialty journals in the country.²²

The ***Georgetown Journal on Poverty Law & Policy*** is the nation's premier law journal on poverty issues. It 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 its three annual issues. It 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.²³

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 offers scholarly articles, student notes, and comments on topics of professional interest to members of the Section of Taxation and other readers. The journal is published five to six times annually, including at least one issue of *The State and Local Tax Lawyer*.²⁴

Moot Court

The Appellate Advocacy division of the Barristers' Council runs Georgetown University Law Center's moot court program.²⁵

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 the petitioner's or the 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.²⁶

The Robert J. Beaudry Moot Court Competition, in which first-year and evening students participate, is held each spring. It is based on a closed packet. Participating students are assigned to either the petitioner's or the 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.²⁷

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 allows students to participate in this dialogue and to work with the practitioners, government officials, and academics who are directly engaged with such issues.²⁸

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 two-thirds 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.²⁹

Clinical Programs^{30, 31}

Georgetown University Law Center offers a variety of clinical programs in different areas of the law. Students can work on civil, criminal, transactional, legislative, and policy matters, assisting clients 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.

Clinics offered by the school include:

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

Placement Facts³²

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$125,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$50,541

Employment Details

Graduates known to be employed at graduation	95.5%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.3%

Practice Areas

Graduates Employed In	Percentage
Law Firms	66%
Business/Industry (legal)	1%
Business/Industry (non-legal)	4%
Government	8%
Public Interest	4%
Judicial Clerkship	15%
Academia	0%
Unknown	3%

Externships³³

Georgetown University Law Center's externships offer students opportunities 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. The school's externships also allow students to explore their professional objectives, to better understand specific areas of practice, and to enhance opportunities for public/community service.

Students receive two credits that are graded on a Pass/Fail basis. Students may participate in one externship only 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 nonprofit entities with supervision by an attorney. Students may not receive payment from their externships.

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 Organizations³⁴

- The AIDS Law Movement
- The Alternative Dispute Resolution Society
- The American Bar Association Law Student Division
- The American Constitution Society for Law and Policy
- The American-Japanese Law Students Alliance
- Amnesty International
- The Arab Law Students Association
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Bright Line Magazine
- The Caribbean Law Students Association
- The Catholic Forum
- The China Legal Forum
- The Christian Legal Society
- The Corporate Law Association
- The Environmental Law Society
- The Equal Justice Foundation
- Evasive Maneuvers
- The Evening Student Association
- The Federalist Society for Law and Public Policy Studies
- Foreign Lawyers at Georgetown
- The Friends of Transfer Students Association
- The Georgetown Bowling Club
- The Georgetown Chess Club
- The Georgetown Gilbert & Sullivan Society

- The Georgetown Golf Club
- Georgetown Human Rights Action
- The Georgetown Law Bridge Club
- The Georgetown Law Committee on National Security
- The Georgetown Law Democrats
- Georgetown Law Friends of Liberty
- The Georgetown Law-Militia
- Georgetown Law Students for Choice
- The Georgetown Organization for Education Law
- The Georgetown University Law Center Softball Club
- The Georgetown Youth Advocacy Group
- Habitat for Humanity
- Hoya Lawya Runners
- The Innocence Project
- The International Law Society
- The Italian Law Society
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The Korean American Law Students Association
- La Alianza del Derecho
- The LL.M. Tax Council
- The Military Law Society
- The Muslim Law Students Association
- The National Lawyers Guild
- OutLaw
- The Pakistani Law Students Association
- The Phi Alpha Delta Law Fraternity
- The Progressive Alliance for Life
- The Republican Law Students Association
- The Society for Health Law and Bioethics
- The South Asian Law Student Association
- The Sports and Entertainment Law Society
- The Student Animal Legal Defense Fund
- The Student Bar Association
- The Student Intellectual Property Law Association
- Students for Sensible Drug Policy
- The Turkish Law Society
- United Nations at Georgetown
- The Wine Tasters
- The Women of Color Collective
- The Women's Legal Alliance

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RANK

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Overview^{4,5}

Founded in 1949, University of California–Los Angeles School of Law is the youngest top law school in the nation. It is one of four law schools in the top 20 to offer a degree concentration in business law and policy. It is the only law 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 U.S. school.

UCLA School of Law's clinics were the first in the nation to systematically teach students 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 at 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—the Williams Project on Sexual Orientation Law, the Empirical Research Group, 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 Ratio⁶

12.5:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	162-169	3.44-3.80
Median*	166	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 Statistics⁸

Fall 2006 admission statistics:

Approximate number of applications	5,834
Number accepted	1,105
Percentage accepted	18.9%

Class Ranking and Grades^{9,10}

Until 1970, UCLA School of Law ranked its graduates according to their final, cumulative grade point averages. Since that time, it has been the policy of UCLA 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.
2. Students in the top 10% of each graduating class are invited to join the Order of the Coif.

To ensure fairness in final course grades, the law school uses an anonymous grading system. The academic transcripts for the classes of 2007 and 2008 contain letter grades.

Grades awarded by the law school and their corresponding grade point values are:

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	0.0-0.99

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 grade point average may report it as a 3.699, a 3.69, or a B+ average. 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 he or she had at least a 3.7 numerical average. For purposes of comparison, during the 2005-2006 academic year, approximately 10% of the class of 2005 earned a cumulative grade point average at or above 3.682, and approximately 10% of the class of 2006 earned a cumulative grade point average at or above 3.636.

Grade Normalization (Curve)¹¹

All first-year courses and all upper-division lecture courses with an enrollment of 40 students or more are subject to the following mandatory curve:

First-Year Courses	Letter Grades	Upper-Division Courses with 40 or More Students
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.

For upper-division courses with enrollments of fewer than 40 students, with the exception of seminars and clinics with enrollments of 14 or fewer, the median grade shall not exceed (but may be lower than) B+. For seminars and clinics with enrollments of 14 or fewer students, there are no grading constraints. An instructor seeking to deviate from the curve must obtain the approval of an associate dean.

Externships and clinical programs have a Pass/No Pass grading system that assigns Pass (P), Unsatisfactory (U), and No Credit (NC) grades to students.

Honors^{12, 13}

Students in the top 10% of each graduating class are invited to join the Order of the Coif. The minimum grade point average required to qualify for this honor is approximately 3.7.

Awards¹⁴

Various prizes, awards, and scholarships are awarded to UCLA School of Law students. For all awards except those with specific requirements, a general scholarship application is submitted by students. UCLA School of Law has not provided a list of specific awards.

Journals

The ***UCLA Law Review***, which is published six times per year, 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.¹⁵

The ***Asian Pacific American Law Journal***, established in 1991, is dedicated entirely to Asian Pacific American issues. It is one of only two law journals in the nation that focus exclusively on the legal issues affecting Asian Pacific American 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 *Asian Pacific American Law Journal* welcomes membership by all students.¹⁶

The ***Chicano-Latino Law Review*** has, over the last 30 years, 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.¹⁷

The ***UCLA Entertainment Law Review*** is an international law journal published biannually. Its articles are devoted to legal issues in the field of entertainment law. Its topics cover the areas of sports law, motion picture and television law, music law, art law, radio broadcasting law, media and communication law, and “soft” intellectual property law.¹⁸

The ***National Black Law Journal*** was the first journal 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 five African American law students and two African American law professors, it has aimed to build on this tradition by publishing articles that make a substantive contribution to current dialogue taking place around issues such as affirmative action, employment law, the criminal justice system, community development, and labor issues. The *National Black Law Journal* has a commitment to publish articles that inspire new thought, explore new alternatives, and contribute to current jurisprudential stances.¹⁹

The ***UCLA Journal of Environmental Law & Policy*** offers diverse perspectives on topics of current environmental interest. 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. It also actively solicits student-written comments. It is published semiannually, and its issues focus on international, national, or local-level environmental law and policy.²⁰

The ***UCLA Journal of International Law and Foreign Affairs*** is a student-run, interdisciplinary publication dedicated to promoting scholarship in international law and international relations.²¹

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. It 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.²²

The ***UCLA Journal of Law and Technology*** has produced an online journal providing a forum for timely and relevant materials addressing the law’s attempt to keep pace with technological innovation. Its content includes traditional scholarly articles and comments as well as practical advice from attorneys practicing at the cutting edge of law and technology. The journal also hosts an intellectual property and technology career forum.²³

The ***UCLA Pacific Basin Law Journal*** covers diverse legal topics with a focus on nations located along the Pacific Rim, including Asian, Central American, and South American countries. It features articles written by leading scholars and practitioners on international legal topics such as human rights law, constitutional law, criminal law, international trade regulations, corporate governance, intellectual property law, and other areas of business law. The journal is published twice per year.²⁴

The ***UCLA Women's Law Journal*** provides a forum for feminist legal scholarship written by academics and students. It is an entirely student-run academic legal journal that uses the power of language to educate people and make women's voices heard. It addresses issues of gender, race, and sexual orientation.²⁵

The ***Indigenous Peoples' Journal of Law, Culture, and Resistance*** is an interdisciplinary publication consisting of scholarly articles, legal commentary, poetry, and artwork. It accepts articles and student comments about legal, political, and social issues important to indigenous communities in the United States and throughout the world, as well as works by artists that relate to or comment on these issues.²⁶

UCLA School of Law's ***Dukeminier Awards: Best Sexual Orientation Law Review Articles*** journal publishes articles each year. Its staff and faculty advisory board identifies the best articles on sexual orientation law and public policy from law reviews and reprints these articles in the journal's annual issue.^{27, 28}

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.²⁹

The Roscoe Pound Tournament is the final internal competition in the UCLA Moot Court Program. First, the top two oral advocates from each side on each issue (eight in all) are chosen from the Spring Honors Competition. These eight advocates argue before distinguished members of the California and federal benches in the semifinals 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.³⁰

UCLA School of Law also participates in the Philip C. Jessup International Law Moot Court Competition, the National Moot Court Competition, the American Bar Association Moot Court Competition, and the Roger J. Traynor Moot Court Competition.³¹

Clinical Programs³²

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 20 or so upper-division clinical course offerings. Students can choose from among a variety of live-client clinics (in which they represent actual clients) and sophisticated simulation-based courses. The law school conducts in-house clinics and provides transactional clinical offerings.

In-House Clinics³³

- The Appellate Advocacy Clinic
- The Capital Punishment Clinic
- The Community Economic Development Clinic
- The Complex Litigation: Depositions and Discovery Clinic
- The Educational Advocacy Clinic
- The Fact Investigation and Discovery in Complex Matters Clinic
- The Frank G. Wells Environmental Law Clinic
- The Grand Jury Investigation Clinic
- The Immigration Clinic
- The Land Use, the Environment, and Local Government Clinic
- The Mediation Clinic
- The Public Policy Advocacy Clinic
- The Street Law Clinic
- The Trial Advocacy Clinic
- The Tribal Legal Development Clinic

Transactional Clinical Offerings³⁴

Although the UCLA School of Law 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, 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 startup 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.

Present transactional clinical offerings include the following:

- Community Economic Development
- Creating Value through Renegotiating Basic Business Agreements
- Environmental Aspects of Business Transactions
- Mergers and Acquisition Transaction Planning
- Public Offerings
- Sports and the Law
- Venture Capital Formation and Financing

Placement Facts³⁵

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$95,000-\$135,000
Median in the private sector	\$125,000
Median in public service	\$55,033

Employment Details

Graduates known to be employed at graduation	96.8%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	99.7%

Practice Areas (2006 Employment Statistics)³⁶

Graduates Employed In	Percentage
Private Practice	65%
Business/Industry	8%
Government–Other	7%
Public Interest	6%
Government–Judicial Clerkship	12%
Academia	1%
Government–Military	1%

Externships³⁷

UCLA School of Law's externship program is extensive and well established. The externships offered are full-time, semester-long programs. A student can work either as an extern law clerk to a federal judge or in one of the law school's agency externships at a government agency, public interest law firm, or nonprofit organization. Students may complete externships in their fourth or fifth semesters of study.

To provide externship programs for UCLA law students, judicial and agency settings have been developed. A student can propose a new agency placement that is tailored to his or her particular academic goals.

In the **Judicial Externship Program**, students work in the chambers of federal trial and appellate judges and California Court of Appeal justices in the Los Angeles area.

In the **Agency Externship Program**, students may work for public interest organizations, such as the American Civil Liberties Union or the Natural Resources Defense Council; for governmental agencies in Washington, DC, such as the Department of Defense or the Department of Justice; or for the U.S. Attorney's Office in Los Angeles.

Student Organizations³⁸

- The American Constitution Society for Law and Policy
- The Asian Pacific Islander Law Students Association
- The Black Law Students Association
- The Business Law Association
- The Christian Legal Society
- The Chronic Illness Resource Support and Advocacy Network

- The Democratic Law Students Association
- The Disability Law Society
- El Centro Legal Clinics
- The Entertainment Law Association
- The Federalist Society for Law and Public Policy Studies
- The Immigration Law Society
- The International Law Society
- The Jewish Law Students Association
- The La Raza Law Student Association
- The Muslim Law Students Association
- The National Lawyers Guild
- The Native American Law Students Association
- The Near Eastern Legal Society
- Older Wiser Law Students
- OutLaw
- The Phi Delta Phi International Legal Fraternity
- The Public Interest Law Fund
- The South Asian Law Student Association
- Speaking Truth to Power
- The Sports Law Federation
- The St. Thomas More Society
- The Student Bar Association
- The UCLA Animal Law Society
- The UCLA Law Society for Children's Rights
- The UCLA Trial Lawyers Association
- The UCLAW Veterans Society
- The Women's Law Union
- The Workers' Justice Project

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16

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Overview²⁻⁵

One of the most prominent law schools in the country, University of Southern California Gould School of 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.

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 healthcare.

USC Law 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. It is the most diverse of the nation's top law schools. Half of the school's students come from outside California, and nearly 40% identify themselves as racial and ethnic minorities; 50% of students are women.

Student-Faculty Ratio⁶

13:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	165-167	3.47-3.75
Median*	166	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 Statistics⁸

Fall 2006 admission statistics:

Approximate number of applications 5,670

Number accepted 1,084

Percentage accepted 19.1%

Class Ranking and Grades⁹

USC Law's 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 in the system has a letter-grade equivalent. The grading scale includes the following number grades and letter-grade equivalents:

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

CR/D/F Grading Options¹⁰

Most courses at USC Law are graded numerically. The law school offers no courses on a Pass/Fail basis. Courses which are not graded numerically are graded on a CR/D/F basis. Some courses are exclusively graded on a CR/D/F basis, and students may exercise the option to take certain courses on either basis. Grades under the CR/D/F option will be entered as follows:

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

A grade of 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 Option¹¹

To graduate, a law student must successfully complete at least 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 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.

Grade Normalization (Curve)¹²⁻¹⁴

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 USC Law’s historic grading patterns.

For all upper-division courses, regardless of the size of the class, at least 50% of the grades must be within a range of plus or minus 0.5 from the median, and at least 85% of the grades must be within a range of plus or minus one 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 between one and 10 students, grades are valid if:

- 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 if no student at or below the median receives a grade higher than a 3.7.
- The average grade assigned is within 0.4 points of the mean GPA of students enrolled in the class for a grade.

Grade Distribution

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.

Grade Assigned	Probability of Receiving That Grade or a 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 0.1 to 0.3 points; it is very rare for more than 0.3 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. Faculty members are allowed relief points equal to 6% of the enrollment in the course.

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.

Honors¹⁵

Students in the top 10% of each graduating class may be invited to join the Order of the Coif.

Awards¹⁶

Name of Award	Description
American Board of Trial Advocates Award	Awarded to the best third-year student in preparation for trial practice of the law
American Jurisprudence Awards	Awarded to the students with the highest grades in particular classes
E. Avery Crary Award	Awarded to the four finalists in the Hale Moot Court Honors Competition
Deloitte Award	Awarded for excellence in the field of corporate taxation
Judge Barry Russell Federal Practice Award	Awarded for significant contribution toward the improvement of the administration of justice
Warren J. Ferguson Award	Awarded for the 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	Awarded for excellence in the field of international law
James C. Holbrook Award	Awarded for significant contribution to the <i>Southern California Law Review</i>
Irmas Fellowship	Awarded to assist recent USC Law graduates beginning careers in public interest law
Gerald G. and Sally D. Kelly Prize	Awarded to the student who maintains the highest scholarship during his or her second year of law study
Peter D. Knecht Memorial Award	Awarded for excellence in contract and entertainment law
Law Alumni Award	Awarded to the member of the graduating class with the highest academic average in scholarship
Justice Malcolm Lucas Award	Awarded for the highest GPA in the first year of study
Alfred I. Mellenthin Award	Awarded for the highest GPA after two years of law study
Miller-Johnson Equal Justice Award	Awarded to a student or students for commitment to civil and social justice while at USC Law
Justin Miller Award	Awarded for the best paper on freedom of information and public broadcasting
Dorothy Wright Nelson Justice Award	Awarded for contribution to the improvement of the administration of justice
Edward S. and Eleanor J. Shattuck Award	Awarded to students who are judged by the faculty to exhibit the greatest potential for becoming outstanding members of the bar
Norma Zarky Memorial Award	Awarded for 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. It 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.¹⁷

The ***Southern California Interdisciplinary Law Journal*** was founded in 1978 to assess contemporary society, conceive new and unique legal methodology, and seek solutions to contemporary societal problems. It 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.¹⁸

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 perspectives 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 the country.¹⁹

Moot Court²⁰

USC Law's 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 videotaped 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.

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:²¹

The **Children's Legal Issues Clinic**, through which 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.²²

The **Employer Legal Advice Clinic**, which initially worked with the USC Marshall School of Business to help small businesses regenerate after the 1992 L.A. riots. Over time, its client base evolved from “mom and pop” shops to nonprofit organizations serving the Los Angeles community. The clinic has now helped more than 100 Los Angeles-area nonprofits navigate the complexities of employment law.²³

The **Immigration Clinic**, in which students provide pro bono representation to clients in a variety of immigration cases involving 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 more than 25 different countries. Most come from Africa; others are from Mexico, the Middle East, Europe, and South and Central America.²⁴

The **Intellectual Property and Technology Law Clinic**, in which students represent clients ranging from local artists to nonprofits 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.²⁵

The **Post-Conviction Justice Project**, in which students represent California federal and state inmates in post-conviction issues ranging from parole board hearings to petitions for writs of habeas corpus. Students also represent inmates at the California Institution for Women as well as investigate, research, and draft habeas petitions on behalf of battered women who were convicted of murder for killing their abusers.²⁶

The **Small Business Clinic**, which aims at providing commercial legal aid to small businesses, entrepreneurs, and nonprofit organizations that cannot afford to pay market rates for legal services. Students gain practical experience while working with business clients. Second- and third-year students work under the supervision of a law professor and attorney.²⁷

Placement Facts²⁸

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$110,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$53,000

Employment Details

Graduates known to be employed at graduation	94.5%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.2%

Practice Areas (2006 Graduates)²⁹

Graduates Employed In	Percentage
Private Practice	72%
Business/Industry	7%

Government	6%
Public Interest	3%
Judicial Clerkship	8%
Academia	3%

Externships

USC Law offers two types of externships.

In the **Public Service Externship Program**, the student works under the supervision of an attorney as a law clerk in a government or public interest nonprofit organization. This is a law office field placement course, and academic credit is granted to the student.³⁰

The **Judicial Externship Program** is a field placement. It enables the student 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 Courts, California Court of Appeal, and California Superior Court.^{31, 32}

Student Organizations³³

- The Animal Rights Society and Student Animal Legal Defense Fund
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Christian Legal Society
- The Community Service Affairs Committee
- The Corporate Law Society
- The Entertainment Law Society
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The International Relations Organization
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The La Raza Law Students Association
- The Law and International Development Society
- The Law Organization for Health and Sustainability
- Law Students for Reproductive Justice
- The Legal Aid Alternative Breaks Project
- The Mediation/ADR Group
- The Middle Eastern South Asian Law Association
- The National Lawyers Guild
- OutLaw
- The Phi Alpha Delta Law Fraternity
- The Public Interest Law Foundation

- The Real Estate Law Society
- The Republican Law Students Association
- Street Law
- The Student Bar Association
- The Surf Law Society
- The USC Law School Democrats
- The Women's Law Association

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RANK

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CAREER SERVICES PHONE

615-322-6192



Overview²⁻⁴

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 Law School allows students to gain extensive knowledge of domestic and international law and gives students an opportunity to understand lawmaking institutions. The curriculum at the school is oriented toward developing the analytical skills of students, as well as their verbal, writing, and communication skills. The faculty at the school aim to provide extensive training in all facets of legal research.

Vanderbilt 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.

Student-Faculty Ratio⁵

15:1

Admission Criteria⁶

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	164-167	3.49-3.88
Median*	166	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 2006 admission statistics:

Approximate number of applications 3,640

Number accepted 921

Percentage accepted 25.3%

Class Ranking and Grades⁸

Vanderbilt Law School does not rank its students. The grading system followed at the 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)⁹

The recommended grading curve at Vanderbilt Law School is as follows:

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

Honors¹⁰

Honor	Criteria
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

Awards¹¹

Name of Award	Description
Junius L. Allison Legal Aid Award	Awarded for significant contribution to the work of the Legal Aid Society
Banks Award	Awarded by the Philip C. Jessup Moot Court Competition team to the member who has made the greatest contribution to the team's overall success during the prior year
Bennett Douglas Bell Memorial Award	Awarded to a graduating student who is not only well versed in the law but also embodies the highest conception of the ethics of the profession
Damali A. Booker Award	Awarded to a third-year law student dedicated to legal activism and committed to confronting social issues facing both the law school and the Nashville community
Nathan Burkan Memorial Prize	Awarded for the best paper on copyright law
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 made the most significant contribution to the development of international legal inquiry while a student of Vanderbilt Law School
Philip G. Davidson III Memorial Award	Awarded to a student chosen by the Vanderbilt Bar Association Board of Governors who is dedicated to the law and its problem-solving role in society and who provides exemplary leadership in service to the law school and the greater community
Robert F. Jackson Memorial Prize	Awarded to the student who has maintained the highest scholastic average for his or her first two years at the law school
Lightfoot, Franklin & White Legal Writing Awards	Awarded for the best brief and to the best oralist in each of the eight sections of the first-year Legal Research and Writing course
Archie B. Martin Memorial Prize	Awarded for the 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 who has made the greatest contribution to the quality of life at the law school through his or her leadership with the Vanderbilt Bar Association
Stanley D. Rose Memorial Book Award	Awarded for the best paper in the field of jurisprudence or legal history submitted to fulfill the law school's advanced writing requirement
Carl J. Ruskowski Clinical Legal Education Award	Awarded to the best student in the law school's clinical program

Vanderbilt Scholastic Excellence Award	Awarded for the highest grade in all courses except seminars and limited enrollment courses
Weldon B. White Prize	Awarded for the best paper written to fulfill 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, who has made the most significant contribution to the advancement of the <i>Vanderbilt Journal of Entertainment and Technology Law</i>
Vanderbilt Journal of Entertainment and Technology Law Student Writing Award	Awarded for the best piece of student writing submitted for publication in the <i>Vanderbilt Journal of Entertainment and Technology Law</i>
Vanderbilt Journal of Transnational Law Outstanding Editor Award	Awarded to the third-year staff member who has made the most significant contribution to the advancement of the <i>Vanderbilt Journal of Transnational Law</i> during the school year
Vanderbilt Journal of Transnational Law Grace Wilson Sims Medal in Transnational Law	Awarded to the editorial board member, other than the editor-in-chief, who has contributed the most outstanding work to the <i>Vanderbilt Journal of Transnational Law</i> during the school year
Vanderbilt Journal of Transnational Law Second-Year Staff Award	Awarded to a second-year staff member for outstanding work on the <i>Vanderbilt Journal of Transnational Law</i> during the academic year
Vanderbilt Journal of Transnational Law Grace Wilson Sims Prize for Student Writing in Transnational Law	Awarded for the best piece of student writing submitted for publication in the <i>Vanderbilt Journal of Transnational Law</i> during the school year
Vanderbilt Law Review Candidate's Award	Awarded by the second-year staff of the <i>Vanderbilt Law Review</i> to a third-year staff member, other than the editor-in-chief, for his or her contribution to their development as staff members of the law review
Vanderbilt Law Review Editor's Award	Awarded to a third-year editorial board member for significant contribution to the <i>Vanderbilt Law Review</i>
Vanderbilt Law Review Associate Editor's Award	Awarded to the associate editor among the third-year staff who has contributed most significantly to the improvement of the <i>Vanderbilt Law Review</i>
Vanderbilt Law Review Morgan Prize	Awarded for the most outstanding piece of student writing published in the <i>Vanderbilt Law Review</i> during the school year
Vanderbilt Law Review Myron Penn Laughlin Recent Development Award	Awarded to the student, other than the recipient of the Morgan Prize, who has contributed the best student note to the <i>Vanderbilt Law Review</i> during the school year
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 Appellate Competition
K. Harlan Dodson Moot Court Staff Award	Awarded 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

The ***Vanderbilt Law Review*** publishes six issues per year. It 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 30 first-year students annually. Second-year students may also 'write on' to the law review.¹²

The ***Vanderbilt Journal of Entertainment and Technology Law*** was founded by Vanderbilt law students in 1998 as the *Vanderbilt Journal of Entertainment Law and Practice*. It presents informative discussion of the contemporary legal issues that face the entertainment and technology industries. The journal 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. It 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.¹³

The ***Vanderbilt Journal of Transnational Law*** publishes five issues per year. It examines issues of public and private international law, admiralty and maritime law, and other legal events and trends that transcend national boundaries. It features articles and book reviews by highly regarded scholars and practitioners in the international field and also publishes student work, including notes on significant transnational legal developments as well as comments on recent cases and developments concerning new treaties and statutes.¹⁴

The Vanderbilt Lawyer is published biannually by Vanderbilt University Law School. It is supplemented by the quarterly *In Brief* electronic newsletter. Articles appearing in *The Vanderbilt Lawyer* do not necessarily reflect the views or the opinions of the editor, the law school, or Vanderbilt University.¹⁵

Moot Court¹⁶

Each year, Vanderbilt Law School offers all 2Ls and 3Ls the 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 Bass, Berry & Sims 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, the student 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. 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 Programs¹⁷

Vanderbilt Law School's clinical legal education program provides students opportunities to represent clients and handle legal cases or complete substantive research to support international institutions, domestic

government agencies, or 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.

The law school offers the following clinical courses:

- The Business Law Clinic
- The Child and Family Law Policy Clinic
- The Civil Practice Clinic
- The Community and Economic Development Clinic
- The Criminal Practice Clinic
- The Domestic Violence Clinic
- The Intellectual Property and the Arts Clinic
- The International Law Practice Lab
- The Juvenile Practice Clinic

Placement Facts¹⁸

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$85,000-\$125,000
Median in the private sector	\$100,000
Median in public service	\$50,500

Employment Details

Graduates known to be employed at graduation	89.3%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	99.0%

Practice Areas

Graduates Employed In	Percentage
Law Firms	77%
Business/Industry (legal)	6%
Business/Industry (non-legal)	0%
Government	4%
Public Interest	1%
Judicial Clerkship	11%
Academia	1%
Unknown	0%

Externships^{19, 20}

The following externships are available to students at Vanderbilt Law School:

The **Outside Nashville/Summer Externship**. Any student who is interested in pursuing an externship away from Nashville must submit a proposal endorsed by a full-time faculty member to the associate dean for clinical affairs.

The **In Nashville/Academic Year/Summer Externship**. The basic guidelines for externships in Nashville are: (1) students may receive credit only for work supervised by faculty-approved fieldwork supervisors at faculty-approved placements and (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 nonprofit programs. Students may not receive credit for work for which they are paid.

The **Full-Semester Externship**. Any student who is interested in pursuing a semester-long externship must 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.

The **Externship in International Law**. International law externships are offered by the Vanderbilt International Legal Studies Program and give students opportunities to work with legal professionals on international law projects in organizations in the U.S. and abroad. Students are placed in international courts; international institutions; offices of the U.S. government; and NGOs in Europe, Africa, and Latin America.

Student Organizations²¹

- The American Constitution Society for Law and Policy
- The Animal Law Society
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Christian Legal Society
- Colloquy
- The Criminal Law Association
- The Entertainment and Sports Law Society
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- Headnotes
- The Health Law Society
- The Honor Council
- The International Law Society
- The Isocratic Society
- The Jewish Law Students Association

- The J. Reuben Clark Law Society
- The Labor and Employment Law Society
- The Latin American Law Society
- The Law and Business Society
- Law Partners
- The Legal Aid Society and Public Interest Stipend Fund
- The Muslim Law Students Association
- Older and/or Wiser Law Students
- One Vanderbilt
- OutLaw
- The Patent and Intellectual Property Society
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Republican National Lawyers Association
- The South Asian Law Student Association
- The St. Thomas More Society
- The Thurgood Marshall Legal Activist Society
- The Vanderbilt Alternative Dispute Resolution Organization
- The Vanderbilt Antitrust Society
- The Vanderbilt Art and Cultural Property Law Association
- The Vanderbilt Bar Association
- The Vanderbilt Innocence Project
- The Vanderbilt Law School Ambassadors
- The Vanderbilt Law School Democrats
- The Vanderbilt Law Sports Society
- The Vanderbilt Law Transfer Students Association
- The Vanderbilt Trial Advocacy Society
- The Vent
- The Women Law Students Association

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RANK

18

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Overview²⁻⁶

Founded in 1883, the University of Texas School of Law is one of the oldest law schools in the nation. With an enrollment of 1,400 J.D. degree candidates, the University of Texas School of Law is also one of the nation's largest law schools. In addition, the school offers a Master of Laws (LL.M.) program for graduates of foreign law schools and another for American lawyers who want specialized degrees 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. The small-group program for first-year students ensures individual attention, and the upper classes are offered a wide range of seminars, colloquia, and clinics. Students at the school can also take advantage of diverse opportunities to study abroad through exchanges and internships.

UT Law's Tarlton Law Library is the seventh-largest academic law library in the United States. It offers a comprehensive American law collection as well as a large foreign and international law collection in several interdisciplinary areas of study. Its "virtual library" is designed to be an inclusive gateway to online legal research.

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

Student-Faculty Ratio⁷

14:1

Admission Criteria⁸

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	162-168	3.33-3.80
Median*	165	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 2006 admission statistics:

Approximate number of applications	4,999
Number accepted	1,085
Percentage accepted	21.7%

Class Ranking and Grades¹⁰

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.

Grades awarded by the law school and their corresponding grade point values are:

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

Grades, except those in seminars, are based primarily on examinations. Grades in seminars are based primarily on individual research as reflected in a paper and an oral report.

Pass/Fail Grades¹¹

In general, students receive letter grades in law courses. The dean may determine whether Pass/Fail grading is preferable for a course. Courses that will be offered only on a Pass/Fail basis are announced before registration.

Grade Normalization (Curve)^{12, 13}

A student must receive a final grade of at least D in a course to receive credit for that course. A student must have a grade point average of at least 1.90 for all law courses taken to graduate from UT Law.

Distribution of grades in large first-year sections must meet the following requirements:

- 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 is as follows:

- 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% of grades (rounded up to the next whole number) may be A+ grades for 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% of grades (rounded up to the next whole number) may be A+ grades for seminars.

Treatment of First-Year Students in Upper-Class Courses

Professors may calculate separate curves for first-year and upper-class students in courses that enroll both. Each curve considered separately shall be subject to these rules.

Minimum GPAs Required (Based on the May 2006 Graduating Class)¹⁴

Minimum GPA required to fall within the top 25% of the class	3.63
Minimum GPA required to fall within the top 50% of the class	3.42
Minimum GPA required for graduation	1.90

Honors^{15, 16}

Honor	Percentage of Class Receiving	GPA Required	Number of Students
Order of the Coif	10%	3.81	51
<i>summa cum laude</i>	1%	4.05	5
<i>magna cum laude</i>	9%	3.85	43
<i>cum laude</i>	52%	3.35	262
Chancellors Honors	Not provided	3.95	17
Honors	Not provided	3.35-3.84	Not provided
High Honors	Not provided	3.85-4.04	Not provided
Highest Honors	Not provided	4.05 and above	Not provided

Awards¹⁷

Name of Award	Description
Niemann Cup	Awarded to the best advocate in the graduating class
National Order of Barristers Awards	Awarded to the top 10 advocates in the graduating class

Judge Quentin Keith Endowed Presidential Scholarship	Awarded to a second-year Board of Advocates member for excellence in trial and appellate advocacy
Stanley P. & Claudie P. Wilson Endowed Presidential Scholarship	Awarded to a second-year Board of Advocates member for excellence in trial and appellate advocacy
Scott, Douglass & McConnico Litigation Award	Awarded to a second-year Board of Advocates 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 semifinalist in an intramural mock trial
Order of Barristers	Membership offered to 10 third-year students who have demonstrated superior abilities in advocacy

Journals

The ***Texas Law Review***, founded in 1922, 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. Seven issues are published per year. The journal contains articles by professors, judges, and practitioners, reviews of important recent books from recognized experts, essays, commentaries, and student-written notes.¹⁸

The ***American Journal of Criminal Law*** strives to promote and encourage improvement in the administration of criminal justice. It 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 per 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 the journal's members.¹⁹

The ***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 provides 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.²⁰

The ***Texas Hispanic Journal of Law & Policy*** is designed to provide better legal representation to the Hispanic community by providing to practitioners and scholars information concerning issues important to Hispanics. It publishes articles on a variety of issues including but not limited to 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, healthcare, and business.^{21, 22}

The ***Texas Intellectual Property Law Journal*** is dedicated to all aspects of intellectual property law on the national and the state level. It 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. Their primary focus centers on providing significant and innovative contributions to U.S. and international intellectual property law.²³

The ***Texas International Law Journal*** is the fourth-oldest international law journal in the country. For more than four decades, it 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 more than 70 students at the University of Texas School of Law. Student editors develop and cultivate a substantive interest in the field of international law.²⁴

The ***Texas Journal of Oil, Gas, and Energy Law*** aims at providing significant and innovative contributions to energy law practitioners, professors, and students around the world. It focuses on imparting information to law students pertaining to the future of the energy legal field.²⁵

The ***Texas Journal of Women and the Law*** is an innovative, student-edited journal dedicated to publishing legal scholarship to explore cultural, racial, and socioeconomic factors affecting women. It celebrates the legal, social, and political advances made by women's advocates, enhances the relationship between theoretical and practical perspectives by promoting discourse on gender and the law issues, and seeks to enrich the dialogue between the sexes by cultivating interdisciplinary discussions and encouraging the affirmation of differences. The journal is staffed entirely by law students and is published twice per year.²⁶

The ***Texas Review of Entertainment & 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 law, labor-management relations, antitrust law, and corporate affairs.²⁷

The mission of the ***Texas Review of Law & Politics*** 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. It publishes thoughtful and intellectually rigorous conservative articles—articles that traditional law reviews often fail to publish—to serve as blueprints for constructive legal reform.²⁸

The ***Review of Litigation*** was established in 1980 at the University of Texas School of Law. It 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. It publishes on topics related to procedure, evidence, trial and appellate advocacy, alternative dispute resolution, and often-litigated substantive law.²⁹

The ***Texas Journal on Civil Liberties & Civil Rights*** was founded in 1992. Formerly, it was known as the *Texas Forum on Civil Liberties & Civil Rights*. The journal publishes articles at the intersection of law, politics, and society written by judges, lawyers, professors, and students. It receives funding and other support from the Section on Individual Rights and Responsibilities of the State Bar of Texas.³⁰

Moot Court^{31, 32}

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

The UT Law Board of Advocates assists with the formation of more than a dozen interscholastic competition teams. The names of a few moot court competitions in which the law school participates are:

- The American Association for Justice National Student Trial Advocacy Competition
- The American Bar Association National Moot Court Competition
- The National Appellate Advocacy Competition
- The National Trial Competition
- The Philip C. Jessup International Law Moot Court Competition

Clinical Programs³³

UT Law 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 the school's experience-based clinical courses is to build a bridge between the classroom and the practice of law. There are 15 clinics covering a range of legal issues and seven internship courses in nonprofit organizations, the legislature, government agencies, and courts. Students represent clients during the preparation, trial, and appeal of cases in litigation or in law-related transactions and projects. Faculty members closely supervise students. The school provides the following clinics:

- The Actual Innocence Clinic
- The Capital Punishment Clinic
- The Children's Rights Clinic
- The Community Development Clinic
- The Criminal Defense Clinic
- The Domestic Violence Clinic
- The Environmental Law Clinic
- The Housing Law Clinic
- The Immigration Law Clinic
- The Juvenile Justice Clinic
- The Mediation Clinic
- The Mental Health Clinic
- The National Security and Human Rights Clinic
- The Supreme Court Clinic
- The Transnational Worker Rights Clinic

Placement Facts³⁴

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$87,500-\$115,000
Median in the private sector	\$110,000
Median in public service	\$48,000

Employment Details

Graduates known to be employed at graduation	93.2%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	95.4%

Practice Areas

Graduates Employed In	Percentage
Law Firms	64%
Business/Industry (legal)	2%
Business/Industry (non-legal)	6%
Government	9%
Public Interest	4%
Judicial Clerkship	10%
Academia	1%
Unknown	4%

Student Organizations³⁵

- The Aggie Law Students Association
- The American Association for Justice
- The American Constitution Society for Law and Policy
- The Asian Law Students Association
- Assault & Flattery
- The Benjamin Cardozo Jewish Legal Society
- The Board of Advocates
- The Catholic Law Students Association
- The Chicano/Hispanic Law Students Association
- The Christian Legal Society
- Concerned Students for LRAP
- The Delta Theta Phi Law Fraternity, International
- The Domestic Violence Survivor Support Network
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Graduate Student Assembly
- The Human Rights Law Society
- The Intellectual Property Law Society
- Law Students for Reproductive Justice
- The Legal Research Board
- The Middle Eastern Law Students Association
- OutLaw
- The Phi Alpha Delta Law Fraternity
- The Public Interest Law Association
- The Samsara Yoga Club
- The South Asian Law Student Association
- Street Law
- The Student Animal Legal Defense Fund
- The Student Bar Association
- The Student Recruitment and Orientation Committee

- Texas Jujitsu
- Texas Law Fellowships
- The Texas Law Republicans
- The Texas Law Veterans Association
- The Texas Oil and Gas Law Society
- The Thurgood Marshall Legal Society
- The U.S.-Mexico Bar Association Student Chapter
- The Women's Law Caucus

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Overview^{2,3}

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.

The law school's clinical education program, trial and advocacy program, practical skills courses, journals, and other professional opportunities enable students to gain perspectives on professional practice while developing important legal skills. Through the school's clinics and public service opportunities, students also are able to provide services to the most deserving and neediest clients.

Washington University School of Law provides many different services to support its students in their academic and professional endeavors. It 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.

The Washington University Law Library is a major academic research facility with more than 675,000 volumes and access to a rich collection of online databases. The library acquires both primary and secondary source materials basic to the needs of students, scholars, and practicing attorneys. It has one of the best collections of contemporary Chinese and Japanese law.

