

# SYLLABUS

---

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

## Faculty as Public Intellectuals

By E. Thomas Sullivan

I am delighted to greet you as the new Chairperson of the Section of Legal Education and Admissions to the Bar.

It is traditional for the Chairperson of the Council to use this introductory column to extend appreciation to the prior Chairpersons for their accomplishments and to introduce the new Chairperson's agenda for the

coming year. My debt to these former Section Chairpersons and to the Council is obvious. I want to extend my deep appreciation for their support,

encouragement, and leadership. But, today I want to use this occasion to consider the future of

legal education and to offer some observations.

Higher education in general, and law schools in particular, is at a crossroads. Public universities have seen diminished financial support from state legislatures.<sup>1</sup> Private institutions have seen increased tuition and the potential for a major drop in private donations due to the horrific events of September 11th and the financial crisis in the United States. Our law schools as part of these larger institutions function in interesting and challenging times. Current events and economic instability impact each of our intellectual, cultural, and institutional lives. Many, including Dean Tony Kronman, have spoken eloquently about the "crisis of professional values . . . and the crisis of identity in the legal profession."<sup>2</sup>

This has led to more emphasis

in society and in the profession on accountability. We in the legal academy, and in universities in general, are under a microscope from our constituencies and the public at large. We are called upon to do much more than simply teach and research. As Dean Kronman has observed, "Legal education must do more than impart information and technical skills. It also must inculcate the character virtues of prudence

*Continued on page 19*




---

### INSIDE:

---

- 8** Survey reveals trends in three-semester writing programs
  - 12** Council Members Elected
  - 13** Kutak Award Given to NYU Law Professor
- 

## Approval of Law Schools

At its meeting on August 13, 2002, the ABA House of Delegates confirmed the Council of the Section of Legal Education and Admissions to the Bar's action to give full ABA-approval to Chapman University School of Law in Orange, California ([www.chapman.edu/law](http://www.chapman.edu/law)), and Florida Coastal School of Law in Jacksonville, Florida ([www.fcsl.edu](http://www.fcsl.edu)). The House of Delegates also approved the Council's June action to give provisional approval to Ave Maria School of Law in Ann Arbor, Michigan ([www.avemarialaw.edu](http://www.avemarialaw.edu)).

### RENUMBERING NOTE:

In order to better coordinate *Syllabus* with the Section's fiscal year, we have adjusted our volume/issue numbering to begin each September. Therefore, issue 33:3 was renumbered 34:1 for this September issue.

# Message from the Outgoing Chairperson

By Jerry VandeWalle

A year ago, the next twelve months seemed to me an eternity. They passed in the blink of an eye.

My last article for *Syllabus* gives me great pleasure and some regret. The pleasure comes with knowing the Section is doing well and in good hands with Tom Sullivan as its Chairperson. The regret is the realization there are goals that I could not accomplish.

In the history of the Section, one might refer to the decade 1990-2000 as tumultuous. In contrast, 2001-2002 was serene. The appearance before the Advisory



Committee to the Department of Education concerning our accreditation authority was uneventful, and the Advisory Committee recommended the Secretary of

Education continue the Council's recognition as the law school accrediting agency for a full five years. The accreditation process, while not without some controversy, worked well, thanks in great measure to the good work of Martin Burke, Chairperson of the Accreditation Committee. The Standards Review Committee, under the leadership of Rudy Hasl, toiled long and hard to propose standards governing distance education, weekend programs and residency, branch/satellite campuses, merger and acquisition issues, and interpretations on awarding credit to J.D. students

for courses completed in an LL.M. program. These recommendations were approved by the Council with the exception of the branch and satellite campus proposal that was carried over for further discussion at the December meeting.

Laura Gasaway led a hard-working Task Force on Foreign Programs. The task force report proposed substantial changes, which by action of the Council, will be the subject of public hearing and comment in the coming year.

Tom Sullivan steered the Task Force on Accreditation Processes. The task force report, which will also be the subject of public hearing and comment in the next year, proposes substantive changes in the accreditation process that are intended to strengthen the process while making it more efficient and less burdensome to the law schools.

