

SYLLABUS

American Bar Association Section of Legal Education and Admissions to the Bar



Updated Survey of Law School Curricula Is Planned

By Catherine L. Carpenter, Professor, Southwestern Law School

Legal education appears to be on the brink of change. Certainly, this statement appears to be true of law school curricula. From all corners of the legal academy, educators are discussing the Carnegie Foundation study, *Educating Lawyers*, and the Roy Stuckey project, *Best Practices*, which, like its predecessor, the *MacCrate Report*, are serving as both catalysts for change and confirmation of the need to change.

Enter *A Survey of Law School Curricula*, which in its first edition offered a comprehensive and comparative look at law school curricula from 1992-2002.

Published in 2004, and tracking nearly 85 percent of ABA-approved law schools, the *Survey* offered detailed empirical information on all aspects of law school curriculum, including topics such as requirements for graduation, first-year curriculum, elective offerings, concentrations, and post- and non-J.D. degrees. The *Survey* was well received. It offered a useful resource for law

schools that wanted to re-examine their curricular offerings. And, as legal educators recognize, the *Survey* provided faculty members with the answer to the all important question, “*What are other law schools doing?*”

In light of the changes that are taking place—or at least being considered—we are delighted to report that a group of faculty is beginning work on *A Survey of Law School Curricula 2002-2010*, which we hope to publish in Winter 2012. Members of the working group include: Catherine Carpenter, Professor, Southwestern Law School (Chair); James Alfini, Professor and Dean Emeritus, South Texas College of Law; Barbara Bintliff, Professor and Director of the Law Library, University of Colorado School of Law; Lisa Kloppenberg, Dean, University of Dayton School of Law; Antoinette Sedillo Lopez, Professor, University of New Mexico School of Law; William Powers, Associate Dean, John Marshall Law School (Chicago); Craig Smith, Professor

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Approval of Law Schools

At its meeting on December 5, 2009, the Section Council granted full approval to Atlanta’s John Marshall Law School; Faulkner University, Thomas Goode Jones School of Law; and Thomas M. Cooley Law School’s branch campuses in Auburn Hills and Grand Rapids, Michigan.

Atlanta’s John Marshall Law School

Atlanta’s John Marshall Law School was founded in 1933 as a free-standing independent institution with the mission to provide an affordable legal education to students from groups traditionally underrepresented in the legal profession, and to those who are unable to attend a more traditional program of legal education. Located in Atlanta’s Midtown district, John Marshall Law School offers a three-year full-time program, a four-year part-

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From the CHAIR & THE CONSULTANT

By Jerome C. Haffer, Esq., Phelps Dunbar LLP, Section Chair, and Hulett H. Askew, Consultant on Legal Education

Why Transparency?

According to the dictionary, to be transparent is to be open, frank and candid, but it is also to be obvious and easily understood. Thus the concept of transparency incorporates not just the notions of openness and accessibility, but also the idea that statements made or rules adopted should be adequately clear so as to be easily understood. The Section is taking steps on many fronts to fully incorporate both parts of the transparency challenge.

In 2007, the Accreditation Policy Task Force, chaired by Pauline Schneider, issued a report that recommended that various parts of the accreditation process should be more open, and that the default position should be one of openness and accessibility. To explore this recommendation, Council Chair Ruth McGregor in 2008 appointed the Special Committee on Transparency, chaired by Professor Peter Winograd. The Committee produced a report that, among other things, recommended limited access to confidential accreditation documents and that, in appropriate circumstances, the Consultant's Office prepare a "Consultant's Memo" to assist schools in coming into compliance with the Standards. This column will address the steps we have taken to implement both sets of recommendations.

I. Standards Review Process

The comprehensive review of the Standards, which began in 2008 and will last for several years, was inaugurated with the issuance of a set of "Goals and Principles" adopted by the Standards Review Committee. This document is posted on the Section's Web site and explains the Committee's view of the purposes of the Standards and the principles against which the revised Standards should be measured. This is the first time this has been done and will help guide the Committee as well as clarify the process for the regulated institutions.

The Standards Review Committee has appointed a Transparency Subcommittee to consider implementing the recommendations of the Council's Special Committee on Transparency. This Subcommittee is specifically reviewing Rule 24 (Confidentiality) to consider recommendations to the Council regarding the public release of currently confidential documents. Draft proposals on the changes to the Standards and Rules to accomplish this should be circulated in the fall of 2010.