Student-Faculty Ratio⁴

11.5:1

Admission Criteria⁵

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	162-167	3.20-3.70
Median*	165	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 2006 admission statistics:

Approximate number of applications	3,325
Number accepted	933
Percentage accepted	28.1%

Class Ranking and Grades^{7,8}

Effective with the graduating class of 2004, Washington University School of Law instituted a new J.D. grading system with a scale of 70 to 100. Effective with that graduating class, the middle score in the scale was changed from an 83 to an 87. With this new scale, a grade of 74 or better is necessary to earn credit in a course. A 79 average is necessary to remain in good standing each year and overall with the new scale. The school does not report the exact ranks of J.D. students, except for the top 5%. For the new grading system, the conversion is as follows:

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)⁹⁻¹¹

Cumulative and semester grade point averages for J.D. students are computed at the end of the fall and spring semesters. Yearly grade point averages for J.D. students are computed at the end of the spring semester. The academic year, for the purposes of the yearly GPA, begins with summer and ends with spring. Each average is computed as a weighted average by multiplying the numerical 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.

Beginning with the class of 2004, faculty must abide by mandatory mean restrictions for J.D. students' grades—for first-year courses, the mean of the J.D. grades must be in the range of 86.5 to 87.5. For upper-level courses, the mean of the J.D. grades must be the same as the mean of the GPAs of the J.D. students in the particular course.

Minimum GPAs Required

Minimum GPA required to fall within the top 10% of the class	91.70
Minimum GPA required to fall within the top 25% of the class	90.12
Minimum GPA required to fall within the top 33% of the class	89.21
Minimum GPA required for graduation	79.00

Honors¹²

Honor	Criteria
Order of the Coif	Top 10% of the class
Dean's List	Top one-third of the semester class
Honor Scholar Awards	Top 10% of the yearly class

Awards¹³

Name of Award	Description
Breckinridge Scholarship Prizes	Awarded at the end of each year to the two students in each J.D. class with the first- and second-highest academic averages for the academic year
CALI Awards	Awarded to each J.D. student who has attained the highest grade in a class
Alumni Association Prize	Awarded to the student who has attained the highest GPA in his or her entire career at the law school
American Bar Association Section of Urban, State and Local Government Law Prize	Awarded for the highest grade in Land Use Law and State and Local Government
Charles Trobman Memorial Award	Awarded for the highest grade in Immigration Law
Charles Wendell Carnahan Prize	Awarded for the highest final grade in Conflict of Laws
Christophine G. Mutharika International Law Prize	Awarded for the highest grade in International Law

Dan Carter-Earl Tedrow Memorial Award	Awarded to a senior for demonstrating an agreeable and helpful disposition and mature attitude, an interest in law school affairs, a conscientious regard for studies, and an inclination to further the ideals of the legal profession
Dean's Book Award	Awarded for outstanding leadership and service to the law school
Don Sommers Prize in Professional Responsibility	Awarded for the highest grade in Legal Profession
Equal Justice Works Award	Awarded for outstanding commitment to pro bono and public service
F. Hodge O'Neal Corporate Law Prize	Awarded for the highest grade in Corporations
Family Law Award	Awarded for the highest grade in Family Law
International Academy of Trial Lawyers Award	Awarded for proficiency in advocacy and litigation skills, as demonstrated in classes or competitions
Jack Garden Humanitarian Award	Awarded for significant contribution to the law school or the broader community
Joseph Kutten Prizes in Bankruptcy and Insurance	Awarded to the J.D. graduating students with the highest grades in Bankruptcy and Insurance
Judge Amandus Brackman Moot Court Prize	Awarded for proficiency in briefing and arguing cases in moot court competitions
Judge John W. Calhoun Trial Practice Award	Awarded for exceptional talent and enthusiasm for trial practice, as demonstrated in classes or competitions
Judge Myron D. Mills Administrative Law Prize	Awarded for the best paper on an administrative law topic in a course for credit during each academic year
Breckinridge Practice Court Prizes	Awarded for proficiency in the preparation of briefs, mastery of subject matter, and excellence in presentation of oral arguments in moot court competitions
Mary Collier Hitchcock Prize	Awarded to one student of each of the school's three publications (the <i>Law Review</i> , the <i>Journal of Law & Policy</i> , and the <i>Global Studies Law Review</i>) for outstanding writing
Milton F. Napier Trial Award	Awarded for proficiency in trial advocacy, as demonstrated in classes or competitions
National Association of Women Lawyers Outstanding Law Graduate Award	Awarded for academic achievement, professional image, and commitment to the advancement of women in society
Order of Barristers	Membership offered to 10 students in the senior class on the basis of excellence in and service to lawyering skills competitions
Philip Gallop Award	Awarded for the highest grade in Real Estate Transactions
Public Service Law Student of the Year	Awarded for extraordinary commitment and dedication to serving those most in need
William M. Pomerantz Trial Prize	Awarded for excellence in regional mock trial competition

Journals

The **Washington University Law Review** was inaugurated as the *St. Louis Law Review* in 1915 and retitled the *Washington University Law Quarterly* in 1936. It is an academic journal run by students that publishes six issues per year. It invites articles on current and recent issues from legal scholars, practitioners, and students.¹⁴

The **Washington University Journal of Law & Policy** originated in 1968 as the *Urban Law Annual*, which 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.¹⁵

The **Washington University Global Studies Law Review** is a student-edited legal journal dedicated to publishing superior works by renowned international, foreign, and comparative law scholars. It is published triennially. Students are selected for membership by participation in a writing competition and first-year grades. The journal 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.¹⁶

Moot Court¹⁷

Washington University School of Law's moot court competitions allow 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 is 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 Law Moot Court Competition.

Other opportunities for students include the following interscholastic moot court competitions: the Philip C. Jessup International Law Moot Court Competition; the American Bar Association National Appellate Advocacy Competition; the Giles Rich Moot Court Competition, sponsored by the American Intellectual Property Law Association; the Saul Lefkowitz Moot Court Competition, sponsored by the International Trademark Association; and the Thomas Tang National Moot Court Competition, sponsored by the APA Law Student Association of the South Texas College of Law.

Clinical Programs^{18, 19}

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, DC, students have an unparalleled opportunity to hone their skills as future practitioners.

The school offers the following clinics:

- The Appellate Clinic
- The Civil Justice Clinic
- The Civil Rights and Community Justice Clinic
- The Congressional and Administrative Law Clinic
- The Criminal Justice Clinic
- The Government Lawyering Clinic
- The Intellectual Property and Business Formation Clinic
- The Interdisciplinary Environmental Clinic
- The Judicial Clerkship Clinic

Placement Facts²⁰

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$85,000-\$125,000
Median in the private sector	\$100,000
Median in public service	\$48,974

Employment Details

Graduates known to be employed at graduation	87.4%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	99.2%

Practice Areas

Graduates Employed In	Percentage
Private Practice	70%
Business/Industry (legal)	6%
Business/Industry (non-legal)	0%
Government	10%
Public Interest	3%
Judicial Clerkship	8%
Academia	0%
Unknown	3%

Externships²¹

Externship summer courses are also offered at Washington University School of Law. The following programs are available to students:

- The African Public Interest Law and Dispute Resolution Externship
- The American Indian Law and Economic Development Externship
- The Judicial Clerkship Externship
- The Lawyering Practice Externship

Student Organizations²²

- The American Association for Justice
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Asian American Law Students Association
- Barely Legal Theater
- The Black Law Students Association
- The Christian Legal Society
- The Criminal Law Society
- The Devil's Advocate
- The Dispute Resolution Society
- The Environmental Law Society
- Equal Justice Works
- The Family Law Society
- The Federalist Society for Law and Public Policy Studies
- The Golf Club
- The Graduate-Professional Council
- The Honor Council
- The Illinois Student Bar Association
- The Intellectual Property Law Society
- The International Law Society
- The Jewish Law Society
- The Joint Degree Law Society
- The Labor and Employment Law Association
- The Latin American Law Students Association
- Law Students for Choice
- Law Students Pro-Life
- The National Lawyers Guild
- OutLaw
- The Phi Alpha Delta Law Fraternity
- Second Career Law Students
- The South Asian Law Student Association
- The Sport Shooting Society
- The Sports and Entertainment Law Society

- The Student Bar Association
- The Student Health Lawyers' Association
- The Women's Law Caucus

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RANK

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Overview²⁻⁶

Boston University School of Law was founded in 1872 by a group of educators, lawyers, law teachers, and jurists. The faculty uses the Socratic teaching method; instead of lecturing to students, the school's professors encourage interactive dialogue during class.

BU Law's curriculum offers more than 150 courses, five concentrations, and 12 semester-abroad programs. The school's 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 dual degrees by combining law study with other BU graduate programs, or pursue combined J.D./LL.M. degrees in either tax or banking and financial law on an accelerated basis.

BU Law offers one of the widest selections of overseas study opportunities, in which students study the host country's legal system and culture. They live and work with international teachers, scholars, and fellow students.

The school's career development office offers resources to law students and gives them advice to help them reach their career goals.

Student-Faculty Ratio⁷

12.2:1

Admission Criteria⁸

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	163-166	3.52-3.83
Median*	165	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 Statistics⁹

Fall 2006 admission statistics:

Approximate number of applications	6,211
Number accepted	1,627
Percentage accepted	26.2%

Class Ranking and Grades¹⁰

Boston University has a letter grading system. The numerical equivalents for letter grades are as follows:

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	0.0

The minimum passing grade is D. Final grades are released to students by the registrar and not by the instructor; however, an instructor may change final grades to rectify arithmetical or mathematical errors. A faculty vote is required to change final grades.

Grade Normalization (Curve)¹¹

For all first-, second-, and third-year courses with enrollments of 26 or more, the following grade distribution is mandatory:

For first-year courses:

A+	0-5%
A+, A, A-	20-25% (A+ subject to 5% limitation above)
B+ and above	40-60% (subject to limitations on A range above)
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%

For second- and third-year courses:

A+	0-5%
A+, A, A-	20-30% (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	0-10%
D, F	0-5%

For seminars and courses with enrollment of 25 or fewer students, the above distributions are not mandatory, but a median of B+ is recommended.

Honors¹²

Honor	Percentage of Class Receiving	GPA Required
<i>summa cum laude</i>	Top 1%	4.04
<i>magna cum laude</i>	Top 10%	3.68
<i>cum laude</i>	Top one-third	3.48
Edward F. Hennessey Distinguished Scholars	Top 10%	3.84
Edward F. Hennessey Scholars	Top 25%	3.67

Journals

The ***Boston University Law Review***, established in 1921, provides analysis and commentary on all areas of the law. Published five times per year, it contains articles contributed by law professors and practicing attorneys from all over the world, along with notes written by student members.¹³

The ***American Journal of Law & Medicine***, published quarterly, 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. It specializes in medical and legal topics, exploring both traditional health law issues and less conventional issues such as bioethics. The journal is published jointly with the American Society of Law, Medicine and Ethics.¹⁴

The ***Review of Banking & Financial Law***, founded in 1982, is a scholarly journal of banking and financial law. It contains professional articles by academics and practicing lawyers, as well as student notes and comments on topics ranging from banking law and regulation to commercial law, bankruptcy, and administrative and constitutional law.¹⁵

The ***Boston University International Law Journal*** was established in 1980 to provide a forum for student interests and scholarship in the field of international law. It strives to publish groundbreaking and even

controversial professional articles and student-written notes analyzing the most current issues of public and private international law, foreign and comparative law, and trade law. The journal is published twice per year.¹⁶

The ***Journal of Science & Technology Law*** carries on BU Law's long-standing tradition as a leader in offering intellectual property law programs. A biannual journal, it provides 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.¹⁷

The ***Public Interest Law Journal***, founded in 1990, is a nonpartisan publication dedicated to the academic discussion of legal issues in the public interest. It focuses on constitutional law, criminal law, family law, legal ethics, environmental issues, education law, and civil rights law and is particularly interested in submissions that combine theory and practical application. Notes written by students on public issues are also published.^{18, 19}

Moot Court²⁰

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 its 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 law school's two intramural competitions: the Edward C. Stone Appellate Competition and the Homer Albers Prize Moot Court Competition. These are open to all second-year students. Final arguments for the Albers Competition have been held before eminent jurists. Third-year students are eligible for selection to compete in major national appellate competitions.

BU Law sponsors several intramural moot court teams, including the National Moot Court Team, National Appellate Advocacy Team, J. Braxton Craven Constitutional Law Moot Court Team, BMI Entertainment and Communications Law Moot Court Team, National First Amendment Moot Court Team, Jessup International Law Moot Court Team, Frederick Douglass Moot Court Team, Thomas Tang Moot Court Team, and John J. Gibbons Criminal Law Moot Court Team.

Clinical Programs

Boston University School of Law's clinical programs let students apply the legal theories they have learned in the classroom to real-life legal practice. Representing actual clients in real cases from initial interview to final courtroom summation, students have the rare opportunity to practice law while receiving close supervision and support from highly qualified faculty. The law school's 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 at BU Law may choose from clinical programs in criminal law, civil litigation, and legislative services.²¹

Students enrolled in the **Criminal Law Clinics** carry full responsibility for the prosecution or defense of criminal cases in several Boston courts. 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 with faculty support.²²

In the two-semester **Civil Litigation Program**, students acquire 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 cases concerning such issues as housing, disability and Social Security benefits, immigration, divorce and child custody, and unemployment.²³

The **Legislation Clinics** offer hands-on training on important public issues. Students may choose one of three focus areas: general legislation, intellectual property, or health and environmental legislation. Students work with state senators and representatives, mayors, city councils, administrative agencies, and public interest groups to create legislative solutions to problems.²⁴

Placement Facts²⁵

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$110,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$44,302

Employment Details

Graduates known to be employed at graduation	94.0%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	99.1%

Practice Areas

Graduates Employed In	Percentage
Law Firms	64%
Business/Industry (legal)	4%
Business/Industry (non-legal)	2%
Government	11%
Public Interest	4%
Judicial Clerkship	9%
Academia	6%
Unknown	0%

Externships²⁶

Boston University School of Law's Legal Externship Program gives second- and third-year students opportunities to gain valuable experience in a variety of legal settings in which they are 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, healthcare, taxation, securities law, environmental law, banking, domestic violence, children's law, and the judiciary.

Student Organizations²⁷

- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Art Law Society
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The BU School of Law Coffeehouse
- Children and the Law
- The Communication, Entertainment and Sports Law Association
- EarthRights International
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Health Law Association
- The Intellectual Property Law Society
- The International Law Society
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The Labor and Employment Law Society
- The Latin American Law Students Association
- The LAW Softball Team
- Law Students for Choice
- Legal Follies
- Older, Wiser Law Students
- OutLaw
- The Phi Alpha Delta Law Fraternity
- The Public Interest Project
- The Real Estate Club
- The Scotch Club
- Shelter Legal Services
- The South Asian Law Student Association
- The Student Government Association
- The Women's Law Association

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RANK

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Overview³⁻⁶

The University of Minnesota Law School is more than a century old and focuses on providing its students theoretical and practical training. With 19 clinics, it has one of the largest clinical programs in the country. It also has the nation's eighth-largest law library, eight separate moot court programs, seven scholarly journals, and 10 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 the life sciences, and business law.

Given Minneapolis's position as a leading Midwestern legal community (the Eighth Circuit sits in the city, and there is a Federal Reserve Bank downtown), students at the law school have ready access to federal and state courts, numerous clerkship opportunities with private and public employers, and rich cultural and recreational activities. Eighty-five percent of the employers who recruit at the school through their on-campus and regional interview programs seek students for out-of-state positions.

University of Minnesota Law School offers a unique opportunity to learn Chinese law at the prestigious China University of Political Science and Law in Beijing. Spanning a five-week period, the summer program focuses on comparative economic law, allowing law students to study firsthand the Chinese economic and legal system.

The law school also 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 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.

Student-Faculty Ratio⁷

11:1

Admission Criteria⁸

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	163-167	3.25-3.74
Median*	165	3.50

*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 2006 admission statistics:

Approximate number of applications	3,147
Number accepted	757
Percentage accepted	24.1%

Class Ranking and Grades¹⁰⁻¹⁴

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.

The University of Minnesota Law School faculty imposes a standard distribution for grades in order to prevent grade inflation. Beginning with the class of 2006, the law school converted to a four-point grading system. The class of 2005 was marked on a 16-point system. The following table summarizes this change:

Former Grading System	New Grading System	Letter Equivalent	Description
16	4.333	A+	Excellent to outstanding performance
15	4.000	A	
14	3.667	A-	
13	3.333	B+	Substantially better than adequate through very good performance
12	3.000	B	
11	2.667	B-	
10	2.333	C+	Minimally acceptable through adequate and somewhat above adequate performance
9	2.000	C	
8	1.667	C-	
5-7	1.000	D	Inadequate performance
N-4 and below	0.000	F	Failing performance

A notation of Incomplete, or I, will be entered for any credit-bearing course or exercise for which no grade is given by faculty at the end of the semester. If coursework is not completed and a grade assigned, any outstanding I will convert to an F grade.

Grade Normalization (Curve)^{15, 16}

The University of Minnesota Law School faculty imposes a standard distribution for all first-year classes; the average (mean) for first-year classes is between 3.0 and 3.333. Any faculty member with an upper-class course with an enrollment of more than 25 is encouraged to grade that course so that the average (mean) grade is between 3.0 and 3.333.

A student who maintains a cumulative GPA of 1.670 (C-) or higher and has no honor code violations qualifies for a letter of good standing.

Minimum GPAs Required

Minimum GPA required to fall within the top 25% of the class	3.457-4.078
Minimum GPA required to fall within the top 50% of the class	3.231-3.456
Minimum GPA required to fall within the top 75% of the class	3.024-3.230
Minimum GPA required for graduation	1.670

Honors¹⁷

The University of Minnesota Law School confers the following honors:

Honor	Criteria
Order of the Coif	Top 10%
<i>summa cum laude</i>	GPA of 4.0 or above
<i>magna cum laude</i>	GPA of 3.5 or above
<i>cum laude</i>	GPA of 3.333 or above

Awards¹⁸

Name of Award	Description
Law Class of 1924 Memorial Scholarship	Not provided
Law Review Memorial Award	Not provided
Kent Wennerstrom Award	Not provided
Book Award	Awarded for the highest grade in a class of more than 25 students
Steven M. Block Award	Not provided
William B. Lockhart Award for Excellence in Scholarship, Leadership, and Service	Highest award at graduation

Journals

The **Minnesota Law Review** is a student-edited journal that publishes articles on the entire spectrum of legal topics as well as the intersections between law and other fields. The Minnesota Law Review Foundation publishes the journal six times per year.^{19, 20}

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 for the student-edited journal 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.²¹

A student editorial board directs the publication of both professional and student articles in the **Minnesota Journal of International Law**. 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* now publishes articles on issues relating to global trade as well as articles covering other areas of international law. It 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.²²

The **Minnesota Journal of Law, Science & Technology** is a cutting-edge, multidisciplinary journal with a focus on law, health, the sciences, and bioethics. It is edited by faculty and students with a faculty editorial advisory board drawn from across the University of Minnesota. The journal tackles issues pertaining to 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 of Minnesota Consortium on Law and Values in Health, Environment, and the Life Sciences.²³

Constitutional Commentary, a faculty-edited journal 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.”²⁴

Crime and Justice: A Review of Research, founded in 1977, is a refereed hardcover journal specializing in the publication of review essays on topical research or policy subjects relating to crime and criminal justice.²⁵

The **Minnesota Journal of Business Law and Entrepreneurship** is a faculty-edited journal that focuses on subjects of current interest to business, legal, and academic professionals who work in the areas of business law and entrepreneurship.²⁶

Moot Court²⁷

The moot court programs at the University of Minnesota Law School train students in written and oral advocacy. Students are given mock problems and required to argue their cases to appellate courts. They are taught substantive principles, communication skills, and clinical skills to train them in analyzing and communicating about legal issues.

Second- and third-year students can bid to participate in the following moot court competitions:

- The American Bar Association National Appellate Advocacy Competition
- The Civil Rights Moot Court
- The Environmental Law Moot Court
- The Intellectual Property Moot Court
- The International Law Moot Court
- The Maynard Pirsig Moot Court
- The National Moot Court
- The Wagner Labor and Employment Moot Court

Clinical Programs^{28, 29}

The University of Minnesota Law School's clinics provide second- and third-year law students with unique educational opportunities. Students enrolled in the clinics 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 clinical faculty. Currently, the school offers clinical courses in the following areas of practice:

- Bankruptcy
- Child Advocacy
- Civil Practice
- Consumer Protection
- Domestic Assault Prosecution
- Domestic Felony Prosecution
- Domestic Violence
- Federal Defense
- Housing
- Immigration
- Indian Child Welfare
- Misdemeanor Defense
- Misdemeanor Prosecution
- Public Interest
- Special Education
- Taxation
- Workers' Rights

The law school also offers a multi-profession business clinic and an Innocence Project program.

Placement Facts³⁰

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$60,000-\$105,000
Median in the private sector	\$83,309
Median in public service	\$45,000

Employment Details

Graduates known to be employed at graduation	94.6%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.6%

Practice Areas

Graduates Employed In	Percentage
Law Firms	53%
Business/Industry (legal)	12%
Business/Industry (non-legal)	0%
Government	9%
Public Interest	5%
Judicial Clerkship	19%
Academia	2%
Unknown	0%

Externships³¹

The University of Minnesota School of Law's Judicial Externship Program allows students to serve as part-time law clerks for academic credit in federal district courts, state appellate courts, or state district courts in Minnesota. To the extent that it is practical, students are introduced to all aspects of court operations. They prepare research memoranda, observe judicial proceedings, and participate in drafting opinions and orders.

Student Organizations³²

- The Alliance for Critical Interdisciplinary Legal Thought
- The American Association for Justice
- The American Bar Association Law Student Division
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The American Indian Law Student Association
- The Amnesty International Legal Support Network
- The Asian American Law Students Association
- The Asylum Law Project
- The Black Law Students Association
- The Business Law Association
- The Christian Legal Society
- Disability Law and Policy Student Advocates
- The Entertainment and Sports Law Students Association
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies

- The Fighting Mondales Hockey Club
- The Health Law and Bioethics Association
- The International Law Students Association
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The Latino Law Students Alliance
- The Law School Basketball Association
- The Law School Democrats
- The Law School Mentoring Program
- The Law School Republicans
- The Law Students Chess Association
- Law Students for Choice
- The Minnesota Justice Foundation
- The Muslim Law Students Association
- The National Lawyers Guild
- The National Security and Law Society
- OutLaw
- The Phi Alpha Delta Law Fraternity
- The Pro-Life Law Society
- The Public Interest Law Students Association
- Raise the Bar
- The Student Animal Legal Defense Fund
- The Student Employment and Labor Law Association
- The Student Intellectual Property Law Association
- The Student Real Estate Law Society
- Students for Sensible Drug Policy
- The Theatre of the Relatively Talentless
- The Women's Law Student Association

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RANK

22

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Overview²⁻⁴

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 200 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 a common quest for knowledge, the pursuit of public service, and advocacy for justice.

Constructed in 1972, Gambrell Hall, Emory Law School's current home, houses classrooms, offices, interview rooms, 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.

Emory Law has an open-door policy, and professors welcome students, listen to questions and concerns, and discuss both the joys and the 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. The 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 Ratio⁵

12.5:1

Admission Criteria⁶

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	162-166	3.30-3.69
Median*	164	3.50

*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 2006 admission statistics:

Approximate number of applications	3,591
Number accepted	1,042
Percentage accepted	29%

Class Ranking and Grades^{8,9}

Emory Law School uses a letter grading system with grades ranging from A+ to F. In the J.D. program, a student must earn a grade of at least D- to receive credit for a course. F is a failing grade.

Grades awarded by the law school and their corresponding grade point values are:

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	0.0

Required coursework 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.

Grade Normalization (Curve)¹⁰⁻¹²

To be in good academic standing, a student in the J.D. program must, based on all coursework completed at the conclusion of the second term (the term in which the student completes at least 25 semester hours), have a cumulative average of at least 2.25. In each term beyond the second, a student must also have a cumulative average of at least 2.25. Any student not in good standing is automatically ineligible to continue in the J.D. program. No student who has a cumulative average less than 2.25 shall be granted a J.D. degree.

Minimum GPAs Required

Minimum GPA required to fall within the top 10% of the class	3.634
Minimum GPA required to fall within the top 25% of the class	3.498
Minimum GPA required to fall within the top 33% of the class	3.426
Minimum GPA required to fall within the top 50% of the class	3.272
Minimum GPA required to fall within the top 75% of the class	3.053
Minimum GPA required for graduation	2.250

Honors^{13, 14}

Honor	Criteria
Order of the Coif	Top 10%
First Honor Graduate	Highest overall academic average for all three years at Emory
High Honors	Final cumulative average of 3.80
Honors	Final cumulative average of 3.45
Dean's List	Semester average of 3.45 or higher for at least 10 graded law hours

Awards^{15, 16}

Name of Award	Description
Marion Luther Brittain Award	Awarded 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
Tom E. Lewis Award	Awarded to a third-year student who has shown outstanding commitment to public service while at the law school
Attorneys' Title Guaranty Fund Award	Awarded for outstanding academic performance in real estate courses
Beynart Professionalism Award	Awarded to an outstanding third-year student
Ernst and Young Achievement Award	Awarded for outstanding academic performance in tax accounting
Distinguished Service Award	Awarded to honors students involved in extracurricular activities
Georgia Association of Women Lawyers Award	Awarded for outstanding commitment to women in law
Moffett Litigation Award	Awarded for outstanding academic performance in trial preparation
National Association of Women Lawyers Award	Awarded for outstanding devotion to women in law issues

Order of Barristers	Awarded for outstanding academic performance in appellate advocacy
Barbara S. Rudisill Award	Memorial award for a student pursuing law as a second career
Wall Street Journal Achievement Award	Awarded to the top-ranked student in his or her graduating class
American Law Institute-ABA Leadership Award	Awarded for outstanding leadership and scholarship
ABA/BNA Leadership Award	Awarded for outstanding academic performance in intellectual property
Kleinrock Publishing Award	Awarded for outstanding academic performance in taxation
American Bankruptcy Institute Medal	Awarded for outstanding academic performance in bankruptcy
Honorable Tom E. Lewis Award	Awarded for outstanding commitment to public service
Custer-Tuggle Award	Awarded for outstanding commitment to family law
International Academy of Trial Lawyers Award	Awarded for outstanding litigation skills
Alternative Dispute Resolution Conflict Resolution Award	Awarded for outstanding alternative dispute resolution skills
State Bar of Georgia Labor/Employment Award	Awarded for outstanding academic achievement in labor and employment
ABA/BNA Award for Excellence in the Study of Health Law	Awarded for outstanding academic achievement in health law
ABA/BNA Award for Excellence in the Study of Labor and Employment Law	Awarded for outstanding academic achievement in labor and employment law
Bryan Prize	Awarded for outstanding achievement in constitutional law
Georgia Tax Section Award	Awarded for outstanding achievement in taxation
Paul Hastings Janofsky Award	Awarded for outstanding achievement in securities law
Order of Emory Advocates Award	Awarded for significant achievement in appellate advocacy
James C. Pratt Memorial Award	Awarded for outstanding service to the Emory Moot Court Society
James C. Pratt Best Brief Award	Awarded for an outstanding brief in 2L moot court competition
Henry Quillian Prize in Contracts	Awarded for outstanding achievement in commercial law
Sutherland Asbill Brennan Award	Awarded for outstanding achievement in a federal income tax course
Most Outstanding Third-Year Student Award	Awarded for outstanding leadership
Douglass Lee Peabody Memorial Award	Awarded for outstanding 1L advocacy
Burt and Betty Schear Book Prize	Awarded for unique character and leadership
Keith J. Shapiro Award	Awarded for excellence in business and consumer bankruptcy
Student Legal Services Award	Awarded for overall leadership in Student Legal Services

Who's Who Award	Awarded for overall leadership in law school
State Bar of Georgia Real Property Award	Awarded for high achievement in real property coursework
Bolton Award	Awarded for excellence in brief writing
Mary Laura "Chee" Davis Award	Awarded for the best journal comment
Herman Dooyeweerd Prize	Awarded to outstanding law and religion students
Emory International Law Review Award	Awarded to the best speaker
Emory International Law Review Founders Award	Awarded for the best journal comment
Michael Gullet Memorial Award	Awarded to the best speaker
Gunster, Yoakley & Stewart Award	Awarded to the best oralist in 2L competition
Gary B. Katz Memorial Award	Awarded for outstanding service in Student Legal Services
Myron Penn Laughlin Award	Awarded for excellence in legal research and writing
Lamar American Inn of Court Award	Awarded for outstanding advocacy skills

Journals

The **Emory Law Journal**, which began in 1952 as the *Journal of Public Law*, is published quarterly and edited entirely by students. It serves as a forum for legal activism by demonstrating where the law should be. The journal's members and candidates carry sole responsibility for the editorial content and the substantive and technical accuracy of each article published. The journal's goals, among others, include fostering excellence among students in legal research, writing, analysis, and editing as well as providing the legal community with reliable and thoughtful commentary on new developments and trends in the law.¹⁷

The **Emory Bankruptcy Developments Journal** is an entirely student-run journal that explores the principles, policies, and practice of bankruptcy law. It publishes two volumes per year. The Annual Emory Bankruptcy Developments Journal Symposium offers topics 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.^{18, 19}

The **Emory International Law Review** is published semiannually (spring and fall) with an occasional summer issue by students of Emory Law School.²⁰

Moot Court²¹

Moot court membership is open to all full-time J.D. students with a minimum cumulative GPA of 2.35. The Emory Moot Court Society has 40 members. On the basis of their brief writing and oral advocacy scores, the top 18 competitors from the Fall Competition become "special team members." This special team competes in various inter-school competitions around the country. Emory's special teams have had a long tradition of excellence in appellate advocacy, winning many moot court competitions nationwide.

Emory Law has so far successfully competed in the Saul Lefkowitz Intellectual Property Moot Court Competition in Washington, DC; the Irving R. Kaufman Securities Law Moot Court Competition in New York City; the Jerome Prince Evidence Moot Court Competition in New York City; the Vanderbilt First Amendment Moot Court

Competition; the Georgia Intrastate Moot Court Competition; the Philip C. Jessup International Law Moot Court Competition; and the Evan A. Evans Constitutional Law Moot Court Competition in Madison, Wisconsin. In addition, the Emory Moot Court Society sends a team to compete in the National Moot Court Competition.

Clinical Programs²²

The **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 Center for Violence Studies, as well as other Georgia colleges and universities.

The **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, students are responsible for handling all aspects of client representation. Students may also participate in policy work related to juvenile justice issues.

The **Indigent Criminal Defense Clinic** is a three-credit, semester-long clinic where student-attorneys handle actual misdemeanor cases from arraignment to final disposition. It offers student-attorneys opportunities to function as their clients' lawyers.

The **Turner Environmental Law Clinic**, established in 1998, provides legal assistance on a pro bono basis to individuals, community groups, and nonprofit environmental organizations seeking 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 sensitivity to the natural environment.

Placement Facts²³

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$65,000-\$110,000
Median in the private sector	\$90,000
Median in public service	\$49,000

Employment Details

Graduates known to be employed at graduation	88.4%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.7%

Practice Areas

Graduates Employed In	Percentage
Law Firms	66%
Business/Industry (legal)	4%
Business/industry (non legal)	4%

Government	11%
Public Interest	1%
Judicial Clerkship	12%
Academia	1%
Unknown	1%

Externships²⁴

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 Organizations²⁵

- The Alternative Dispute Resolution Society
- The American Bar Association Law Student Division
- The American Constitution Society for Law and Policy
- The Asian American Law Students Association
- The Black Law Students Association
- The Christian Legal Society
- The Democratic Law and Policy Research Group
- The Emory Advocacy Society
- The Emory Food Club
- Emory Gay and Lesbian Advocates
- The Emory Immigration Law Society
- The Emory Law School Amicus Group
- The Emory Public Interest Committee
- The Emory Student Lawyers Guild
- The Environmental Law and Conservation Society
- The Federalist Society for Law and Public Policy Studies
- The Health Law Society
- The Hispanic Law Society
- The Homeless Advocacy Program
- The Intellectual Property Society
- The International Law Society
- The J.D./M.B.A. Society
- The Jewish Law Students Association
- The Lamar American Inn of Court
- The Legal Association for Women Students
- The National Security and Law Society

- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Real Estate Society
- The South Asian Law Student Association
- The Sports and Entertainment Law Society
- The Student Alumni Association
- The Student Bar Association
- Student Legal Services

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25. <http://www.law.emory.edu/cms/site/index.php?id=553>

RANK

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Overview⁴⁻⁶

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

The George Washington University Law School 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 more than a dozen different clinical programs in which students learn skills while working directly with clients.

The George Washington University Law School offers full-time and part-time J.D. programs, an LL.M. in Environmental Law, an LL.M. in Government Procurement Law, an LL.M. in International and Comparative Law, an LL.M. in Intellectual Property Law, an LL.M. in Litigation and Dispute Resolution, a general LL.M., S.J.D.s in various fields, and a variety of joint degree programs. The curriculum consists of a first-year required curriculum for J.D. candidates and different elective courses including numerous live-client clinics. The school also has special programs like the Munich Intellectual Property Law Center LL.M. Program and North American Consortium on Legal Education programs. There are three research centers at the law school.

Student-Faculty Ratio⁷

15.2:1

Admission Criteria⁸

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	163-166	3.45-3.81
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 Statistics⁹

Fall 2006 admission statistics:

Approximate number of applications	9,290
Number accepted	2,122
Percentage accepted	22.8%

Class Ranking and Grades¹⁰

Grades awarded by the law school and their corresponding grade point values are:

A+	4.33
A	4.00
A-	3.66
B+	3.33
B	3.00
B-	2.66
C+	2.33
C	2.00
C-	1.66
D	1.00
F	0.00

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% 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.

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 from 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)¹¹

Minimum GPAs Required

Minimum GPA required to fall within the top 10% of the class	3.700
Minimum GPA required to fall within the top 25% of the class	3.543
Minimum GPA required to fall within the top 33% of the class	3.477
Minimum GPA required for graduation	1.667

Honors¹²

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

Awards¹³

Name of Award	Description
Excellence in a Field of Study	
American Bankruptcy Institute Medal	Awarded for excellence in the field of debtor and creditor law
American Bar Association/Bureau of National Affairs Award	Awarded for excellence in health law
American Bar Association/Bureau of National Affairs Award	Awarded for excellence in intellectual property law
American Bar Association/Bureau of National Affairs Award	Awarded for excellence in labor and employment law

Chris Bartok Memorial Award in Patent Law	Awarded for excellence in patent law
Henry R. Berger Award	Awarded for excellence in tort law
Ogden W. Fields Labor Law Award	Awarded for the highest overall proficiency in labor law
Finnegan Prize in Intellectual Property Law	Awarded 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	Awarded for excellence in the school's courses on professional responsibility, ethics, and jurisprudence
Joel B. Rosenthal Commercial Law Award	Awarded for excellence in commercial law
Laurence E. Seibel Memorial Award in Labor and Employment Law	Awarded for excellence in the school's courses on labor and employment law
Richard L. Teberg Award	Awarded for the highest overall proficiency demonstrated in the school's courses on securities law
Patricia A. Tobin Government Contracts Award	Awarded 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	Awarded to a member of the graduating Juris Doctor class for outstanding performance in civil procedure
Imogen Williford Constitutional Law Award	Awarded to an outstanding J.D. student in the field of constitutional law
Excellence in Oral Advocacy	
Michael J. Avenatti Award for Excellence in Pre-Trial and Trial Advocacy	Awarded for excellence in the school's courses on pre-trial and trial advocacy
Jacob Burns Award	Awarded at graduation to the two members of the winning team in the Van Vleck Moot Court Competition
Judge Albert H. Grenadier Award	Awarded to students who represented the law school in the Mid-Atlantic regional Philip C. Jessup International Law Moot Court Competition
Excellence in Clinical Practice	
Manuel and Ana María Benítez Award for Clinical Excellence in Immigration Law	Awarded to a student who demonstrates 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	Awarded for outstanding achievement in the criminal division of the Law Students in Court Program
Richard C. Lewis Jr. Memorial Award	Awarded for extraordinary dedication to work in the Jacob Burns Community Legal Clinics and unusual compassion and humanity toward clients and colleagues
West Publishing Awards	Awarded for clinical achievement in consumer law and in family law

Community Legal Clinics Volunteer Service Award	Awarded to a student who excelled in volunteering his or her time and energy to promote goals and ideals in the public interest by contributing to the efforts of the Jacob Burns Community Legal Clinics
Distinguished Accomplishment	
ALI-ABA Scholarship and Leadership Award	Awarded 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	Awarded to the most successful student who was able to maintain his or her compassion, vitality, and humanity during law school
The George Washington Alumni Association Award	Awarded for extraordinary leadership and commitment to the university and its community
Justice Thurgood Marshall Civil Liberties Award	Awarded 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	Awarded 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's faculty and administration
Thelma Weaver Memorial Award	Awarded to the foreign graduate student who has contributed the most to the intellectual and professional life of the law school, its students, and its faculty
Overall Academic Excellence	
Anne Wells Branscomb Award	Awarded for the highest grade point average in the entire course of the evening division for the Juris Doctor degree
Willard Waddington Gatchell Award	Awarded to the three graduating members who attained the highest grade point averages in their entire J.D. course of study
Charles Glover Award	Awarded for the highest grade point average in the third-year, full-time Juris Doctor course of study
Kappa Beta Pi Award	Awarded by the Eta Alumnae Chapter of Kappa Beta Pi to the female members of the graduating class in the full- and part-time divisions who attained the highest grade point averages in the first-year course of study for the Juris Doctor degree
John Bell Lerner Award	Awarded for the highest grade point average in the entire course of study for the Juris Doctor degree
John Ordronaux Awards	Awarded for the highest grade point averages in the first year and second year

Journals

The **George Washington Law Review** is a student-published scholarly journal that examines legal issues of national significance. It publishes six times per year and each year devotes a double issue to a symposium. To celebrate its 75th anniversary, this year the review will publish its inaugural edition of the *Annual Review of Administrative Law* and will, in the future, devote one of its issues to this growing and exciting field.¹⁴

The **George Washington International Law Review** is edited and managed by students. In four annual issues, it presents articles and essays on public and private international financial development, comparative law, and public international law. Additionally, the review publishes the *Guide to International Legal Research* annually.¹⁵

The **American Intellectual Property Law Association Quarterly Journal** is a publication of the American Intellectual Property Law Association, one of the largest private bars of intellectual property attorneys in the world. The journal is housed at The George Washington University Law School and is edited and managed by law students under the direction of its editor-in-chief, Professor Joan Schaffner. The journal is dedicated to presenting materials relating to intellectual property matters.¹⁶

The **Public Contract Law Journal**, which is produced jointly by the George Washington University 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.¹⁷

International Law in Domestic Courts is an online subscription service founded in 2007 by the Oxford University Press. Its rapporteurs identify, propose, and then write commentary on cases from around the world which involve international law issues. The law school is the rapporteur for the U.S. Students are selected for membership on the basis of their writing skills and interest in international law.¹⁸

Moot Court¹⁹

The George Washington University Law School 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 to first-year law students who achieve exceptional performance in the first-year moot court competition and to upper-class students who achieve distinguished performance in one of the intra-scholastic competitions in which the school competes.

Each year, the board sponsors the Van Vleck Constitutional Law Moot Court Competition, the Philip C. Jessup International Law Moot Court Competition, the Giles S. Rich Intellectual Property Law Moot Court Competition, and the McKenna, Long & Aldridge “Gilbert A. Cuneo” Government Contracts Moot Court Competition. In alternate years, the board hosts the interscholastic National Security Law Moot Court Competition. The board also selects students to represent the law school in a variety of interscholastic competitions.