In addition to these matters involving the accreditation mission of the Section, the Council was also active in its other mission, admission to the bar. The Multijurisdictional Practice Committee, chaired by Justice Elizabeth Lacy of the Virginia Supreme Court, prepared extensive comments on the proposal to the Multijurisdictional Practice Commission. Past Chairpersons Diane Yu and Randy Shephard, Chief Justice of Indiana, were members of the Commission. In view of our charge as a Section of the ABA, we have been too reticent on the controversial issues in bar admissions. Our voice is an

important one and should be heard. The report of the Multijurisdictional Practice Committee, approved by the Council, is a positive step forward.

The Chairpersons and members of these Committees and task forces devoted much time and their considerable talents to topics that are the essence of the purpose of the Section.

The bar admissions process was also the major portion of the program when the Deans' Workshop was held in conjunction with the Tucson meeting of the Conference of Chief Justices. In collaboration with the National Conference of Bar Examiners and the American Association of Law Schools, the Section and the Conference of Chief Justices are considering further discussion on these and other topics. I hope the Tucson meeting would prove to be the approach to ongoing discussion of not only bar admission concerns but legal education and accreditation matters as well.

Law student debt, which is the focus of the ABA Commission on Repayment and Loan Forgiveness is of great significance to the Section. The increase in the number of students entering law school and the sluggish economy will exacerbate what is already a serious problem. It is a concern when graduating law students cannot afford to accept public interest positions, government employment, or a job as a law clerk because of the debt burden and loan repayment requirements. Loan forgiveness for teachers, persons in health-related fields and

other fields is standard practice in some areas and legal services are no less significant.

Diversity issues have been and must be a center of consciousness for the Section. Access to justice is a battle waged on many fronts. Encouraging students from groups underrepresented in the legal profession to become good lawyers is one way in which we can improve access to justice for all the members of those groups.

I wish everyone could experience being the Chairperson of the Council. The work of the Section and its Council is significant to the continued success of our country's system of justice. This fact alone makes the time and effort worthwhile. The icing on the cake is the honor of working with people of such great talents who share the same goals. I thank the members of the Council for their patience and good humor as I attempted to be the pilot this past year. (I chose the words "good humor" and "pilot" intentionally after they withstood the deluge in Medora, North Dakota.) I am most grateful to them for their support. John Sebert and the entire Section staff made my charge not only easier but enjoyable. They are a credit to the Section and to the ABA.

Tom Sullivan's column as new Chairperson appears in this section of the *Syllabus*. It is electrifying! I applaud his challenge to those involved in legal education. I look forward to serving another year on the Council under Tom's tutelage.

The program to increase membership in the sections of the ABA was most successful for the Section of Legal Education and Admissions to the Bar. We have reason to be optimistic. Nevertheless, I leave the position of Chairperson with one note of caution. ABA accreditation does not receive universal support, particu-

larly when it gets in the way of a result some want to achieve. But the accreditation process and the bar admissions process are, and should be, inextricably intertwined if the accreditation process is to be meaningful and not merely an endorsement or seal of approval. We should not assume the concept of accreditation is indestructible. Nor should the process be immutable. Rather, both accreditation and bar admis-

sions, the reasons for the creation of the Section of Legal Education and Admissions to the Bar, need to be nurtured and grown not only within the Section, but explained, advocated and, yes, proclaimed at large as the foundation of legal education and our system of justice.

Thank you for allowing me to serve as your Chairperson this past year. ☺

# SYLLABUS

Volume 34, Number 1 • September 2002

*Editor:* Andrew Arnone

*Designer:* Sonya Taylor

The Section of Legal Education and Admissions to the Bar publishes *Syllabus* three times a year. Opinions and positions stated in individual articles are those of the authors and not necessarily those of the American Bar Association or members of the Section of Legal Education and Admissions to the Bar.

All manuscripts are reviewed by the editors, and those accepted become the property of the American Bar Association. Manuscripts or letters may be submitted to the Editor, Andrew Arnone, American Bar Association, Legal Education and Admissions to the Bar, 750 N. Lake Shore Drive, Chicago, IL 60611.

Changes of address should be sent to Member Services Division, American Bar Association, 750 North Lake Shore Drive, Chicago, Illinois 60611. Please include mailing label.

The price of an annual subscription to members of the Section of Legal Education and Admissions to the Bar is included in their dues. Subscriptions to nonmembers are \$15.