The Standards Review Committee is also implementing transparency by posting on the Section's Web site all drafts, comments, and information and documentation being considered by the Committee, including the drafts of proposed Standards or Rules. In addition, after every

Committee meeting, the Chair, Dean Don Polden, posts on the Section's Web site his "Chair's Notes," which describe Committee actions and considerations. The Committee is fully committed to transparency in this process, and there are already indications that the openness of this process has not only produced more engagement, but has also improved the drafts that are being produced.

II. Consultant's Memos

In 2009, the Consultant's Office issued its first Consultant's Memo, which addressed various issues surrounding Standard 503. We are now on the verge of issuing a series of new Consultant's Memos over the next few weeks. These memos generally fall into the two categories: (1) memos that address the technical Standards on which the Accreditation Committee believes law schools need guidance on compliance; and (2) memos on some key Standards (diversity, strategic planning and bar passage) that are broader in nature and on which schools could benefit from general guidance.

In this issue of *Syllabus*, the Consultant's Memo on the first of the technical set of Standards is reproduced. In some instances, schools have not fully understood the nuances of the requirements and thus have been cited by the Committee

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visit the Section's Web site at: www.abanet.org/legaled

in some instances for failure to comply with these Standards. The goal of the Consultant's Memo is to explain the requirements and the nuances and give examples of what will comply and what will not. The hope is that this transparency, if you will, will help assist schools to be in compliance, a positive outcome for all. In addition, transparency suggests that the Standards Review Committee consider whether the rules are clear and easily understood, and if not, to improve them.

Transparency is a laudable goal in concept but sometimes its implementation can be challenging. It is hoped that the Consultant's Memos will accomplish what all connected with the accreditation process wish the outcome to be—for all law schools to be in compliance with the Standards. Anything we can do to facilitate that is of benefit to the schools, to the Committee and to the goals and principles of accreditation. Thus, transparency will produce fewer findings of noncompliance. 🏠

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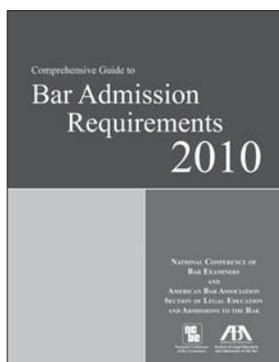
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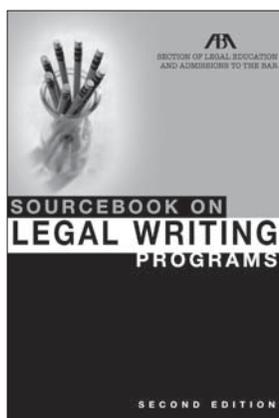
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Comprehensive Guide to Bar Admission Requirements 2010

The *Comprehensive Guide to Bar Admission Requirements* is published each year in conjunction with the National Conference of Bar Examiners. It sets out the rules and practices of all U.S. jurisdictions for admission to the bar by examination and on motion. The Guide also includes a directory of bar admissions agencies.

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Consultant's Memo on Standards Guidance

Introduction

This memo addresses rather technical Standards about which the Accreditation Committee believes law schools need guidance regarding compliance. Included are relevant portions of Standard 302(a)(4) Other Professional Skills, Standard 304 Course of Study and Academic Calendar, Standard 504 Character and Fitness, and Standard 509 Basic Consumer Information. The goal is to explain the requirements and the nuances and give examples of what will comply and what will not.

Standard 302(a)(4) OTHER PROFESSIONAL SKILLS

(a) A law school shall require that each student receive substantial instruction in:

(4) other professional skills generally regarded as necessary for effective and responsible participation in the legal profession; and

Interpretation 302-2

Each law school is encouraged to be creative in developing programs of instruction in professional skills related to the various responsibilities which lawyers are called upon to meet, using the strengths and resources available to the school. Trial and appellate advocacy, alternative methods of dispute resolution, counseling, interviewing, negotiating, problem solving, factual investigation, organization and management of legal work, and drafting are among the areas of instruction in professional skills that fulfill Standard 302 (a)(4).