Clinical Programs

Despite their diversity, all of the clinics at The George Washington University Law School 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.²⁰

In the **Consumer Mediation Clinic**, students act as neutral third parties and help local consumers resolve disputes with businesses by facilitating mediated agreements.²¹

In the **Small Business Clinic**, students provide legal assistance to selected small businesses and nonprofit organizations that cannot afford to pay a lawyer. Students deal 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, and advising on tax problems and related matters.²²

In the **Public Justice Advocacy Clinic**, students represent clients before administrative agencies and participate in public interest litigation on behalf of low-income clients.²³

In the **Civil Litigation Clinic**, third-year students represent indigent litigants in the Superior Court of the District of Columbia. The clinic also takes occasional small claims court cases.²⁴

In the **Federal, Criminal, and Appellate Clinic**, second- and third-year students work under the supervision of faculty to represent indigent clients in proceedings following criminal convictions.²⁵

In the **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.²⁶

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.²⁷

In the **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. The clinic mainly represents clients who are out of status, unfamiliar with the legal culture in the U.S., and, very often, not conversant in English.²⁸

In the **Health Rights Law Clinic**, second- and third-year students provide advice and information and assist in providing legal representation to older DC residents who are having difficulty with medical bills, Medicare, Medicaid, and other health insurance problems.²⁹

Through the **Animal Law Litigation Project**, which works with the Humane Society of the United States, students have the opportunity to gain practical litigation experience with respect to companion animal and equine protection, wildlife and habitat protection, animals in research, and farm animals and sustainable agriculture.³⁰

In the **International Human Rights Clinic**, students work 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 Victim Protection Act.³¹

Law Students in Court offers students opportunities to develop skills as trial lawyers while representing indigent persons in the Superior Court of the District of Columbia. It is a joint project of five Washington, DC, law schools.³²

Through the **Domestic Violence Project**, second- and third-year students get the opportunity to intensively investigate the legal issues of battered women. The project combines a seminar with field placements with attorneys and organizations involved in domestic violence policy and advocacy matters.³³

Each year, a third-year student is chosen by the clinical faculty to receive the **Jacob and Charlotte Lehrman Foundation Scholarship**. The recipient of this partial scholarship serves as a student director, performing administrative duties in connection with the Administrative Advocacy and Civil Litigation Clinics. He or she assigns and supervises student caseloads, controls client intake, and acts as a liaison between law students and staff attorneys.³⁴

The **Project for Older Prisoners Clinic** 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.³⁵

The **Health Insurance Counseling Project** provides counseling to District of Columbia residents with Medicare or who are 60 years of age or older. It helps people with limited income and assets and makes presentations at senior centers, churches, libraries, schools, and health fairs, among other locations. It also provides individual assistance to people with Medicare and their families, friends, and caregivers at convenient locations. Additionally, the project provides training for professionals who help people with Medicare.³⁶

Placement Facts³⁷

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$100,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$52,000

Employment Details

Graduates known to be employed at graduation	93.4%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.3%

Practice Areas

Graduates Employed In	Percentage
Private Practice	54%
Business/Industry (legal)	8%
Business/Industry (non-legal)	2%
Government	16%
Public Interest	3%
Judicial Clerkship	10%
Academia	1%
Unknown	6%

Externships^{38, 39}

The George Washington University Law School Outside Placement Program provides students with opportunities to work closely with judges or practicing lawyers as legal interns in governmental, public interest, and private nonprofit organizations for academic credit. All field placements must be located in the Washington, DC, metropolitan area, except that students who work with judges outside the DC 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 or her to apply substantive knowledge in legal settings while gaining exposure to the actual practice of law. Students are eligible to participate after their first year of law school is complete.

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 Organizations⁴⁰

- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Christian Law Society
- The Coalition Against Domestic Violence
- The Corporate and Business Law Society
- The Criminal Law Society
- The Culture of Life Legal Society
- The East Asian Law Society
- The Entertainment and Sports Law Association
- The Environmental Law Association
- The Equal Justice Foundation

- The Evening Law Student Association
- The Federalist Society for Law and Public Policy Studies
- The Feminist Forum
- Forensic Science and the Legal Profession
- The GW Law Anarchist Collective
- The GW Law Democrats
- The GW Law Softball Club
- The Hispanic Law Students Association
- The Human Rights Law Society
- The International Law Society
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- Lambda Law
- The Law Association for Women
- The Law Revue
- Law Students for Reproductive Justice
- The Military Law Society
- The Muslim Law Students Association
- The National Lawyers Guild
- The National Security Law Association
- The Native American Law Students Association
- Nota Bene
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Republican National Lawyers Association
- The South Asian Law Student Association
- The St. Thomas More Society
- Street Law
- The Student Animal Legal Defense Fund
- The Student Bar Association
- The Student Communications and Information Law Association
- The Student Health Law Association
- The Student Intellectual Property Law Association

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RANK

24

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MAIN PHONE
319-335-9034

CAREER SERVICES PHONE
319-335-9011

WEBSITE
<http://www.law.uiowa.edu>

Overview^{2,3}

The University of Iowa College of Law, founded in 1865, places equal emphasis on developing fundamental lawyer's skills and developing an appreciation for 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.

Student-Faculty Ratio⁴

12.8:1

Admission Criteria⁵

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	158-163	3.40-3.83
Median*	161	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 2006 admission statistics:

Approximate number of applications	1,809
Number accepted	602
Percentage accepted	33.3%

Class Ranking and Grades⁷⁻⁹

Students at the University of Iowa College of Law 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 school uses the following system for ranking students by their grade point averages:

1. The top 10% in each class may be informed of their exact rank.
2. The grade point averages at the 12.5 percentile and 37.5 percentile will be posted.
3. The above will constitute the entire ranking system.

Students are 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 is used based upon the expected date of graduation.

Grades are awarded on a scale of 1.5 to 4.3. No academic credit is given for a grade below 1.8 or for a grade of Fail. A 2.1 average (the lowest C average) is required for retention and graduation. Numerical grades may be translated into letter grades for purposes of comparison as follows:

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

The various courses for which Pass/Fail grades are awarded are Iowa Law Review, Journal of Corporation Law, Journal of Transnational Law and Contemporary Problems, Journal of Gender, Race, and Justice, Appellate Advocacy I, Moot Court, Client Counseling I, and Trial Advocacy. For failing academic performance in a Pass/Fail course, a numerical grade between 1.4 (55) and 1.6 (59) is assigned.

The effects of marks other than Pass, Fail, and numerical grades in all courses are as follows:

1. W equals Withdrawn. This grade carries no course credit or residency credit.
2. I denotes Incomplete. This grade carries no course credit toward a degree until changed to either Pass, Fail, or a numerical grade.
3. A mark of R is reported if the student is registered for a year-long course or program and has completed the first semester of the course or program satisfactorily, but a grade cannot be assigned until the second half of the course or program is completed.

Grade Normalization (Curve)¹⁰

For most classes at the University of Iowa College of Law, the median grade must be 3.3, and the grades assigned must adhere to the following distribution guidelines:⁶

A+	4.2-4.3	0-5%, with a norm of 2.5%
A	3.9-4.1	5-10%, with a norm of 7.5%
A-	3.6-3.8	10-20%, with a norm of 15%
B+	3.3-3.5	20-30%, with a norm of 25%
B	3.0-3.2	20-30%, with a norm of 25%
B-	2.7-2.9	10-20%, with a norm of 15%
C+	2.4-2.6	5-10%, with a norm of 7.5%
C, D, F	2.3 and under	0-5%, with a norm of 2.5%

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 must be between 3.2 and 3.4, and the grades assigned must adhere to the following distribution guidelines:

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.

Honors¹¹

Honor	Criteria
Order of the Coif	Top 10%
Highest Distinction	Cumulative weighted average of 3.8 (85) or more
High Distinction	Top 12.5%
Distinction	Top 37.5%

Awards¹²

Name of Award	Description
Hancher-Finkbine Medallion Award	Awarded by the University of Iowa for outstanding learning, leadership, and loyalty
Philip G. Hubbard Human Rights Award	Awarded by the University of Iowa for contribution to human rights work

Donald P. Lay Faculty Recognition Award	Awarded for distinctive contribution to the law school community
John F. Murray Award	Awarded for outstanding scholastic achievement
Robert S. Hunt Legal History Award	Awarded for an outstanding scholarly legal history paper
Iowa State Bar Association Award	Awarded for scholastic achievement and contribution to law school life
Iowa College of Law Appellate Advocacy Award	Awarded for outstanding achievement in appellate advocacy
International Academy of Trial Lawyers Award	Awarded for achievement in trial advocacy
Michelle R. Bennett Client Representation Award	Awarded for outstanding legal clinical service
Alan I. Widiss Faculty Scholar Award	Awarded for writing the most outstanding and distinctive scholarly paper
Antonia "D.J." Miller Award for Advancement of Human Rights	Awarded for contribution to the advancement of human rights in the law school community
ALI/ABA Scholarship and Leadership Award	Awarded for scholarship and leadership qualities
ABA/BNA Award for Excellence in the Study of Intellectual Property	Awarded for excellence in the study of intellectual property law
Joan Hueffner and Stephen Steinbrink Real Estate Award	Awarded for excellence in the study of real estate law
National Association of Women Lawyers Award	Awarded for contribution to the advancement of women in society as well as in the legal profession and academic excellence
Erich D. Mathias Award for International Social Justice	Awarded for contribution to or demonstrated commitment to attaining international social, economic, and cultural justice
Randy J. Holland Award for Corporate Scholarship	Awarded for the best scholarly paper on corporate law
Russell Goldman Award	Awarded for the most improved academic performance
American Bankruptcy Institute Medal	Awarded for excellence in bankruptcy studies
Judge J.F. Dillon Prize	Awarded for an essay on legal history or the intersection of law and another discipline
Burton Award for Legal Achievement	Awarded in recognition of a plain, clear, and concise legal writing style in a student paper
Dean's Achievement Award	Awarded for contribution to diversity at the law school
Sandy Boyd Prize	Awarded for outstanding creativity and ability in legal writing
Iowa Academy of Trial Lawyers Award	Awarded for outstanding advocacy in the Roy L. Stephenson Trial Advocacy Competition

Journals

Since its inception in 1915 as the *Iowa Law Bulletin*, the ***Iowa 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 has been edited and managed by second- and third-year students, and it is published five times annually.¹³

The ***Journal of Corporation Law*** is a student-published journal that 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.¹⁴

Transnational Law & Contemporary Problems is a multidisciplinary journal edited by students and published twice per 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. The journal's 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.¹⁵

The ***Journal of Gender, Race & Justice***, founded in 1996, 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 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.¹⁶

Moot Court¹⁷

The University of Iowa College of Law Appellate Advocacy Program seeks to familiarize students with brief writing and citation form, to further develop research skills, and to strengthen students' persuasive ability in oral argument at the appellate level.

In the spring semester of their second year, students who excelled in Appellate Advocacy I are given the opportunity to participate in one of the school's three intramural moot court competitions—the Baskerville Moot Court Competition, the Van Oosterhout Memorial Moot Court Competition, and the Philip C. Jessup International Law Moot Court Competition. The winners of these competitions are then invited to represent the University of Iowa College of Law (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 for the Moot Court Board, which administers the Appellate Advocacy Program.

The University of Iowa College of Law also hosts the Iowa Supreme Court on the University of Iowa campus each fall. Third-year students present oral arguments before the Supreme Court in a competition which is open to the public.

Clinical Programs¹⁸

The University of Iowa College of Law's clinical programs reflect the richness and diversity of modern law practice, offering students opportunities 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. Some of the areas in which clinical programs are offered are assistive technology, consumer rights, criminal defense, disability rights, domestic violence, general civil practice, immigration, nonprofit organizations, and workers' rights.

To be eligible to participate in the school's legal clinic program, students must have completed the equivalent of three semesters toward the J.D. degree.

Placement Facts¹⁹

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$50,000-\$105,000
Median in the private sector	\$75,000
Median in public service	\$42,000

Employment Details

Graduates known to be employed at graduation	82.9%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.6%

Practice Areas

Graduates Employed In	Percentage
Law Firms	58%
Business/Industry (legal)	14%
Business/Industry (non-legal)	0%
Government	9%
Public Interest	6%
Judicial Clerkship	9%
Academia	2%
Unknown	2%

Externships²⁰

In addition to its diverse "in-house" clinical programs, the University of Iowa College of Law offers an externship program that places students in a variety of legal settings. These externships are directly supervised by staff attorneys and are also supervised by faculty members. Students have been placed with

judges in U.S. District Courts, U.S. Magistrate Courts, and U.S. Bankruptcy Courts. 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. Students have also been placed with the Iowa Attorney General, the Youth Law Center in Des Moines, Student Legal Services in Iowa City, the Iowa City City Attorney's Office, the Federal Public Defender in Cedar Rapids, Iowa Legal Aid in Cedar Rapids and Iowa City, and HELP Legal Services in Davenport.

Student Organizations²¹

- The American Constitution Society for Law and Policy
- The Asian American Law Students Association
- The Black Law Students Association
- The Christian Legal Society
- The Environmental Law Society
- The Equal Justice Foundation
- The Federalist Society for Law and Public Policy Studies
- The Intellectual Property Law Society
- The International Law Society
- The Iowa Campaign for Human Rights
- The Iowa Student Bar Association
- The J. Reuben Clark Law Society
- The Latino/a Law Students Association
- Law Students for Reproductive Justice
- The Middle Eastern Law Students Association
- The National Lawyers Guild
- The Native American Law Students Association
- The Organization for Women Law Students and Staff
- OutLaws
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Pro Bono Society
- The Student Animal Legal Defense Fund

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RANK

25

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CAREER SERVICES PHONE

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WEBSITE

<http://law.fordham.edu/index.htm>**Overview²⁻⁵**

Founded in 1905, Fordham Law School 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 strives to enlighten students with the highest standards of the vocation and also toward the concept of public service. Fordham Law offers multiple programs addressing the practical craft of lawyering, substantive subject areas, and theory.

Fordham law students are immersed in the concepts of law from their very first day. The school's tradition of public service is substantiated by the annual activities of numerous students who take on pro bono work through its Public Interest Resource Center. The law school has also implemented a remote access solution that allows students to use Fordham's internal resources from an off-campus location through a virtual private network (VPN) system so that learning and work can progress simultaneously.

Student-Faculty Ratio⁶

14.9:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	163-167	3.41-3.74
Median*	165	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 Statistics⁸

Fall 2006 admission statistics:

Approximate number of applications	5,724
Number accepted	1,373
Percentage accepted	24%

Class Ranking and Grades^{9, 10}

At Fordham Law, student grades are calculated on both a letter and a 4.3 scale. There are no official class standings. At the end of the 2006-2007 academic year, a student who attained a true weighted average of 3.520 or better made the Dean's List for that year. Students may not round up to compute eligibility for the Dean's List or awards; they may round up to the nearest hundredth of a point when reporting GPAs on their resumes (e.g., "3.278" can be presented as "3.28"). The course of study for a J.D. degree extends over three academic years in the day division and over four academic years in the evening division.

Grades awarded by the law school and their corresponding grade point values are:

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	0.0

The minimum grade that will be recorded in a course is F. The grade of D constitutes a passing mark in a subject.

Grade Normalization (Curve)^{11, 12}

Fordham Law School does not rank its students or provide official class standings. However, the approximate class standing data posted by the school for 2006-2007 were as follows:

Approximate Class Standing	Class of 2008	Classes of 2009/2010
Top 10%	3.58	3.55
Top 25%	3.46	3.38
Top 33%	3.39	3.31
Top 50%	3.27	3.17

To remain in good scholastic standing, a student must maintain a true weighted average of at least 1.90 in every academic year.

Honors¹³

Honor	Percentage of Class Receiving	GPA Required	Number 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

Awards^{14, 15}

Name of Award	Description
Class of 1911 Prize	Awarded for the best essay by a student in the graduating class
Joseph R. Crowley Award	Awarded to the student who best emulates the qualities of the late Dean Crowley
Dean's Special Achievement Award	Awarded for singular and distinctive contribution to the Fordham Law School community
Nathan Burkan Memorial Competition Prizes	Awarded for the best papers on copyright law
National Association of Women Lawyers Award	Awarded to an outstanding student who contributes to the advancement of women in society and the legal profession
Parchomovsky-Siegelman Student Graduation Prize	Awarded for the best work of scholarship published in one of Fordham Law School's journals
Walter B. Kennedy Award	Awarded to a member of the <i>Fordham Law Review</i> in recognition of extraordinary service that exemplifies the commitment to legal excellence of Professor Walter B. Kennedy
Keith C. Miller Memorial Award	Awarded for demonstrated unselfish dedication to the Fordham moot court program
New York State Bar Association Student Legal Ethics Award	Awarded for an outstanding article on legal ethics
Philip R. Fusco Memorial Award	Awarded for participation in the intramural athletic program
Eugene J. Keefe Award	Awarded for the most important contribution to the Fordham community
Chapin Prize	Awarded for the highest weighted average throughout law school
David F. and Mary Louise Condon Prize	Awarded for the highest grade in American Legal History
Benjamin Finkel Prize	Awarded for excellence in the course in bankruptcy

Fordham Law Alumni Association Medal in Constitutional Law	Awarded to a student who excelled in Constitutional Law in his or her first year
Whitmore Gray Prize	Awarded for outstanding performance in courses or activities relating to international law practice
Hugh R. Jones Award	Awarded for the highest combined weighted average in the subjects of constitutional law, criminal justice, and professional responsibility
Emmet J. McCormack Foundation Prize	Awarded for the highest grade in Admiralty Law
Lawrence J. McKay Prize	Awarded to students who represented the law school in the National Moot Court Competition
Honorable Joseph M. McLaughlin Prize	Awarded for the highest combined weighted average during the first year
Addison M. Metcalf Labor Law Prize	Awarded for the highest grade in the basic labor law course
Henrietta Metcalf Prize	Awarded for the highest grade in Contracts
Peter J. O'Connor Prize	Awarded for the highest weighted average in Evidence and New York Practice
Thomas F. Reddy Jr. Prize	Awarded for the highest grades in intellectual property courses
Robert Schuman Prize	Awarded for the highest grades in European Union law courses
Senior Prize	Awarded for the highest weighted average throughout the year
Milton Young Prize	Awarded for excellence in taxation courses

Journals

Student and other contributors provide the nearly 40 articles that the **Fordham Law Review** publishes each year. The journal seeks to serve the legal profession as well as the 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 18 student editors whose membership is considered to be among the highest scholarly achievements at the law school.¹⁶

The **Fordham Urban Law Journal**, now in its 35th year, annually publishes between five and six issues which address policy matters affecting urban areas. Topics that the journal covered for the 2006-2007 academic year included urban land use and housing policy, election law, and voting rights. This year, the journal will publish an issue on current matters related to alternative dispute resolution.¹⁷

The **Fordham International Law Journal** publishes six issues annually covering various worldwide legal topics and featuring scholarly articles, essays, book reviews, and student write-ups. Of these six issues, five are individual theme-based. Each of these five theme-based issues presents an 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 per year. It covers all legal topics relating to the environment, legislation, and public policy. It also sponsors a symposium each year featuring research papers and panel discussions concentrating on an environmental issue.²⁰

The **Fordham Journal of Corporate & Financial Law** discusses topics in business law, including financial, securities, banking, bankruptcy, and tax law. Its main goals are to publish scholarly articles relevant to the business and legal community and to provide law students and professionals with a forum to present financial law-related issues. It also endeavors to hold one symposium each year.²¹

The Common Good is a newsletter that discusses the role of law and ethics in society. The newsletter is published by students in collaboration with Fordham Law School's Public Interest Resource Center, Stein Center for Ethics and Public Interest Law, and Legal Writing Program. Students edit and write articles through their participation in the legal writing course Public Interest Writing Seminar.²²

Moot Court^{23, 24}

The Moot Court Board at Fordham Law School mentors students to hone their advocacy skills as writers and litigators. All first-year students are introduced to appellate briefs and arguments as part of their legal writing course. Third- and fourth-year students may serve as members of the Moot Court Editorial Board. Members of this board are chosen based on outstanding performance in previous competitions, and each member must have completed one year as a member of the Moot Court Board.

Every year, the Fordham Law School Moot Court Board conducts two intra-school competitions—the William Hughes Mulligan Moot Court Competition (held in the summer) and the Maurice Wormser Moot Court Competition (held in the fall). The board also hosts an inter-school competition—the Irving R. Kaufman Moot Court Competition—in late March centering on issues relating to federal securities law, in which more than 30 schools from across the nation participate.

Fordham's moot court teams participate in several other inter-school competitions across the nation, including the National Moot Court Competition, the Pepperdine National Entertainment Law Moot Court Competition, the Philip C. Jessup International Law Moot Court Competition, the William B. Spong Jr. Invitational Moot Court Tournament, the Cardozo/BMI Entertainment and Communications Law Moot Court Competition, and the J. Braxton Craven Memorial Moot Court Competition.

Clinical Programs^{25, 26}

Fordham Law's clinical programs offer students opportunities to integrate legal analysis with lawyering theory and skills. The school offers clinics during the fall as well as the spring. The clinics that will be offered by the school in the spring of 2008 are:

- The Community Economic Development Clinic
- The Criminal Defense Clinic
- The Family Advocacy Clinic
- The Federal Litigation Clinic
- The Housing Rights Clinic

- The Immigrants' Rights and Access to Justice Clinic
- The International Justice Clinic
- The Mediation Clinic
- The Securities Arbitration Clinic
- The Social Justice Clinic
- The Tax and Consumer Litigation Clinic
- The Urban Policy Clinic
- The Walter Leitner International Human Rights Clinic

Placement Facts²⁷

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$70,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$43,000

Employment Details

Graduates known to be employed at graduation	85.8%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.6%

Practice Areas

Graduates Employed In	Percentage
Law Firms	77%
Business/Industry (legal)	1%
Business/Industry (non-legal)	2%
Government	6%
Public Interest	1%
Judicial Clerkship	5%
Academia	1%
Unknown	7%

Externships²⁸

Every year, Fordham Law School 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
- The American Bar Association Law Student Division
- The American Constitution Society for Law and Policy
- The American Law Student Association
- Amnesty International
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Board of Student Advisors
- The Brendan Moore Trial Advocacy Center
- Catholic Law Students
- The Common Good
- The Community Service Project
- The Death Penalty Project
- The Domestic Violence Awareness Center
- The Entertainment Law Students Association
- Environmental Law Advocates
- The Fordham Dispute Resolution Society
- The Fordham Law Democrats
- The Fordham Law Follies
- The Fordham Law Republicans
- Fordham Law Women
- The Fordham National Security and Law Society
- The Fordham Sports Law Forum
- The Fordham Student Sponsored Fellowship Inc.
- The Gavel and Shield Society
- The Global Law Society
- Habitat for Humanity
- The Housing Advocacy Project
- The Immigration Advocacy Project
- The I-Prep Program
- The Irish Law Students Association
- The Italian American Law Students Association
- The Jewish Law Students Association
- The Junta
- The Latin American Law Students Association
- Law Students Against Trafficking
- Law Students for Reproductive Justice
- The Legal Education and Advocacy Project
- The Lesbian, Gay, Bisexual, and Transgender Law Students Association
- The Lincoln Square Neighborhood Children's Law Project
- The Muslim Law Students Association
- The National Lawyers Guild
- Older and Wiser Law Students
- The Phi Alpha Delta Law Fraternity

- Prisoners' Rights Advocates
- Research, Education, and Advocacy to Combat Homelessness
- The South Asian Law Student Association
- The Sports Lawyers Society
- The Stein Scholars Program in Public Interest Law and Ethics
- The Student Animal Legal Defense Fund
- The Student Bar Association
- The Student Hurricane Network
- The Unemployment Action Center
- Universal Jurisdiction
- Yearbook

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Overview²⁻⁶

The University of Illinois College of Law is a place not only to learn the law but also to gain a full understanding of it. The mission of the law school is to train well-rounded, critical, and socially conscious individuals to become outstanding lawyers.

Established in 1897, the University of Illinois College of Law was a charter member of the Association of American Law Schools and was the home of the founding chapter of the law honor society now known as the Order of the Coif. The school 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.

In addition to legal studies, University of Illinois law students enjoy a variety of learning opportunities that apply principles to practice. Analytical thinking, problem solving, research, pretrial 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 the increasingly important ability to practice law in and with diverse cultures at home and around the globe.

The University of Illinois College of Law offers scholarly areas of research, teaching, and coursework, which are called "programs." These are not majors or concentrations in the traditional sense but areas of academic interest and strength within the law school.

Complementing a full array of courses are writing and editing responsibilities for scholarly journals, participation in clinical programs and competitions ranging from moot courts to trial teams to negotiation, opportunities for involvement in more than 50 organizations, and invitations to study abroad. A robust schedule of lectures and conferences provides regular opportunities for lively student involvement in question-and-answer sessions with renowned legal scholars and prominent members of the judiciary. The law school'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.

The all-inclusive learning environment at the University of Illinois College of Law features dining facilities, a bookstore, a student lounge, wireless computing areas, and a computer lab. The Albert E. Jenner Jr. Memorial Law Library is home to some 730,000 volumes and has access to thousands of electronic legal information sources.

Student-Faculty Ratio⁷

12.8:1

Admission Criteria⁸

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	160-167	3.15-3.71
Median*	164	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 Statistics⁹

Fall 2006 admission statistics:

Approximate number of applications	3,221
Number accepted	742
Percentage accepted	23%

Class Ranking and Grades¹⁰

The University of Illinois College of Law only verifies a student's grades if the student has provided written permission to the school to release that information.

The following grading scale is used by the law school:

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	0.00

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:

Minimum GPAs Required

Minimum GPA required to fall within the top 10% of the class	3.66
Minimum GPA required to fall within the top 33% of the class	3.45
Minimum GPA required for graduation	2.00

Honors¹²

Honor	Criteria
Order of the Coif	Top 10%
<i>summa cum laude</i>	GPA of at least 3.75
<i>magna cum laude</i>	GPA of at least 3.50
<i>cum laude</i>	GPA of at least 3.25
Harno Scholars	Top 10% in each semester
Dean's List	Top 11%-30% in each semester

Awards^{13, 14}

Name of Award	Description
Bell, Boyd & Lloyd Best Advocate Award	Awarded to first-year students for oral and written advocacy skills
CALI Excellence for the Future Award	Awarded for the highest grade in each course
Cook County Circuit Court Honors Externship Program	Awarded to applicants who earned Honors or High Honors distinctions in the first-semester Legal Research and Writing class
Harker Prize	Awarded to the student ranked number one after the first year
Neal, Gerber & Eisenberg Law Review Writing Award	Awarded for the best law review note
Sonnenschein, Nath & Rosenthal Award of Excellence in Legal Research and Writing	Awarded for legal research and writing skills
Rickert Awards	Awarded to outstanding third-year law students who demonstrate excellence within a variety of academic, advocacy, and community-building activities
Larry Travis Bushong Writing Award	Awarded for the best student paper on gay and lesbian issues
Honorary Round Best Oralist	Awarded to the best oralist in the Moot Court Honorary Round
Dennis France Scholarship	Awarded to an outstanding third-year student in family law

J. Nelson Young Tax Award	Awarded for academic excellence in taxation
Brinks Hofer Award	Awarded for academic excellence in intellectual property
Ellen Daar Kerschner Memorial Scholarship	Awarded to an outstanding female student
Class of 1996 Public Service Award	Awarded for public service commitment
Charles Hough Award	Awarded based on academic performance and other criteria

Journals

The **University of Illinois Law Review** is published five times per year by students of the University of Illinois College of Law. The student-edited review provides practitioners, judges, professors, and law students with analyses of important topics in the law. It 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.^{15, 16}

The **Elder Law Journal** is published twice annually by students of the University of Illinois College of Law. It is dedicated to addressing elder law issues and publishes manuscripts that not only address policy decisions but also serve as guides to attorneys practicing in the field. The journal helps attorneys who advise clients on estate planning, living wills, arrangements for long-term nursing care, qualifying for Medicaid, and other areas of law pertinent to the elderly, as well as professionals in fields such as social work, gerontology, ethics, and medicine.¹⁷

The **University of Illinois Journal of Law, Technology & Policy** is a peer-reviewed, biannual joint publication of the University of Illinois College of Law, National Center for Supercomputing Applications, and Institute of Government and Public Affairs at the University of Illinois at Urbana-Champaign. It features articles that address the societal impact of technology, legal and regulatory regimes that govern technology, intellectual property issues posed by technology, the use of technology to vindicate societal goals, and ethics and technology.¹⁸

The **Comparative Labor Law & Policy Journal** was founded in 1976. It provides a venue for the very best scholarship regarding 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 given its current name and its editorial advisory board broadened to better reflect its mission. With an extensive worldwide 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. It is 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.¹⁹

The **Illinois Business Law Journal** is a production of the University of Illinois College of Law's Business Law Society. It is inspired by an innovative trend in legal publication in which weblog 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 the journal is to provide the casual reader with information on recent developments affecting business law.^{20, 21}

Moot Court²²

The University of Illinois College of Law offers both internal and external moot court opportunities to its students. All second- and third-year students are eligible to participate in one of seven internal moot court competitions:

- The Bankruptcy Moot Court Competition
- The Environmental Law Moot Court Competition
- The Frederick Douglass Moot Court Competition
- The Frederick Green Moot Court Competition
- The Hispanic National Bar Association Moot Court Competition
- The Intellectual Property Moot Court Competition
- The Philip C. Jessup International Law 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 any of the following external competitions the following year:

- The Chicago Bar Association Moot Court Competition
- The Frederick Douglass Moot Court Competition
- The Hispanic National Bar Association Moot Court Competition
- The Illinois Appellate Lawyers Association Moot Court Competition
- The Judge Conrad B. Duberstein Moot Court Competition
- The National Environmental Law Moot Court Competition
- The National Moot Court Competition
- The Philip C. Jessup International Law Moot Court Competition

Clinical Programs²³

The University of Illinois College of Law offers four in-house clinical programs where students solve real problems for actual clients. These programs provide hands-on experience and draw directly from the knowledge and skills gained in the classroom. There are four in-house clinics and three outplacement clinics.

The law school's in-house clinics are:

The **Civil Litigation Clinic**, in which 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 the resources to hire an attorney. Cases include family law cases (such as divorce, child custody, and order of protection proceedings), debtor cases, and general civil litigation cases, providing participating students a broad range of experiences.²⁴

The **International Human Rights Clinic**, in which 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 legal practice.²⁵

The **Transactions and Community Economic Development Clinic**, which 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.²⁶

The **Domestic Violence Clinic**, in which victims of domestic violence are given free legal aid by students who qualify for or already have 711 licenses. Students in this clinic represent clients in courts, draft papers, and take care of their clients' legal needs under faculty supervision. They also participate in seminars that cover topics related to domestic violence.²⁷

Placement Facts²⁸

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$78,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$46,750

Employment Details

Graduates known to be employed at graduation	69.7%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	96.4%

Practice Areas

Graduates Employed In	Percentage
Law Firms	63%
Business/Industry (legal)	7%
Business/Industry (non-legal)	8%
Government	10%
Public Interest	4%
Judicial Clerkship	7%
Academia	2%
Unknown	1%

Externships^{29, 30}

In the University of Illinois College of Law's externship programs, under the direct supervision of attorneys, students complete assignments such as interviewing clients and witnesses; researching legal questions; preparing pleadings, discovery motions, and briefs; and, in some instances, trying cases. The law school offers the following externship programs:

- The Appellate Defender Program
- The Legal Externship Program
- Legislative Projects

Student Organizations³¹

- The American Association for Justice
- The American Bar Association Law Student Division
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Animal Law Society
- The Asian American Law Students Association
- The Black Law Students Association
- Bookaid
- The Business Law Society
- The Chicago Bar Association Student Division
- The Chinese Law Students Association
- The Christian Law Students Association
- The Criminal Law Society
- The Entertainment Law Society
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Illini Lincoln Society
- The Illinois State Bar Association Student Division
- The Immigration Law Society
- IMPACT
- The Intellectual Property Legal Society
- The International Law Society
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The Latino/a Law Students Association
- The Law School Arts Consortium
- The Law School Democrats
- The Law School Republicans
- Law Students for Choice
- The Loan Repayment Assistance Program Student Advisory Committee
- The Military Law Society
- The Muslim Law Students Association

- The Myra Bradwell Association for Women Law Students
- The National Lawyers Guild
- The Phi Alpha Delta Law Fraternity
- The Prisoners' Rights Research Project
- The Public Interest Law Foundation
- The Sexual Orientation and Legal Issues Society
- Street Law
- The Student Bar Association
- The Student Hurricane Network

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Overview²⁻⁵

Washington and Lee University School of Law had its origin in the Lexington Law School, established by Judge John W. Brockenbrough in 1849. 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. Washington and Lee University School of Law has been a member of the Association of American Law Schools since 1920 and is accredited by the American Bar Association.

Learning at Washington and Lee University School of Law is an 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 their 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 students a broad perspective on legal issues.

The Washington and Lee University Law Library contains more than 427,950 volumes, including microform materials, appellate records and briefs, and government documents. The Frances Lewis Law Center is the research arm of the law school. 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.

Washington and Lee University School of Law's 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 also an understanding of how law operates in our society and sensitivity to the ethical imperatives of the profession.

Student-Faculty Ratio⁶

9.8:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	162-167	3.28-3.73
Median*	165	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 Statistics⁸

Fall 2006 admission statistics:

Approximate number of applications	2,764
Number accepted	867
Percentage accepted	31.4%

Class Ranking and Grades^{9, 10}

Exact class standings are not released by Washington and Lee University School of Law. 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 5% intervals are posted; they vary from year to year and from class to class.

The following grading scale is used by the law school:

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 by the appropriate number of grade points. For this and other grade calculations, Pass, Incomplete (I), Work-in-Progress (WIP), and No Grade Reported (NGR) entries do not count.

Grade Normalization (Curve)^{11, 12}

Minimum GPAs Required

Minimum GPA required to fall within the top 10% of the class	3.683
Minimum GPA required to fall within the top 25% of the class	3.504
Minimum GPA required to fall within the top 50% of the class	3.335
Minimum GPA required to fall within the top 75% of the class	3.097
Minimum GPA required for graduation	2.000

Honors^{13, 14}

Honor	Criteria
Order of the Coif	Top 10%
<i>summa cum laude</i>	Top 2%
<i>magna cum laude</i>	Next 12%
<i>cum laude</i>	Next 18%

Awards^{15, 16}

Name of Award	Description
John W. Davis Award	Awarded to the student with the best record of general excellence throughout his or her law school career
Gardner Brothers Award	Awarded for outstanding performance in the Davis Moot Court Competition
Best Brief Award	Awarded for the best brief written in connection with the Davis Moot Court Competition
Frederic L. Kirgis Jr. International Law Prize	Awarded to the graduate with the most outstanding record in international law
Academic Progress Award	Awarded for the most marked improvement in the final year
Virginia Trial Lawyers Association Award	Awarded for the best overall record in litigation courses
Calhoun Bond '43 University Service Award	Awarded for significant contribution to the Washington and Lee community
James W.H. Stewart Tax Law Award	Awarded for excellence in the study of tax law
Roy L. Steinheimer Commercial Law Award	Awarded to a graduate with an outstanding record in commercial law
Roy L. Steinheimer Jr. Law Review Award	Awarded for the best article for law review publication

National Association of Women Lawyers Award	Awarded for academic achievement, motivation, and contribution to the advancement of women
Charles V. Laughlin Award	Awarded for outstanding contribution to the moot court program
Randall P. Bezanson Award	Awarded for outstanding contribution to diversity in the law school community
Omicron Delta Kappa Honor Society	Awarded to a student who demonstrates leadership in campus activities—scholastic and extracurricular—and falls within the top 35% of his or her class
Virginia Bar Family Law Section Award	Awarded for excellence in the area of family law
American Bankruptcy Institute Medal	Awarded for excellence in the study of bankruptcy law
Algernon Sydney Sullivan Award	Awarded for excellent character and humanitarian service

Journals^{17, 18}

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. Student writers are chosen during the summer after their first year of law school based upon grades and the results of a writing competition. The review is published four times per year.

The **Environmental Law Digest** is written, edited, and published by law students for the Environmental Law Section of the Virginia State Bar. This quarterly newsletter is intended to be a practitioner's guide. It contains student-written articles on environmental and natural resources issues, summaries of key court decisions at the federal and state levels, and commentary on pending state and federal legislation and regulation.

The **Washington and Lee Journal of Civil Rights & Social Justice** is a research and reference publication that focuses on legal issues impacting 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.

Moot Court¹⁹

The Moot Court Executive Board administers the moot court program at Washington and Lee University School of Law. 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 Programs²⁰

One of the most significant opportunities afforded by an education at Washington and Lee University School of Law is the opportunity to participate in the school's legal clinics. Second- and third-year Washington and Lee law students help to meet the need for legal assistance in the region through these legal clinics and, at the same time, develop client contact and advocacy skills. The law school's faculty has developed programs that present legal practice up close, involving tough lessons and real-life decisions that the profession deals with every day.

Clinical programs offered by the school include:

- The Black Lung Legal Clinic
- The Community Legal Practice Clinic
- The Judicial Clerkship Program
- The Legal Aid Society
- The Public Prosecutors Program
- The Virginia Capital Case Clearinghouse

Placement Facts²¹

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$62,500-\$100,000
Median in the private sector	\$85,000
Median in public service	\$43,250

Employment Details

Graduates known to be employed at graduation	83.1%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	88.2%

Practice Areas

Graduates Employed In	Percentage
Law Firms	53%
Business/Industry (legal)	6%
Business/Industry (non-legal)	2%
Government	12%

Public Interest	3%
Judicial Clerkship	20%
Academia	1%
Unknown	3%

Externships²²

Practical experience representing clients is provided by Washington and Lee University School of Law's externship programs. The Public Prosecutors Program provides an opportunity for students to learn various legal procedures related to drafting, preparation for trials, and handling appeals. Students may also work with the Legal Aid Society to help low-income clients. Students interested in litigation can work as legal clerks for Virginia Circuit Court judges, justices of the Virginia Supreme Court, or federal Bankruptcy Court judges.

Student Organizations²³

- The American Constitution Society for Law and Policy
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Capital Hill Lawn Sports Association
- The Christian Legal Society
- The Environmental Law Society
- The Epicurean Society
- The Executive Committee
- The Federalist Society for Law and Public Policy Studies
- The Fieldsport and Angling Society
- The Health Law Association
- Honor Advocates
- The Intellectual Property and Tech Law Society
- The International Law Society
- The Irish-American Law Students Association
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- Law Families
- Law News
- The Law Revue
- The Lewis Powell Jr. Distinguished Lecture Series
- OutLaw
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Public Interest Law Students Association
- The Rationalist Society
- The South Asian Law Student Association
- The Southwest Virginia Innocence Project

- The Sports and Entertainment Law Society
- Sports Czars
- The Student Bar Association
- Students for an Open and Uninhibited Law School
- The Tax Law Society
- Toastmasters
- The Virginia Bar Association Law School Council
- The Women Law Students Organization

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RANK

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Overview⁴⁻⁶

Founded in 1929, Boston College Law School has grown into an internationally known leader in legal education. Its beautiful 40-acre campus is located in Newton, Massachusetts.

The law school places a great deal of emphasis on the practical professional skills 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. The school's 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.

Boston College Law School also has designed an academic support program 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.

Student-Faculty Ratio⁷

14:1

Admission Criteria⁸

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	162-166	3.41-3.76
Median*	164	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 Statistics⁹

Fall 2006 admission statistics:

Approximate number of applications	6,321
Number accepted	1,224
Percentage accepted	19.4%

Class Ranking and Grades¹⁰

Boston College Law School awards the traditional letter grades of A through F. Official class rankings are 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.

In each Boston College 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 college's 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.