Copyright © 2002 American Bar Association

## **Section of Legal Education and Admissions to the Bar Officers**

E. Thomas Sullivan, *Chairperson*  
Pauline Schneider, Esq., *Chairperson-Elect*  
Honorable Elizabeth B. Lacy, *Vice-Chairperson*  
Nancy Neuman, *Secretary*  
Jerry VandeWalle, *Immediate Past Chairperson*

## **Staff, Consultant on Legal Education**

John A. Sebert, *Consultant*  
Barry A. Currier, *Deputy Consultant*  
Camille deJorna, *Associate Consultant*  
Carl A. Brambrink, *Director of Operations*  
Maxine A. Klein, *Executive Assistant*  
Cathy A. Schrage, *Executive Assistant for Accreditation*  
David E. Rosenlieb, *Data Specialist*  
Melissa M. Wilhelm, *Events & Meetings Manager*  
Andrew Arnone, *Manager of Publications & Technology*  
Kim J. Gordon, *Assistant to the Deputy Consultant*  
Keisha L. Stewart, *Assistant to the Director of Operations*  
Christina D. Williams, *Receptionist*

---

# From the CONSULTANT

By John A. Sebert, Consultant on Legal Education

---

The Council, its committees, and the Consultant's Office have been involved in a variety of important endeavors during the past academic year. As I did last year at this time, I want to highlight some of the most significant developments of the year.

## Multijurisdictional Practice

The Council, with the leadership of its MJP Committee, chaired by Justice Elizabeth Lacy of the Virginia Supreme Court, closely followed the work and recommendations of the ABA Commission on Multijurisdictional Practice. The Council in February provided extensive comments on the Interim Report of the Commission,



and many of the revisions adopted by the MJP Commission in its Final Report were consistent with the Council's recommendations. In June the Council

endorsed the major recommendations of the MJP Commission, and (as is reported more fully elsewhere in the issue of *Syllabus*) in August the Commission Report was approved, without significant change, by the ABA House of Delegates.

## Law Student Debt Issues

We continue to focus our attention on the serious issue of high law school debt burdens. On the recommendation of our Government Relations Committee (chaired by Peter Winograd of New Mexico),

the Council supported the successful effort to have the ABA House of Delegates adopt resolutions urging the federal government to increase the amount of unsubsidized Stafford loans a law student may borrow annually, an amount that has not been adjusted since 1992, and urging the federal government to improve existing legislation allowing for income-contingent repayment of student loans for law school graduates in low-paying public service positions.

## Diversity Issues

In 2001, the AALS, the ABA Section on Legal Education, and the LSAC formed a Joint Committee on Racial and Ethnic Diversity (chaired by Dean Lee Teitelbaum of Cornell) to provide a focus for addressing issues of racial and ethnic disparities in law schools and the legal profession. At its first meeting in Chicago in February 2002, the committee decided to pursue three goals: to serve as a clearinghouse for information on all existing programs that are intended to strengthen diversity in the legal profession; to provide a united voice to address diversity issues in the legal profession as the courts and legislative initiatives attempt to address these issues; and to explore initiatives that will encourage primary and secondary students from groups underrepresented in the profession to pursue a career in law.

The courts represent another major action front in the diversity debate. The major focus of attention during the last eighteen months has been *Grutter v.*

*Bollinger*, in which a United States District Judge in Detroit held that the University of Michigan Law School admissions process (which appears to be a carefully crafted system that effectively follows *Bakke's* guidance as to the permissible uses of race in admissions decisions at an educational institution) was unconstitutional. The case was appealed to the United States Court of Appeals for the Sixth Circuit. In May of 2001, at the request of the Section and three other ABA entities, the ABA Amicus Committee and the Executive Committee of the Board of Governors approved the ABA's filing an amicus brief urging the Sixth Circuit to overturn the district court decision and uphold Michigan's admissions practices. This past May, in a sharply divided en banc decision, the Sixth Circuit overruled the district court and held the Michigan admissions process constitutional. The Council of the Section at its June 2002 meeting authorized the Chair of the Council and me, if certiorari is granted in this case, to urge that the ABA file an amicus brief in the United States Supreme Court supporting affirmance of the Sixth Circuit decision.

## Task Force on Accreditation Processes

The Task Force on Accreditation Processes (chaired by Tom Sullivan, now the Chairperson of the Section) was created last year to review and make recommendations concerning the ways in which the Council, the Accreditation Committee, and the Consultant's Office exercise oversight of fully approved law schools. The Task Force completed its report in June and the report was discussed by the Council at its August meeting. The proposal is to have full site evaluations of fully approved schools once every ten years, rather than

every seven years, but to require a five-year review based on materials submitted by the school and a report from one or two evaluators who may or may not actually visit the school, depending upon the circumstances.