Interpretation 302-3

A school may satisfy the requirement for substantial instruction in professional skills in various ways, including, for example, requiring students to take one or more courses having substantial professional skills components. To be "substantial," instruction in professional skills must engage each student in skills performances that are assessed by the instructor.

GUIDANCE: Standard 302(a)(4) has several components that must be met:

1). Every student must be required to receive substantial instruction in other professional skills generally regarded as necessary for effective and responsible participation in the legal profession. Thus, the fact that 98 percent of the student body takes a skills course is not sufficient; every student, as a requirement of graduation, must receive substantial skills instruction.

2). What is "substantial instruction" in other professional skills? Interpretation 302-3 includes a helpful explanation here: to be "substantial," instruction in (other) professional skills must engage each student in skills performances that are assessed by the instructor. Thus, merely reading about and taking an exam on counseling and negotiation will not suffice; engaging in counseling and negotiation sessions by each student that are then assessed by the professor may. At least one solid credit (or

the equivalent) of skills training is necessary. This can be accomplished through a class devoted specifically to skills (e.g., trial advocacy, advanced legal research, live client clinic) or a substantive course that includes substantial skills instruction (e.g., a corporations class where each student is required to draft substantial legal documents that are assessed by the instructor). Note that merely adding a few sessions (i.e., less than the equivalent of one or more credit hours) to what is otherwise a non-skills course is not sufficient.

3). No "double dipping," e.g., a seminar paper used to satisfy the upperclass writing requirement (see 302(a)(3)) cannot also be used to satisfy the other professional skills requirement of 302(a)(4). The Accreditation Committee has interpreted "other" professional skills to mean in addition to the other skills requirements set out in Standard 302(a). Thus, the typical first-year research and writing program will not satisfy 302(a)(4); however, the typical first-year research and writing program with the addition of a substantial counseling and negotiation module may satisfy 302(a)(4) through the additional module.

4). Schools have flexibility in determining what skills instruction to provide and are encouraged to be creative in developing programs of instruction in professional skills. (See Interpretation

302-2 for some examples.) What is required are skills that are generally regarded as necessary for effective participation in the profession, that can be “performed” by students and “assessed” by the instructor; so the options for schools are reasonably broad. Note that any one of the skills listed in 302-2 would suffice (assuming no double dipping); 302-2 does *not* require instruction in each of the skills listed.

5). Schools have adopted a variety of formats to require substantial skills instruction, including: “cafeteria” plan—a list of courses that meet the skills requirement of 302(a)(4) and require each student to take at least one of the courses; required skills course—each student is required to take a specific skills course (or courses).

Standard 304. COURSE OF STUDY AND ACADEMIC CALENDAR

(d) A law school shall require regular and punctual class attendance.

(e) A law school shall not permit a student to be enrolled at any time in coursework that, if successfully completed, would exceed 20 percent of the total coursework required by that school for graduation (or a proportionate number for schools on other academic schedules, such as a quarter system).

(f) A student may not be employed more than 20 hours per week in any week in which the student is enrolled in more than twelve class hours.

Interpretation 304-6

A law school shall demonstrate that it has adopted and enforces policies insuring that individual students satisfy the requirements of this Standard, including the implementation of policies relating to class scheduling, attendance, and limitation on employment.

GUIDANCE: There are three areas in Standard 304—class attendance, credit hour enrollment limitations and limitations on student employment—that schools sometimes fail to address sufficiently and therefore may fall short of compliance with the Standard. Note that with each of these items, the School must demonstrate that it has *adopted* policies AND must provide evidence of their *enforcement*. (Interpretation 304-6.)

Standard 304(d). Schools establish minimum attendance requirements and generally publish them in the student academic handbook or similar publication. Enforcement of regular and punctual class attendance can be accomplished in a variety of ways such as sign-in sheets or seating charts (which the professor checks) or leaving it up to individual faculty to establish enforcement rules as long as these rules are communicated to students in the class *and* the rules are not inconsistent with the requirement of regular and punctual attendance. The burden is on the school to provide an attendance policy *and* demonstrate enforcement by some appropriate means. Site teams are instructed to report on both the school’s attendance policies and how they are enforced.