Boston College Law School assigns grade point values to letter grades as follows:

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
D-	0.67
F	0.00
P	No effect on GPA
U	No effect on GPA

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 I grades will automatically be changed to F grades on March 1 for the fall, August 1 for the spring, and October 1 for the summer. A Boston College 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.

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

Honor	Criteria
Order of the Coif	Top 10%
<i>summa cum laude</i>	Top 2%
<i>magna cum laude</i>	Top 10%
<i>cum laude</i>	Top one-third

Awards¹³

Name of Award	Description
James W. Smith Award	Awarded to the student with the highest academic rank
Susan Grant Desmarais Award	Awarded for public service achievement and leadership
William J. O'Keefe Award	Awarded for outstanding contribution to the law school
St. Thomas More Award	Awarded based on intellectual and moral qualities
Cornelius J. Moynihan Award	Awarded for scholarship and co-curricular leadership
Richard S. Sullivan Award	Awarded for overall contribution to the law school community
Lyne, Woodworth & Everts Award	Awarded for outstanding editorial work on publications
White Inker Aronson Award	Awarded for service to the law school and others
John O'Reilly Award	Awarded for contribution to the life of the law school
Law School Alumni Association Award	Awarded for scholarship and service to the law school and the profession
Privitera Family Award	Awarded for commitment to service
Aviam Soifer Award	Awarded for public service achievement and leadership
Dean Dennis A. Dooley Award	Awarded based on scholarship average
Lewis S. Gurwitz Award	Awarded for commitment to the underprivileged
Frederick N. Halstrom Award	Awarded for outstanding advocacy competition
McGrath & Kane Award	Awarded for academic excellence and community contribution

Journals

The ***Boston College Law Review*** is the oldest scholarly publication at Boston College Law School. Published five times per year, it features articles concerning legal issues of national interest. Articles from academic

symposia are organized, sponsored, and published. The review gives third-year students an opportunity to edit the work of other writers.¹⁴

First published in 1971, the ***Boston College Environmental Affairs Law Review*** is the nation's second-oldest law review dedicated to environmental law. In recent years, its articles have addressed such diverse topics as affordable housing, kosher food laws, economic analysis of environmental regulation, and animal rights. In recent years, it also has cultivated a reputation for hosting novel legal symposia on current environmental and land use issues. It is published three times per year.¹⁵

The ***Boston College International and Comparative Law Review*** focuses on international legal issues and publishes an annual survey of European Union law. It publishes two issues annually—one in the spring and one in the 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 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 to the academic community which is closely monitoring these developments.¹⁶

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. The journal features articles discussing a complex matrix of social, economic, and political crises confronting minority groups, indigenous cultures, and under-industrialized nations. Published twice annually, its scope includes issues affecting underrepresented populations, human and civil rights, immigration, and women and children, as well as issues of disproportionate economic impact.¹⁷

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. Second-year students write for the *Uniform Commercial Code Reporter-Digest*, and the publication is edited by third-year students.¹⁸

Moot Court^{19, 20}

The students at Boston College 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 the 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. 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.

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 Competition** team participates in one of the oldest and most prestigious moot court competitions in the country, sponsored by the American College of Trial Lawyers.

The **Philip C. Jessup International Law Moot Court Competition** 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 Law Moot Court Competition** team prepares an appellate brief and competes in mock oral argument regarding an important environmental issue.

The **J. Braxton Craven Memorial Moot Court Competition** team briefs and argues issues of constitutional law arising in mock civil or criminal cases.

The **National Criminal Procedure Moot Court Competition** team enters a national competition regarding a criminal procedure problem.

The **Frederick Douglass Moot Court Competition** team engages in an inter-school competition that focuses on significant minority issues and is sponsored by the National Black Law Students Association.

The **Saul Lefkowitz Intellectual Property (Trademark) Moot Court Competition** team prepares and presents cases related to trademark law.

The **Conrad B. Duberstein National Bankruptcy Memorial Moot Court Competition** employs a mock Supreme Court format as students advocate on either side of a current bankruptcy law issue.

The **European Union Law Moot Court Competition** is a recent addition to the school's moot court programs. It requires the students to write briefs in English and French. If a team is invited to the oral rounds, it must argue in both languages.

Clinical Programs^{21, 22}

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 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.

The **Civil Litigation Clinic** is a civil clinical course that gives students the opportunity to work as practicing lawyers representing actual clients at the Boston College Legal Assistance Bureau. 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.

The **Criminal Justice Clinic** examines the criminal justice system from the perspective of both defense attorneys and prosecutors and is made up of two programs: the BC Law Prosecution Program and the BC Defenders. The BC Defenders represent indigent clients in district court, while student prosecutors prosecute cases under the auspices of a district attorney's office.

The **Housing Law Clinic** introduces students to the pervasive problem of homelessness in our cities. Students litigate cases on behalf of poor individuals who are homeless or who are at risk of becoming homeless if they lose their current housing. The course includes fieldwork and a weekly seminar.

Students who take **Immigration Law Practicum** work with pro bono attorneys on political asylum cases in conjunction with the Political Asylum/Immigration Representation (PAIR) Project. They interview, counsel, and represent clients in detention facilities and immigration court and work on various types of national and regional "impact" litigation, especially regarding detention policies.

Advanced Immigration Law 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.

In the **Juvenile Rights Advocacy Clinic**, students work for juvenile justice and child advocacy as well as in problem areas of juvenile representation and policy. They primarily represent girls in the Massachusetts justice system across the full range of their legal needs, including those pertaining to delinquency, post-disposition administrative advocacy, special education, personal injury, status offenses, child abuse and neglect, and public benefits.

The **Women and the Law Clinic** is a clinical and theoretical course that is a part of the Legal Assistance Bureau. Students will also be assigned two to three domestic cases involving matters such as divorce, custody, child support, spousal support, visitation, and restraining orders.

The **Community Enterprise Clinic** will start in the spring 2008 semester. This program will introduce students to transactional legal work on behalf of low- and moderate-income entrepreneurs, small businesses, and nonprofit organizations. It will include fieldwork and a weekly seminar.

Placement Facts²³

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$95,000-\$125,000
Median in the private sector	\$125,000
Median in public service	\$44,500

Employment Details

Graduates known to be employed at graduation	72.7%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.4%

Practice Areas

Graduates Employed In	Percentage
Law Firms	62%
Business/Industry (legal)	4%
Business/Industry (non-legal)	6%
Government	9%
Public Interest	4%
Judicial Clerkship	13%
Academia	1%
Unknown	0%

Externships²⁴

Through Boston College Law School's externship programs, students are placed in settings outside of the law school under the supervision of practicing lawyers.

The **Attorney General Program** provides 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.

The **International Criminal Tribunal Program** aims to provide 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 or the newly established International Criminal Court, both located in The Hague, Netherlands.

The **London Program** is held 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 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 nonprofit environmental organizations and London law firms.

The **Semester in Practice Program** is designed to maximize students' ability to improve their lawyering skills while observing experienced local lawyers and judges.

Student Organizations²⁵

- The American Bar Association Law Student Division
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Arts, Media, Entertainment , and Sports Law Organization
- The Asian Pacific American Law Students Association
- The BC Law Democrats
- The BC Law Republicans
- The BC Law Running Club
- The Black Law Students Association
- The Board of Student Advisors
- The Business and Law Society
- The Children's Rights Group
- The Christian Legal Society
- The Coalition for Equality
- The Community Economic Development Law Group
- The Criminal Justice Law Project
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Gender Violence Awareness Coalition
- The Health Law Society
- The Holocaust/Human Rights Research Project
- The Intellectual Property and Technology Forum
- The International Law Society
- The Italian American Law Students Association
- The Jewish Law Students Association
- The Lambda Law Students Association
- The Latino/a Law Students Association
- The Law and Religion Program
- The Law Students Association
- The Native American Law Students Association
- The Phi Alpha Delta Law Fraternity
- The Public Interest Law Foundation
- The Reproductive Choice Coalition
- Shelter Legal Services
- The South Asian Law Student Association
- Students With Kids
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- The St. Thomas More Society
- The Veterans Association
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RANK

28

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Overview³⁻⁵

Established in 1869, the University of 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 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.

Notre Dame Law School's national 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 school's curriculum includes comprehensive courses and programs which cross traditional course lines and cover broad areas of practice.

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 the integration of reason and faith. Through its teaching, the school tries to prepare 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.

Student-Faculty Ratio⁶

13.7:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	164-167	3.28-3.69
Median*	166	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 Statistics⁸

Fall 2006 admission statistics:

Approximate number of applications	3,502
Number accepted	853
Percentage accepted	24.4%

Class Ranking and Grades⁹⁻¹¹

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 at the law school is governed by the Hoynes Code.

Grades are issued based on the following scale:

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	0.000

The faculty regards A as superior, B as good, C as indicating satisfactory work, D as unsatisfactory with credit, and F as failure. Therefore, a C at Notre Dame is considered a respectable grade. This is evident 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 Grades

I	Incomplete. A temporary grade. The coursework 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.
S/U	Satisfactory/Unsatisfactory. For selected courses.

Pass/Fail	The Pass/Fail option is limited to two elective courses and may be used only with the permission of the professor teaching the particular course. These two courses may not be taken in the same semester.
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Notre Dame Law School does not publish an individual's grade point average or rank in class nor rank students internally or externally. The 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 courses or courses with five or fewer students.

Grade Normalization (Curve)¹²

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. Second- and third-year students must achieve a minimum semester GPA of 2.000.

The minimum cumulative GPA required for graduation is 2.000.

Honors¹³

Graduation honors at Notre Dame Law School are based on grade point average, which is computed by including all courses taken at the school.

Honor	Criteria
Dean's Honor Roll	GPA of 3.6 or higher
<i>summa cum laude</i>	GPA of 3.8 or higher
<i>magna cum laude</i>	GPA of 3.6 or higher
<i>cum laude</i>	GPA of 3.4 or higher

Awards¹⁴

Name of Award	Description
Dean's Award	Awarded for the highest grade in a course
Colonel William J. Hoynes Award	Based on GPA and leadership
Dean Joseph O'Meara Award	Based on GPA and leadership
Farabaugh Prize	Based on GPA and leadership
Legal Writing Award	Awarded for excellence in legal writing
Trial Advocacy Awards	Several different awards for excellence in trial advocacy
Dean Link Award	Awarded for outstanding service in social justice
Dean Konop Award	Awarded for outstanding service in legal aid and defense
ABA Negotiation Award	Awarded for excellence in the art of negotiation
Dean William O. McLean Award	Awarded for outstanding service to the law school
Nathan Burke Memorial Award	Awarded for the best paper in copyright law

Smith-Doheny Legal Ethics Award	Awarded for the best paper in legal ethics
National Association of Women Lawyers Award	Awarded for contribution to the advancement of women in society
Indiana Bar Foundation Award	Awarded to students intending to practice in Indiana

Six additional awards are presented by the law school for excellence in writing, along with two additional leadership awards.

Journals¹⁵

The **Notre Dame Law Review**, founded in 1925 and known until 1982 as the *Notre Dame Lawyer*, is edited and published five times per year by students at Notre Dame 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. The journal contains articles and lectures by eminent members of the legal profession as well as comments and notes by members of its staff and maintains a tradition of excellence.¹⁶

The **Journal of College and University Law**, published by Notre Dame Law School and the National Association of College and University Attorneys, is the only law review in the United States dedicated exclusively to the law of higher education. Headed by both faculty editors and a student editor, the journal is published three times per year.¹⁷

The **Journal of Legislation** is published by Notre Dame Law School students. It contains articles by both public policy figures and distinguished members of the legal community concerning either existing or proposed legislation, suggestions for legislative change, and public policy matters.¹⁸

The **Notre Dame Journal of Law, Ethics & Public Policy** is unique among legal periodicals. It directly analyzes law and public policy from an ethical perspective and consequently strengthens Notre Dame 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, it has recently addressed the problems posed by serious juvenile crime, homelessness, and AIDS.¹⁹

The **American Journal of Jurisprudence**, founded in 1956 by the Natural Law Institute at Notre Dame Law School as the *Natural Law Forum* and renamed the *American Journal of Jurisprudence* in 1970, publishes articles and review essays that critically examine the moral foundations of law and legal systems and explore current and historical issues in ethics, jurisprudence, and legal (including constitutional) theory.²⁰

Moot Court^{21, 22}

Notre Dame Law School's moot court program is conducted by students and 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 Law School has participated in the National Moot Court Competition sponsored by the Young Lawyers Committee of the Association of the Bar of the City of New York. The school also sponsors an annual event called the 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 also 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.

Notre Dame Law School's 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, its topics have included international pollution, nuclear proliferation, the rights of prisoners of war, and law of the sea.

Clinical Programs²³

Students at Notre Dame Law School benefit from two clinics—the Legal Aid Clinic and the Immigration Clinic.

Students who wish to integrate the representation of live clients into their legal education may enroll in the Legal Aid Clinic.

The **Notre Dame Legal Aid Clinic** is set up as a general practice law office. It handles landlord-tenant matters, denial of public benefits matters, mortgage foreclosures, consumer credit problems, elder law matters, and mental health-related cases. 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 Legal Aid 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 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 foreclosure, mental health and disability, consumer protection, public benefits, wills and small estates, and elder law matters.

The **Immigration Clinic** represents persons from around the world seeking immigration status or political asylum in the United States.

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.

Placement Facts²⁴

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$85,000-\$125,000
Median in the private sector	\$97,500
Median in public service	\$47,750

Employment Details

Graduates known to be employed at graduation	78.8%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	94.8%

Practice Areas

Graduates Employed In	Percentage
Law Firms	62%
Business/Industry (legal)	3%
Business/Industry (non-legal)	5%
Government	11%
Public Interest	2%
Judicial Clerkship	15%
Academia	1%
Unknown	0%

Externships^{25, 26}

A student serving in a legal externship may earn one credit for student volunteer legal work lasting six weeks or longer during the summer months in any court, agency, or public or private law office.

The dean may approve an externship program for academic credit if the program's content and supervision comply with the student practice rules of the jurisdiction in which the work is done. The program also must include a substantial classroom component. A student may not receive compensation for work performed as part of an academic externship.

The law school also offers students the opportunity to complete an externship with the St. Joseph County, Indiana, public defender program. In this program, students represent indigent clients in criminal cases.

Student Organizations²⁷

- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Asian Law Students Association
- Black Law Students of Notre Dame
- The Business Law Forum
- The Christian Legal Society
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Hispanic American Law Association
- The Intellectual Property Law Society
- The International Human Rights Society
- The International Law Society
- The Irish Law Society
- The Jewish Law Students Association
- The Married Law Students Association
- The Military Law Students Association
- The Notre Dame Coalition to Abolish the Death Penalty
- The Public Interest Law Foundation
- Right to Life (Jus Vitae)
- The Social Justice Forum
- The Sports and Entertainment Law Society
- The St. Thomas More Society
- The Women's Legal Forum

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RANK

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UNIVERSITY OF WASHINGTON SCHOOL
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CAREER SERVICES PHONE

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**Overview⁴⁻⁸**

The University of Washington School of Law, located in Seattle, was first organized in 1899 and is fully accredited. The school's 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, as well as in synthesizing from these materials general notions of the structure and operation of the legal system. The law school's courses are designed to provide a broad view of the American legal system.

The University of Washington School of Law provides a foundation 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.

The University of Washington 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 school's Asian law, law of sustainable development, and tax graduate programs and serves as a federal depository for selected U.S. government documents.

University of Washington School of Law's identity statement declares 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, and it requires its students to fulfill a minimum public service commitment in order to graduate.

The education provided by the University of Washington School of Law 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.

Student-Faculty Ratio⁹

10.8:1

Admission Criteria¹⁰

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	159-166	3.50-3.84
Median*	163	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 Statistics¹¹

Fall 2006 admission statistics:

Approximate number of applications	2,545
Number accepted	537
Percentage accepted	21.1%

Class Ranking and Grades¹²

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, are A, A-, B+, B, B-, C, D, and E.

The following grading scale is used by the law school:

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)¹³

Grade	Percentage of Class
A	At least 5% and less than or equal to 15%.
A-	At least 20% (minus percentage given A) and less than or equal to 40% (minus percentage given A).
B+	At least 50% (minus percentage given A or A-) and less than or equal to 75% (minus percentage given A or A-).

B	Discretionary.
B-	Discretionary.
C	Discretionary. C or D grades are capped at a total of 5% for first-year courses.
D	Discretionary. This grade indicates that the level of performance is below that which on average is required for the awarding of the J.D. degree. C or D grades are capped at a total of 5% for first-year courses.
E	Discretionary. This grade indicates unsatisfactory performance, and no credit is given for the course.

These percentage ranges are mandatory for most J.D. courses, but there are certain exceptions for specialized and individualized courses such as seminars; clinical, experiential, and “practice” offerings; independent studies; workshops; summer quarter courses; courses heavily directed to non-law students; courses in which most of the enrolled students are candidates for post-J.D. graduate degrees; courses with 15 students or fewer; and designated “mastery” courses.

A numerical class rank based on the numerical equivalencies shown above is computed for the sole purpose of awarding academic honors, including graduation awards, prizes, or membership in scholarly societies, including the Order of the Coif, legal journals, and reviews. Class rank is not disclosed on a student’s transcript or otherwise disclosed except for the purpose of computing eligibility for academic honors.

Honors¹⁴

Honor	Criteria
Order of the Coif	Top 10%
High Honors	Top 5%
Honors	Next 15%

Awards¹⁵

Name of Award	Description
Honor Graduate	Awarded for the highest cumulative grade point 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
Vivian Carkeek Prize	Awarded for the best student contribution to the <i>Washington Law Review</i>
Nathan Burkan Memorial Competition Award	Awarded for the best papers on copyright law

Delta Theta Phi Founders Award	Awarded to the student with the highest combined first- and second-year grades
Mary Ellen Krug Award	Awarded for proficiency in the fields of labor and employment law and related subjects
Judge James J. Lawless Award	Awarded for the highest grades during the first year
Hugh Miracle Award	Awarded for the best opening statement made in trial advocacy, trial practice, or moot court
Eugene A. Wright Scholar Award	Awarded annually to a second-year student and a third-year student, each of whom (a) has produced a paper or article of particular noteworthiness as a law review or journal note or comment or as an analytical writing project, (b) has performed exceptionally well in trial or appellate moot court competition, either orally or in brief writing, or (c) has combined an outstanding academic record with an exemplary record of public service and community involvement

Journals

The ***Washington Law Review*** publishes quarterly issues in February, May, August, and November, bringing forth professional and student-written articles of national and regional interest. 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.¹⁶

The ***Shidler Journal of Law, Commerce & Technology*** addresses business law and technology issues in a global context. It presents concise, practical articles aimed at corporate law practitioners and other business professionals interested in emerging issues with respect to technology and commerce. The journal is a partnership between student editors and an editorial board comprised of faculty and practicing attorneys.¹⁷

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. Its function is threefold. First, it provides valuable writing and editing experience to University of Washington law students interested in Pacific Rim law and policy issues. Second, 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, it encourages the debate of issues vital to the Pacific Rim. Third, it enhances the University of Washington School of Law's national and international role as a center for East Asian legal studies.¹⁸

Moot Court

The Moot Court Honor Board organizes and hosts all University of Washington School of Law moot court events. 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 with developing their advocacy skills through practice and competition.¹⁹

The University of Washington School of Law 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 Philip C. Jessup Regional Competition, the American Trial Lawyers Association Mock Trial Regional Competition, the Texas Young Lawyers Association Mock Trial Competition, and the American Bar Association Negotiations Regional Competition every year. First-year law students may participate in the Moot Court Honor Board's in-house Client Counseling Competition, Mediation Competition, Contract Drafting Competition, and First Year Appellate Advocacy Competition. With the exception of the First Year Appellate Advocacy Competition, moot court tournaments are open to all students at the law school.²⁰

Clinical Programs²¹

The University of Washington School of Law's clinical programs provide free legal representation to underrepresented clients from many walks of life. The programs emphasize limited caseloads and close faculty supervision, encouraging student participants to become reflective and self-aware legal professionals. They complement traditional classroom instruction with active "hands-on" learning and provide an important community service, successfully bridging legal theory and legal practice and developing in students the essential skills to succeed as attorneys.

The law school offers the following clinical programs:

- The Berman Environmental Law Clinic
- The Children and Youth Advocacy Clinic
- The Entrepreneurial Law Clinic
- The Immigration Clinic
- Innocence Project Northwest
- The Low-Income Taxpayer Clinic
- The Mediation Clinic
- The Refugee and Immigrant Advocacy Clinic
- Sexual Violence and the Law
- The Technology Law and Public Policy Clinic
- The Tribal Court Criminal Defense Clinic
- The Unemployment Compensation Law Clinic

Placement Facts²²

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$55,600-\$95,000
Median in the private sector	\$85,000
Median in public service	\$43,000

Employment Details

Graduates known to be employed at graduation	90.1%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	99.4%

Practice Areas

Graduates Employed In	Percentage
Law Firms	39%
Business/Industry (legal)	11%
Business/Industry (non-legal)	0%
Government	16%
Public Interest	11%
Judicial Clerkship	16%
Academia	5%
Unknown	2%

Externships²³⁻²⁵

The University of Washington School of Law provides students opportunities to participate in public service externships, judicial externships, and international externships.

Public service externships are externships wherein the work is done in a public interest or public sector organization for academic credit. Organizations which qualify as public service externship sponsors include:

- Government agencies. (The student performs civil legal work for an approved governmental agency.)
- Public defenders' offices. (The student performs legal work for a public defender's office representing indigent clients charged with criminal offenses.)
- Judicial offices. (The student performs legal work for an approved state or federal court judge at the trial court or appellate level.)
- Legislative bodies. (The student performs legal work for an approved legislative body, such as a state legislature, the United States Congress, or a foreign legislative body.)
- Public interest organizations. (The student performs civil legal work for a nonprofit, public interest organization.)
- Legal aid offices. (The student works for a not-for-profit organization that serves the legal needs of low-income clients.)
- Pro bono attorneys' offices. (The student carries out legal work with a practicing member of the bar for low-income clients.)

Other public service externships may also be considered by the law school curriculum committee, subject to the fulfillment of various criteria.

Students serving in judicial externships perform legal work for an approved state or federal court judge at the trial court or appellate level, in compliance with the public service externship guidelines.

Second- and third-year J.D. students may engage in international externships with nonprofit organizations, government agencies, or international organizations.

Student Organizations²⁶

- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Center for Human Rights and Justice
- The Center for Labor and Employment Justice
- The Chinese American Law Students Association
- The Christian Legal Society
- The Disability Law Alliance
- The Federalist Society for Law and Public Policy Studies
- GreenLaw
- The Immigrant Families Advocacy Project
- Innocence Project Northwest
- The International Legal Society
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The Korean American Law Student Association
- The Latino/a Law Students Association
- Law and Alternative Dispute Resolution
- Law Students for Reproductive Justice
- The Law Women's Caucus
- The Military Law Students Association
- The Minority Law Students Association
- The Native American Law Students Association
- Nontraditional Law Students
- OutLaws
- Parents Attending Law School
- The Public Interest Law Association
- The Society for Small Business Development
- The Sports and Entertainment Law Association
- Street Youth Legal Advocates of Washington
- The Student Animal Legal Defense Fund
- The Student Bar Association
- The Student Health Law Organization
- The Technology Law Society

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RANK

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THE COLLEGE OF WILLIAM & MARY MARSHALL-WYTHE SCHOOL OF LAW

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Overview³⁻⁷

The College of William & Mary Marshall-Wythe School of Law was established based on the legal training ideals of Thomas Jefferson, 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.

The study of law at William & Mary is designed to prepare graduates to meet the needs of society, whether in the practice of law or in related endeavors such as business, politics, or public service. In order to attain this goal, the law school's curriculum offers a variety of courses in many fields of legal specialization. Classes are often conducted according to the "case method," which requires critical study and analysis of judicial decisions, statutes, and other legal materials.

William & Mary School of Law's curriculum also offers selected courses conducted according to the "problem method" and a number of performance-based and clinical courses. In addition, there are several 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.

The Wolf Law Library at the College of William & Mary houses approximately 400,000 volumes including the Thomas Jefferson collection and other valuable works in the rare book room. It is accessible to the school's law students 24 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.

William & Mary School of Law's innovative, award-winning Legal Skills Program offers students a unique perspective on the real world of practicing law. The program teaches students about the essential tools for effective legal writing, advocacy, and client relations in an environment much like the environment they will face in their careers. It is organized into law offices, each of which uses the law of an actual jurisdiction.

Legal training at William & Mary School of Law 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.

Student-Faculty Ratio⁸

15.5:1

Admission Criteria⁹

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	162-166	3.33-3.84
Median*	164	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 Statistics¹⁰

Fall 2006 admission statistics:

Approximate number of applications	4,209
Number accepted	1,014
Percentage accepted	24.1%

Class Ranking and Grades^{11, 12}

Law students are ranked at the conclusion of one full year of legal study at William & Mary. Thereafter, students are ranked at the conclusions of the fall and spring semesters. Students attending summer school do not receive new rankings at the conclusion of their summer classes. Class rankings are based on rounded GPAs, and the majority of student rankings are determined in percentage terms rather than individual class rankings. Students with GPAs of 3.6 or higher are given numerical rankings.

The grades of first-year students are wholly based on the results of written examinations. For second- and third-year students, classroom participation (inclusive of class attendance) may affect grades.

The following grading scale is used by the law school:

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	0.0

Grade Normalization (Curve)¹³

William & Mary School of Law has a mandatory grading curve for classes of 30 or more students. Faculty may assign, in classes of 30 or more students, one A+ grade. This grade has a value of 4.3. School policy suggests that the following grade distribution be used by teachers of first-year courses:

A	15-25%
B	60-75% (B+: 25-35%; B: 20-30%; B-: 10-20%)
C+ or lower	5-15%

In calculating percentages within the B range, faculty members take 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 must meet the mandatory curve after class participation grades are considered.

Honors¹⁴

Students who graduate in the top 10% of their class from William & Mary School of Law are invited to join the Order of the Coif.

Awards¹⁵

Name of Award	Description
Dean's Certificate	Awarded to 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	Awarded for excellence in health law
American Bankruptcy Institute Award	Awarded for outstanding performance in bankruptcy law
American Bar Association State and Local Government Award	Awarded for excellence in the areas of land use and local government law
Publisher's Book Awards	Awarded to the students with the highest scholastic averages in the first-, second-, and third-year law classes
Rachel Carson Award for Excellence in Environmental Law	Awarded for outstanding accomplishment in environmental law

Drapers' Scholarship	Scholarship from Queen Mary College of the University of London for a year of postgraduate study; student selected for this award is known as the Drapers' Scholar
Environmental Law and Policy Review Award for Excellence in Scholarship	Awarded to the most outstanding student not published in the <i>William & Mary Environmental Law and Policy Review</i>
Gambrell Legal Skills Award	Awarded to the top student in each of the law school's Legal Skills firms
William Hamilton Prize	Annual cash award for outstanding student performance in legal history
Ewell Award	Awarded to well-rounded graduating students
Lawrence W. l'Anson Award	Awarded based on evidence of great promise through scholarship, character, and leadership
Family Law Book Award	Awarded to the student who demonstrates the most potential for the practice of family law
Herrmann Prize	Awarded to the student who demonstrates the most potential for contributing to the efficient administration of justice through the innovative use of technology
Robert R. Kaplan International Financial Law Award	Awarded to an outstanding student in International Financial Law
Kaufman & Canoles Prizes	Awarded for outstanding performance in the Legal Skills Program
Kruchko & Fries Prize	Awarded for outstanding student performance in employment law
Wayne M. Lee Endowed Book Award	Awarded to the student with the highest grade point average after completion of the first semester
Order of Barristers	Awarded for substantial contribution to an oral argument program
Thurgood Marshall Award	Awarded for distinguished public service
National Association of Women Lawyers Award	Awarded for outstanding contribution to the advancement of women in society
Spong Professionalism Award	Awarded to the best third-year student in the Legal Skills Program
William & Mary Journal of Women and the Law Outstanding Member	Awarded to a third-year student who exhibits outstanding dedication to and support for the <i>William & Mary Journal of Women and the Law</i>
William & Mary Law Review Best Student Note	Awarded for the most outstanding student note published in the <i>William & Mary Law Review</i>
Virginia Trial Lawyers Award	Awarded for excellence in trial advocacy and demonstration of the high standards and integrity of a trial lawyer
George Wythe Award	Awarded for outstanding service to the law school
Thomas Jefferson Prize	Awarded for the best student note in the current volume of the <i>William & Mary Bill of Rights Journal</i>

Journals

The ***William & Mary Law Review*** was first published in 1957. It provides a forum for academic treatment of legal issues, offers a unique educational opportunity to its student members, aids practitioners in understanding recent developments in the law, and enhances the life of the law school. It is published six times per year—in October, November, December, February, March, and April. A student-published journal, it has featured important scholarly work from noted scholars in all areas of the law and has become one of the top general interest law journals in the country.¹⁶

The ***William & 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.¹⁷

The ***William & Mary Bill of Rights Journal*** was founded in 1992 and is a student-run publication addressing issues regarding the Bill of Rights and the U.S. Constitution. Previously known as *The Colonial Lawyer*, the journal expanded its original vision from that of a Virginia-focused journal to that of a journal of international scope. It serves a threefold purpose in analyzing new law, acting as a research tool, and serving as a source of enriched education for the legal community. The journal is published four times per year—in October, December, February, and April.^{18, 19}

The ***William & Mary Environmental Law and Policy Review*** began as the *William & Mary Journal of Environmental Law* in 1975 to report on local and regional topics in 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 in environmental law and examine in a more focused manner the policy implications behind the law.²⁰

The Advocate is William & Mary School of Law's biweekly student newspaper. It publishes feature articles, news, sports, editorials, humor, and political commentary written by members of the law school community.²¹

Moot Court^{22, 23}

The moot court program at William & Mary School of Law gives 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 and then defend it before a panel of judges in an oral argument.

Moot court membership 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 hosts 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 across the United States.

Clinical Programs

The **Federal Practice Tax Clinic** consists of two components: a seminar about federal tax practice and procedure and a practicum. Students assist in the representation of low-income Virginia taxpayers before the IRS and in U.S. Tax Court cases.²⁴

In the **Legal Aid Clinic**, students work in the Williamsburg office of Legal Services of Eastern Virginia, providing legal service to indigent 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.²⁵

The **Domestic Violence Clinic** includes practice, reading, and classroom components. Under supervision, students provide advice and counsel to residents of the Avalon shelter, including court representation of clients.²⁶

The **International Law Clinic: Iraqi Special Tribunal** is a special project conducted with the Regime Crimes Liaison Office of the Department of Justice.²⁷

Placement Facts²⁸

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$77,500-\$125,000
Median in the private sector	\$100,000
Median in public service	\$49,000

Employment Details

Graduates known to be employed at graduation	83.7%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	95.2%

Practice Areas

Graduates Employed In	Percentage
Law Firms	47%
Business/Industry (legal)	6%
Business/Industry (non-legal)	3%
Government	20%
Public Interest	6%
Judicial Clerkship	20%
Academia	1%
Unknown	0%

Externships

William & Mary School of Law's externship program provides a wide variety of placement suggestions for students, although 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 law school offers the following externships:²⁹

The **Government and Public Interest Externship**, in which students gain practical experience by working in a government agency or nonprofit organization under the supervision of a lawyer.³⁰

The **Nonprofit Organization Externship**, in which students are assigned to work with a lawyer providing services to one or more nonprofit organizations.³¹

The **Department of Employment Dispute Resolution Externship**, in which students are required to work one full day/week in Richmond at the Department of Employee Relations Counselors, an agency that counsels state employees on work-related complaints and aspects of the grievance procedure.³²

The **Virginia Court of Appeals Externship**, in which students work in the Office of the Chief Staff Attorney, reviewing briefs and records filed with the court and drafting proposed orders and memorandum opinions.³³

The **Attorney General Externship**, in which students work in the Office of the Attorney General of Virginia in Richmond.³⁴

The **Supreme Court of Virginia Office of Chief Staff Attorney Externship**, which 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;" and to attend and observe Supreme Court oral arguments when the full Court is in session.³⁵

The **Judicial Clerk Externship**, which provides an opportunity for students to gain insight into the judicial process from the bench under the supervision of a local judge.³⁶

The **Therapeutic Courts Practice Externship**, in which students have 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 to the administration of justice.³⁷

The **General Assembly Externship**, which is offered during general assembly sessions in Richmond and gives students the opportunity to work in the office of a delegate or senator.³⁸

Student Organizations³⁹

- The Alternative Dispute Resolution Team
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy

- The Asian Law Students Association
- The Black Law Students Association
- The Bone Marrow Drive Committee
- The Children's Advocacy Law Society
- The Christian Legal Society
- The Election Law Society
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The George Wythe Society
- The Honor Council
- The l'Anson-Hoffman American Inn of Court
- The Institute of Bill of Rights Law Student Division
- The International Law Society
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The Lesbian and Gay Law Association
- The Military Law Society
- The Multicultural Law Students Association
- The National Trial Team
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Sports and Entertainment Law Society
- The Student Bar Association
- The Student Intellectual Property Society
- Student Legal Services
- Students for Equality in Legal Education
- The Therapeutic Jurisprudence Society
- The William & Mary Public Service Fund Inc.

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RANK

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<http://www.moritzlaw.osu.edu>



Overview³⁻⁵

The Michael E. Moritz College of Law at Ohio State University was established in 1981. Including a range of clinical and skilled courses, the law school offers more than 145 courses covering almost every area of law. Its 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, Moritz College of Law also offers a nationally ranked program and certificate in the emerging area of alternative dispute resolution. The curriculum also provides preparation in the fields of criminal law, intellectual property law, employment and labor law, commercial law, international law, and many others.

In addition, Moritz College of Law has various study-abroad programs in Oxford, England. Located at St. Anne's College on the campus of the University of Oxford, the Pre-Law Program provides 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 incorporated into this five-week program.

Student-Faculty Ratio⁶

14:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	158-163	3.36-3.79
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 Statistics⁸

Fall 2006 admission statistics:

Approximate number of applications	2,289
Number accepted	653
Percentage accepted	28.5%

Class Ranking and Grades⁹

At Moritz College of Law, students in the top 5% of each class are ranked individually. The law school 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.

Moritz College of Law uses letter grades to determine academic good standing, probation, dismissal, and graduation. Students receive both a letter and a number grade—for example, 91B. Grades are assigned according to the following scale:

Letter Grade	Numerical Grade	Point Value
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	70-76	2.0
D	65-69	1.0
E	60-64	0.0

Class rankings are completed annually after the submission of all grades. In order to rank students, the numerical grades are used. Upper-level classes are weighted twice as heavily as first-year classes with respect to numerical average.

Grade Normalization (Curve)¹⁰

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 policy is a suggested tool and is not mandatory. It suggests the following grade distribution to teachers of first-year courses:

A	25%
B	55%
C	20%
D, E	Not more than 4% with the direction that a D or E should be given only if inferior performance is clearly demonstrated.

For second- and third-year courses, the grade distribution is based on the past average letter grade performance of the students as a whole who registered for the particular course. The 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 individual students.

Honors¹¹

Honor	Percentage of Class Receiving	GPA Required	Number of Students
Order of the Coif	Top 10%	94.3	26
<i>summa cum laude</i>	Top 3%	95.9	7
<i>magna cum laude</i>	Not provided	Not provided	Not provided
<i>cum laude</i>	Top 25%	92.9	65

Awards^{12, 13}

Name of Award	Description
Tax Award	Awarded for the highest average in tax courses
Academic Excellence	Awarded for the highest cumulative average in each class
Torts	Awarded for the highest grades in Torts
Trial Practice	Awarded for the highest grades in Trial Practice
Legal Professions	Awarded for the highest grades in Legal Professions
Dispute Resolution	Awarded for the best research paper in an alternative dispute resolution course
Constitutional Law	Awarded to the top students in Constitutional Law
Ohio State Law Journal Awards	Not provided
Journal on Dispute Resolution	Not provided
Moot Court Awards	Not provided
Leadership Awards	Not provided
Clinic Awards	Not provided

Journals

The ***Ohio State Law 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 publishes articles by scholars, professionals, and students on the most important legal issues faced by the global legal market.¹⁴

The ***Ohio State Journal on Dispute Resolution*** reports on issues relating to alternative dispute resolution. The periodical is exclusively run by students and is published four times per year. It focuses on various

methods of dispute resolution, including arbitration, mediation, mini-trials, negotiation, and summary jury trials. It is the official journal of the American Bar Association's Section on Dispute Resolution.¹⁵

The ***Ohio State Journal of Criminal Law***, published twice per year, discusses vital issues in the field of criminal law and justice. It publishes important research and writing by professionals and scholars in the field of criminal law. The journal comprises symposia, commentary, and book and cultural review sections. It is a peer-evaluated, faculty-student cooperative venture published by Ohio State University.¹⁶

I/S: A Journal of Law and Policy for the Information Society publishes two to three issues per year focusing on the intersection of law, policy, and information technology. It represents a partnership between Moritz College of Law and Carnegie Mellon University's H. John Heinz III School of Public Policy and Management.¹⁷

The interdisciplinary ***Entrepreneurial Business Law Journal*** releases thought-provoking articles, book reviews, and student notes on current happenings in the entrepreneurial business world. The latest addition to Moritz College of Law's publications, this journal gives students an excellent chance to explore the link between business and law. It is published twice per year and is managed exclusively by students.¹⁸

Moot Court¹⁹⁻²¹

All second-year students must participate in Moritz College of Law's moot court program after successful completion of Appellate Advocacy I. In Appellate Advocacy I, students write an appellate brief and argue the case before a panel of judges comprised of faculty members, practicing attorneys, and third-year students.

Appellate Advocacy II (also known as the Herman Moot Court Competition) is an intramural moot court competition. Participation in Appellate Advocacy II is voluntary. Students write an appellate brief and argue a number of rounds to participate in this competition. They may participate in the second semester of their second year. Appellate Advocacy II serves as the selection process for third-year students who want to take part in national interscholastic moot court competitions.

Currently, Moritz College of Law participates in the following national moot court competitions: the Frederick Douglass Moot Court Competition, the National Environmental Law Moot Court Competition, the American Bar Association National Appellate Advocacy Competition, the National Moot Court Competition, the National Health Law Moot Court Competition, the William E. McGee National Civil Rights Moot Court Competition, the John J. Gibbons National Criminal Procedure Moot Court Competition, the National First Amendment Moot Court Competition, the National Juvenile Law Moot Court Competition, the Philip C. Jessup International Law Moot Court Competition, and the Wagner Labor Law Moot Court Competition.

Clinical Programs²²

Moritz College of Law students begin taking clinical courses in their second year. The law school offers the following clinical programs:

- The Civil Law Practicum
- The Criminal Defense Practicum

- The Justice for Children Practicum
- The Legislation Clinic
- The Mediation Clinic
- The Prosecution Practicum
- The Student Housing Legal Clinic

Placement Facts²³

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$46,500-\$95,000
Median in the private sector	\$60,000
Median in public service	\$49,500

Employment Details

Graduates known to be employed at graduation	76.9%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.9%

Practice Areas

Graduates Employed In	Percentage
Law Firms	49%
Business/Industry (legal)	6%
Business/Industry (non-legal)	6%
Government	21%
Public Interest	7%
Judicial Clerkship	5%
Academia	6%
Unknown	0%

Externships^{24, 25}

Moritz College of Law's externship program requires students to dedicate at least 20 hours per week for at least seven weeks. Each student has a supervisor where he or she works. Students in the externship class receive two credits for a mix of academic work (a class presentation and paper) and externship work.