Another recommendation of the Task Force is to streamline the process for review of applications for acquiescence in the creation of post-J.D. programs. Finally, the Task Force is recommending changing the primary basis for law school financial support of the Accreditation Project from the present reliance on periodic fees assessed when site evaluations are conducted to an annual fee for each fully approved law school and each foreign program.

The Council in August approved distributing the Task Force report widely for comment. The Task Force report will be sent to many of those interested in legal education by mid-September and will also be posted on the Section's Web site. Since some of the changes that the Task Force proposes are very significant, we hope that the Report engenders a large amount of comment. The Task Force and the Council will review the comments carefully, and it is likely that the Council will take final action on the Task Force recommendations in light of those comments in February or June 2003.

#### **Foreign Programs Task Force**

The Foreign Programs Task Force (chaired by Lolly Gasaway of North Carolina) also presented its report to the Council in August. The Task Force recommended restructuring the framework for the regulation of study abroad opportunities that has existed for some years. The two major recommendations of the Task Force are to undertake site evaluations of foreign summer programs only

once every seven years, rather than every five years, and to collapse two present categories of foreign programs (Cooperative Programs and Individual Study Abroad) into one category that has minimal reporting requirements if only a few students are involved and somewhat more extensive requirements if a larger number of students are in the programs. The Council in August approved distributing the Foreign Programs Task Force report broadly for comment, looking toward final Council action in February 2003.

#### **United States Department of Education**

During 2000-2001 the Council underwent its periodic review to be recognized by the Department of Education as the recognized accrediting agency for degrees leading to the first professional degree in law. In January 2001 the Secretary of Education approved the Department of Education staff recommendation that the Council be granted recognition for a five-year period (the maximum period permitted under governing statutes). The re-recognition was conditioned on the Council's making a few minor changes to standards, interpretations, rules of procedure and bylaws by December 2001. The Council filed an Interim Report with the Department in the fall of 2001 reporting that all of the required revisions had been made. In June of 2002 Pauline Schneider, Vice-Chair of the Council, appeared at a hearing on the Interim Report before the Department of Education's Advisory Committee on Institutional Quality and Integrity. At the conclusion of that hearing the Advisory Committee recommended that the secretary accept the Interim Report and continue the Council's recognition for the full five-year period con-

templated in the secretary's January 2001 letter.

#### **Continuing Revision of Standards, Interpretation, and Rules**

The Council at its June 2002 meeting approved changes to the Standards and Interpretations in three areas: (a) distance education, (b) residency rules relating to part-time programs, and (c) rules relating to the granting of credit to a J.D. student for J.D. coursework done while that student was enrolled in an LL.M. or other post-J.D. program of a law school. The ABA House of Delegates concurred in all of these revisions at its August meeting, and thus the revisions are now fully effective. The revisions have been posted on the Section's Web site and will be included in the 2002-2003 edition of the *Standards for Approval of Law Schools* that is now in press.

The most significant of this year's revisions relate to distance education, and the revised Standard 306 allows ABA-approved law schools to grant students credit toward the J.D. degree for a limited amount of distance education courses. In general, a student may receive no more than twelve credits toward the J.D. degree for distance education courses and may not receive more than four credits in any semester. A school may not award credit toward the J.D. degree for distance education courses in the first year of law school. In my view, the revised Standard provides law schools with as much or more flexibility to employ distance learning technology as any school is likely to use in the next few years.

The Council also approved changes to the Standards and Interpretations relating to part-time programs and, specifically, to weekend scheduling options that are now offered by some law

schools. These changes do not rigidly regulate course scheduling. Rather, these changes allow schools considerable latitude so long as they make their entire program of legal education (inside and outside the classroom) reasonably available to each student at the law school, regardless of whether that student is full-time or part-time or whether the student attends classes during daytime, weekday evening or weekend hours.

Lastly, the Interpretations to the Standards were amended to make possible the award of credit toward the J.D. degree for J.D. coursework done by a student while enrolled in an LL.M. program, prior to that student's enrolling in a J.D. program. This change will primarily affect foreign law graduates who enroll in a graduate law program in the U.S. and then decide to continue their studies in a J.D. program.