Standard 304(e) is sometimes referred to as the “20 percent rule.” Basically, what this Standard requires is that in any

semester a student cannot enroll in coursework that, if successfully completed, would exceed 20 percent of the total coursework required for graduation. Thus, if a school required 85 hours of course credit for graduation, a student could not enroll in more than 17 course hours (20%) in any semester. As with attendance, the burden is on the school to demonstrate that it properly enforces the 20 percent rule. **IMPORTANT NOTE:** The Accreditation Committee has interpreted this as a strict limit; thus if a school required 88 course hours for graduation, 20 percent is 17.6 hours, *not* 18 hours. In other words, “rounding up” is not permitted so, functionally, the limit in this example would be 17 credit hours per semester. Also, some schools have policies that meet the Standard (e.g., “Students cannot enroll in more than 20 percent of the course hours needed for graduation. . .”) but then include a statement such as “. . . except as authorized by the associate dean.” This exception, even under extraordinary circumstances, is treated by the Accreditation Committee as a violation of Standard 304(e).

Standard 304(f) limits student employment to no more than 20 hours per week for full-time students. Schools must demonstrate that they have adopted policies and enforcement mechanisms to limit employment as required by the Standard. Schools frequently accomplish this by asking full-time students to sign a statement (often as part of the registration process) attesting that they will not work more than 20 hours per week and by scheduling classes throughout the day, Monday through Friday. (Note that this requirement applies to full-time students only.)

Standard 504. CHARACTER AND FITNESS

(a) A law school shall advise each applicant that there are character, fitness and other qualifications for admission to the bar and encourage the applicant, prior to matriculation, to determine what those requirements are in the state(s) in which the applicant intends to practice. The law school should, as soon after matriculation as is practicable, take additional steps to apprise entering students of the importance of determining the applicable character, fitness and other qualifications.

GUIDANCE: Note that Standard 504 requires that the school advise each *applicant* that there are character and fitness qualifications for admission to the bar. In addition, the school must encourage applicants, prior to matriculation, to determine what those fitness requirements are in the state(s) in which the applicant intends to practice. Since the Standard requires notifying each *applicant*, notifying only admitted students or each matriculant is *not* sufficient. Also, simply asking an applicant to answer various character and fitness questions or simply describing character and fitness requirements without *also* encouraging applicants to determine what the character and fitness requirements are for the state(s) in which they intend to practice, is not sufficient to meet the requirements of Standard 504. The school must advise each applicant that there are character and fitness requirements *and* encourage each applicant to determine,

prior to matriculation, what those requirements are in the state(s) in which the applicant intends to practice.

Schools tend to meet this requirement in a variety of ways: by including appropriate language on their application and/or by prominently and clearly posting this information on the admissions section of the school's Web site.

The following are examples, from Accreditation Committee Decision Letters, which describe how two schools have met the requirements of Standard 504:

“Applicants/Admitted applicants who intend to practice law should be aware that admission to the bar in all states involves character, fitness and other qualifications. Applicants are encouraged to determine what those requirements are in the state(s) in which they intend to practice by consulting the website of the National Conference of Bar Examiners at <http://www.ncbex.org/>.”

AND

“Law school graduates must become admitted to the bar of the State or Territory in order to practice law there. All jurisdictions have standards of character and fitness the candidates are required to meet in order to become admitted to the bar. Applicants therefore should consult the website of the bar examiners of the jurisdictions in which they wish to become admitted—[a link is provided to a resource for bar examiners' contact information and links to bar

examiners' websites]—and [applicants] should also try to consult with an official of the bar as necessary to discover whether any past conduct could keep them from becoming admitted to the bar upon graduation from law school.”

Standard 509. BASIC CONSUMER INFORMATION

A law school shall publish basic consumer information. The information shall be published in a fair and accurate manner reflective of actual practice.

Interpretation 509-1

The following categories of consumer information are considered basic:

(5) *curricular offerings;*

Interpretation 509-7

A law school that lists in its course offerings a significant number of courses that have not been offered during the past two academic years and that are not being offered in the current academic year is not in compliance with this Standard.