Twenty-five students are selected each semester by Moritz College of Law to serve as judicial externs in judges' chambers. This proves to be an excellent opportunity for students as they gain real-life experience with court proceedings. Students work on research and writing on pre-trial matters under the direct supervision of distinguished judges. They then attend numerous class sessions wherein they share their judicial experiences with their classmates and discuss ethical issues pertaining to the judicial context.

Judges participating in the law school's judicial externship program include United States Circuit, District, Bankruptcy, and Magistrate judges; justices of the Ohio Supreme Court; Franklin County Domestic Relations judges; and Juvenile Court judges. Over the past few years, the program has expanded to include commissions of the Supreme Court of Ohio, the Franklin County Court of Common Pleas, and the Ohio Judicial Conference. The program lasts for the full 14 weeks of the fall and winter semesters and for eight weeks during the summer semester. Students receive three credits during the fall and winter semesters and two credits during the summer semester, and the course is graded on a Satisfactory/Unsatisfactory basis.

Student Organizations²⁶

- Advocates for Children
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Appellate Advocacy Council
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Business Law Society
- The Caribbean Law Students Association
- The Christian Legal Society
- The Criminal Law Society
- Dispute Resolution and Youth
- The Dispute Resolution Association
- The Environmental Law Association
- The Federalist Society for Law and Public Policy Studies
- The Health Law Society
- Hearsay
- The Immigration Law Society
- The Intellectual Property Law Society
- The International Justice Mission
- The International Law Society
- The Inter-Professional Council
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The Labor and Employment Law Association
- The Latino/a Law Students Association
- The Law School Democrats
- The Law School Republicans
- The Middle Eastern Law Students Association
- The Military Law Students Association
- The Moritz Community Outreach Project
- The Muslim Law Students Association
- OutLaws
- The Pro Bono Research Group
- The Public Interest Law Foundation
- The Sports and Entertainment Law Association

- Street Law
- The Student Animal Legal Defense Fund
- The Student Bar Association
- Volunteer Income Tax Assistance
- The Women's Legal Society

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RANK

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<http://www.law.wisc.edu>**Overview**²⁻⁶

Established in 1868, the University of Wisconsin–Madison Law School has always propagated its principle that the study of law cannot be segregated from its practice. The law school has developed this principle through its “law-in-action” philosophy. The law-in-action concept is founded on the principle that law cannot be studied in isolation from 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 students at the University of Wisconsin Law School with the required technical skills to succeed and also endows them with a broader outlook on the legal system. The law school’s 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 statutes. University of Wisconsin Law’s curriculum implements these principles in classrooms, in various clinical programs, and in numerous collaborations among departments and colleges.

The low student-faculty ratio at University of Wisconsin Law 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 aids students in obtaining gainful employment with valuable information and advice on a wide range of legal career opportunities.

Student-Faculty Ratio⁷

12.9:1

Admission Criteria⁸

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	156-163	3.23-3.72
Median*	160	3.48

*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 2006 admission statistics:

Approximate number of applications	3,005
Number accepted	774
Percentage accepted	25.8%

Class Ranking and Grades^{10, 11}

Students who entered 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 rankings (except to the 10 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:

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	0.0	Failure, no credit for course

The qualitative descriptions are not themselves grades but are intended simply to help translate the grading scale into qualitative language.

Grades of S, S+, S-, and U are not taken into account in computing a GPA. An instructor may also elect to give a grade of S (Satisfactory) or U (Unsatisfactory) in lieu of a letter grade in the following courses: Advanced Legal Writing, Seminars, Appellate Advocacy (non-moot court), Trial Advocacy, and Lawyering Skills. Grades

of S or U are given in lieu of letter grades for Law Journal, Moot Court, Directed Reading, and Directed Research if the enrollment is fewer than 20 students and the principal basis for the grade is a paper or class presentation. Clinical courses are graded on the basis of S+, S, S-, and U. The grade S+ should be awarded to no more than 20% of the students in each clinical program or course section.

Grade Normalization (Curve)¹²

For all first-year courses at the University of Wisconsin Law School, and for advanced classes with an enrollment exceeding 30, the mean grade normally must fall between 82.5 and 84 on the 65-95 scale or between 2.85 and 3.1 on the 4.3 (A+ to F) scale. For advanced classes with an enrollment of 30 students or fewer, the mean grade normally must fall between 81.5 and 85 or between 2.7 and 3.3 on the 4.3 (A+ to F) scale.

Target ranges for the distribution of grades in large and small sections are shown in the table below. Large sections are courses or sections with enrollments exceeding 30.

Grade Range	Large Section	Small Section
65-76 (F to C-)	0-13%	0-15%
77-80 (C and C+)	7-17%	5-20%
81-84 (B- and B)	35-45%	30-50%
85-88 (B+ and A-)	28-38%	25-40%
89 and above (A and A+)	5-15%	0-20%

Honors¹³⁻¹⁵

Honor	Criteria
Order of the Coif	Top 10%
Dean's Honor List	GPA of at least 3.3 for at least 14 new credits completed in the spring or fall semester
<i>summa cum laude</i>	GPA of 3.9 or higher
<i>magna cum laude</i>	GPA of 3.7 or higher
<i>cum laude</i>	GPA of 3.5 or higher

Awards¹⁶

Name of Award	Description
American Academy of Matrimonial Lawyers Award	Awarded for contribution to family law
Andre M. Saltoun Award	Awarded for special contribution to the <i>Wisconsin Law Review</i>
Mary Kelly Quackenbush Memorial Award	Awarded for outstanding student articles in the <i>Wisconsin International Law Journal</i>
Mathys Memorial Award	Awarded for appellate advocacy

State Bar of Wisconsin Environmental Law Essay Prize	Awarded for the best essay in environmental law
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Journals¹⁷

The **Wisconsin Law Review** is published six times per year by law students. It provides a forum for articles on local law as well as analyses of issues in the national and international arenas. Student-members of the review are selected from a writing competition at the end of their first year.¹⁸

The **Wisconsin International Law Journal** was established in 1982. Published at least three times yearly, this student-edited journal contains articles by professionals and law students on various areas of international law. Each spring, its members host a conference on the emergent issues of interest in international law.¹⁹

The student-edited **Wisconsin Women's Law Journal** publishes student notes and articles from professors and practitioners. It was established in 1985. Upholding the tradition of "law in action," it seeks to address the various avenues of women's studies as they relate to the practice of law.²⁰

Moot Court²¹

Approximately 35 first-year law students are selected for the University of Wisconsin Law School Moot Court Board after submitting appellate briefs and presenting short oral arguments before a panel of judges. Although most students who participate in moot court activities are selected in the spring of their first year, a limited number of seats on the Moot Court Board are also available to second- and third-year students. The board sends 16 to 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 it organizes the competition. Some of the national and other moot court competitions in which the Moot Court Board participates are:

- The August A. Rendigs Jr. National Products Liability Moot Court Competition
- The Chicago Bar Association Moot Court Competition
- The John Marshall International Moot Court Competition in Information Technology and Privacy Law
- The National Moot Court Competition
- The Pace National Environmental Moot Court Competition
- The Pepperdine National Entertainment Law Moot Court Competition
- The Philip C. Jessup International Law Moot Court Competition
- The Prince Evidence Moot Court Competition
- The Saul Lefkowitz Intellectual Property Moot Court Competition
- The Thurgood Marshall Moot Court Competition
- The University of Minnesota Civil Rights Moot Court Competition
- The University of North Carolina J. Braxton Craven Moot Court Competition
- The Vale Corporate Law Moot Court Competition
- The Vanderbilt First Amendment Moot Court Competition
- The Wagner Labor Law Moot Court Competition

Clinical Programs²²

Clinical students at the University of Wisconsin Law School receive a rich educational experience by applying the legal theory they have learned in the classroom to help real people outside of the classroom.

The law school offers numerous clinical programs, including:

- The Center for Patient Partnerships
- The Clinical Semester
- The Community Supervision Legal Assistance Project
- The Criminal Appeals Project
- The Economic Justice Institute (which includes the Consumer Law Litigation Clinic, the Family Court Assistance Project, and the Neighborhood Law Project)
- The Family Law-Restorative Justice Project
- The Innocence Project
- The Legal Assistance to Institutionalized Persons Project

Placement Facts²³

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$55,000-\$115,000
Median in the private sector	\$102,000
Median in public service	\$44,000

Employment Details

Graduates known to be employed at graduation	73.6%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	97.7%

Practice Areas

Graduates Employed In	Percentage
Law Firms	56%
Business/Industry (legal)	4%
Business/Industry (non-legal)	3%
Government	17%
Public Interest	8%
Judicial Clerkship	7%
Academia	3%
Unknown	2%

Externships²⁴

The University of Wisconsin Law School offers externship programs to its students to help them gain experience in drafting, practicing trials, researching, analyzing advocacy approaches, and litigation, among other skills, in various fields.

The law school offers numerous externship programs, including:

- The Department of Justice Clinical Externship Program
- The Disability Rights Wisconsin Externship
- The Health Law Externship
- The Labor Law Externship
- The Midwest Environmental Advocates Externship
- The Thurgood Marshall Externship Program
- The Wisconsin Coalition Against Domestic Violence Clinical Program

Student Organizations²⁵

- The American Bar Association Law Student Division
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Asian Pacific American Law Students Association/South Asian Law Student Association
- The Black Law Students Association
- The Business and Tax Law Association
- The Children's Justice Project
- The Christian Legal Society
- Delta Theta Phi
- The Democratic Law Student Association
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Health Law Students Association
- The Indigenous Law Students Association
- The Intellectual Property Students Organization
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The Korean Law Students Association
- The Latino Law Students Association
- The Law School Family Association
- The Legal Information Center
- The Middle Eastern Law Students Association
- The National Lawyers Guild
- Part-Time Law Students
- The Public Interest Law Foundation
- QLaw
- The Student Animal Legal Defense Fund
- The Student Bar Association
- The Student Hurricane Network

- The Unemployment Compensation Appeals Clinic
- The Wisconsin International Law Society
- The Wisconsin Sports Law Society
- The Women's Law Student Association

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RANK

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Overview⁴⁻⁷

After being established in 1972 as the International School of Law, George Mason University School of Law became a part of George Mason University in 1979. It offers two programs: a full-time day program and a part-time evening program. Students at the school are prepared to succeed in a broad spectrum of careers in law. Although the school offers a number of organized specialization choices, it is not compulsory for students to specialize in their legal studies. George Mason University School of Law requires that students pursue a general course of study first, choosing electives later as their interests develop.

The specialization choices at the law school ensure that graduates can acquire in-depth knowledge in specific legal fields. The latest addition to the school's list of specialized courses is the Technology Law Program, which combines coursework in the fields of technology law, intellectual property law, and business law. The program provides students with the necessary skills to succeed in today's radically evolving legal environment. Conducted by professors and practitioners, it offers lectures on issues such as telecommunications policy, cybercrime, intellectual property protection, and venture capital formation.

Students can acquire advanced knowledge in particular substantive areas of the law through George Mason University's specialty law tracks. They 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, or regulatory law.

George Mason University School of Law also offers the Foreign Exchange Program in Law and Economics in conjunction with the University of Hamburg's Erasmus Program in Law and Economics. Through this program, George Mason University 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 Ratio⁸

16:1

Admission Criteria⁹

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	160-166	3.10-3.78
Median*	163	3.44

*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 Statistics¹⁰

Fall 2006 admission statistics:

Approximate number of applications	5,024
Number accepted	1,004
Percentage accepted	20%

Class Ranking and Grades^{11, 12}

Students are numerically ranked based upon cumulative GPA. A student's class rank is added to his or her 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 calculated 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 calculated 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 numerical-standing listing based on cumulative GPA and a summary of GPA ranges and rank percentages.

Upon the completion of a course, matriculated students are graded on an 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 toward 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 a grade of 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.

George Mason University School of Law's letter grading system corresponds to the following point values:

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	0.00

The law school also uses the following designations in evaluating course performance:

- CR (Credit)
- NC (No Credit)
- In (Incomplete)
- W (Withdrawal)
- Au (Audit—no credit granted)

If a student fails to complete assigned work on schedule, including the final examination, the grade assigned will determine whether 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 the work. If permission is not granted to complete the late work, the student will receive a grade of F or NC, whichever is applicable.

Grade Normalization (Curve)¹³

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 are 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 for 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.

Honors^{14, 15}

Honor	Percentage of Class Receiving	Number 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

Awards¹⁶

Name of Award	Description
Law School Fellowship and 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
Senator Leroy S. Bendheim Scholarship	Merit-based
Scott C. Whitney Writing Prize	Merit-based
Richard S. Murphy Prize	Merit-based
Banner & Witcoff Intellectual Property Law Scholarship	Merit-based
Betty Southard Murphy Awards in Constitutional Law and Labor Law	Merit-based (awarded to up to four students)
Ann Southard Murphy and Cornelius F. Murphy Jr. Tuition Assistance Award	Merit-based
Mary Fischer Doyle Public Service Scholarship	Merit-based
Sterne, Kessler, Goldstein & Fox Intellectual Property Law Scholarship	Merit-based
Giles S. Rich Award in Intellectual Property	Merit-based
Smolen Plevy Scholarship	Merit-based
Oblon, Spivak, McClelland, Maier & Neustadt Intellectual Property Scholarship	Assists intellectual property law students

Journals

The **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 a write-on competition. Manuscripts are also submitted for publication by politicians, practicing attorneys, and business leaders from across the country.¹⁷

The **George Mason University Civil Rights Law Journal**, a student-run publication, is published biannually by a board of editors comprised of select students at George Mason University School of Law. It publishes work from inside and outside the academy analyzing American civil rights issues.¹⁸

Published quarterly, the **Federal Circuit Bar Journal** is an official publication of 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. Other matters covered by the journal include vaccination disputes, veterans' appeals, and environmental and natural resources litigation.¹⁹

The **Journal of Law, Economics & Policy** is published twice per year and is run by students with the aim of providing innovative and stimulating articles to both academia and the legal community. One issue each year is devoted to a specialized symposium on an important question of legal and economic policy. The second annual issue is a peer-reviewed compendium of articles submitted by individual authors.²⁰

Moot Court²¹⁻²³

The George Mason University Moot Court Board provides second-year to fourth-year law students with a taste of practical appellate advocacy. It also helps students prepare for extramural competitions such as the National Moot Court Competition. The board sponsors two intramural competitions annually; the Upper Class Moot Court Competition takes place during the fall semester, and the First Year Moot Court Competition takes place during the spring semester.

Additionally, the Moot Court Board hosts the annual Henry G. Manne Moot Court Competition for Law and Economics. The Moot Court Board is the primary body that represents George Mason University School of Law in national moot court competitions.

Clinical Programs²⁴

George Mason University School of Law offers the following clinical programs:

- The Clinic for Legal Assistance to Service Members
- The Domestic Relations Legal Clinic
- The Immigration Legal Clinic
- The Law and Mental Illness Clinic
- The Legal Clinic
- The Practical Preparation of GMU Patent Applications Legal Clinic
- The Regulatory Clinic

Placement Facts²⁵

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$61,250-\$125,000
Median in the private sector	\$101,250
Median in public service	\$52,468

Employment Details

Graduates known to be employed at graduation	96.5%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	99.6%

Practice Areas

Graduates Employed In	Percentage
Law Firms	45%
Business/Industry (legal)	11%
Business/Industry (non-legal)	6%
Government	19%
Public Interest	2%
Judicial Clerkship	12%
Academia	5%
Unknown	0%

Externships²⁶

George Mason University School of Law students who have completed one-third of their legal education can take advantage of an array of attorney-supervised externship opportunities. Students at the school secure externships with federal government agencies every year. The externships available to George Mason University law students provide them with the flexibility to work outside the law school and earn academic credit.

Student Organizations²⁷

- The Alternative Dispute Resolution Society
- The American Bar Association Law Student Division
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Asian Pacific American Law Students Association
- The Association for Public Interest Law
- The Black Law Students Association

- The Business Law Society
- The Christian Legal Society
- The Docket
- The Environmental Law Society
- The Federal Circuit Bar Journal
- The Federalist Society for Law and Public Policy Studies
- The Gay, Lesbian, and Bisexual Law Association
- The George Mason American Inn of Court
- The Hispanic Law Students Association
- The Honor Committee
- The Intellectual Property Law Society
- The International Law Society
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The Juris Master Society
- The Law and Economics Society
- Law Students for the Second Amendment
- The Mason Law Republicans
- The Mason Law Sports and Entertainment Association
- The Muslim Law Students Association
- The National Security Law Society
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Sports, Entertainment, and Art Law Society
- The Student Animal Legal Defense Fund
- The Student Bar Association
- The Thomas More Society
- The Trial Advocacy Association
- The Virginia Bar Association
- The Virginia Bar Association Pro Bono Society
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RANK

34

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Overview²⁻⁴

The University of California–Davis School of Law (also referred to as the University of California–Davis King Hall School of Law) was established four decades ago and is dedicated to the development of legal knowledge and to training students to achieve excellence in the field of law.

The University of California–Davis School of Law has adopted a traditional approach to teaching law. This provides a strong foundation for its students' career moves as it equips them with the knowledge and skills they will need to advance in the legal field. The school offers a comprehensive three-year curriculum for the J.D. degree in all major areas of the law. The program is designed for full-time students.

The University of California–Davis School of Law curriculum also allows students to gain insight regarding some of the leading thinkers in specialized areas of practice. The school emphasizes teaching that is relevant to both existing and emerging practice areas. Students are also encouraged to voice their own ideas or even initiate new seminars or research projects on specific issues under faculty supervision. They are exposed to fundamental objects of legal analysis with the aid of faculty representing diverse fields of law.

The law school's legal education program blends theory with practice. Elective options can therefore include real-world experiences via programs such as the moot court team, journals, or the school's various clinics and externships. The first-year curriculum provides the quintessential structure for subsequent legal study. Second- and third-year study is elective, except for a few professionally required courses. Students receive credit for courses taken in other University of California–Davis departments and for courses satisfactorily completed at accredited law schools.

The University of California–Davis 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 Ratio⁵

13.9:1

Admission Criteria⁶

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	160-164	3.35-3.73
Median*	162	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 2006 admission statistics:

Approximate number of applications	3,493
Number accepted	981
Percentage accepted	28.1%

Class Ranking and Grades^{8,9}

The University of California–Davis School of Law has a four-point letter grading system with plus and minus grades; some classes are graded Satisfactory/Unsatisfactory.

The following grading scale is used by the law school:

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 it will be counted as an A when computing the student's grade point average. After the end of each semester, students receive a cumulative grade point average for all of their work at the 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 stands for Incomplete. If the applicable coursework is not completed, an 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 greater.

Grade Normalization (Curve)^{10, 11}

In first-year sectioned courses, not including legal research and writing courses, faculty members distribute grades as follows:

Grade	Percentage of Class Receiving
A+, A, A-	20% (plus or minus 3%)
B+, B, B-	60% (plus or minus 3%)
C+ and below	20% (plus or minus 3%)

The mean of the grades awarded, expressed as a GPA, should be 3.0 plus or minus one-tenth of a point.

Minimum GPAs Required

Minimum GPA required to fall within the top 10% of the class	3.640
Minimum GPA required to fall within the top 25% of the class	3.314
Minimum GPA required to fall within the top 33% of the class	3.264
Minimum GPA required to fall within the top 50% of the class	3.124
Minimum GPA required to fall within the top 75% of the class	2.896
Minimum GPA required for graduation	2.000

Honors¹²

To qualify for the Order of the Coif, a graduating student must be ranked in the top 10% of his or her class and have completed 75% of his or her units in graded courses.

Awards¹³

Name of Award	Description
School of Law Medal	Awarded to the student with the highest GPA after the fifth semester
Patrick Hopkins Law Prize	Law review writing prize
Witkin Award for Academic Excellence	Awarded for the top grade in a qualifying course
Order of Barristers	Membership offered to students for outstanding academic performance in appellate advocacy

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.¹⁴

The ***Business Law Journal***, published electronically several times per year, is the first business law journal in the nation to be published online in a concise, journalistic style. It is a resource from 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.¹⁵

The ***Environs Environmental Law & Policy Journal*** is a semiannual journal which publishes contributions that explore timely environmental law, particularly those pertaining to the state of California and policy issues.^{16, 17}

The ***UC Davis Journal of International Law & Policy*** is published two times per year, in January and June, by students of the University of California–Davis School of Law. It accepts for publication pieces authored by academics and professionals on timely topics relevant to international law and policy.^{18, 19}

The ***Journal of Juvenile Law & Policy*** is published twice per year. Initially a product of the creativity and activism of a small group of University of California–Davis law students called the Advocates for the Rights of Children, 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 regarding these issues.^{20, 21}

Moot Court^{22, 23}

The University of California–Davis School of Law Moot Court Program, also known as Appellate Advocacy, is a year-long program. Second-year students participate in the program each fall semester; they attend lectures on appellate skills, participate in oral arguments, and participate in the school's annual moot court competition. Students who participate in moot court activities during the spring focus on appellate writing. The top students participate in the annual Neumiller Competition.

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, trial practice classes, and the trial practice competition. Students also participate in the National Moot Court Competition and the Roger J. Traynor California Appellate Moot Court Competition.

Clinical Programs^{24, 25}

The four in-house clinical programs at the University of California–Davis School of Law, all of which are taught by members of the law school's faculty, are:

The **Immigration Clinic**, in which 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.

The **Civil Rights Clinic**, in which students provide legal services to indigent clients who have filed civil rights actions in federal court.

The **Prison Law Clinic**, in which students provide legal services to clients incarcerated in state prison. Students must analyze and apply constitutional law, state statutory law, agency regulations, and the rules of professional responsibility.

The **Family Protection and Legal Assistance Clinic**, which students must enroll in for two semesters. Students represent low-income clients in family law and related matters arising out of situations involving family violence. Cases handled by the students in this clinic involve restraining orders, child custody and visitation, child and spousal support, and property division.

Placement Facts²⁶

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$74,000-\$125,000
Median in the private sector	\$112,500
Median in public service	\$49,000

Employment Details

Graduates known to be employed at graduation	78.7%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	93.3%

Practice Areas

Graduates Employed In	Percentage
Law Firms	63%
Business/Industry (legal)	8%
Business/Industry (non-legal)	0%
Government	9%
Public interest	9%
Judicial Clerkship	8%
Academia	3%
Unknown	0%

Externships²⁷

The University of California–Davis School of Law offers seven externship programs that are closely supervised by law school faculty. They are:

- Criminal Justice
- Employment Relations
- Environmental Law
- Federal Taxation
- Judicial Process
- Legislative Process
- Public Interest

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 Organizations²⁸

- Advocates for the Rights of Children
- The Agricultural Law Society
- The American Bar Association Law Student Division
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Catholic Association of Law Students
- The Christian Legal Society
- The Criminal Law Association
- Diversity Outreach
- The Entertainment and Sports Law Society
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Feminist Forum
- The Filipino Law Students Association
- The Humanitarian Aid Legal Organization
- The International Law Society
- The Jewish Law Students Association
- The King Hall Advocate
- The King Hall Bar Review
- The King Hall Board and Ski Club
- The King Hall Democratic Law Students Council
- The King Hall Golf Club
- The King Hall Intellectual Property Law Association
- The King Hall Legal Foundation
- The King Hall Negotiations Team

- The King Hall Soccer Fanatics
- The Lambda Law Students Association
- The La Raza Law Students Association
- The Law and Disability Society
- Lawcappella
- The Law Students Association
- Law Students for Reproductive Justice
- Martial Artists of King Hall (MAKH) a Difference
- The Muslim Law Students Association
- The National Lawyers Guild
- The Perfect Tender Child Care Co-op
- The Phi Delta Phi International Legal Fraternity
- Students for a Better King Hall
- Students for Death Penalty Reform

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RANK

36

INDIANA UNIVERSITY SCHOOL OF LAW—BLOOMINGTON

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Bloomington, IN 47405

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ADMISSIONS PHONE

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CAREER SERVICES PHONE

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Overview²⁻⁵

Established in 1842, the Indiana University School of Law—Bloomington focuses on preparing students with 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, 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 course offerings ranging from classes on 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 school's students develop "on-the-job" skills through clinical programs. The Family and Children Mediation Clinic and the Community Legal Clinic give students opportunities to represent local clients under the supervision of faculty. Other courses that sharpen students' abilities to think quickly and analytically include in-trial skills and mediation classes.

Students can also participate in Indiana Law's three student-run journals, and the school 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 multidisciplinary centers at the law school also provides students with a broad legal education. Additionally, the law school helps students who want to enhance their educational experiences by studying overseas find the right study-abroad programs. Students are encouraged to participate in any of the law school's international programs or earn a joint degree through the law school and one of the other departments or schools at the university.

Student-Faculty Ratio⁶

12.3:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	157-164	3.24-3.78
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 Statistics⁸

Fall 2006 admission statistics:

Approximate number of applications	2,718
Number accepted	1,057
Percentage accepted	38.9%

Class Ranking and Grades⁹

Student performance at Indiana Law is graded and credited according to the following scale:

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 are used: W (Withdrawal), I (Incomplete), S (Satisfactory), and P (Pass). If a student withdraws from a course without the required approval, the grade of F is entered for that course. If a student withdraws with approval, the mark of W is entered.

Grade Normalization (Curve)^{10, 11}

Minimum GPAs Required

Minimum GPA required to fall within the top 10% of the class	3.48
Minimum GPA required to fall within the top 25% of the class	3.37
Minimum GPA required to fall within the top 33% of the class	3.30
Minimum GPA required to fall within the top 50% of the class	3.19
Minimum GPA required for graduation	2.30

Honors^{12, 13}

Honor	Percentage of Class Receiving	Number of Students
Order of the Coif	Top 10%	20
Order of Barristers	Not provided	10
<i>summa cum laude</i>	Top 1%	02
<i>magna cum laude</i>	Top 10%	20
<i>cum laude</i>	Top 30%	60
Dean's Honors	Top 30%	60

Awards¹⁴

Name of Award	Description
Scribes Awards	Awarded to the top first-year students in Legal Writing sections
CALI Excellence for the Future Award	Awarded for the top grade in a course; faculty choice
West Publisher's Award	Awarded to the student with the top GPA in each class
Vice President Scholar	Awarded to the top second-year student
JUMP Scholars	Awarded for academic achievement
Moot Court Awards	Merit-based
John Edwards University Fellowship	Awarded to the top Indiana University student
Chancellor's Scholarships	Merit-based

Journals

The ***Indiana Law Journal*** is a quarterly journal published by law students. It is a general-interest academic legal publication and was founded in 1925. Staff membership is based on first-year academic performance and a writing competition.¹⁵

The ***Federal Communications Law Journal*** contains features by commissioners of the Federal Communications Commission (FCC) and members of the U.S. Congress. Published three times per year, it 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.¹⁶

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 published twice per year.¹⁷

Moot Court¹⁸

The Indiana Law Moot Court Board is a 25-member student group comprised of 3Ls that aims to promote advocacy skills among law students. Members of the board are selected on the basis of their performance in the Sherman Minton Moot Court Competition and compete in national interscholastic moot court competitions.

Clinical Programs¹⁹

The clinical programs at Indiana Law offer law students academic credit. Students are provided instruction by faculty members and work with community members on vital legal matters. Second- and third-year students gain practical experience under the guidance of outstanding, highly regarded professors. The school offers the following clinical programs:

The **Community Legal Clinic**, in which students mainly work with family law and low-income clients.

The **Conservation Law Clinic**, in which students work for the Conservation Law Center Inc. and offer legal services to clients in support of the conservation of natural resources. Students in the clinic gain knowledge from staff attorneys and experts in the fields of biology, ecology, agriculture, and forestry.

The **Disability Law Clinic**, in which students serve individual clients and disability rights groups. Students in the clinic handle discrimination issues and assist economically disadvantaged people with disabilities with acquiring benefits and services. It is a three-credit clinical course and was offered for the first time in spring 2007.

The **Elder Law Clinic**, in which students assist clients aged 60 and above with a number of civil legal issues, such as housing, consumer law, tax, public benefit, advance directive, and family law matters.

The **Elmore Entrepreneurship Law Clinic**, which is jointly sponsored by the Indiana University Kelley School of Business and Indiana Law and provides third-year law students and fourth-year J.D./M.B.A. joint-degree students with the opportunity to assist with issues involving high-growth ventures, startups, finances, organization, licenses, agreements, intellectual property, and regulations and zoning.

The **Family and Children Mediation Clinic**, in which second- and third-year students work on domestic relations mediation matters.

The **Federal Courts Clinic**, in which students work in the chambers of federal judges or magistrate judges in Indianapolis for one day per week.

Indiana Law also offers clinical projects that provide opportunities for valuable practice experience with less-demanding time commitments. Academic credit is not granted for participation in these projects, which

include the **Inmate Legal Assistance Project**, the **Pro Bono Project**, the **Protective Order Project**, and the **Tenant Assistance Project**.

Apart from the above clinical programs and projects, Indiana Law also provides practicums that are add-ons to existing courses and offer students considerable clinical experience:

The **Intellectual Property Practicum**, in which students work with experienced intellectual property lawyers.

The **Immigration Law Practicum**, in which students work with asylum applicants and on matters pertaining to bringing skilled labor to the United States.

Placement Facts²⁰

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$72,000-\$105,000
Median in the private sector	\$85,000
Median in public service	\$50,000

Employment Details

Graduates known to be employed at graduation	86.1%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	93.9%

Practice Areas

Graduates Employed In	Percentage
Law Firms	59%
Business/Industry (legal)	11%
Business/Industry (non-legal)	0%
Government	14%
Public Interest	3%
Judicial Clerkship	8%
Academia	4%
Unknown	1%

Externships²¹

Practicing lawyers supervise off-campus externship programs for Indiana Law students, and full-time faculty members provide secondary supervision. Academic credit is granted for Indiana Law's externship opportunities. The externship programs available at the law school are:

The **Criminal Law Externship**, in which students do legal work for local public defenders or prosecutors.

The **Indiana Legal Services Externship**, which permits students to work with low-income clients at Indiana Legal Services' Bloomington office.

The **Public Interest Internship Program**, which encourages students to explore careers in the public interest through experience in public service venues.

The **Student Legal Services Externship**, in which students work for Student Legal Services, a nonprofit law office offering advice and representation to Indiana University–Bloomington students.

The **Washington Public Interest Program**, through which 3L students can spend their final semester in Washington, DC, as public interest interns with nonprofit corporations or federal agencies.

Students can also create their own independent clinical projects under the supervision of individual Indiana Law faculty members.

Student Organizations²²

- The American Bar Association Law Student Division
- The American Constitution Society for Law and Policy
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Business and Law Society
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Feminist Law Forum
- The Health Law Society
- The Inmate Legal Assistance Project
- The Intellectual Property Association
- The International Law Society
- The J. Reuben Clark Law Society
- The Lambda Law Society
- The Latino/a Law Students Association
- The Law and Drama Society
- Legal Christian Fellowship
- Older and Wiser Law Students
- Outreach for Legal Literacy
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Protective Order Project
- The Public Interest Law Foundation
- The Sports and Entertainment Law Society
- The Student Bar Association
- The Tenant Assistance Project
- The Women's Law Caucus

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RANK

36

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WEBSITE

<http://www.law.ua.edu>**Overview²⁻⁶**

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.

Skills training is an important mission of the law school, and its various clinical programs allow law students to hone their legal practice skills. An array of clinical choices and opportunities to gain hands-on work experience help 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 the *Law & Psychology Review* are chosen based on first-year academic performance or through writing competitions.

The University of Alabama School of Law'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 five-week summer programs at the University of Fribourg in Switzerland and at the Australian National University in Canberra, Australia, serving to round off students' legal credentials with global exposure.

Student-Faculty Ratio⁷

11.3:1

Admission Criteria⁸

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	159-165	3.29-3.83
Median*	162	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 Statistics⁹

Fall 2006 admission statistics:

Approximate number of applications	1,071
Number accepted	283
Percentage accepted	26.4%

Class Ranking and Grades¹⁰

Student work in University of Alabama School of Law courses and seminars is graded on a numeric scale ranging from 0 to 4.0, which corresponds to the letter grades in the chart below:

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
F	0.00

If a student fails a course, he or she may be required to repeat that course. Students must 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 awarding of an I instead of a O may be contingent upon completion of the unfinished work, at which time another grade may be assigned, or upon other terms fixed by the law school.

Grade Normalization (Curve)¹¹

The University of Alabama School of Law faculty has adopted the following recommended (not mandatory) norms and ranges for the distribution of grades:

First-Year and Other Required Courses

Grade	Norm	Range
A	5%	2.5-5%
A-	7.5%	7.5-10%
B+	12.5%	10-15%

B	15%	12.5-17.5%
B-	20%	15-25%
C+	15%	12.5-17.5%
C	12.5%	10-15%
C-F	12.5%	0-15%

Electives with Enrollments of 40 or More Students

Grade	Norm	Range
A	5%	2.5-5%
A-	7.5%	7.5-10%
B+	12.5%	10-15%
B	15%	12.5-17.5%
B-	20%	15-25%
C+	15%	12.5-17.5%
C-F	25%	15-30%

Honors^{12, 13}

Honor	Criteria
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%

Awards¹⁴

Name of Award	Description
Dean M. Leigh Harrison Award	Awarded at the end of the fifth semester to students who are in the top 5% of their section and have demonstrated above-average ability in legal writing
Order of the Samaritan	Awarded to a student who qualifies for both the Alabama State Bar's Volunteer Lawyers Program Student Award and the law school's Dean's Community Service Award
Dean's Community Service Award	Awarded to students who complete 30 hours of non-legal community service
Bench and Bar Legal Honor Society	Membership generally offered to second- and third-year students with minimum scholastic averages of 2.5 who have participated in student government, legal journals, moot court competitions, trial advocacy, law school societies, and other extracurricular activities

Journals

The **Alabama Law Review** is published five times per year and is well known for publishing works by promising emerging scholars. It is now approaching its 60th volume. Through their participation in the journal's editorial process, 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 profession.¹⁵

The **Journal of the Legal Profession** has been publishing essays by distinguished judges, attorneys, and legal scholars for the past 25 years. Its 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 readership.¹⁶

The **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 about the rights of the mentally disabled, it is published in the spring of each year.¹⁷

Moot Court¹⁸

First-year students at the University of Alabama School of Law participate in a moot court program during their second semester, and second-year students may compete in an intramural competition with final-round judges from state and federal benches. Third-year students can join teams that participate in competitions such as the Philip C. 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 law.

Clinical Programs¹⁹

The University of Alabama School of Law offers an array of clinical choices. Students often describe their law clinic experience at Alabama as one of the most significant components of their legal education.

In the **Capital Defense Clinic**, students assist counsel representing individuals who are facing capital charges or who have been sentenced to death.

In the **Civil Law Clinic**, students provide free legal advice and representation to university students in civil cases and to members of the community unable to secure legal services, through referral or by application on a case-by-case basis.

The **Community Development Clinic** provides legal assistance to individuals and nonprofit or community organizations seeking to improve the economic, cultural, social, or environmental well-being of disadvantaged or underserved communities.

In the **Criminal Defense Clinic**, students represent indigent defendants in misdemeanor and felony criminal matters through the Tuscaloosa County Public Defender's Office in the county courthouse in downtown Tuscaloosa. Students are exposed to preliminary hearings, motions, and bench and jury trials.²⁰

In the **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.

In the **Elder Law Clinic**, students represent individuals aged 60 and above in matters pertaining to 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 Facts²¹

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$45,000-\$85,000
Median in the private sector	\$72,500
Median in public service	\$37,500

Employment Details

Graduates known to be employed at graduation	84.8%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.4%

Practice Areas²²

Graduates Employed In (Both Legal and Non-Legal Positions)	Percentage
Private Practice	69.2%
Business/Industry	6.9%
Government	8.8%
Military	0.0%
Judicial Clerkship	7.5%
Academia	1.3%
Public Interest	4.4%
Other	1.9%

Externships²³

The University of Alabama School of Law's externship programs offer second- and third-year students experience with client advocacy, litigation, and the judicial process in structured, supervised learning environments. Externship supervisors, who are practicing attorneys and judges, are carefully selected by the full-time faculty members in charge of the programs.

During the summer, placements are available with offices specializing in criminal law (e.g., U.S. attorney's offices, district attorney's offices, public defender's offices, and the Alabama Attorney General's Office) and civil law (e.g., U.S. attorney's offices, the governor's legal counsel's office, Legal Services, the National Labor Relations Board, and the University of Alabama Counsel's Office).

During the academic year, placements are available in the chambers of state and federal judges and magistrates. Students work one day per week in the offices where they are placed. Their duties include hearing and pre-trial preparation as well as assistance with trials and appeals.

Student Organizations²⁴

- The Alabama Public Interest Law Association
- The Bench and Bar Legal Honor Society
- The Black Law Students Association
- The Christian Legal Society
- The Civil Rights Students Association
- The Criminal Law Association
- The Defense Lawyers Association
- The Dorbin Association
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Future Trial Lawyers Association
- The Intellectual Property Society
- The International Law Society
- The Law Democrats
- The Law Republicans
- The Law Spouse Club
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Sports and Entertainment Law Society
- The Student Farrah Law Society
- The Student Honor Court
- The Tax and Estate Planning Law Association

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36

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CAREER SERVICES PHONE

415-565-4619

Overview³⁻⁵

University of California—Hastings College of the Law 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.

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 140 course offerings to specialize in tax, civil litigation, public interest, or international and comparative law. The upper-class curriculum has five concentrated-studies certificates.

The law school also offers practical training through its skills courses and allows students to build legal experience through its clinical internships and judicial externships.

Student-Faculty Ratio⁶

18.9:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	159-164	3.41-3.74
Median*	162	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 Statistics⁸

Fall 2006 admission statistics:

Approximate number of applications	5,526
Number accepted	1,479
Percentage accepted	26.8%

Class Ranking and Grades⁹

At Hastings College of the Law, letter grades are awarded for GPA courses, while for non-GPA courses, seminars and independent studies aimed at students' skills training and evaluation, clinics, externships, Legal Analysis, and certain other courses, grades are not used in the GPA computation.

Hastings College of the Law uses the following grading scale for GPA courses:

A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.5
D	1.0
F	0.0

Grade Normalization (Curve)¹⁰

Hastings College of the Law divides its grades into four categories: grades of B- and above in GPA courses; grades of A- and above in GPA courses; grades in non-GPA courses, seminars, and Legal Writing and Research; and grades of C, D, and F.

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 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% of students may receive grades in the A range (A-, A, A+), with the median grade being a B. Student performance that is unsatisfactory and falls substantially below the performance of the other students in the class is assigned a grade of C, D, or F.