### **Conferences, Workshops, and Special Events**

The Council and its committees had an exciting list of conferences and events planned for the year. Some of the most significant were:

**Conference on Foreign Legal Education**—The Conference on Foreign Legal Education was held at the University of California Hastings College of Law in San Francisco on October 26-27, 2001. The theme of the conference was "Partnership in Legal Education for the XXI Century: A Dialogue Between American and Foreign Legal Educators." Jim White provided excellent leadership as the Chair of the planning committee for this conference.

**Deans' Workshop**—This year's Deans' Workshop was held in conjunction with the National Conference of Chief Justices midyear meeting in Tucson, Arizona, January 21-23, 2002.

Nearly 125 law school deans and nearly 40 Chief Justices attended. The joint sessions focused primarily on issues related to bar examinations, the bar admission process, and fostering collaboration among law schools, state supreme courts, and bar admission authorities. The discussions were very productive, and they helped inspire a joint project that is being sponsored by the Section, the Association of American Law Schools, the Conference of Chief Justices, and the National Conference of Bar Examiners to examine a number of issues concerning legal education and bar admissions, and to hold a national conference to explore those issues.

**Conference for Associate Deans**—The Conference for Associate Deans was held at the Graylyn International Conference Center in Winston-Salem, North Carolina, from June 13-15, 2002. This conference was attended by over 80 associate and assistant deans. The program included presentations on campus crisis and violence, technology, student conduct, adjunct faculty, part-time programs and dealing with colleagues. This conference was held concurrently with the annual Seminar for New Law School Deans. For the tenth consecutive year, it was held in Winston-Salem under the auspices of Dean Bob Walsh of Wake Forest.

For a description of the conferences that the Section is sponsoring during 2002-2003, see the *Upcoming Conferences* column elsewhere in this issue of *Syllabus*.

### **Section Publications**

Perhaps the best-known Section publication to the general public is the annual *Official Guide to ABA-Approved Law Schools*, which is now published in collaboration with the Law School Admissions Council. This book offers detailed information and

comprehensive data concerning all ABA-approved law schools, and is the best source for prospective law students to obtain accurate information about law schools, legal education and the law school admission process. In addition, a complete search of data contained in the book can be accessed via the Internet at <http://officialguide.lsac.org>. If you have not taken a look at the book or the Web site, I encourage you to do so.

Another widely referenced Section publication is the annual *Comprehensive Guide to Bar Admission Requirements*, co-published with the National Conference of Bar Examiners. This book sets out the rules and practices of all U.S. jurisdictions for admission to the bar by examination and on motion: legal education, character and fitness, bar examinations, special licenses, and similar information. Extensive changes were made for the 2002 edition, especially to clarify some of the often-confused rules regarding foreign law school graduates; admission on motion; and reciprocity, comity and attorneys exam. As in past editions, the entire contents can be viewed online at [www.abanet.org/legaled/baradmissions/bar.html](http://www.abanet.org/legaled/baradmissions/bar.html).

### **Staff Developments**

As I reported in the last issue of *Syllabus*, we were sorry to lose a key member of the Consultant's Office staff at the end of June—Rick Morgan, our Data Specialist. Rick had been commuting from Indianapolis for the past two years, and he decided that continuing that commute was asking too much of his family. Thus Rick resigned as of the end of June to take a position with Indiana University/Purdue University in Indianapolis. Rick made major contributions to the work of the

Section during his eight years with us, including creating the computerized and significantly revised versions of the Annual Questionnaire and improving significantly the data systems of the office. We thank him for his many contributions and wish him well in his future endeavors.

We were fortunate that the search produced a worthy successor for Rick—



David Rosenlieb

David Rosenlieb. David joined the Consultant's Office in June, and he brings an extensive and sophisticated background in databases, programming, and software systems, together with long experience in training systems users.

David has already shown his abilities in a number of ways, including conducting training sessions in Chicago and Atlanta in August for law school representatives who work with our questionnaires. I know David will do a wonderful job for us, and that those who work on the questionnaires will benefit greatly from his assistance.