GUIDANCE: Schools are advised to check their Web sites and other areas where they list course offerings on a regular basis and remove listed courses that are not to be offered in the current year and have not been offered in the previous two academic years. Site teams are to report on the number of courses listed by the school and indicate how many of those (if any) are not being offered in the current year and have not been offered in either of the previous two years. 🏠

Deans Gather for 40th Annual Workshop

More than 100 deans from ABA-approved law schools attended the 40th annual Deans Workshop at the Disney Boardwalk Inn in Orlando, February 3-5, 2010. Co-chaired by Larry Dessem, dean of the University of Missouri School of Law, and Lisa Kloppenberg, dean of the University of Dayton School of Law, the workshop featured five plenary sessions on the state of the profession; the impact of changes in the profession on law schools; the impact of changes in the legal marketplace on female, minority and nontraditional graduates; recognizing need, merit, and diversity through law school scholarships, and the ABA Standards Review Process. The workshop also included a tech fair with representatives from Thomson/West and Lexis/Nexis. Meal functions were sponsored by the ABA Section of Legal Education and Admissions to the Bar, Access Group, the Law School Admission Council, and the National Association for Law Placement. A Thursday evening reception was sponsored by the 11 Florida law schools: Ave Maria School of Law, Barry University-Dwayne O. Andreas School of Law, Florida A&M University College of Law, Florida Coastal School of Law, University of Florida-Fredric Levin College of Law, Florida International University College of Law, Florida State University College of Law, University of Miami School of Law, Nova Southeastern University-Shepard Broad Law Center, St. Thomas University School of Law, and Stetson University College of Law.

On Saturday, February 6, a one-day workshop was held for deans at the midpoint of their deanships. The workshop was coordinated by Ellen Suni, dean of the University of Missouri-Kansas City, School of Law, and Maureen O'Rourke, dean of Boston University School of Law. Topics included identifying and achieving goals, strategizing on how to get work done, reinventing yourself as a dean, and moving on. 🏠



Enjoying a spirited conversation were Barry Vickrey, dean of the University of South Dakota School of Law, and Arthur Gaudio, dean of Western New England School of Law.



Among the deans in attendance at the workshop were (left to right) Veryl Miles, The Catholic University of America, Columbus School of Law; George R. Johnson Jr., Elon University School of Law; and Cynthia Nance, University of Arkansas School of Law.

In Memoriam: Frank K. Walwer 1930-2010

Frank K. Walwer, who served as chair of the Section from 1986 to 1987, died January 1, 2010, in an automobile accident in Bradenton, Florida, where he had moved with his wife after retiring as dean of Texas Wesleyan School of Law in 1999. Mr. Walwer was Texas Wesleyan's second dean when he arrived there in 1994. During his tenure, the school was granted provisional approval and ultimately full approval in 1999. Previously, Mr. Walwer was dean of the University of Tulsa School of Law and an associate dean at Columbia University School of Law. A native of New York, Mr. Walwer earned both an A.B. degree and an LL.B. degree from Columbia. In addition to his wife, Mary Ann, survivors include a son and three grandchildren. The family plans to hold a memorial service in April in Florida. 🏠



Suggestions for Section Council Nominations Invited

The Section's Nominating Committee invites suggestions for nominations to the Council of the Section of Legal Education and Admissions to the Bar. The Nominating Committee will present the slate of Section officers and Council members for election at the Section's August meeting in San Francisco. Nominations for a public member-at-large are especially encouraged. Public members are those not involved in legal education.

Names MUST be submitted through the online application form posted on the Section's Web site: www.abanet.org/legaled.

The deadline for nominations is March 31, 2010.

2009-2010 Nominating Committee

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Arizona Supreme Court

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Executive Director for Diversity
Initiatives
Law School Admission Council

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New York University Law School

Richard J. Morgan, Esq.
Las Vegas, Nevada

Edward N. Tucker, CPA/ABV
Ellin & Tucker, Chartered
Baltimore, Maryland

James Klein
Visiting Professor
Charleston School of Law

Solomon Oliver, Jr.
United States District Judge
Cleveland, Ohio

Nominations Sought for Section Committees

Much of the Section's wide range of services to legal education and the profession emanates from the work of the committees of the Section. Nominees are sought from the three components of Section membership: legal educators, practicing lawyers, and judges. Committee appointments are to begin in 2010–2011 with terms of two to three years. The deadline for submitting nominations is May 3, 2010.

Names MUST be submitted through the online application form posted on the Section's Web site: www.abanet.org/legaled.

Candidates can self-nominate or they can be nominated

by another Section member. If a person is being recommended for more than one committee, a separate form must be completed for each committee. When nominating someone for more than one committee, each form should be customized to highlight experience relevant to the particular committee. Candidates who self-nominate for more than one committee are asked to rank their preferences, i.e., first, second, or third choice.