Honors¹¹

Honor	Criteria
Order of the Coif	A student whose cumulative grade point average places him or her in the top 10% of all graduating students and who has completed at least 75% of his or her units at Hastings in graded courses is considered eligible for this award.
<i>summa cum laude</i>	Awarded to the student who achieves the highest grade point average after the completion of six semesters at Hastings
<i>magna cum laude</i>	Awarded to students whose cumulative grade point averages place them in the top 5% of their graduating class after six semesters of academic work at Hastings
<i>cum laude</i>	Awarded to students whose cumulative grade point averages place them below the top 5% but within the top 15% of their graduating class after six semesters of academic work at Hastings

Awards¹²

Name of Award	Description
Milton D. Green Citations	Awarded to the students who earn the 10 highest cumulative GPAs in first-year courses
Section Scholarships	Awarded to the students who earn the 10 highest cumulative GPAs in first-year courses and return to Hastings for the second year of law study
Thurston Society	Awarded to those in the top 5% of the first-year class and in the top 10% of either the second-year class or the third-year class
Valedictorian	Awarded to the student who earns the highest cumulative GPA after the completion of five 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 per year is devoted to a 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.¹³

The ***Hastings Constitutional Law Quarterly*** is devoted exclusively to constitutional law. It aims to produce an innovative and scholarly review of current domestic and foreign constitutional issues.¹⁴

The ***Hastings International and Comparative Law Review*** is devoted exclusively to the discussion of contemporary and original issues pertaining to international and comparative law. It is published three times per year and serves as an important forum for the exchange of ideas about public and private international law.¹⁵

The ***Hastings Race and Poverty Law Journal*** encourages and motivates commentary and discourse on topics such as race, poverty, social justice, and applicable law. It examines the legal system and highlights its shortcomings while aiming to generate meaningful dialogue. It specifically 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.¹⁶

The ***Hastings Communications and Entertainment Law Journal*** publishes scholarly articles and student notes on communications, entertainment, and intellectual property law. It is a vital channel providing legal scholarships to eligible individuals in fields of law that will significantly shape society and the economy in the coming decades.¹⁷

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 that specifically affect this geographical area. Additionally, it features articles by prominent researchers and policy analysts from complementary fields.¹⁸

The ***Hastings Women's Law Journal*** aims to provide a forum for voices outside the traditional scope of legal academic scholarship. It is published twice per year and includes articles on feminism, race theory, multiculturalism, animal rights, disability rights, language rights, international human rights, criminal defendants' rights, and prisoners' rights, among other topics.¹⁹

The ***Hastings Business Law Journal*** is a recent addition to Hastings College of the Law's list of scholarly publications. It contains submissions written by academics, professionals, and law students. The journal explores and critically analyzes international and domestic events as they shape the dynamic interplay between law and business. It illuminates the current state of the law and provides insight for the future.^{20, 21}

Moot Court²²

First-year students participate in Hastings College of the Law's moot court program in their spring semester to learn the fundamentals of complex legal research, persuasive legal writing, and effective oral argument. Topics for the program 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 a client; they then carry out a formal oral argument before a three-judge panel.

Hastings 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 to join the Moot Court Board.

Board members serve as teaching assistants for first-year moot court classes and for appellate advocacy classes. They also serve on committees and perform a wide variety of duties, such as grading, mentoring, checking citations, resolving technical issues, and even participating in competitions. This makes them eligible to receive one unit of credit each semester for their work.

Hastings College of the Law 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 their resumes, writing samples, five- to 10-minute oral arguments, and short interviews, receiving two units of credit for their participation.

Clinical Programs²³⁻²⁵

Second- and third-year students at Hastings College of the Law represent real clients under the supervision of faculty members through the school's clinical programs. Students participating in clinical programs attend accompanying seminars where the discussions feature examples from and brainstorming about client cases.

The law school's **Civil Justice Clinic** (CJC) is the curricular umbrella for three separate courses and a number of subject-matter clinics. The CJC Individual Representation Clinic handles cases in employment law, housing law, and disability law. The school's clinical offerings also include the CJC Community Economic Development Clinic, the CJC Group Advocacy and Systemic Reform Clinic, the CJC Mediation Clinic, and the Refugee and Human Rights Clinic.

Placement Facts²⁶

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$70,000-\$125,000
Median in the private sector	\$115,000
Median in public service	\$50,000

Employment Details

Graduates known to be employed at graduation	71.8%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	96.3%

Practice Areas

Graduates Employed In	Percentage
Law Firms	65%
Business/Industry (legal)	10%
Business/Industry (non-legal)	0%
Government	11%
Public Interest	5%
Judicial Clerkship	7%
Academia	2%
Unknown	1%

Externships^{27, 28}

Hastings College of the Law offers two types of externship programs: outplacement clinics and judicial externships.

The school's outplacement clinics give students opportunities to work in governmental and nonprofit law offices under the supervision of practicing attorneys. They include courses taught by faculty members and are focused on substantive law and the development of legal skills.

The outplacement clinics offered at Hastings include:

- The Criminal Practice Clinic
- The Environmental Law Clinic
- The Immigrants' Rights Clinic
- The Legislation Clinic
- The Local Government Law Clinic
- The Workers' Rights Clinic

Through the school's judicial externships, students work in state and federal judicial chambers on legal research memos and judicial opinions under the direction of judges. The Hastings judicial externship program helps students improve their analytical, research, and writing skills in a real-life, real-time context that requires them to exercise professional judgment on a daily basis. Judicial externs work full-time or part-time in federal district and appellate courts and in state trial and appellate courts, including the California Supreme Court. While most judicial externships are within two blocks of the Hastings campus, students may extern anywhere in California and with permission may extern out of state.

Student Organizations²⁹

- The American Bar Association Law Student Division
- The American Constitution Society for Law and Policy
- Amnesty International
- The Armenian Law Students Association
- The Asian Pacific American Law Students Association
- Associated Students of the University of California–Hastings College of the Law
- The Association of Communications, Sports, and Entertainment Law
- The Association of Students for Kids
- The Black Law Students Association
- Cal. Alumni for BBQs and Football
- The Clara Foltz Feminist Association
- The Employment and Labor Law Students Association
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The General Assistance Advocacy Project
- The Hastings Ballroom Dance Club
- The Hastings Chess Club
- The Hastings Chinese Law and Culture Society
- The Hastings Democratic Caucus
- The Hastings Disability Law Society
- Hastings for Race and Poverty Law
- The Hastings Health Law Organization

- Hastings Homeless Legal Services
- Hastings Hurricane Relief
- The Hastings Intellectual Property Organization
- The Hastings International and Comparative Law Society
- The Hastings International Human Rights Organization
- The Hastings Intramural Basketball League
- The Hastings Jewish Law Students Association
- Hastings Koinonia
- The Hastings Legal Needles
- The Hastings Legal Vines
- The Hastings Outdoor Club
- The Hastings Prisoner Outreach
- The Hastings Public Interest Law Foundation
- The Hastings Republicans
- The Hastings Running Club
- The Hastings Soccer Club
- The Hastings Softball Club
- The Hastings to Haiti Partnership
- The Hui 'Ikepono, Hawai'i Hastings Organization
- The Iranian Law Students Association
- The Islamic Banking and Finance Law Organization
- The J. Reuben Clark Law Society
- The Korean American Law Students Association
- The La Raza Law Students Association
- Law Students for Reproductive Justice
- The Middle Eastern Law Students Association
- The Muslim Law Students Association
- The National Lawyers Guild
- OutLaw
- Parents at Hastings
- The Pilipino American Law Society
- Resistance Against International Slavery and Exploitation
- The South Asian Law Student Association
- Students for Hillary
- Students for Obama
- The Third-Year Class Council
- The Vietnamese American Law Society

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RANK

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UNIVERSITY OF COLORADO SCHOOL
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Overview³⁻⁶

The University of Colorado 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. The school has a well-defined mission to create "a supportive and diverse community of scholars and students in a place that inspires vigorous pursuit of ideas, critical analysis, and civic engagement in order to advance the rule of law in an open sustainable society."

Students at the law school are free to take almost all second- and third-year courses as electives after a required first-year curriculum. Areas of curricular strength, such as commercial law, natural resources law, or criminal law and procedure, can also be emphasized.

The University of Colorado School of Law 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 school's 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 lecture. The Socratic method of probing interchanges between student and professor is used in many classes, especially during 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 experience both in clinical programs involving actual clients and in simulations.

The University of Colorado School of Law has been provided with a new building known as the Wolf Law Building which is technologically advanced and was constructed to LEED building certification.

Student-Faculty Ratio⁷

13.7:1

Admission Criteria⁸

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	159-165	3.37-3.75
Median*	162	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 Statistics⁹

Fall 2006 admission statistics:

Approximate number of applications	2,517
Number accepted	661
Percentage accepted	26.3%

Class Ranking and Grades¹⁰

For law school purposes only, a numerical system of grading is used in addition to the University of Colorado's letter grading system. Numerical grades are reported to the law school's registrar for recording and relate to the university's letter grading system as shown in the following table:

University Letter Grade	Credit Point Value	Law School Numerical Grade
A	4.0	93 and 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 and below

All academic credit previously graded on a Pass/Fail basis, and any new academic credit when so designated by the faculty, will be graded (until otherwise changed) on a "Pass-graded" basis; 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” means 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. If the work does not receive a grade of Pass, it is assigned a letter and numerical grade between F-50 and C-71 that the instructor has determined is appropriate.

Grade Normalization (Curve)¹¹

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, must be 84, plus or minus one point. For all other graded courses and seminars, the recommended median is 84, plus or minus one point. The highest recommended grade is 96.

Honors¹²

Students in the top 10% of each graduating class may be invited to join the Order of the Coif.

Awards¹³⁻¹⁵

Name of Award	Description
Don W. Sears Award	Awarded for the greatest contribution to the classroom learning experience in each academic year
Edward C. King Award	Awarded for outstanding leadership and achievement exemplifying the ideals encouraged by Dean King
Indian Law Clinic Award	Awarded for excellence in client service and classroom participation
Irving P. Andrews Award	Awarded for outstanding achievement by a black graduate
Sandgrund Award for Best Consumer Rights Work	Awarded for writings that advance the field of consumer rights
West Publishing Company Book Award	Awarded for the 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 school's law review
Courtland H. Peterson Writing Award	Awarded for an outstanding comment or case note published in the school's law review
James N. Corbridge Initiative Award	Awarded by the members and editors of the <i>Colorado Journal of International Environmental Law and Policy</i> to a graduate who has shown outstanding leadership and contributed significantly to the journal
Colorado Journal of International Environmental Law and Policy Writing Recognition Award	Awarded by the members and editors of the <i>Colorado Journal of International Environmental Law and Policy</i> in recognition of graduates who have made outstanding and extraordinary contributions to the journal

Joel H. Greenstein-Colorado Trial Lawyers Association Award	Awarded to graduates of the school's Advanced Trial Advocacy courses for excellence in trial performance
Legal Aid and Defender Program Awards	Awarded for outstanding commitment and service to the Legal Aid and Defender Program and its clients in its criminal and civil programs
Natural Resources Award	Awarded for outstanding scholarship and service in natural resources and environmental law
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 a graduating Latino or Latina student who exemplifies characteristics that every person should hope to attain
Women's Law Caucus Award	Awarded to the graduate who contributed most to women's issues during his or her law school career
Student Bar Association Sutcliffe Distinguished Service Award	Awarded for 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 his or her three years at the school
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 to 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 for outstanding and exceptional efforts made by faculty members to enhance their students' educational experience both inside and outside the classroom

Journals

The ***University of Colorado Law Review***, called the *Rocky Mountain Law Review* from 1928 to 1962, is the oldest journal published by the University of Colorado School of Law. Managed and edited by students and published four times per year, it covers all topics of legal importance.¹⁶

The ***Colorado Journal of International Environmental Law and Policy*** is dedicated to examining the legal and policy implications of international environmental issues. Published twice per year, it is a student-run publication. It also publishes a "yearbook" each year; however, this year, instead of a yearbook, a third issue will be published. The journal's articles tend to focus on such topics as global climate change, transboundary water pollution, protection of biological diversity, and international environmental conventions.¹⁷

The ***Journal on Telecommunications and High Technology Law*** publishes articles related to telecommunications, technological convergence, intellectual property, and regulatory law. It was founded in 2001.¹⁸

Moot Court¹⁹

University of Colorado School of Law students compete in moot court competitions to develop their skills in appellate brief writing and oral argument and to gain valuable trial practice experience. The Dean's Fund and endowments provide financial assistance to support student participation in these competitions. University of Colorado teams have consistently been extremely competitive, garnering top awards from most of the competitions in which they participate.

Selection of teams varies by competition, and 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 at the law school have recently participated in the Native American Law Students Association Moot Court Competition, the Pace University School of Law National Environmental Law Moot Court Competition, the Hispanic National Bar Association Moot Court Competition, and the Mardi Gras National Moot Court Competition, based on a contemporary legal problem confronting the sports industry.

Philip C. Jessup International Law Moot Court Competition

Law students from around the world participate each year in the Philip C. 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 University of Colorado team has won numerous awards for its briefs and oral arguments.

Saul Lefkowitz National Moot Court Competition

The Saul Lefkowitz National Moot Court Competition is 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.

Clinical Programs

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

The **American Indian Law Clinic**, which provides quality legal representation to low-income Native American 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. The clinic primarily focuses on cases or projects located in Colorado.²⁰

The **Appellate Advocacy Clinic**, taught by experienced attorneys from the appellate division of the Colorado Public Defender's Office and the criminal division of the Colorado Attorney General's Office. Each student, under the direct supervision of his or her 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.²¹

The **Civil Litigation Clinic**, in which students render services to low-income clients in a variety of civil law settings, including in family court and in front of administrative judges. Participating students represent real clients in court proceedings.²²

The **Criminal Defense Clinic**, in which students can hone their legal skills in the area of criminal practice. Students in this clinic represent clients in actual cases in municipal and county courts primarily in Boulder County.²³

The **Entrepreneurial Law Clinic**, which provides students with supervised, practical experience in transactional law and offers valuable legal services to local entrepreneurs in need.²⁴

The **Federal Civil Practice Clinic**, whose main purpose is to provide hands-on practice experience in the United States District Court for the District of Colorado. Students in this clinic handle actual cases in the federal system that the clinic accepts from various sources.²⁵

The **Juvenile Law Clinic**, a year-long clinic in which students learn the basics of civil legal practice, including skills pertaining to discovery, motions practice, negotiations, and trial work.²⁶

The **Natural Resources Litigation Clinic**, in which students work 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 the protection of federal public lands, especially lands managed by the Bureau of Land Management and the U.S. Forest Service.²⁷

The **Technology Law and Policy Clinic**, which was introduced during the 2007-2008 academic year. Students in this clinic handle public interest-related technology issues in front of regulatory entities, courts, legislatures, and standard-setting bodies.²⁸

The **Wrongful Convictions Clinic**, which focuses on the investigation of 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 for supporting them. These cases are difficult and time-consuming as there are huge structural, factual, procedural, legal, and practical problems standing in the way. However, the students in the clinic find their hard work very rewarding.²⁹

Placement Facts³⁰

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$50,000-\$90,000
Median in the private sector	\$70,000
Median in public service	\$44,500

Employment Details

Graduates known to be employed at graduation	84.5%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	99.5%

Practice Areas

Graduates Employed In	Percentage
Law Firms	49%
Business/Industry (legal)	5%
Business/Industry (non-legal)	6%
Government	20%
Public Interest	1%
Judicial Clerkship	17%
Academia	1%
Unknown	1%

Externships³¹

The 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. It provides students opportunities to gain academic credit for doing substantive legal work with a government agency, a private nonprofit or public interest institution, or another private sector employer, such as a law firm. Externships are also available with the law school's Center for Energy & Environmental Security.

Each extern is required to have a volunteer attorney (field supervisor) and a supervising professor (faculty supervisor) who manages his or her legal work and meets with him or her to enhance the learning experience of the workplace. The mandatory classroom seminar for externship students also gives students the opportunity to learn from and reflect on their field experiences.

Student Organizations³²

- The American Bar Association Law Student Division
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Business Law Association
- The Christian Legal Society
- The Colorado Law Mediation Program
- The Construction and Real Estate Law Association
- The Diversity Committee
- The Doman Society of International Law
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Intellectual Property Law Society
- The Jewish Law Students Association

- The J. Reuben Clark Law Society
- The Juvenile and Family Law Club
- The Latino/a Law Students Association
- The Lend-a-Law-Student Association
- The National Lawyers Guild
- The Native American Law Students Association
- The Non-Traditional Law Student Association
- OutLaw
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Public Interest Students Association
- The Republican Law Society
- The Sports and Entertainment Law Student Association
- The Student Bar Association
- The Student Trial Lawyers Association
- The Technology Law Student Association
- The Women's Law Caucus

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RANK

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ADMISSIONS PHONE
706-542-7060

CAREER SERVICES PHONE
706-542-7541



Overview³⁻⁵

With a motto of "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. The school's motto is reflected in its efforts to conserve and enhance its intellectual, cultural, and environmental heritage.

The University of Georgia School of Law offers only a full-time day program of study. Its faculty aim to help students gain a spirit of inquiry and the courage to face any challenge while learning to think like a lawyer. Thus, students at the school are taught 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, six instructors teach Legal Research and Writing to first-year students, as well as upper-level writing courses.

Student-Faculty Ratio⁶

15.7:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	156-164	3.39-3.85
Median*	160	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 Statistics⁸

Fall 2006 admission statistics:

Approximate number of applications	2,449
Number accepted	554
Percentage accepted	22.6%

Class Ranking and Grades^{9,10}

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 10% or who have cumulative GPAs greater than 3.5 are ranked in individual order.

The University of Georgia School of Law uses the following grading scale:

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	0.0

The law school may also assign the following grades:

- I (Incomplete)
- U (Unsatisfactory)
- W (Withdraw)
- WP (Withdraw Passing)
- WF (Withdraw Failing)
- NR (Not Reported)
- IP (In Progress)
- YL (Year-Long Course)

The grade of YL indicates that a final grade will be reported at the end of the academic year.

Grade Normalization (Curve)^{11, 12}

The average grade in each first-year course should fall within the range of 2.9-3.1 based on the University of Georgia School of Law's grading system. Variations from this rule are allowed with permission from the dean.

Though not mandatory for first-year courses, the school's suggested grade distribution guidelines are as follows:

Grade	Number of Students Receiving
A+, A, A-	33% maximum
C+ or lower	33% maximum
A+	Maximum of two students

The average grade in all upper-level courses should 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 are disregarded for the purposes of this policy. Additionally, all courses and seminars with 20 or fewer students are not subject to this policy.

No student may be awarded a J.D. degree who does not, at the time of the awarding of the degree, have at least a 2.0 cumulative grade point average for University of Georgia School of Law work according to the grading system utilized within the law school. The minimum standard of academic performance while in the law school is 1.90. Any student whose cumulative grade point average falls below that minimum for work on law studies is not in good standing and subject to academic exclusion.

Honors¹³⁻¹⁵

Honor	Percentage of Class Receiving	Criteria
Order of the Coif	Top 10%	Top 10%
<i>summa cum laude</i>	Top 2%	GPA of 3.80 or higher
<i>magna cum laude</i>	Next 8.5%	GPA between 3.50 and 3.79
<i>cum laude</i>	Next 37.5%	GPA between 3.0 and 3.49

Awards^{16, 17}

Name of Award	Description
Jessie and Dan MacDougald Memorial Award	Awarded to the first honor graduate
CALI Excellence for the Future Awards	Awarded for outstanding performance in first-year and upper-level core courses
Class of 1933 Torts Award	Awarded for excellence in the study of torts law
Verner F. Chaffin Award	Awarded for excellence in the study of fiduciary law
Donald P. Gilmore Jr. Memorial Award	Awarded for excellence in the study of employment law
American Bar Association and Bureau of National Affairs Award for Excellence in the Study of Labor Law	Awarded for excellence in the study of labor law

State Bar of Georgia Award for Excellence in the Study of Employment Discrimination	Awarded for excellence in the study of employment discrimination
State Bar of Georgia Award for Excellence in the Study of Labor Law	Awarded for excellence in the study of labor law
American Bar Association and Bureau of National Affairs Award for Excellence in the Study of Intellectual Property Law	Awarded for excellence in the study of intellectual property law
Atlanta Bar Association Alternative Dispute Resolution Lawyers Section Award	Awarded for excellence in alternative dispute resolution
Willis J. "Dick" Richardson Jr. Student Award	Awarded for outstanding trial advocacy
Attorneys' Title Guaranty Fund Award	Awarded for excellence in the study of real estate law
State Bar of Georgia Real Property Law Section Award	Awarded for excellence in the study of real property
John C. O'Byrne Award	Awarded for excellence in the study of taxation
State Bar of Georgia Tax Section Outstanding Student Award	Awarded for excellence in the study of taxation
Outstanding Prosecutorial Clinic Student	Awarded for outstanding performance in the law school's Prosecutorial Clinic
Outstanding Land Use Clinic Student	Awarded for outstanding performance in the law school's Land Use Clinic
American Bankruptcy Institute Medal	Awarded for excellence in the study of bankruptcy
Weinberg, Wheeler, Hudgins, Gunn & Dial, LLP, Award	Awarded to an outstanding mock trial advocate
Kerry Harike Joedecke Memorial Award for Excellence	Awarded for contribution to the law school's moot court program and the law school community
Ronald Carlson Award	Awarded for excellence in the study of evidence
Shelley B. Knox Award	Awarded to an outstanding public interest student
Law School Association Award for Greatest Improvement in Academic Standing	Awarded for the greatest improvement in academic standing
Law School Association Award for Highest Academic Average	Awarded for the highest academic average
William King Meadow Award	Awarded for all-around excellence
Ellen Jordan Award	Awarded for commitment to public interest law
Isaac Meinhard Award	Awarded for the highest academic average
Dean Rusk Award	Awarded for the best paper in the area of international law
Georgia Bankers Association Award	Awarded for excellence in the study of bankruptcy
Georgia Municipal Association Award	Awarded for excellence in the study of municipal corporation law
Richardson Award	Awarded for excellence in the study of Georgia practice

Environmental Law Association Award for Environmental Advocacy	Awarded for environmental advocacy
Environmental Law Association Award for Outstanding Service	Awarded for outstanding service

Journals

The ***Georgia Law Review***, a quarterly publication, is the oldest of the legal journals published at the University of Georgia School of Law. Each year, it 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. Eligibility for law review membership 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.^{18, 19}

The student-edited ***Georgia Journal of International and Comparative Law*** is published three times per year and has covered legal issues and developments on the global front for more than three decades. The journal continues to maintain itself as a forum for academic discussion on current and important international subjects.²⁰

The ***Journal of Intellectual Property Law*** is a student-edited journal that covers articles on current legal issues written by leading scholars, judges, practicing attorneys, and students. It is published twice per year. The journal focuses on issues related to patent law, trademarks, trade secrets, copyright law, Internet law, and entertainment and sports law.²¹

Moot Court^{22, 23}

The moot court program at the University of Georgia School of Law is supported by a committed faculty and moot court alumni who voluntarily bench practice rounds of oral arguments. Many law students participate in the school’s moot court program and appear before members of the state’s and region’s highest courts. Additionally, students can participate in moot court exchange programs held in alternating years with Gray’s Inn of London, England, and King’s Inn of Dublin, Ireland. These exchange programs enhance students’ experience in the courtroom as well as their knowledge of other cultures and legal systems.

Clinical Programs²⁴

The University of Georgia School of Law offers nine criminal and civil service learning clinics. These clinics address criminal and juvenile law, indigent legal assistance, environmental and land use practice, agency and governmental representation, and private nonprofit service.

The school’s criminal clinical programs include the Criminal Defense Clinic, the Prosecutorial Clinic, and the Capital Assistance Project. Its civil clinical programs include the Civil Externship Clinic, the Environmental Law Practicum, the Family Violence Clinic, the Land Use Clinic, the Public Interest Practicum, and the Mediation Practicum.

Placement Facts²⁵

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$67,500-\$115,000
Median in the private sector	\$100,000
Median in public service	\$50,000

Employment Details

Graduates known to be employed at graduation	83.0%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.2%

Practice Areas

Graduates Employed In	Percentage
Law Firms	64%
Business/Industry (legal)	3%
Business/Industry (non-legal)	2%
Government	9%
Public Interest	4%
Judicial Clerkship	15%
Academia	3%
Unknown	0%

Externships²⁶⁻²⁸

The University of Georgia School of Law offers three types of externships: civil, summer, and international.

The **Civil Externship Program** allows students to work for various governmental and private organizations and promotes 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 personal abilities, values, and professional goals.

The **Summer Externship Program** encourages students to work in governmental, judicial, and private nonprofit placements through a focused program of reading, reflection, and professional enhancement.

The **International Externship Program**, established in 2001, provides students with six to 10 weeks of study and/or work experience in one of more than 20 countries around the world.

Student Organizations²⁹

- The American Bar Association Law Student Division
- The American Bar Association Tort, Trial, and Insurance Practice Section
- The American Constitution Society for Law and Policy
- The Animal Legal Protection Organization
- The Asian American Law Students Association
- The Black Law Students Association
- The Business Law Society
- The Christian Legal Society
- The Dean's Ambassadors
- The Double Dawg Society
- The Education Law Students Association
- The Environmental Law Association
- The Equal Justice Foundation
- The Federalist Society for Law and Public Policy Studies
- The Gay and Lesbian Legal Network
- The Georgia Law Democrats
- The Georgia Society for International and Comparative Law
- The Hispanic Law Students Association
- The Honor Court
- The Intellectual Property Law Organization
- The Jewish Law Students Association
- The Labor and Employment Law Association
- Law Students for Reproductive Justice
- The Military Justice Society
- The Muslim Law Students Association
- Parents and Partners in Law
- The Phi Alpha Delta Law Fraternity
- The Sports and Entertainment Law Association
- The Student Bar Association
- The Women Law Students Association
- The Working in the Public Interest Conference

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RANK

36

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Overview²⁻⁴

The academic program of the University of Maryland School of Law is designed to help students acquire the four basic characteristics of a lawyer: knowledge, professionalism, a broad perspective on the social implications of legal issues, and the ability to communicate effectively.

Students at the school have many legal writing opportunities, both required and elective. The Legal Analysis, Writing, and Research Program engages students in increasingly complex writing assignments.

Co-curricular activities provide additional opportunities for students to enhance their writing and advocacy skills. Through a broad range of electives, the law school's curriculum provides students with opportunities for in-depth study in many areas of law. Its certificate programs in environmental law and health law have received national recognition.

The University of Maryland School of Law offers specialty programs focusing on intellectual property law; business law; clinical law; international law; legislation, politics, and public policy; and women, leadership, and equality. The school's numerous public service and research centers provide students ample access to interdisciplinary education and cutting-edge research, along with the opportunity to observe and influence the creation of public policy.

The Thurgood Marshall Law Library contains more than 400,000 volumes of Anglo-American legal materials as well as outstanding international and foreign law collections; it also offers an extensive array of electronic resources. The University of Maryland campus includes other professional schools and academic centers, a career development office that offers diverse job placement services, and three courtrooms.

Student-Faculty Ratio⁵

11.8:1

Admission Criteria⁶

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	160-165	3.40-3.77
Median*	163	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 2006 admission statistics:

Approximate number of applications	3,790
Number accepted	627
Percentage accepted	16.5%

Class Ranking and Grades⁸⁻¹¹

Class rankings are not available to first-year students at the University of Maryland School of Law until the end of the academic year. Thereafter, class rankings are only calculated at the ends of the fall and spring semesters. Class rankings for graduates are determined in May of each year. They include the day, evening, and part-time day graduates from May of that year as well as the graduates from the preceding December and July graduation dates.

The law school uses the following letter grading system in which each letter grade is awarded points on a four-point scale:

A+	4.33
A	4.16
A-	3.83
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 I (Incomplete) may be given to students who have a proper excuse for failure to present themselves for examinations or to complete any other work that may be required by the instructor in time for the instructor to complete grading by the grading due date. It is not used to signify work of inferior quality. A grade of Incomplete may not be carried for more than one semester without the approval of the assistant dean for registration and enrollment.

A grade of W reflects a student's withdrawal from a course, either voluntary or required, after the add/drop period. A grade of WA reflects that a student has been withdrawn administratively, and a grade of WD indicates a student's withdrawal from school.

Grading guidelines for year-long courses, such as clinics and Trial Planning and Advocacy, are 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 or 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 law school after completing one semester may receive a grade for the work done during that semester.

A student's grade point average is 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.

For certain courses, a Credit/No Credit system is used. A student who chooses the Credit/No Credit option will be assigned a grade by the assistant dean for registration and 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.

Grade Normalization (Curve)¹²

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 University of Maryland School of Law. 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.

Honors^{13, 14}

Graduates chosen for Order of the Coif, Graduation with Honors, and other prizes and awards are identified in the University of Maryland School of Law Hooding Ceremony program. Graduation with Honors is not noted on the diplomas that students receive at the law school's graduation ceremonies.

Honor	Criteria
Order of the Coif	Top 10%
<i>summa cum laude</i>	Top five students
<i>magna cum laude</i>	Top 10%
<i>cum laude</i>	Top one-third of students

Awards¹⁵

Name of Award	Description
Sam Allen Memorial Prize	Awarded to a graduating student who demonstrates outstanding leadership and scholarship qualities
Law School Alumni Association Award	Awarded to a graduating student who has excelled in character and leadership qualities in the opinion of the faculty
Joseph Bernstein Prize	Awarded for the most significant piece of legal writing submitted for publication in one of the law school's journals
Elizabeth Maxwell Carroll Chesnut Prize	Awarded to a graduating student for good scholarship
William Strobel Thomas Prize	Awarded to the graduate with the highest scholastic average
John L. Thomas Prize	Awarded to the graduate with the second-highest scholastic average
William P. Cunningham Awards	Awarded to students who provide exceptional service and demonstrate exceptional achievement
Hoffberger Clinical Law Prize	Awarded to a student who has excelled in the clinical law program
Roger Howell Achievement Award	Awarded for significant contribution to the law school's student activities program and demonstrated leadership, scholarship, and moral character
Order of Barristers	Awarded for excellence in trial and/or appellate advocacy
University of Maryland School of Law Litigation and Advocacy Award	Awarded for contribution to the school's achievements in intra- and inter-school trial appellate competitions
Morris Brown Myerowitz Moot Court Awards	Awarded for moot court performance
Public Service Awards	Awarded to students who have engaged in legal work that has significantly advanced the public interest
Larry B. Shoda Award	Awarded to an evening student who has demonstrated academic excellence
Community Scholar Prize	Awarded to a student who has provided outstanding assistance to a Maryland community or neighborhood
Anne Barlow Gallagher Prize for Service to Children and Youth	Awarded to a student who has done outstanding work benefiting children and youth
Rose Zetzer Fellows	Awarded to students interested in and committed to women and leadership issues

Journals

The ***Maryland Law Review***, first published in 1936, is the oldest journal at the University of Maryland School of Law. It 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 review also publishes legal symposia.¹⁶

The ***Journal of Business & Technology Law*** is the newest student-run scholarly journal at the University of Maryland School of Law. With a focus on matters at the intersection of business and technology, it publishes analytical articles by leading academics, judges, and practitioners. It also provides a unique forum for scholarly discourse on issues arising from new business and technology courts at the state level.¹⁷

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. Its 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 healthcare. Publishing two issues annually, the journal disseminates solution-based articles that are pertinent to problems confronting health law practitioners and health policymakers.¹⁸

The ***University of Maryland Law Journal of Race, Religion, Gender & Class*** focuses on issues of race, religion, gender, and class. It provides a forum that reflects the diversity of the backgrounds, interests, and concerns of students. Each year, the journal publishes two issues and hosts two academic symposia dedicated to fostering dialogue and debate on these topics.¹⁹

Moot Court

The moot court program at the University of Maryland School of Law strives to develop students' oral advocacy and appellate writing skills 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.^{20, 21}

The Annual Fall Moot Court Competition is held early in the fall semester for second-year day and third-year evening students. Students who participate are responsible for composing an appellate brief based on a hypothetical case.²²

Students who participate in the International Moot Court Competition receive credit for an intramural brief and other course-related activities. Select students from the course are chosen to represent the University of Maryland School of Law at the Philip C. Jessup International Law Moot Court Competition.²³

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.²⁴

Clinical Programs²⁵

The University of Maryland School of Law's Clinical Law Program covers the integration of theory and practice through legal training combined with classroom teaching and real-life lawyering experiences. 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 the law school's graduates for leadership roles in the legal, business, and public policy arenas.

The program's clinic practice specialties provide a rich variety of experiences focusing on civil and criminal litigation, advice and counseling, and transactional work. Civil practice students can specialize in environmental law, health, housing and community development, juvenile law and children, AIDS, or immigration. Criminal practice students often represent defendants in misdemeanor cases in Maryland's district courts and work on community justice efforts.

Placement Facts²⁶

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$55,000-\$100,000
Median in the private sector	\$70,000
Median in public service	\$40,000

Employment Details

Graduates known to be employed at graduation	80.7%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.3%

Practice Areas

Graduates Employed In	Percentage
Law Firms	39%
Business/Industry (legal)	8%
Business/Industry (non-legal)	1%
Government	14%
Public Interest	5%
Judicial Clerkship	27%
Academia	4%
Unknown	2%

Externships²⁷

The University of Maryland School of Law offers a variety of "field placement" opportunities—including Asper Fellowships, free-standing and program-based externships, and combination practicums/workshops—in the areas of business, health, intellectual property, and legislation. The law school also offers externships at the Center for Dispute Resolution at the University of Maryland and Center for Health and Homeland Security.

The University of Maryland School of Law's externships offer students opportunities to learn in supervised governmental and not-for-profit organization settings about significant aspects of law and its practice. Externships are open to full-time or part-time students who have completed their first year of law school (a minimum of 20 academic credits).

Student Organizations²⁸

- The Alternative Dispute Resolution Group
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Business Law Society
- The Christian Legal Society
- The Criminal Law Association
- The Entertainment, Arts, and Sports Law Association
- The Federalist Society for Law and Public Policy Studies
- The Immigration Law and Policy Association
- The International Law Society
- The Jewish Law Students Association
- The Latino/a Law Students Association
- The LGBT Law Student Alliance
- The Legally Sound A Cappella Choir
- The Maryland Environmental Law Society
- The Maryland Intellectual Property Student Association
- The Maryland Katrina and Indigent Defense Project
- The Maryland Public Interest Law Project Inc.
- The National Security and Law Society
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Raven
- The Real Estate Association
- The Republican Law Society
- The St. Thomas More Society
- The Student Animal Legal Defense Fund
- The Student Bar Association
- The Student Health Law Organization
- The Student Honor Board
- Students Supporting the Women's Law Center
- The University of Maryland Association of Legislative Law
- The University of Maryland Law Democrats
- The University of Maryland School of Law Softball Team
- The Women's Bar Association

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RANK

36

UNIVERSITY OF NORTH CAROLINA SCHOOL OF LAW

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Overview^{5,6}

The University of North Carolina School of Law at Chapel Hill offers its students open study spaces, high-technology classrooms, enlarged library facilities, 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. The law school is known for its civil rights, banking, intellectual property, entrepreneurial and securities law, critical studies, bankruptcy, and constitutional inquiry offerings. It has a strong alumni network, and its pro bono efforts have achieved national distinction.

The University of North Carolina School of Law takes seriously the obligations of public education. Accordingly, commitments to access and equality reside at its core. Its new series of externship and clinical programs provides practical experience essential to rigorous professional training.

The law school's library collection contains more than 400,000 volumes of basic Anglo-American legal materials. It is a selective depository for federal government documents and contains an extensive collection of law-related documents.

Student-Faculty Ratio⁷

20:1

Admission Criteria⁸

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	158-164	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 Statistics⁹

Fall 2006 admission statistics:

Approximate number of applications 3,581

Number accepted 543

Percentage accepted 15.2%

Class Ranking and Grades^{10, 11}

The University of North Carolina School of Law adopted a new grading policy in the fall of 2007. Beginning with the class of 2009, individual class rank is not distributed, except for those students whose cumulative rank in each class at the end of each academic year is first through 10th. Letter grades are awarded instead of number grades calibrated in tenths. Grades are distributed on a 4.0 scale. An A+ (4.3) may be awarded in exceptional situations. Some designated courses are graded on a Pass/Fail basis.

The University of North Carolina School of Law uses the following grading scale:

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

Grade Normalization (Curve)¹²

The mean grade requirement for all graded courses at the University of North Carolina School of Law (other than certain specialized writing courses and seminars) falls within the range of 3.2 to 3.3. A mean grade requirement of 3.4 to 3.6 applies to upper-level writing courses. Research, Reasoning, Writing, and Advocacy is graded based on designated performance criteria.

The mean requirement for first-year courses is 3.25 (with a permissible range of 3.2 to 3.3). A grade below a C is considered a 2.0 for purposes of determining the required mean. An A+ is counted based on its actual value (4.3) for determining the required mean.

A ratcheting system for upper-class courses is used (upwards or downwards) if the overall mean GPA of enrolled students in the course (prior to enrolling for the course) is higher or lower than the mean GPA for all students in the University of North Carolina class as a whole.

An annual cumulative grade point average of 2.20 is required to continue in the law school at the end of the first year, and a cumulative GPA of 2.25 is required to continue after the second year and to graduate. This requirement will be phased in for the classes of 2008 and 2009.

Honors¹³

Honor	Criteria
Order of the Coif	Top 10%
Highest Honors	GPA of 3.9 or higher
High Honors	Top 10%
Honors	Top one-third
Dean's List	GPA of 3.25 or higher for the semester

Awards¹⁴

Name of Award	Description
Order of Barristers	Membership offered for outstanding achievement in moot court service
James E. and Carolyn B. Davis Society	Membership offered to 3L students for excellence in academics, leadership, and other areas
North Carolina Academy of Trial Lawyers Award	Awarded to the best 3L student in Trial Advocacy
Block Improvement Award	Awarded to the 3L student who has demonstrated the most improvement since his or her first year
Nathan Burkan Memorial Competition Award	Awarded for the best paper on copyright law
Millard S. Breckenridge Award	Awarded for excellence in taxation
Judge Heriot Clarkson Award	Awarded for the highest grade in Professional Responsibility
Chief Justice Walter Clark Award	Awarded to the 3L students with highest scholastic averages in their class
William T. Joyner Awards	Awarded to 3L students for excellence in law journal writing
Investors Title Insurance Company Award	Awarded to the 2L student with the highest average grade in Property
James W. Morrow III Award	Awarded to 2L and 3L students for outstanding service to the Holderness Moot Court Bench
N. Ferebee Taylor Award	Awarded for excellence in corporate classes
West Group Award	Awarded for outstanding scholastic achievement
U.S. Law Week Award	Awarded to a 3L student for academic progress
Certificate of Merit	Awarded for the highest grade in each course

Journals^{15, 16}

The **North Carolina Law Review**, a scholarly journal established in 1922, analyzes current legal problems and significant new developments in the law. Six times per year, the review publishes the scholarship of lawyers, judges, and professors from across the country as well as contributions from student staff members.

The **North Carolina Banking Institute Journal** publishes student-edited pieces prepared for the annual Banking Institute furthering academic discourse in banking law. It is published in conjunction with an annual continuing legal education program on banking law (sponsored by the University of North Carolina School of 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 and experiences and explore emerging issues and dilemmas at the institute and in the pages of the journal.

The **North Carolina Journal of International Law and Commercial Regulation** publishes issues on international law and commerce and provides practical information about public international law and the commercial marketplace. Published four times per year, it features articles, comments, case notes, recent developments, and book reviews by students, professors, and practitioners.

The **North Carolina Journal of Law & Technology** was founded in 1999 as a student-edited academic journal and features articles discussing the impact technological changes have on various areas of law. It publishes two issues per year.

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 to the Constitution of the United States through publishing scholarly writings on and promoting discussion of issues related to the First Amendment. It publishes professional and student articles for the benefit of scholars and practitioners. Its professional contributions include scholarly articles, symposium papers, and novel, interesting essays on a variety of issues touching the First Amendment. Its student contributions include scholarly examinations of discrete First Amendment topics and recent developments in First Amendment law.

Moot Court¹⁷

The Holderness Moot Court Bench at the University of North Carolina School of Law 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 these goals through sponsoring teams that participate in competitions held throughout the United States.