The following is a list of the Section's committees. Links to committee descriptions can be found with the nomination form on the Section's Web site.

- Accreditation

- Adjunct Faculty
- Bar Admissions
- Clinical and Skills Education
- Communications Skills
- Curriculum
- Deans Workshop
- Diversity
- Governmental Relations and Student Financial Aid
- Grievance
- International Legal Education
- Kutak
- Law Libraries
- Law School Administration
- Law School Development
- Law School Facilities
- Pre-Law
- Professionalism
- Questionnaire
- Standards Review
- Technology and Education

Kutak Award Committee Seeks Suggestions for 2010 Award

Nominations are sought for the 2010 Robert J. Kutak Award. Established in 1984 by the Section and the national Kutak Rock law firm, the award honors an individual who has made significant contributions to the collaboration of the academy, the bench, and the bar. The award is in memory of Mr. Kutak, a distinguished Omaha lawyer, champion of legal reform, and advocate for legal education.

The 2010 Kutak Award will be presented at a special reception in August at the ABA Annual Meeting in San Francisco.

Recent recipients have included the Honorable Gerald W. VandeWalle, Chief Justice of the North Dakota Supreme Court (2009), Rennard Strickland, Distinguished Professor Emeritus at the University of Oregon School of Law (2008); Cruz Reynoso, Professor of Law Emeritus at the University of California-Davis School of Law (2007); the Honorable Sandra Day O'Connor, retired United States Supreme Court Justice (2006); Trustee Professor Geoffrey C. Hazard, Jr., University of Pennsylvania Law School (2005); the Honorable

Harry T. Edwards, Circuit Judge on the United States Court of Appeals for the District of Columbia Circuit (2004); Professor and Dean Emerita Nina Appel, Loyola University-Chicago School of Law (2003); and Professor Anthony G. Amsterdam, New York University School of Law (2002).

The Committee expects to receive suggestions about a number of highly qualified individuals, but can select only one name for recognition by the Council. Recommendations received for the 2010 Award will be carried forward for consideration in the following two years. Most recipients have been members of the Section and active participants in its work.

Nominations can be submitted online at www.abanet.org/legaled.

The deadline for submitting nominations is March 31, 2010.

The 2010 Kutak Selection Committee:

Peter A. Winograd, Professor Emeritus (Chair)
*University of New Mexico School of Law
Albuquerque, New Mexico*

Nina S. Appel
Dean Emerita and Professor
Loyola University-Chicago
School of Law
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Diane Yu
*Chief of Staff and Deputy to
the President
New York University
New York, New York*



ABA President Carolyn Lamm, (second from left) joined Section members at the February meeting of the Conference of Chief Justices (left to right) Bucky Askew, Consultant on Legal Education; Carolyn Lamm; the Honorable Gerald VandeWalle, North Dakota Supreme Court; Jerome C. Haffer, Phelps Dunbar LLP, Section Chair; Erica Moeser, President and CEO, National Conference of Bar Examiners; and the Honorable Rebecca White Berch, Arizona Supreme Court.

UPDATED SURVEY OF LAW SCHOOL CURRICULA IS PLANNED

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and Director of Legal Writing, Vanderbilt University Law School; Marshall Tracht, Professor and Director of the Graduate Real Estate Program, New York Law School; and Linda L. Ammons, Dean, Widener University School of Law (*ex officio*)

The second edition of the *Survey* will include detailed comparative information on the same range of topics contained in the first edition. But additionally, the second edition will also address academic support and bar preparation classes, alternative scheduling options including curriculum under the two-year option, and will offer greater detail on legal research and writing courses and professional skills offerings.

The strength of the publication, of course, rests on the breadth and depth of the data we are able to

collect. The *Survey* relies primarily on data collected through an electronic survey instrument, which will be distributed to all ABA-approved law schools in fall 2010. We encourage, and hope, that each law school will take the few moments to “click and point” and fill out the Survey instrument when it lands in their inboxes.

Yes, the law school curriculum appears to be changing. *A Survey of Law School Curricula 2002-2010* intends to capture these formative changes. 🏠

Editor's Note: A Survey of Law School Curricula 1992-2002 is available as a free download on the Section's Web site at <http://www.abanet.org/legaled/publications/pubs.html>

APPROVAL OF LAW SCHOOLS

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time day program, and a four-year part-time evening program. Eighty-eight credit hours are required for graduation, 60 of which must be in residence at John Marshall. Enrollment for the 2009-2010 academic year is 559, with 373 students attending full-time and 186 attending part-time. John Marshall's pro bono program is structured as a formal voluntary program in which students select the pro

bono activity that interests them and contacts relevant organizations for service. Externships are available in a wide variety of fields including corporations, government agencies, judicial clerkships, prosecutors, and public defenders. The school recently completed several major renovations that included new classrooms, new trial and appellate courtrooms, and an expansion of the law library.



Atlanta's John Marshall Law School

Faulkner University, Thomas Goode Jones School of Law

Faulkner University, Thomas Goode Jones School of Law is located in Montgomery, Alabama. It was founded in 1928 by Montgomery County Circuit Judge Walter B. Jones who named it for his father Thomas Goode Jones. In 1983, Faulkner University (formerly Alabama Christian College), a private Christian liberal arts university, purchased the School of Law and moved it to the Faulkner campus. With a full-time faculty of 27, the School of Law offers a three-year full-time academic program in which 60 percent of the required courses are satisfied in the first full year. In the second or third year, each student must complete a rigorous writing requirement and a practical skills course. Three clinics address elder



Faulkner University, Thomas Goode Jones School of Law

law, family violence, and mediation. Externships are offered in the areas of public interest, the judiciary, state government, and the military. During the 2008-2009 academic year, 304 students were enrolled. The fall 2009 class numbered 150.

Thomas M. Cooley Law School

Founded in 1972 by Michigan Supreme Court Chief Justice Thomas M. Brennan, Thomas M. Cooley Law School is an independent, private law school. In 2002, the law school received acquiescence from the Section Council to develop branch campuses in Grand Rapids and Oakland. The Oakland campus was relocated to Auburn Hills in 2008. Grand Rapids and Auburn Hills are part of the school's unified four-campus system that also includes Lansing and

Ann Arbor. Both Grand Rapids and Auburn Hills offer the law school's five academic schedules: Standard (three-year part-time), Extended (four-year part-time), Weekend (Saturday and Sunday morning and afternoon), Term Off (three-year full time with start dates in September, January, May, and terms off in summer, fall, and winter, respectively), and Accelerated (intensive two-year program with five classes per term). The Auburn Hills campus has 813 students with 25 full-time professors, and 20 staff members. The Grand Rapids campus has 685 students with 22 full-time faculty and 20 staff members. The Auburn Hills campus offers an Estate Planning Clinic and a Family Law Assistance Program. An Access to Justice Clinic is offered at the Grand Rapids campus. 🏠



Thomas M. Cooley Law School, Grand Rapids



Thomas M. Cooley Law School, Auburn Hills

UPCOMING CONFERENCES



March 10–12, 2010
Bricks, Bytes and Continuous Renovation
Philadelphia, Pennsylvania

June 1–4, 2010
Law School Development Conference
Jackson Hole, Wyoming

June 24–27, 2010
Associate Deans Conference
Minneapolis, Minnesota

Register online at www.abanet.org/legaled.

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CALENDAR

MARCH 2010

- 6** Bar Admissions Committee
Rosemont, Illinois
- 10-12** Bricks, Bytes and Continuous
Renovation • Philadelphia, Pennsylvania
- 19-21** Council Meeting • Memphis, Tennessee

APRIL 2010

- 22-24** Accreditation Committee Meeting
La Jolla, California
- 24-25** Standards Review Committee
La Jolla, California

MAY 2010

- 30-** New Deans Seminar
June 1 Jackson Hole, Wyoming

JUNE 2010

- 1-4** Law School Development Conference
Jackson Hole, Wyoming
- 11-13** Council Meeting • Washington, D.C.
- 24-26** Accreditation Committee Meeting
Washington, D.C.
- 24-27** Associate Deans Conference
Minneapolis, Minnesota

AUGUST 2010

- 5-10** ABA Annual Meeting
San Francisco, California
- 5-6** Council Meeting
- 5** Chair's Dinner
- 6** Kutak Award Reception
- 7** Deans Breakfast
- 7** Annual Section Business Meeting