The Holderness Moot Court Bench also coordinates the J. Braxton Craven Memorial Moot Court Competition. Students can become members of the bench during their second year via the William B. Aycock Intraschool Moot Court Competition. Prospective members may be selected for membership on one of seven competition teams: the National Team, the Negotiation Team, the Client Counseling Team, the Invitational Team, the International Team, the Environmental Appellate Advocacy Team, and the Environmental Negotiation Team.

Clinical Programs

The University of North Carolina School of Law offers the following clinical programs:

The **Civil Legal Assistance Clinic**, a two-semester clinic in which 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 cases; and unemployment benefits, consumer law, and public benefits issues. The Civil Legal Assistance Clinic also works with the University of North Carolina School of Law's Center for Civil Rights and other statewide and national legal advocacy organizations on complex litigation in state and federal courts regarding a broad range of matters involving civil rights.¹⁸

The **Juvenile Justice Clinic**, in which second-year students represent children accused of crimes. Cases are assigned to individual students who research, draft, and prepare witness examinations as well as arguments. Pre-trial and pre-sentencing investigations are also conducted wherein regular contact with the client is maintained. Students in this clinic appear in court and also handle appellate matters.¹⁹

The **Community Development Law Clinic**, in which third-year students provide corporate and transactional counsel to North Carolina nonprofit community development organizations. The clinic helps students develop skills in corporate and transactional law and allows them to serve the legal needs of under-resourced communities in North Carolina.²⁰

The **Immigration/Human Rights Policy Clinic**, in which students 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 Violence Against Women Act relief, immigrants eligible for U (crime victim) visas, immigrants eligible for T (trafficking) visas, and immigrants with claims to U.S. citizenship and other claims for permanent residency status.²¹

Placement Facts²²

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$65,000-\$100,000
Median in the private sector	\$100,000
Median in public service	\$45,000

Employment Details

Graduates known to be employed at graduation	63.8%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	90.2%

Practice Areas

Graduates Employed In	Percentage
Law Firms	59%
Business/Industry (legal)	7%
Business/Industry (non-legal)	0%
Government	13%
Public Interest	6%
Judicial Clerkship	13%
Academia	2%
Unknown	0%

Externships²³

At the University of North Carolina School of Law, third-year law students, as well as second-year law students in their spring semester, can receive three units of academic credit for working in an approved externship placement for approximately 10 hours per week during a 14-week semester. Judges at the federal and state levels and lawyers from government agencies, public interest groups, and corporate counsel offices serve as mentors and on-site supervisors for students. The law school's externship program directors serve as the students' faculty supervisors, guiding and facilitating their exploration of their externship experience through tutorials, journal writing, and group discussion.

Student Organizations²⁴

- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Asian American Law Students Association
- The Attorney General Staff
- The Black Law Students Association
- The Carolina Intellectual Property Law Association
- The Carolina Law and Policy Association
- The Carolina Law Incoming Student Association
- The Carolina Law School Republicans Society
- The Carolina Law Young Democrats
- The Carolina Mediation Society
- The Carolina Public Interest Law Organization
- Carolina Street Law
- The Carolina Teen Court Assistance Program
- The Christian Legal Society
- The Civil Rights Appellate Advocacy Team
- The Community Legal Project
- The Conference on Race, Class, Gender, and Ethnicity
- The Death Penalty Project
- The Disability Law Organization

- The Domestic Violence Advocacy Project
- The Entrepreneurial Law Association
- The Environmental Law Project
- The Federalist Society for Law and Public Policy Studies
- Gunner Runners
- The Health Law and Policy Association
- Heels on Housing
- The Hispanic/Latino Law Students Association
- The Honor Court
- The Immigration Law Association
- The Innocence Project
- The J.D./M.B.A. Club
- The Jewish Law Association
- The Lambda Law Students Association
- The Latino Legal Initiative
- The Native American Law Students Association
- Parents Active as Law Students
- The Phi Alpha Delta Law Fraternity
- The Pro Bono Program
- The Prospective Students Association
- The Sports and Entertainment Law Association
- The Student Bar Association
- The Trial Law Academy
- Volunteer Income Tax Assistance
- Women in Law

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RANK

36

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**Overview²⁻⁴**

The Wake Forest University School of Law was established in 1894. The main feature of the law school's education program is its all-out effort to prepare individual students to meet the challenges of practicing law in the United States. The 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. Additionally, it stresses the development of fundamental skills for the practice of law.

The law school's course curriculum has been designed to impart the finer nuances of legal knowledge and skills—those that can help its graduates build their lives within the legal profession. Its programs are small in design, giving equal weight to legal analysis and critical thinking. In addition, students are encouraged to consider the range of social and economic settings in which legal principles and rules, as well as lawyers, have to operate.

The Wake Forest School of Law endeavors to make students tech-savvy by teaching them how to use information technology effectively. Persuasive communication 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.

Students at the law school are divided into well-integrated learning groups of 40 each. Along with encouraging questions and debate, faculty members also stress the involvement of students in research. The school has a comprehensive research and writing program that is very challenging and effective.

Student-Faculty Ratio⁵

10.5:1

Admission Criteria⁶

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	161-165	3.19-3.71
Median*	163	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 Statistics⁷

Fall 2006 admission statistics:

Approximate number of applications	2,142
Number accepted	642
Percentage accepted	30%

Class Ranking and Grades⁸

Wake Forest University School of Law uses the following grading system:

A	90 to 100
B	80 to 89
C	70 to 79
D	66 to 69
F	Below 66

The highest grade given is normally 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 GPA. 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. Percentile rankings (in 5% increments) are assigned to all other students.

Grade Normalization (Curve)^{9,10}

A cumulative weighted grade point average of 73.00 or above is required of every student at the end of the first year and at the end of every academic year thereafter in order to remain in the Wake Forest University School of

Law and to graduate. All courses should 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 when the class has fewer than 20 students or is a paper course.

The law school's policy suggests the following grade distribution guidelines to teachers of first-year courses:

Minimum Grades Required

Minimum grade required to fall within the top 10% of the class	89.1
Minimum grade required to fall within the top 25% of the class	87.2
Minimum grade required to fall within the top 33% of the class	86.6
Minimum grade required to fall within the top 50% of the class	84.7
Minimum grade required to fall within the top 75% of the class	82.4

Honors^{11, 12}

Honor	Criteria
Order of the Coif	Top 10%
<i>magna cum laude</i>	GPA of 91 or higher
<i>cum laude</i>	Cumulative weighted GPA in the top 10%

Awards¹³

Name of Award	Description
American Academy of Matrimonial Lawyers Award	Awarded to a student with high professional standards and an interest in family law
American Bankruptcy Institute Award	Awarded to an outstanding student in debtor-creditor law
American Bar Association Section of Urban, State, and Local Government Award	Awarded for the highest grade in each course on 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	Awarded for the highest grade in each course at the law school
E. McGruder Faris Memorial Award	Awarded to a 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	Awarded for the best student writing in the <i>Wake Forest Law Review</i>
I. Beverly Lake Award	Awarded for the greatest proficiency in the study of constitutional law

Moot Court Board Awards	Awarded to third-year members of the Moot Court Board for contribution to the 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 to the student in each trial practice section 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 for a student while in law school
Order of Barristers	Membership offered to third-year students for outstanding advocacy contributions
Debbie Parker Moot Court Service Award	Awarded 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 for and cooperation with his or her fellow students
Phi Alpha Delta Scholastic Excellence Award	Awarded to the graduate with the highest cumulative average
Wake Forest Law Review Prize	Awarded for an outstanding note or comment in the <i>Wake Forest Law Review</i>
James A. Webster Jr. Faculty Award	Awarded for the greatest proficiency in property law

Journals

The ***Wake Forest Law Review*** is a student-managed journal published four times per year. It also hosts a number of lectures, conferences, and symposia 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 10% of students receive invitations to join the board. The review 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 review thus offers a significant platform to students wishing to analyze and mold future legal trends.¹⁴⁻¹⁶

The ***Wake Forest Intellectual Property Law Journal*** is unique in the sense that it is Wake Forest University School of Law's only "subject-oriented" periodical. An advisory board comprised of prominent intellectual property practitioners, professors, and members of the journal staff advise on matters related to content and the journal's overall development.¹⁷

Moot Court¹⁸

Wake Forest University School of Law also runs a moot court program that allows students to gain appellate advocacy skills through intramural and interscholastic appellate advocacy competitions. Each year, the law

school conducts two intramural moot court competitions. 1L students participate in the George K. Walker Moot Court Competition, and 2L and 3L students participate in the Edwin M. Stanley Moot Court Competition.

A partial list of other appellate advocacy competitions in which Wake Forest students participate includes the Gabrielli Family Law Moot Court Competition, the International Environmental Law Moot Court Competition, the Philip C. Jessup International Law Moot Court Competition, the Irving R. Kaufman Memorial Securities Law Moot Court Competition, the Tulane Mardi Gras National Sports Law Moot Court Competition, the National Moot Court Competition, and the Herbert Wechsler National Criminal Law Moot Court Competition.

Clinical Programs

The clinical programs offered by Wake Forest University School of Law include:

The **Elder Law Clinic**, which was established in response to the rapid growth of the elder law sector. This clinic provides free legal assistance to moderate-income seniors and serves as a resource center for lawyers and other professionals. In a partnership with the Wake Forest University School of Medicine, the clinic offers law students a unique opportunity to learn about medical and health law issues of older clients.^{19, 20}

The **Litigation Clinic**, which was established in 1981. This clinic offers a good combination of both civil and criminal law and is a semester-long “lab” experience with a complementary classroom element. Students studying civil law spend the full semester with supervising attorneys who work in private practice, Legal Aid, and corporate general counsel’s offices, as well as the U.S. Attorney’s Office. Students studying criminal law spend six weeks of a semester in a relevant setting such as the District Attorney’s Office, the Federal Public Defender’s Office, or a private practice.^{21, 22}

Placement Facts²³

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$55,000-\$100,000
Median in the private sector	\$85,000
Median in public service	\$40,000

Employment Details

Graduates known to be employed at graduation	74.3%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	95.9%

Practice Areas

Graduates Employed In	Percentage
Law Firms	64%
Business/Industry (legal)	3%

Business/Industry (non-legal)	5%
Government	8%
Public Interest	5%
Judicial Clerkship	13%
Academia	1%
Unknown	1%

Externships²⁴

The **Judicial Externship Program**, a summer program at Wake Forest University School of Law, features 120 hours of work with a state or federal judge, classroom sessions, and a final paper. As part of the externship, students observe trials, conferences, and hearings and may also research legal and procedural matters for the judge.

Student Organizations²⁵

- The Association Against the Death Penalty
- The Black Law Students Association
- The Christian Legal Society
- The Criminal Law Roundtable
- The Graduate School Rugby Club
- The Federalist Society for Law and Public Policy Studies
- The Hearsay
- The Hispanic and Latino Law Student Organization
- The Intellectual Property Law Association
- The International Law Society
- The Joint Degree Society
- OutLaw
- The Pan Asian Law Association
- The Public Interest Law Organization
- The Sports and Entertainment Law Association
- The Wake Forest Law Civil Liberties Union
- Women in Law

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RANK

44

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<http://www.law.byu.edu>**Overview⁴⁻⁷**

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 prepare students to become adept in the range of professional experiences that make up the practice of law.

The J. Reuben Clark Law 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 school's faculty members help students analyze complex factual situations and distinguish relevant information while performing thorough analysis of 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 they allow 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 their second and third years complete a substantial writing project under the supervision of a faculty member, which is designed to develop their writing and reasoning skills. In addition, the law school offers other opportunities to aid students with developing their careers through externships, seminars, and simulation courses. BYU law graduates may sit for the bar exam in any state of their choice.

J. Reuben Clark Law School's students also interact with the community to explore their future contributions as attorneys dedicated to religious principles practicing "law in light."

The law school's Howard W. Hunter Law Library comprises around 450,000 volumes of study materials in a technologically well-equipped environment.

Student-Faculty Ratio⁸

20.9:1

Admission Criteria⁹

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	161-166	3.40-3.80
Median*	164	3.60

*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 Statistics¹⁰

Fall 2006 admission statistics:

Approximate number of applications	917
Number accepted	260
Percentage accepted	28.4%

Class Ranking and Grades^{11, 12}

At the J. Reuben Clark Law School, all courses, all seminars, and Directed Research are evaluated by numerical grades. Instructors may award a minimum grade of 1.6 for complete non-performance and a maximum grade of 4.0 for particularly exceptional performance.

In a Pass/Fail-graded offering, a student may receive a grade of Pass, Low Pass, or Fail. A Low Pass will appear on the transcript as a grade of 2.7 per credit hour. A Fail will be recorded as a 1.6.

The law school follows a 4.0 grading scale with intervals of 0.1. The presumptive top grade in each class is 4.0, the grade point average required for graduation is 2.7, and the minimum grade for which credit will be given is 2.2.

The J. Reuben Clark Law School uses the following grading scale:

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	Pass
	3.0	
	2.9	
	2.8	
	2.7	
C	2.6	Low Pass
	2.5	
	2.4	
	2.3	
	2.2	
No credit	2.1	Failing
	2.0	
	1.9	
	1.8	
	1.7	
	1.6	

Grades are usually based on a single final examination, except in seminars and in problem-solving/clinical courses. The law school's 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 or 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 may be terminated from the law school.

Under the Family Educational Rights and Privacy Act, 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 rankings to the middle of the class in 10% increments, with the remainder of the class listed as being in the bottom 50%. The law school also compiles individual class rankings for students in the top 10% of the class.

Grade Normalization (Curve)¹³

The median grade for all first-year courses at the J. Reuben Clark Law School must be 3.3. For a class of fewer than 10 students in all second- and third-year courses, the median grade must be 3.3.

In a particular course a deviation may occur occasionally, but in almost all years the median for that course must be 3.3. A grade is a median grade if half the students in a course receive that grade or a lower grade.

Honors¹⁴

Honor	Criteria
Order of Coif	Top 10%
<i>summa cum laude</i>	Top 2% or GPA of at least 3.80 (whichever is greater)
<i>magna cum laude</i>	GPA of 3.60 to 3.79
<i>cum laude</i>	GPA of 3.45 to 3.59

Awards^{15, 16}

Name of Award	Description
J. Reuben Clark Public Interest Service Award	Awarded to 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 Barristers	Membership offered for moot court participation
John S. Welch Awards	Awarded to the winners of the law school's co-curricular writing competition
A.H. Christensen Award	Awarded for oral advocacy
Hugh B. Brown Award	Awarded for class presentation and performance
Achievement and Service Award	Awarded for a variety of criteria
National Association of Women Lawyers Award	Awarded for contribution to the advancement of women in society
Scholarly Writing Awards	Awarded for superior written work
West Group Awards	Awarded for outstanding scholastic achievement
Foundation Press Award	Awarded for excellence in constitutional law
Clark Public Service Award	Awarded for 100 hours of legal public service
Margaret Rose Nielson Award	Awarded to the best oralist in moot court competition
International Center for Law and Religious Studies Award	Awarded for service related to international religious freedom
Distinguished Clinical Practice Award	Awarded for exceptional commitment to clinical practice
Schooley Outstanding Mediator Award	Awarded for excellence in mediation
Rex E. Lee Moot Court Awards	Awarded to the best oralist and for the best brief
Woody Deem Trial Advocacy Competition Awards	Awarded to the competition's champion, runner-up, and finalist
Aspen Law and Business Award	Awarded for excellence in law school
Practical Lawyer Award	Awarded for consistent preparation and diligence
Public Interest Law Foundation Award	Awarded for exceptional commitment to public service
Exceptional Service Award - Student Bar Association	Awarded for exceptional service to the Student Bar Association
Stephen L. Richards Scholars	Awarded for superior accomplishment

Edwin S. Hinkley Scholarship	Awarded for an outstanding academic record
Linda Anderson Trial Advocacy Competition Awards	Awarded to the competition's champion, runner-up, and finalist
High Grade Awards	Awarded for excellence in law school
American Bankruptcy Institute Medal	Awarded for a professional project in the bankruptcy area

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. Its 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 its publication that are assigned periodically throughout the year. The law review publishes six issues each year. By preparing articles, notes, and comments for publication, members of the review receive intensive legal writing and editing experience, which improves their ability to analyze and discuss legal issues and contributes significantly to the orderly development of the law.¹⁷

The ***Brigham Young University 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 Brigham Young University Department of Educational Leadership and Foundations jointly sponsor this journal, which is currently published biannually and addresses educational and legal issues affecting elementary, secondary, and higher education. The journal features work by many of the nation's top legal scholars, practitioners, administrators, educators, and students.¹⁸

The ***Brigham Young University Journal of Public Law*** is dedicated to publishing scholarly articles addressing topics in public law, including the relationships between governments and their citizens, associations among governments, and the effects of governmental entities upon society.¹⁹

The ***Brigham Young University 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 the Marriott School of Management staff the review, which seeks to publish articles addressing 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 Brigham Young University.²⁰

Moot Court

The basic requirement prior to joining a J. Reuben Clark Law School moot court team is to write an appellate brief and give an oral argument, and all first-year students participate at this level. However, second- and third-year law students can participate through invitation only. Brigham Young University'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. These team 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.²¹

The J. Reuben Clark Law School also offers a trial advocacy program that facilitates its 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.^{22, 23}

Clinical Programs²⁴

The J. Reuben Clark Law School offers clinical programs in the following areas: basic mediation, child advocacy, community-based legal research, domestic mediation, domestic violence intervention, elder law, tribal courts, pro bono work, and youth in mediation.

Placement Facts²⁵

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$70,000-\$103,000
Median in the private sector	\$90,000
Median in public service	\$44,850

Employment Details

Graduates known to be employed at graduation	82.0%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	98.0%

Practice Areas

Graduates Employed In	Percentage
Law Firms	63%
Business/Industry (legal)	2%
Business/Industry (non-legal)	3%
Government	12%
Public Interest	3%
Judicial Clerkship	16%
Academia	1%
Unknown	0%

Externships²⁶

J. Reuben Clark Law School's externship program aims at providing real-life experience for the school's law students. After the completion of their first two years of law study, students receive one credit for each 50 hours of work up to a maximum of six units (300 hours) during the summer or three 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. American Bar Association rules prohibit students from receiving compensation of any kind, apart from compensation for expenses paid out of the student's pocket (like parking and lunch expenses), while earning externship credit.

A student who wishes to complete an externship must submit a learning plan (a list of experiences he or she hopes to have during the externship) to the law school, besides performing work assignments and participating in the full range of activities available through the office. A supervising attorney provides work assignments and evaluates the student's performance.

Student Organizations²⁷

- The Aggie Law Society
- The Alternative Dispute Resolution Society
- The American Constitution Society for Law and Policy
- The Asian Legal Society
- The Federalist Society for Law and Public Policy Studies
- The Government and Politics Legal Society
- The Latino/a Law Students Association
- Law Partners
- The Minority Law Students Association
- The Native American Law Students Association
- The Natural Resources Law Society
- The Phi Delta Phi International Legal Fraternity
- The Public Interest Law Foundation
- The Real Estate Law Society
- Spirit in the Law
- The Sports and Entertainment Law Society
- The Student Bar Association
- The Student Intellectual Property Law Association
- The Women's Law Forum

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RANK

44

UNIVERSITY OF ARIZONA JAMES E. ROGERS COLLEGE OF LAW

MAILING ADDRESS¹⁻⁴

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Overview⁵⁻⁷

The University of Arizona James E. Rogers 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 and country and internationally.

The law school's curriculum encompasses theoretical materials and diverse clinical programs affording students experience with actual cases and clients. Of particular note are the school's two specialized post-J.D. legal degree programs in areas of international significance, including a program of advanced study of the international and domestic implications of the rapid economic and legal changes confronting indigenous peoples globally and a program 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, including business, philosophy, psychology, women's studies, and Latin American studies, are also available.

With a collection of more than 400,000 volumes and access to a host of legal and law-related online databases, the University of Arizona James E. Rogers College of Law Library plays a vital role in fulfilling the college's dual mission of teaching and research.

Student-Faculty Ratio⁸

12:1

Admission Criteria⁹

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	158-164	3.27-3.77
Median*	161	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.

Admission Statistics¹⁰

Fall 2006 admission statistics:

Approximate number of applications	2,482
Number accepted	660
Percentage accepted	26.6%

Class Ranking and Grades^{11, 12}

At the James E. Rogers College of Law, first-year students are not ranked until the end of the fall semester. All students are ranked at the end of the academic year. Second- and third-year students are also ranked at the end of the fall semester.

Pursuant to the rules of the University of Arizona, the law school employs the following grading system:

A	4	Excellent
B	3	Good
C	2	Fair
D	1	Poor
E	0	Failure

At the end of the semester, the grade I (Incomplete) may be awarded only when a small portion of the student's work is incomplete. Incompletes are not routinely allowed in graded courses. A grade of I automatically becomes an E unless replaced by a final grade on the last day of classes within one year after the grade of I is awarded. The law school allows extensions on Incompletes for one semester only. In addition, P means Pass, F denotes Fail, I stands for Incomplete, and W indicates Withdrawal. J.D. students may only take courses on a Pass/Fail basis that are designated Pass/Fail.

Grade Normalization (Curve)^{13, 14}

The James E. Rogers College of Law's grade normalization curve applies to all courses with an enrollment of 21 or more students. A grades must be given to 25% of students, B grades to 55%, and C, D, and E grades to 20%. 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 the purposes of evaluating work in assigning grades under the mandatory curve prescribed, 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.

In classes, other than substantial paper seminars, with fewer than 21 students who are J.D. candidates enrolled for graded credit, the mean grade point average may not exceed 3.5. Faculty may not deviate from this requirement, except in extraordinary circumstances. Faculty who believe that extraordinary circumstances justify a higher mean grade point average for a particular class may seek permission to deviate from this requirement in writing from the associate dean for academic affairs.

Honors¹⁵

Honor	Criteria
Order of the Coif	Top 10% of students who have completed at least 75% of their law studies in graded James E. Rogers College of Law courses
<i>summa cum laude</i>	Top 7%
<i>magna cum laude</i>	Next 7%
<i>cum laude</i>	Next 11%
Dean's List	GPA of 3.30 or higher (for full-time students with 10 graded units per semester)

Awards^{16, 17}

Name of Award	Description
Ralph W. Aigler Award	Awarded to an outstanding senior student
Order of Barristers	Membership offered to eight to 10 students who have excelled in the school's second-year moot court competitions
Ares Fellows	Awarded to students selected by first-year small-section professors
Steptoe & Johnson Award	Not provided
Charles L. Strouss Law Review Prize	Not provided
E. Thomas Sullivan Antitrust Award	Not provided
Harry S. Taylor Scholarship	Not provided
Lynn Thompson Memorial Scholarship	Not provided
Burr Udall Moot Court Award	Not provided
WMS and James A. Glasgow Scholarship	Not provided
F. Britton Burns Moot Court Award	Not provided
William Browning Constitutional Law Award	Not provided
Dannie Lee Chandler Memorial Award	Not provided
Rufus C. Coulter Jr. Memorial Scholarship	Not provided
John R. Christian Award	Not provided
T.C. Clark Litigation with Civility Award	Not provided
Arizona Journal of International and Comparative Law Boris Kozolchuk Award	Not provided
William T. Birmingham Trial Advocacy Award	Not provided

Journals

The **Arizona Law Review** is edited and managed entirely by students. Students looking to gain intensive expertise in research consider working on the review a valuable educational experience. Published quarterly, it is widely circulated and serves as a forum for leading scholars, judges, and practitioners while providing its members with a demanding analytical writing experience dealing with criticism and commentary on current legal problems.¹⁸⁻²⁰

As its name indicates, the **Arizona Journal of International and Comparative Law** is a scholarly journal devoted to issues related to international and comparative law. Its emphasis is on providing students with a rigorous analytical writing experience in a challenging and collegial atmosphere as they focus on international law topics. It publishes two volumes per year with articles from authors around the world and students at the University of Arizona. Each year, it also publishes a symposium issue which usually includes papers submitted at a conference related to international or comparative law.^{21, 22}

Moot Court²³

Students at the James E. Rogers College of Law are introduced to oral and written appellate advocacy through the school's moot court program. Second-year students can enroll themselves in the Samuel M. Fegtly Moot Court Competition. Students who excel in the Fegtly Competition are invited to join the National Moot Court team and to serve on the Moot Court Board, where they assist in a variety of capacities in the Fegtly Competition for second-year students. Qualified, selected students may participate in either the National Moot Court Competition or the Philip C. Jessup International Law Moot Court Competition. However, students may not participate in either competition more than once. Further, students are not permitted to participate in both the National Competition and the Jessup Competition.

Clinical Programs²⁴

Clinical legal education is an integral part of the practical experience available at the James E. Rogers College of Law. The law school offers the following clinical programs:

The **Child Advocacy Law Clinic**, in which students advocate for children in Pima County.

The **Domestic Violence Law Clinic**, in which students aid victims of domestic violence in a supervised learning environment.

The **Immigration Law Clinic**, an in-house clinic that enables students to help people who are undergoing deportation (or "removal") proceedings in Tucson.

The **Indigenous Peoples Law and Policy Clinic**, whose professed goal is to provide domestic and international legal assistance to the indigenous peoples of the world.

Placement Facts²⁵

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$72,000-\$100,000
Median in the private sector	\$95,000
Median in public service	\$45,239

Employment Details

Graduates known to be employed at graduation	72.4%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	95.6%

Practice Areas

Graduates Employed In	Percentage
Law Firms	47%
Business/Industry (legal)	2%
Business/Industry (non-legal)	3%
Government	27%
Public Interest	3%
Judicial Clerkship	17%
Academia	1%
Unknown	0%

Student Organizations²⁶

- The American Bar Association Law Student Division
- The American Civil Liberties Union
- The American Constitution Society for Law and Policy
- The Asian American Law Students Association
- The Association for Family and Child Advocacy
- The Black Law Students Association
- The Christian Legal Society
- The Community Legal Access Society
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The International Law Society
- The Jewish Law Students Association
- Just Democracy
- La Raza/The Hispanic National Bar Association
- The Law Women's Association
- The National Lawyers Guild

- The Native American Law Students Association
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Pride Law Alliance
- The Public Interest Law Organization
- The Student Animal Legal Defense Fund
- The Student Bar Association
- The Volunteer Lawyers Program

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RANK

46

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Overview²⁻⁶

The Southern Methodist University Dedman School of Law was established in February of 1925. The curriculum of the 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 how they relate 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. The school's clinical programs provide opportunities for students to earn academic credit while engaging in the actual practice of law. Its clinic serves clients from Dallas County in civil, criminal, tax, property, child advocacy, and domestic violence cases.

The Dedman School of Law offers its students a total educational experience including an active Student Bar Association, moot court and mock trial activities, five law journals, a summer program in Oxford, England, a placement and career counseling center, and a broad range of clinical programs, including one in taxation. The career office at the law school provides career counseling and career development services to current students as well as to alumni. These services include one-on-one counseling and coaching, resume-building and job-search workshops, mock interviews, and seminars and speaking events on relevant legal topics, all of which help prepare law students and graduates.

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. The Underwood Law Library has more than 600,000 volumes and access to numerous legal databases and private law collections.

Student-Faculty Ratio⁷

14.4:1

Admission Criteria⁸

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	158-164	3.33-3.83
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 Statistics⁹

Fall 2006 admission statistics:

Approximate number of applications	2,066
Number accepted	455
Percentage accepted	22%

Class Ranking and Grades^{10, 11}

Students at the Dedman School of Law are not given an individual class rank until graduation. Class rank percentiles are released for (1) the full-time first-year law class, (2) the combined full-time second-year law class and part-time third-year Evening Program law class, and (3) the full-time third-year law class.

Students are graded on a letter scale from A to F. The table below shows the available grades and their numerical 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 12-month deadline, it 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, each of which is prescribed for other specific circumstances. A 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.

Grade Normalization (Curve)^{12, 13}

The minimum passing grade is D or 1.00, and an average of C or 2.00 is necessary for graduation. The law school computes the numerical cutoff 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.

Honors^{14, 15}

Honor	Percentage of Class Receiving	GPA Required	Number of Students
Order of the Coif	11%	3.50	27
<i>summa cum laude</i>	2%	3.80	5
<i>magna cum laude</i>	7%	3.60	17
<i>cum laude</i>	37%	3.20	91

Awards¹⁶

Name of Award	Description
Order of Barristers	Membership offered to selected students
Phi Delta Phi Award	Awarded for the highest grade in a class
Brief Awards	Awarded to recipients nominated by legal research and writing professors
Scholarships	Awarded to recipients selected by the Financial Aid Committee from among the top 20% of students
Dean's List	Awarded to the top 25% of students in each class each semester

Journals¹⁷

The ***Southern Methodist University Law Review*** 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 review is devoted to a 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 law review receive academic credit for their work. The review also sponsors the annual Southern Methodist University Corporate Counsel Symposium on current developments in corporate law. Selected papers from the symposium may be published in one of the review's issues. The symposium attracts corporate practitioners from throughout the United States.

The ***Journal of Air Law and Commerce***, a quarterly publication of the Dedman School of Law, was founded at Northwestern University in 1930 and moved to Southern Methodist University in 1961. The oldest scholarly periodical in the English language devoted primarily to the legal and economic problems affecting aviation and space, it has a worldwide circulation of more than 2,300 subscribers in some 54 countries. Its 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 significantly impact 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 sponsors an annual symposium on selected problems in aviation law and publishes selected papers from the symposium in one of its issues. More than 500 aviation lawyers and industry representatives annually attend this symposium.

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, it 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. It also sponsors various conferences and symposia.

The ***Law and Business Review of the Americas*** is an interdisciplinary publication addressing the legal, business, economic, political, and social dimensions of the North American Free Trade Agreement, its implementation, its evolution and expansion, and its overall impact on doing business in the Americas. The journal is a quarterly publication produced by the Dedman School of Law in association with the Section of International Law and Practice of the American Bar Association, the Southern Methodist University Cox School of Business, the Southern Methodist University Department of Economics and Political Science, and the Centre for Commercial Law Studies (Queen Mary and Westfield College, University of London).

The ***Southern Methodist University Science and Technology Law Review*** is the Dedman School of Law's newest scholarly publication and is published three times per year. The journal is also published on the Internet, allowing worldwide access to its articles. Students from the 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, as well as patent, copyright, and intellectual property law.

Moot Court¹⁸

The Dedman School of Law Board of Advocates coordinates moot court activities at the school, including the Jackson Walker Moot Court Competition for first-year students. The Board of Advocates is an organization led by an executive board and composed of students and a faculty sponsor. It also sponsors teams for various off-campus competitions, including mock trial teams, moot court teams, negotiation teams, client counseling teams, and mediation teams. These competitions are judged by local practitioners and members of the law faculty and provide practical trial and appellate experience for interested students.

Clinical Programs¹⁹

The Dedman School of Law runs various legal clinics with an aim to provide legal support to low-income clients. It was one of the first law schools in the nation to sponsor a community legal clinic.

The Dedman School of Law currently offers the following specialized clinics and clinical projects:

The **Civil Clinic**, in which low-income clients dealing with matters ranging from housing disputes to elder advocacy obtain representation.

The **Consumer Law Project**, sponsored by the Texas Office of the Attorney General, which reaches out to the local bilingual Hispanic community, helps resolve consumer complaints with recourse to formal litigation, and focuses on informal advocacy, negotiation, and mediation strategies, as well as community education.

The **Criminal Prosecution Clinic**, in which the prosecution of misdemeanor offenses is conducted in partnership with the Dallas County District Attorney's Office.

The **Criminal Defense Clinic**, through which students gain felony trial experience by representing Dallas County citizens who are charged with offenses and face the possibility of imprisonment. This clinic works with the Dallas Public Defender's Office.

The **Death Penalty Project**, which exposes students to actual death penalty cases and combines classroom teaching with practical experience.

The **Federal Taxpayers Clinic**, which was the first tax clinic in the country with the authority to represent clients before the Internal Revenue Service and the U.S. Tax Court. This clinic represents low-income taxpayers who need to resolve problems with the audit, appeals, and collection divisions of the IRS and before the U.S. Tax Court.

The **Small Business Project**, which comes under the purview of the Federal Taxpayers Clinic and introduces student attorneys to the practical application of business formation. It also provides needed representation for small startup companies and individuals developing private nonprofit entities.

The **W.W. Caruth Jr. Child Advocacy Clinic**, which represents children who have been abused and neglected in Dallas County. The clinic is appointed by juvenile district court judges to serve as guardian/attorney ad litem. Interdisciplinary lectures given by psychologists, forensic detectives, child development specialists, and social workers are a significant component of this clinic.

The **Mediation Clinic**, which was established in the spring of 2007 and through which students have the opportunity to study various mediation laws, mediation techniques, and the ethical requirements of mediation. Each participating student mediates two cases assigned by a Dallas County judge.

Placement Facts²⁰

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$65,000-\$110,000
Median in the private sector	\$85,000
Median in public service	\$51,757

Employment Details

Graduates known to be employed at graduation	Not provided
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	97.8%

Practice Areas (2006 Graduates)²¹

Graduates Employed In	Percentage
Private Practice	70%
Business	16%
Government	6%
Public Interest	1%
Military	1%
Judicial Clerkship	4%
Academia	2%

Externships^{22, 23}

Dedman School of Law students serving in externships work under the supervision of faculty for fixed numbers of hours at specific legal offices. Every externship must be approved by the Curriculum Committee. Law school credit may be received by a student only for one externship program, including the Securities and Exchange Commission Student Observer Program. Students are graded for externships on a Pass/Fail basis.

Approved externship programs are offered at a variety of locations, including numerous courts, city attorneys' offices, district attorneys' offices, judges' chambers, the British Institute of International and Comparative Law, the Environmental Protection Agency, the Executive Office for Immigration Review, the National Transportation Safety Board, the Southern Methodist University Legal Affairs Office, Texas Lawyers for Children, the Children's Medical Center of Dallas, the U.S. Citizenship and Immigration Services Chief Area Counsel's Office, the Securities and Exchange Commission, and the Federal Trade Commission.

Student Organizations²⁴

- The Aggie Law Students
- The Asian American Law Students Association
- The Association for Public Interest Law

- The Black Law Students Association
- The Board of Advocates
- The Christian Legal Society
- The Corporate Law Association
- The Criminal Law Association
- The Energy Law Association
- The Environmental Law Society
- The Family Law Association
- The Federalist Society for Law and Public Policy Studies
- The Health Law Association
- The Hispanic American Law Students Association
- The Intellectual Property Organization
- The International Law Society
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The Muslim Law Students Association
- Older Wiser Law Students
- OutLaw
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Real Estate Law Association
- The Second Amendment Foundation
- The Sports and Entertainment Law Association
- The Student Bar Association
- The Texas Trial Lawyers Association
- Women in Law

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RANK

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Overview³⁻⁵

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.

Numerous faculty members at the American University Washington College of Law engage in projects to develop integrated teaching. The college offers a curriculum that provides access to many fields of specialization, as well as sophisticated resources for technology and education. Experiential learning, through clinics and externships, gives students at the school a taste of the practice of law and demonstrates a commitment to the development of the skills and values that are crucial to the legal profession.

Students at the Washington College of Law benefit from externships with governmental and nongovernmental institutions around the world, and the law school offers clinical programs in intellectual property, human rights, government, business, and environmental law. Students can participate as members of the staffs of journals and other publications and benefit from being part of a diverse and proactive student body that constantly seeks fresh challenges and creates new opportunities through Washington College of Law's wealth of student organizations. This diverse community is further enriched by lawyers from all over the world who participate in the school's International Legal Studies Program and Program in Law and Government.

Student-Faculty Ratio⁶

14.3:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	158-163	3.15-3.60
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 Statistics⁸

Fall 2006 admission statistics:

Approximate number of applications	7,601
Number accepted	1,877
Percentage accepted	24.7%

Class Ranking and Grades⁹

A student's performance in each course at the Washington College of Law normally is expressed in terms of the following letter grades, which have numerical equivalents for computation purposes:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
D	1.0
F	0.0

A minimum course grade of D or 1.0 is required before credit may be received for a particular course. Students may not repeat courses for which they earned passing grades. 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)^{10, 11}

Minimum GPAs Required

Minimum GPA required to fall within the top 10% of the class	3.70
Minimum GPA required to fall within the top 25% of the class	3.57
Minimum GPA required to fall within the top 33% of the class	3.51
Minimum GPA required to fall within the top 50% of the class	3.39
Minimum GPA required to fall within the top 75% of the class	3.20
Minimum GPA required for graduation	2.00

Students must maintain a cumulative average of 2.0 or greater at the end of their 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. Students' cumulative grade point averages are based only upon law school courses taken for letter grades at the Washington College of Law.

Honors¹²

Honor	Criteria
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%

Awards^{13, 14}

Name of Award	Description
Administrative Law Review Award	Awarded for the best student work published in the <i>Administrative Law Review</i>
Casto-Southard Award in Constitutional Law	Awarded for the highest scholastic average in constitutional law courses
Clair A. Cripe Award	Awarded to an outstanding student in correctional law
Dean's Award for Professional Responsibility	Awarded to a student who has participated under the third-year practice rule in a clinical program in Maryland, Virginia, or the District of Columbia and who has exemplified proficiency in skills and the high ethical standards of the profession
Edward C. Bou Award	Awarded to the Hispanic student who has attained the highest scholastic average
Energy and Natural Resource Law Fund Prize	Awarded for excellence in the study of natural resource law
Gillett Prize	Awarded for the highest scholastic course average
International Academy of Trial Lawyers Advocacy Award	Awarded to students who demonstrate outstanding ability in courtroom advocacy
Human Rights Brief Award	Awarded for the best work published in the <i>Human Rights Brief</i>
International Law Review Award	Awarded for the best work published in the <i>International Law Review</i>
Journal of Gender, Social Policy & the Law Award	Awarded for the best work published in the <i>Journal of Gender, Social Policy & the Law</i>

Lura E. Turley Prize	Awarded for the best work published in the <i>American University Law Review</i>
Mooers Trophy	Awarded to outstanding students in trial practice
Mussey Prize	Awarded to the student with the highest scholastic average during his or her last year of study in both the full-time and part-time divisions
Newman Prize	Awarded to the best student in criminal trial practice
Outstanding Graduate Award	Awarded to J.D. and LL.M. graduates selected by the faculty
Outstanding Research and Writing Award	Awarded for outstanding research and writing
Solf Award	Awarded to the LL.M. graduate in international legal studies who has attained the highest scholastic average
T. Morton McDonald Scholarship Award	Awarded for excellence in the field of legal research
Washington College of Law Alumni Award	Awarded to a student who has substantially contributed to student activities, as well as to the progress of the law school
Willian, Brinks, Olds, Hofer, Gilson and Lione Award for Excellence in Intellectual Property Law	Awarded for academic excellence in the areas of copyright, trademark, or patent law

Journals

The ***American University Law Review***, published quarterly, is the oldest and largest journal at the Washington College of Law. It covers a broad range 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 annually publish 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 50 years, the law review has made valuable contributions to both the law school and the larger legal community. It also sponsors symposia and other special projects.¹⁵

The ***American University International Law Review*** is one of the few international law journals produced by law students that consistently publishes five issues per year. It covers a wide range of topics including arms control/conflict, comparative foreign legal systems, cultural/artistic issues, economics/commerce, education, the environment, human rights, immigration, international crime, labor, and United States law and foreign policy. The law review also publishes a bilingual Spanish-English issue which is sponsored by the Academy on Human Rights and Humanitarian Law. The American Society of International Law's "Grotius Lecture and Response" is also published annually. The *American University International Law Review* was recently ranked the seventh most frequently cited international and comparative law review published in the U.S.¹⁶

The ***Administrative Law Review*** is published four times annually by students of the Washington College of Law in conjunction with the American Bar Association's Section of Administrative Law and Regulatory Practice. The journal strives to develop the 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 *Administrative Law Review* contains student comments and case notes on administrative law issues. In addition, it regularly publishes symposia, conferences, and meetings on current topics in administrative law.¹⁷

The ***Journal of Gender, Social Policy & the Law***, founded in 1992, provides a forum for those interested in gender issues and feminist legal studies. In 1998, it 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.¹⁸

The American Jurist is a student-published monthly newspaper that provides the Washington College of Law community with an open forum in which to discuss issues of contemporary, legal, social, or related interest. *The American Jurist* was named the “Best Student Magazine” for 2005-2006 by the American Bar Association Law Student Division.^{19, 20}

The ***Business Law Brief*** is a student-run publication devoted to articles discussing the synergy between the legal profession and the business world. It endeavors to showcase the expertise and resources of academic and legal professionals, as well as the expertise and resources of the Washington College of Law, by providing its readers with interesting articles on significant current developments in business law and related fields.²¹

The ***Criminal Law Brief*** is a journal dedicated to the complex and constantly evolving world of the criminal justice system. Its audience includes judges and practicing attorneys, students with a strong interest in criminal law, and professors of varied criminal law disciplines.²²

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, it maintains a strong commitment to supporting human rights practitioners and strengthening the community of human rights advocates around the world.²³

The Modern American is a 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 the United States. *The Modern American* discusses America’s legal and social systems’ treatment of racial, ethnic, sexual, and other underrepresented groups from a wide range of political and social viewpoints. It examines upcoming legislation, reviews new books and films relevant to minority communities, and interviews influential individuals spearheading change in the United States.²⁴

The ***Sustainable Development Law & Policy Journal*** is a student-run initiative at the Washington College of Law that focuses on reconciling the tensions between environmental sustainability, economic development, and human welfare. It 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, policymakers, and concerned citizens promoting sustainable development throughout the world.²⁵

Health Law & Policy was launched in the spring of 2007 and is dedicated to the rapidly emerging and increasingly prominent field of health law. It was started by a group of 13 students with a collective interest in health law who worked together to create the publication under the auspices of the Health Law Project LL.M. Program on Law and Government.²⁶

Moot Court^{27, 28}

The Moot Court Honor Society at American University Washington College of Law sponsors a wide range of activities designed to provide students with opportunities to practice their oral advocacy and brief writing skills. It is a student-run organization that coordinates and organizes intra- and inter-school student competitions in appellate and trial advocacy.

Each year, intra-school moot court competitions are held at the Washington College of Law for Washington College of Law students only. These train the school's students to compete in and win national trial and appellate advocacy tournaments that other law schools administer. The Moot Court Honor Society also hosts both the Burton D. Wechsler First Amendment Moot Court Tournament, in which more than 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, who administer the curricular and extracurricular components of the Moot Court Honor Society, are second- and third-year students at the Washington College of Law, and are elected by their predecessors. First- and second-year students at the law school may serve as assistants to the Moot Court Executive Board.

The Washington College of Law 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 the law school hosts and attends:

Washington College of Law Host Competitions

- The Alvina Reckman-Myers First Year Moot Court Tournament
- The Burton D. Wechsler First Amendment Moot Court Tournament
- The Spring Qualifying Moot Court Tournament
- The National High School Moot Court Tournament

Inter-School Competitions

- The American Bar Association National Appellate Advocacy Competition
- The J. Braxton-Craven Jr. Memorial Moot Court Competition
- The Ruby R. Vale Corporate Moot Court Competition
- The John J. Gibbons National Criminal Procedure Moot Court Competition
- The Dean Jerome R. Prince Memorial Evidence Moot Court Competition
- The National First Amendment Moot Court Competition
- The Saul Lefkowitz Intellectual Property Moot Court Competition
- The Philip C. Jessup International Law Moot Court Competition
- The Niagara Cup International Moot Court Competition
- The International Environmental Law Moot Court Competition
- The William B. Spong Jr. Invitational Moot Court Tournament
- The Michigan State Trial Advocacy Competition
- The Luke Charles Moore Civil Rights Moot Court Competition

Clinical Programs

Every clinic at the Washington College of Law has a seminar component. The following 10 law clinics give student attorneys the opportunity to represent real clients with real legal problems, to handle litigation from beginning to end, and to hone their lawyering skills.^{29, 30}

In the one-semester **Civil Practice Clinic**, students represent low-income residents of the District of Columbia who have a wide range of civil legal problems. The legal issues addressed by the clinic vary but usually involve family law, health law, consumer law, housing law, public benefits, and special education, among other areas of civil law.³¹

The **Community and Economic Development Law Clinic** provides transactional legal services to groups involved in the development of neighborhood-based community projects. The clinic represents and helps organize small nonprofits and businesses and tenants' associations in the public and private housing sectors, all of which share the goal of developing resources for greatly underserved urban communities. Students are eligible for this program in either their second or third year. It is a two-semester (fall and spring) program.³²

In the **Criminal Justice Clinic**, 2L and 3L students have the opportunity to participate in the defense or prosecution of cases (or both). This clinic is designed to make students aware of the theory and practice of advocacy in the criminal and juvenile justice systems.³³

The **DC Law Students in Court Clinic** is a year-long clinic that started in 1968. It is a successful and highly oriented clinic that works to provide legal aid to the less fortunate. Students in the clinic represent clients in the Superior Court of the District of Columbia, primarily in the landlord and tenant and small claims branches. Other cases may be in the civil division and before Washington, DC, administrative agencies. Through participation in this clinic, third-year students learn to become effective advocates and appear in court, provide services to clients, and engage in case preparation as well as other activities that facilitate their progress toward becoming lawyers.³⁴

In the two-semester **Disability Rights Law Clinic**, participating students represent people with mental and physical disabilities in a variety of contexts.³⁵

In the two-semester **Domestic Violence Clinic**, students explore the complexities of domestic violence litigation. They seek civil protection orders and/or self-petitioning to change the immigration status of victims/survivors. A few students are also selected to work at the U.S. Attorney's Office, where they learn about various aspects of domestic violence misdemeanor crimes.³⁶

The **Glushko-Samuelson Intellectual Property Law Clinic** prepares students to be effective practitioners through direct experience with cases drawn from the full range of intellectual property specialties, including copyright, patent, and trademark law. It is a full-year clinic in which students participate in student-managed and faculty-managed projects.³⁷

The **Janet R. Spragens Federal Tax Clinic** is a one-semester clinic in which students work on commercial and business legal matters. It is a litigation clinic and provides legal aid to low-income individuals being audited by the Internal Revenue Service.³⁸

The **International Human Rights Clinic** has a general human rights section and an immigrants' rights section. Students participating in this clinic have the opportunity to represent clients before international

and domestic judicial bodies. They represent individuals, families, or organizations alleging violations of recognized or developing human rights norms.³⁹

The **Women and the Law Clinic** represents clients in child custody and support, domestic violence, and child neglect cases. The clinic may be taken as a year-long clinic or for the fall semester only, but full-year enrollment in the clinic is preferred.⁴⁰

Placement Facts⁴¹

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$52,000-\$125,000
Median in the private sector	\$80,000
Median in public service	\$48,000

Employment Details

Graduates known to be employed at graduation	83.4%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	97.8%

Practice Areas

Graduates Employed In	Percentage
Law Firms	42%
Business/Industry (legal)	12%
Business/Industry (non-legal)	6%
Government	13%
Public Interest	8%
Judicial Clerkship	17%
Academia	1%
Unknown	0%

Externships⁴²⁻⁴⁴

Washington College of Law's Supervised Externship Program allows students to learn about the legal profession through law-related fieldwork and at the same time develop their reflective learning skills under close faculty supervision. Students are placed in government agencies, nonprofit organizations, and law firms for pro bono projects, where they work under the supervision of practicing attorneys. In tandem with their field placements, students meet for a weekly 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.

The school's **International Externship Program** offers students a unique opportunity in American legal education. Students can earn academic credit while performing fieldwork in human rights organizations, non-governmental and governmental organizations, and courts in countries around the world.

In the **U.S. Long Distance Program**, students participate in an intensive seminar for three to four days in May which prepares them for the fieldwork experience. At the end of the seminar, students disperse to their externship sites outside of Washington, DC, Maryland, and Virginia, where they normally work full-time for seven to 10 weeks. During this period, students communicate regularly with one another via an "Internet classroom." They gather at the Washington College of Law again for three to four days in August for an intensive debriefing of the summer experience.

Student Organizations⁴⁵

- Action for Human Rights
- The Alternative Dispute Resolution Society
- The American Constitution Society for Law and Policy
- The Arab Law Students Association
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Business Law Society
- The Christian Legal Society
- The Communications Law Society
- The Criminal Law Society
- The Environmental Law Society
- The Equal Justice Foundation
- The Evening Law Student Association
- The Federalist Society for Law and Public Policy Studies
- The Getting Out Older Club
- The Health Law and Justice Initiative
- The Immigrants' Rights Coalition
- The Intellectual Property Law Society
- The International Law Society
- The International Legal Studies Program LL.M. Executive Board
- The International Trade Law Society
- The Islamic Legal Forum
- The Israel and Law Society
- The Jewish Law Students Association
- The J. Reuben Clark Law Society
- The Labor and Employment Law Society
- The Lambda Law Society
- The Latino/a Law Students Association
- The Law and Government Society
- Linking Communities for Educational Success
- The Media and Law Society
- The Multicultural and International Student Organization

- The National Lawyers Guild
- The National Security and Law Society
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Poverty Law Society
- The Republican National Lawyers Association
- The Society for Justice in Palestine/Israel
- The South Asian Law Student Association
- The Sports and Entertainment Law Society
- The Street Law Program
- The Student Animal Legal Defense Fund
- The Student Bar Association
- Students United
- The Washington College of Law Democrats
- The Women's Law Association

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**Overview**³⁻⁸

Tulane University Law School was founded in 1847 and is the 12th-oldest law school in the country. Its curriculum consists of nearly 125 legal and related courses encompassing a wide spectrum of corporate, commercial, and public law topics. Its course structure is designed to give students a firsthand understanding of a variety of legal problems. Students at the school gain immense experience from this program that is useful to them as a first step toward becoming full-fledged attorneys.

The faculty at Tulane Law School come from diverse backgrounds. This enables the school to offer a wide variety of courses. In addition, the school's academic culture revolves around providing the best teaching to its students.

Students at Tulane Law School engage themselves in a significant number of supplementary activities apart from teaching and academics. More than 35 student organizations and eight journals offer a variety of opportunities to students, as does a moot court program that allows students to take part in intra- and inter-school competitions. More than a dozen teams from various other institutions take part in such competitions. The law school's building is equipped with two courtrooms that are utilized for mock trials and moot court competitions.

The law school further strengthens its academic position by offering a variety of enriching programs in collaboration with several institutes and centers. Its central library, which is also a federal depository for U.S. government publications, features a collection of more than 501,000 volumes.

Students at Tulane Law School are especially encouraged to take advantage of the school's career development office, which provides close assistance regarding a range of career opportunities. This is in addition to the on-campus and off-campus interview programs organized routinely. Tulane Law School's career development office also sponsors several seminars, workshops, and programs on career development and other matters for the benefit of students.

Another attractive feature of Tulane Law School is its variety of summer programs offered abroad. The school offers summer study-abroad opportunities in cities in England, France, Germany, Italy, Greece, and the Netherlands.

Student-Faculty Ratio⁹

15.3:1

Admission Criteria¹⁰

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	159-163	3.35-3.70
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 Statistics¹¹

Fall 2006 admission statistics:

Approximate number of applications	2,445
Number accepted	818
Percentage accepted	33.5%

Class Ranking and Grades¹²

Tulane University Law School uses the following grading scale:

A	4.00
A-	3.67
B+	3.33
B	3.00
C+	2.33
C	2.00
C-	1.67
D	1.00
F	0.00

Grade Normalization (Curve)¹³

Graduate students at Tulane University are not permitted to take any course on a Pass/D/Fail basis. For students who have received law degrees from accredited schools in the United States, "satisfactory completion" requires a cumulative grade point average at Tulane of B- (2.67) or higher. This grade point average must be maintained as of the end of each semester of enrollment.

For students who have received law degrees from approved schools outside of the United States, "satisfactory completion" at Tulane requires a grade of Recommended (R), Very Good (VG), or Excellent (E) in each course taken in satisfaction of the 24 credit hours required for the degree. Students will not receive credit for courses in which a grade of Not Recommended (NR) is received. If a grade of NR is received in two or more courses, the student will be dismissed from the program and will not be eligible to receive the degree unless a petition for readmission is submitted and granted and the conditions of readmission are fulfilled.

Honors¹⁴

Honor	Percentage of Class Receiving	GPA Required	Number of Students
Order of the Coif	10%	3.576	31
<i>summa cum laude</i>	2.35%	3.750-4.000	7
<i>magna cum laude</i>	11.74%	3.500-3.749	35
<i>cum laude</i>	19.13%	3.268-3.499	57

Awards^{15, 16}

Name of Award	Description
American Bankruptcy Institute Medal	Awarded for excellence in the study of bankruptcy law
Civil Law Studies Award	Awarded to the student who has earned the highest GPA in civil law courses
Dean's Medal	Awarded to the third-year student who has earned the highest GPA
Edward A. Dodd Jr. Award	Awarded to an outstanding candidate for the degree of LL.M. in Admiralty
Faculty Medal	Awarded to the student who has earned the highest GPA over the entire course of his or her three years at the law school
General Maurice Hirsch Award	Awarded for university and community service
Lemle & Kelleher Award	Awarded to an outstanding graduating J.D. student who has taken a substantial number of admiralty courses
Haber J. McCarthy Environmental Law Award	Awarded to the student who has earned the highest GPA in environmental law courses
Brian P. McSherry Community Service Award	Awarded to the student who has shown the greatest devotion to the law school's community service program
George Dewey Nelson Memorial Award	Awarded for the highest grade point average in common law subjects throughout three years of law study
Tulane Tax Institute Award	Awarded for excellence in the study of taxation
John Minor Wisdom Award	Awarded for excellence in writing and an outstanding academic record

James A. Wysocki Award	Awarded in the fall and the spring to the student with the highest grade in Trial Advocacy
American Bar Association Section of Urban, State, and Local Government Law Certificate	Awarded to the student who earns the highest grade in the Land Use Planning course and to the student who earns the highest grade in the State and Local Government course
Admiralty Writing Competition Award	Awarded for the best paper on an admiralty subject
Cuthbert S. Baldwin Award	Awarded for the highest grade in Introduction to Civil Law Property
CALI Excellence for the Future Awards	Awarded for each course to the student who earns the top grade in the course
Clark Boardman Callaghan Book Awards	Awarded to the winners of the Senior and Junior Trial and Appellate competitions
Ray Forrester Award	Awarded for the highest grade in Constitutional Law I
Mitchell Franklin Award	Awarded for the highest grade in Contracts I
Rufus C. Harris Award in Torts	Awarded for the highest grade in Torts
David L. Herman Awards	Awarded to the students who have earned the highest grades in Obligations I and Legal Professions
James Cooke Johnson Scholarship	Awarded to the member of the second-year class who has attained the highest average for the year
Samuel Lang Award	Awarded for the highest grade in Labor Law
Law League of Louisiana Award	Awarded to a member of the third-year class who has improved his or her grade point average
Monte M. Lemann Award	Awarded for the highest grade in Conflict of Laws
Cullen R. Liskow Award	Awarded for the highest grade in Oil and Gas
Edwin I. Mahoney Award	Awarded for the highest grade in Criminal Law
Paul Morphy Jr. Memorial Award	Awarded for the highest grade in Civil Law Real Estate Transactions
Leonard H. Rosenson Prize	Awarded for the highest grade in Common Law Real Estate Transactions
Ralph J. Schwarz Award	Monetary award given to the student who receives the highest grade in Remedies
Cicero C. Sessions Trial Advocacy Award	Awarded for the highest grade in each semester of Trial Advocacy
Walter J. Suthon Jr. Award	Awarded for the highest grade in Louisiana Security Rights
Allen Smith Prize	Awarded for the highest grade in Successions, Donations, and Trusts
Joseph Modeste Sweeney Scholarship	Awarded to the student who achieves the highest GPA for his or her first year
West Publishing Company Prizes	Awarded to the top students of the first-, second-, and third-year classes
National Association of Women Lawyers Award	Honorary membership offered to a 3L who shows promise of contributing to the advancement of women

Yippy Award	Monetary award given to the student who receives the highest grade in Civil Law Property II
Association for Women Attorneys Award	Awarded to an outstanding student in the Domestic Violence Clinic

Journals

The **Tulane Law Review** was initially established in 1916 as the *Southern Law Quarterly*. Widely circulated internationally, it is published six times per year. The law review is entirely managed and edited by students. Its board is comprised of about 55 student editors who are chosen based on their excellent scholastic, legal writing, and research abilities.¹⁷

The **Tulane Maritime Law Journal** was first established in 1973 with the assistance of the Maritime Law Society. It was initially named *The Maritime Lawyer*, and its first issue was released in March 1975. Print and online versions of the journal are published on a semiannual basis. The journal incorporates excellent write-ups by various academics, law practitioners, and students. It mainly publishes articles on topics related to admiralty and maritime law. The journal consists of around 40 to 45 members, and its selection criteria include academic performance and a writing competition usually held in the summer. The journal's members have the opportunity to interact with many local, national, and international attorneys from practice areas such as admiralty and marine law.¹⁸

The **Tulane European & Civil Law Forum** explores issues concerning European, comparative, and civil law. It is published on an annual basis with input from faculty editors and students of Tulane University Law School. The journal dedicates itself to providing articles, comments, case notes, and book reviews. Its articles usually concentrate on the civilian tradition and the links between the state of Louisiana and Europe. The journal especially encourages applications from students with foreign language skills.^{19, 20}

The **Tulane Environmental Law Journal** was founded in 1986. It is a biennial periodical that consists of legal and related content and is entirely run and edited by law school students. The journal features articles pertaining to environmental concerns.²¹

Law & Sexuality: A Review of Lesbian, Gay, Bisexual, and Transgender Legal Issues was founded in 1989 by a group of gay as well as non-gay students. Their motive was to provide a forum for discussion of legal matters pertaining to sexual orientation. Published once per year, the journal focuses on issues related to the lesbian, gay, bisexual, and transgender community. It covers a variety of topics that includes constitutional and corporate law, employment and health law, family law, insurance, and the military. It also features articles and topics related to trust and estate law. Membership on the review is open to all upper-class law students with two years of study remaining at Tulane Law School and is determined through summer and fall writing competitions.²²

The **Tulane Journal of International and Comparative Law** was founded as a dedication to Tulane Law School's historical and traditional academic foray into international and comparative law. Entirely run by students, it focuses on all facets of international law, but it predominantly covers topics related to human rights and transnational commerce. It currently has about 40 members.^{23, 24}

The ***Sports Lawyers Journal*** was established in 1993 and is published annually by the Sports Lawyers Association and law students of Tulane Law School. It is the most widely read and respected legal sports journal in the United States. The journal provides a broad panorama of sports issues as well as a platform for students who wish to have their work published and reviewed by industry peers. Membership is open to second- and third-year students subject to performance in a writing competition.²⁵

The ***Tulane Journal of Technology & Intellectual Property*** was initially published as an activity of Tulane Law School's Technology and Intellectual Property Society. It is an independent, student-run journal that addresses specific legal challenges faced by fields such as constitutional law, intellectual property, privacy, contracts, and torts due to the advancement of technology and the broader implications of technology for 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 various writing competitions.²⁶

Moot Court^{27, 28}

The moot court program at Tulane Law School seeks to strengthen the advocacy skills of its students. Students in the program hone their talents at the trial and appellate levels. The moot court program is managed by a board that consists of students with high academic scores. It conducts several events, such as open houses and inter- and intra-school competitions covering a variety of subjects including international law, constitutional law, mediation, corporate law, environmental law, and admiralty law.

Tulane Law School's moot court program also has a Black Law Students Association chapter whose chief role is to sponsor a team for the Frederick Douglass Moot Court Competition. Additionally, students from the law school's European legal studies program can participate in the Willem C. Vis International Commercial Arbitration Moot Court Competition, which is held in Vienna. Students from other student organizations are also provided with opportunities to participate in important programs and competitions.

2L, 3L, and LL.M. students are eligible to participate in several programs and competitions at Tulane Law School. A few competitions are open to 1L students as well.

Clinical Programs^{29, 30}

Tulane Law School offers the following clinical programs:

- The Civil Litigation Clinic
- The Criminal Litigation Clinic
- The Domestic Violence Clinic
- The Environmental Law Clinic
- The Juvenile Litigation Clinic
- The Mediation Clinic
- Legislative and Administrative Advocacy/The Public Law Center

At Tulane Law School, students are given opportunities to work on actual court cases and lawsuits while interacting with practicing attorneys, which allows them to sharpen and upgrade their practice and trial skills.

These opportunities are provided by seven law clinics that deal with cases on different subjects. The law school has developed a multidimensional clinical program that permits as many as 90 students to participate each year. Most of its clinics limit enrollment to third-year students.

Placement Facts³¹

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$80,000-\$140,000
Median in the private sector	\$135,000
Median in public service	\$45,000

Employment Details

Graduates known to be employed at graduation	78.3%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	95.8%

Practice Areas

Graduates Employed In	Percentage
Law Firms	59%
Business/Industry (legal)	10%
Business/Industry (non-legal)	1%
Government	12%
Public Interest	4%
Judicial Clerkship	6%
Academia	0%
Unknown	8%

Externships³²

Tulane Law School offers a judicial externship program that allows selected third-year students to serve as externs to federal district judges, U.S. magistrates, U.S. bankruptcy judges, and Louisiana Court of Appeal judges in New Orleans. Externships are also available with the National Labor Relations Board; with the Office of Administrative Law Judges at the regional office of the U.S. Department of Labor, concentrating on maritime law; and with the Louisiana Capital Assistance Center, which handles cases in the criminal justice system with an emphasis on the civil rights aspects of those cases.

Student Organizations³³

- The Alternative Dispute Resolution Law Society
- The American Association for Justice

- The American Bar Association Law Student Division
- The American Constitution Society for Law and Policy
- The Asian Pacific American Law Students Association
- The Black Law Students Association
- The Business Law Society
- The Christian Legal Society
- The Criminal Law Society
- Dicta
- The Dis/ability Law Society
- The Eberhard P. Deutsch International Law Society
- The Entertainment and Art Law Society
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- Foreign Lawyers at Tulane
- The Honor Board
- The Human Rights Law Society
- The Italian American Law Student Association
- The Jewish Law Students Association
- La Alianza del Derecho
- The Lambda Law Alliance
- The Law Women's Association
- The Maritime Law Society
- The Military Law Society
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Project for Older Prisoners
- The Public Interest Law Foundation
- The Real Estate Law Society
- The Sports Law Society
- The Student Animal Legal Defense Fund
- The Student Bar Association
- The Technology and Intellectual Property Society
- Tulane Child Advocates
- The Tulane University Legal Assistance Program
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<http://www.law.uconn.edu>**Overview³⁻⁶**

The University of Connecticut School of Law was founded in 1921 and has been accredited by the American Bar Association since 1933. One of the leading public law schools in the United States, it offers rigorous legal training in a humane and comfortable environment.

The University of Connecticut School of Law provides a professional education that prepares each of its graduates for a lifetime of fulfilling service in any legal career. The school's program emphasizes intellectual discipline and the development of the professional analytical skills required to respond effectively to the challenge of continuing change in the law and in the society it serves.

The law 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 ensure 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 its basic professional curriculum, the University of Connecticut School of Law offers many special programs that are distinguishing strengths. The law school was a pioneer in clinical legal education and has long had a substantial and sophisticated array of international legal study options.

The University of Connecticut School of Law offers programs in which students can study international and comparative law. Students may choose from various international courses, participate in on-campus organizations, or enroll at a foreign law school.

The University of Connecticut's law library is one of the finest facilities of its kind. Additionally, the law school's students can explore diverse areas of legal interest through externship opportunities, study-abroad options, and specialized courses covering topics 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 Ratio⁷

11.5:1

Admission Criteria⁸

The following LSAT and GPA data pertain to the fall 2006 entering class:

	LSAT	GPA
25 th -75 th Percentile	159-163	3.27-3.66
Median*	161	3.47

*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 2006 admission statistics:

Approximate number of applications	1,814
Number accepted	274
Percentage accepted	15.1%

Class Ranking and Grades^{10, 11}

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	0.0

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, a Pass grade indicates that the student receiving it has performed at a level equivalent to a C or higher on an A through 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)^{12, 13}

The University of Connecticut School of Law uses a B median for all required courses, all courses with multiple sections taught in the same academic year, and all courses with 19 or more students. Therefore, 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. In determining the median, a grade of Pass will be considered a B.

Minimum Grades Required

Minimum grade required to fall within the top 10% of the class	3.613
Minimum grade required to fall within the top 25% of the class	3.468
Minimum grade required to fall within the top 33% of the class	3.436
Minimum grade required to fall within the top 50% of the class	3.340
Minimum grade required to fall within the top 75% of the class	3.187

Honors¹⁴

Honor	Criteria
Highest Honors	Top 1%
High Honors	Next 5%
Honors	Next 24%

The above percentages, if necessary, may also be rounded off as follows: 0.5% will be rounded up, and 0.49% will be rounded down.

Awards¹⁵

The University of Connecticut School of Law awards numerous scholarships, awards, and prizes for academic achievement, excellence in particular fields of study, contribution to the law school and academic community, leadership in community efforts and public interest initiatives, individual class performance, excellence in clinical study and work, exceptional research, and achievement in writing and scholarly efforts. Most awards and prizes are awarded to one to two students on a prize day prior to graduation, at graduation, or in October of each year. The University of Connecticut School of Law has not provided a list of specific awards.

Journals¹⁶

The **Connecticut Law Review** is the oldest student-run organization at the University of Connecticut School of Law, having been established in 1947. Usually, four issues of the review are published per year, but this year five issues will be published. Each issue is scholarly and of academic and professional interest. Members of the law review are responsible for the entire production process of the journal from article selection and editing through the layout of the final copy.¹⁷

The **Connecticut Public Interest Law Journal** is a student-run, scholarly journal that publishes works by professors, judges, practitioners, and students. Its primary purpose is to further the discussion of the legal aspects of public interest priorities relating to political, economic, and social issues, especially those faced by underrepresented people.¹⁸

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. It also serves an important educational function as students work closely with the faculty to solicit, select, and prepare articles for publication.¹⁹

The **Connecticut Journal of International Law** provides a forum for students and faculty members to publish articles on public and private international law. It is managed and edited by students and published twice annually. The journal publishes articles and book reviews on international law topics. It also sponsors international symposia and publishes symposium papers.^{20, 21}

Connecticut Intellectual Property Notes is an e-publication of the University of Connecticut School of Law. Each student writer is assisted in his or her work by a legal practitioner who provides an article topic, provides feedback on the student's writing, or both.²²

Moot Court

First-year students at the University of Connecticut School of Law 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 Moot Court Competition and William H. Hastie Memorial Moot Court Competition. The board also sends teams to a number of interscholastic contests.²³

The University of Connecticut School of Law's moot court program includes the Alva P. Loiselle Moot Court Competition, the William H. Hastie Memorial Moot Court Competition, the National Moot Court Competition, the Philip C. Jessup International Law Moot Court Competition, and the Conrad B. Duberstein Bankruptcy Moot Court Competition.²⁴

Clinical Programs

The University of Connecticut School of Law's clinical programs allow students to work in client-based, in-house law firms and gain real-life experience in state and federal courtrooms. Student attorneys are also permitted to represent clients in civil and criminal cases in courts and administrative agencies in the jurisdiction.²⁵

In the **Criminal Clinic**, students assume primary litigation responsibility for virtually every type of serious felony case at 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 these clinics.²⁶

In the **Tax Clinic**, students provide legal services to low-income taxpayers with respect to a wide range of administrative and tax court proceedings. The Tax Clinic is a pro bono legal clinic that gives free legal help to low-income taxpayers with tax problems—either with the Internal Revenue Service or the Connecticut Department of Revenue Services.²⁷

In the **Asylum and Human Rights Clinic**, students represent refugees who have fled from persecution in their home countries and are seeking asylum in the United States. This clinic provides students 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 on their work and the legal system.²⁸

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.²⁹

In the **Intellectual Property and Entrepreneurship Law Clinic**, students represent clients in cases involving intellectual property law. This clinic gives students an opportunity to counsel Connecticut’s innovators on an extensive range of intellectual property (patent, trademark, copyright, and trade secret) and related business law issues.³⁰

Placement Facts³¹

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$55,000-\$90,000
Median in the private sector	\$70,000
Median in public service	\$46,000

Employment Details

Graduates known to be employed at graduation	71.4%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	96.7%

Practice Areas

Graduates Employed In	Percentage
Law Firms	56%
Business/Industry (legal)	4%
Business/Industry (non-legal)	9%
Government	9%
Public Interest	2%
Judicial Clerkship	18%
Academia	2%
Unknown	0%

Externships³²

Students at the University of Connecticut School of Law can receive credit for externships in areas such as health law, environmental law, poverty law, women's rights, and others. In addition to clinical externships available at the Connecticut legislature and with members of the state and federal judiciary, placements are also available for students at the two public interest law firms that are located on the law school's campus; at the Center for Children's Advocacy, which is dedicated to improving the quality of legal representation for children in Connecticut; and at the Connecticut Urban Legal Initiative, which aims to provide law students with opportunities to work with community-based clients.

Student Organizations³³

- The Alternative Dispute Resolution Society
- The American Constitution Society for Law and Policy
- The Arts, Entertainment, and Sports Law Society
- The Asian American Law Students Association
- The Black Law Students Association
- Capital Punishment Hockey
- The Christian Legal Society
- The Connecticut Alliance of International Lawyers
- The Connecticut Law School Democrats
- The Connecticut Unemployment Action Center
- The Corporate and Securities Law Society
- The Environmental Law Society
- The Federalist Society for Law and Public Policy Studies
- The Health Law Interest Group
- The Intellectual Property and Technology Law Society
- The International Law Society
- The Irish American Law Students Association
- The Italian American Law Student Association
- The Jewish Law Students Association
- The Lambda Law Society
- The Latino/a Law Students Association
- The Military Law Society
- The National Lawyers Guild
- The Native American Law Students Association
- The Phi Alpha Delta Law Fraternity
- Pro Se
- The Public Interest Law Group
- The Real Property Development Student Association
- The South Asian Law Student Association
- The Student Animal Legal Defense Fund
- The Student Bar Association
- The Tax Law Society
- The Women Law Students Association

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RANK

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Overview²⁻⁵

The University of Florida Fredric G. Levin College of Law was founded in 1909. It is accredited by the American Bar Association and is a member of the Association of American Law Schools. It is dedicated to advancing human dignity, social welfare, and justice through knowledge of the law.

The Levin College of Law combines traditional and innovative teaching methods to provide a dynamic professional program. Its curriculum is designed to develop students' analytical ability, practical knowledge, communication skills, and 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 faculty at the school 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.

Levin College of Law'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.

Student-Faculty Ratio⁶

17.6:1

Admission Criteria⁷

The following LSAT and GPA data pertain to the fall 2006 entering class

	LSAT	GPA
25 th -75 th Percentile	155-161	3.42-3.83
Median*	158	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 Statistics⁸

Fall 2006 admission statistics:

Approximate number of applications	2,535
Number accepted	1,044
Percentage accepted	41.2%

Class Ranking and Grades⁹

Two official class rankings are available during a student's Levin College of Law 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 the averages of other students of the same matriculation date. Class-rank percentile cutoffs below the top one-third are not publicly released.

Grades are recorded permanently by the Office of the University Registrar. A student's grade point average is determined by computing the ratio of grade points of semester hours of work attempted in courses in which letter grades are assigned. Students receive grade points according to the following scale:

A	4.0
B+	3.5
B	3.0
C+	2.5
C	2.0
D+	1.5
D	1.0
E	0.0

Grades of S (Satisfactory) and U (Unsatisfactory) are given in a few courses and are not computed into the GPA. A grade of S is equal to a C or better. I* (Incomplete) or N* (No Grade) grades recorded on a 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 certain date. 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.

Grade Normalization (Curve)¹⁰

Under a faculty grading policy implemented in 2003-2004, the mean grade for all course sections at the Levin College of Law—excluding seminars—is between 3.15 and 3.25 (inclusive).

Students who fall below a 2.0 GPA at the end of a semester or term will be put on academic probation. If they remain below a 2.0 at the end of a summer term, or if they are below 2.0 at the end of a spring term and do not enroll in a summer term, they will be excluded from the college at the end of the summer or spring term, respectively.

Honors^{11, 12}

Honor	Criteria
Order of the Coif	The top 10% of a blend of all graduating classes—summer, fall, and spring—per fiscal year are chosen for this award upon faculty approval.
<i>summa cum laude</i>	GPA of 3.90 or higher
<i>magna cum laude</i>	GPA of 3.70 or higher
<i>cum laude</i>	GPA of 3.30 or higher
Dean's List	GPA of 3.30 or higher

Awards

The University of Florida Fredric G. Levin College of Law has not provided a list of specific awards.

Journals

The **Florida Law Review** is a legal periodical produced and edited exclusively by students of the Levin College of Law. It publishes five issues yearly containing articles written by legal scholars and practitioners, as well as student comments and notes. In addition to publishing a legal journal, the review annually sponsors the Dunwody Distinguished Lecture in Law. This lecture is then published in a later issue of the *Florida Law Review*. Members of the review are responsible for selecting articles and student works for publication and for selecting new members. The top six students in each section at the beginning of their third semester are invited to become candidates for law review membership, and any student in his or her third semester may enter the open writing contest. The authors of the best papers are invited to become members. All law review members must fulfill the same responsibilities whether they join the review on the basis of grade point average or successful participation in the open writing contest. Each law review member must successfully complete three major projects during the second year.^{13, 14}

The **University of Florida Journal of Law and Public Policy** is an interdisciplinary, nonpartisan organization devoted to the study of, commentary on, 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 analytical and thought-provoking articles written by lawyers, judges, scholars, and public officials. The journal is published three times per year. It 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 awards in Legal Research and Writing and 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 to compete for journal membership.¹⁵

The **Florida Journal of International Law** is devoted to timely discussion of legal issues relating to subjects such 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 per year. It selects its editorial board and staff from the top 15% of students at the Levin College of Law and based on open writing competitions held twice per year.¹⁶

Published twice per year, the **University of Florida Journal of Technology Law & Policy** is a scholarly legal journal devoted to the discussion of relevant technology issues, including patents, copyrights, trademarks, trade secrets, antitrust law, information privacy, and computer law. It is published both in print and online. Membership is limited to students at the Levin College of Law, who exclusively review and edit the journal under the supervision and guidance of a Levin College of Law faculty advisor. Students in their third, fourth, and fifth semesters are eligible for membership based on outstanding academic achievement or writing ability.¹⁷

The **Florida Tax Review** publishes articles dealing with significant issues of tax law and policy. Started in 1993, the review focuses on a wide range of timely and important tax topics.¹⁸

Moot Court¹⁹

The various moot court teams at the Levin College of Law include:

The **Environmental Moot Court Team**, which competes in the National Environmental Law Moot Court Competition and the International Environmental Law Moot Court Competition.

The **International Commercial Arbitration Moot Court Team**, which competes in the spring against law schools from throughout the world in the Willem C. Vis International Commercial Arbitration Moot Court Competition.

The **Jessup Moot Court Team**, a competitive organization that explores issues of public international law and international humanitarian law and competes in national and international competitions.

The **Justice Campbell Thornal Moot Court Team**, named in honor of the late Florida Supreme Court justice and devoted alumnus, which participates in intramural, state, and national appellate competitions sponsored by organizations and firms.

Clinical Programs²⁰⁻²³

The first civil legal clinic at the Levin College of Law, the **Family Law 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.

Founded in 1998, the **Gator Team Child Juvenile Law Clinic** provides free legal services to North Central Florida youth. This interdisciplinary juvenile advocacy clinic trains lawyers, social workers, and other professionals in skills needed by child advocates. Through their work in the clinic, students learn and practice fundamental advocacy skills, including interviewing, counseling, and negotiation skills. Participating students are trained to operate effectively in a law office setting and, as a result of their experiences, are encouraged to advance child advocacy, mediation, and public service throughout their careers.

In the **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.

The **Family Law Pro Se/Unbundling Advice Clinic** carries on a tradition of providing quality legal services to the local indigent community while assisting the court in efficiently adjudicating pro se cases.

Levin College of Law's **Criminal Law Clinics** (the **Public Defender Clinic** and the **Prosecutor Clinic**) operate during the 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 state attorney offices 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.

The **Conservation Clinic** is an initiative of the Environmental and Land Use Law Program at the Levin College of Law. Housed at the law school's Center for Governmental Responsibility, the clinic represents an effort to focus interdisciplinary applied education on compelling conservation challenges.

The **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.

Placement Facts²⁴

Starting Salaries (2005 Graduates Employed Full-Time)

Private sector (25 th -75 th percentile)	\$55,500-\$81,500
Median in the private sector	\$72,000
Median in public service	\$38,500

Employment Details

Graduates known to be employed at graduation	74.2%
Graduates known to be employed nine months after graduation (including 25% of those with unknown status)	96.9%

Practice Areas²⁵

Graduates Employed In (Both Legal and Non-Legal Positions)	Percentage
Private Practice	57.8%
Business and Industry	9.1%
Government	19.5%
Judicial Clerkship	5.5%
Military	0.0%
Public Interest	7.6%
Academic	0.3%
Job Category Not Identified	0.3%

Externships²⁶

The externships available through the Levin College of Law offer opportunities for students to combine substantive study with practical experience. All placements are with government agencies or nonprofit organizations; thus, the school's externs also provide valuable service to the community.

In addition to hours spent in the workplace, each externship includes 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 that 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. Each student also must produce a written work product for the faculty supervisor. Every externship must be supervised by a law school faculty member as well as an attorney at the workplace.

Student Organizations²⁷

- The American Association for Justice
- The American Bar Association Law Student Division
- The American Constitution Society for Law and Policy
- The Animal Law Association
- The Association of Future Litigators
- The Association for Law and Business
- The Association for Tax Law

- The Asian Pacific American Law Students Association
- The Association of Public Interest Law
- The Black Law Students Association
- The Caribbean Law Students Association
- The Christian Legal Society
- The Criminal Law Association
- The Drug and Alcohol Crimes Law Association
- The Entertainment, Arts, and Sports Law Society
- The Environmental and Land Use Law Society
- The Estates, Trusts, and Elder Law Society
- The Ethics Group
- The Family Law Society
- The Federalist Society for Law and Public Policy Studies
- The Florida Law and Vegetarian Association
- The Florida Law Toastmasters
- The Hispanic and Latino/a Law Student Association
- The Insurance Defense Law Association
- The Intellectual Property and Technology Law Association
- The International Law Society
- The Jewish Law Students Association
- The John Marshall Bar Association
- The Law Association for Women
- The Law College Council
- The Law School Democrats
- The Law School Republicans
- The Law Student Networking Association
- Law Students for the Integrity of the Judicial System
- The Levin Labor and Employment Law Alliance
- The Military Law Student Association
- The National Lawyers Guild
- OutLaw
- The Phi Alpha Delta Law Fraternity
- The Phi Delta Phi International Legal Fraternity
- The Real Property Group
- The Spanish American Law Students Association
- The St. Thomas More Society
- Volunteer Income Tax Assistance

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