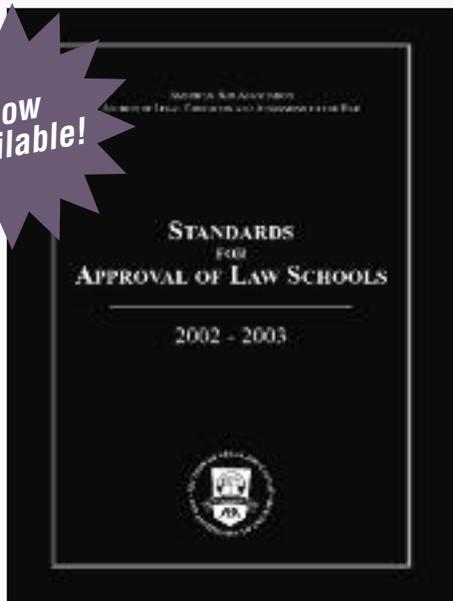
Another recent staff change is the departure of our Accreditation Assistant, Jessica Brennan, who will be pursuing graduate studies in English at Boston College. Jessica has performed outstandingly in this important support staff position, and we wish her every success in her graduate studies. The search for her successor is under way.

#### Concluding Comments

The Section has been blessed over the years with the leadership of a

number of outstanding chairpersons. It has been my great good fortune this year to work closely with, and get to know well, Jerry VandeWalle, the Chief Justice of North Dakota. Jerry has presided at Council meetings with skill and grace, and he has provided important leadership to the Council and the Section as we have worked to have the Section's voice heard more clearly and more frequently by the judiciary and the bar. In addition, he has provided valuable advice and assistance to me and others on the staff. We are fortunate that we will continue to have the benefit of Jerry's wisdom next year as he assumes the role of Immediate Past Chairperson of the Council. And we look forward to another year of excellent leadership from our new Chairperson, Tom Sullivan. ☺

## ABA Standards for Approval of Law Schools, 2002 Edition



*The ABA Standards for Approval of Law Schools* sets forth the standards that a law school must meet to obtain or retain ABA-approval. The 2002 edition is now available and contains revisions made at the ABA Annual Meeting in August 2002. The book is divided into several parts:

- |   |  |
|---|--|
| 1. Standards & Interpretations  | Cooperative Programs for Foreign Study                                       |
| 2. Rules of Procedure   |  |
| 3. Criteria for Approval of Semester Abroad Programs for Credit Granting Foreign Segment of Approved J.D. Program | 7. Statement of Ethical Practices in the Process of Law School Accreditation |
| 4. Criteria for Approval of Foreign Summer Programs   | 8. Internal Operating Practices  |
| 5. Criteria for Approval of Individual Student Study Abroad for Academic Credit                                   | 9. General Information   |
| 6. Criteria for Approval of   | 10. Prior Council Statements   |
|   | 11. Distance Learning at ABA-Approved Law Schools                            |

View contents online at:

[www.abanet.org/legaled/standards/standards.html](http://www.abanet.org/legaled/standards/standards.html)

Order your copy today!

Call the ABA Service Center at (800) 285-2221 or (312) 988-5522 or order online at the Section's Web site at [www.abanet.org/legaled](http://www.abanet.org/legaled)  
Request Product Code: #5290084-02ED

# Law schools explore three-semester writing programs

By Professor Eric Easton, Co-director Legal Skills Program, University of Baltimore School of Law  
Chairperson, Communication Skills Committee, Section on Legal Education and Admission to the Bar

The annual survey of legal writing programs, conducted jointly by the Association of Legal Writing Directors and the Legal Writing Institute, invariably contains a wealth of information about trends in legal research and writing education. This year's survey, released at the Tenth Biennial LWI Conference in Knoxville this summer, was no exception. Professors Jo Anne Durako of Rutgers-Camden and Kristin Gerdy of Brigham Young, who co-chaired the survey subcommittee, reported that 154 law schools responded this year—an 83 percent response rate.

Among the many interesting developments noted in the survey



Professor Eric Easton

is the steady growth in three-semester programs. While the so-called “traditional” model—one semester of predictive writing, usually in the form of office memos, and one semester of persuasive writing, typically culminating in an appellate brief—still predominates, 22 percent of responding schools now require at least one additional semester of writing instruction in their introductory sequence. That phenomenon was explored in the May 2002 edition of LWI's *The Second Draft*, and I've taken much of the information below from that bulletin.

The three-semester model can take a variety of forms. My own school, the University of

Baltimore, inserts a pretrial lawyering skills semester between the two traditional semesters. In that course, students are exposed to pleadings, discovery documents, client letters, negotiations and settlement agreements, and dispositive motions. Our third semester is a traditional appellate advocacy course, which about one-third of our students take in the summer.

Vermont Law School Professor Tracy Bach, who teaches in a similar sequence, points out that, by their third semester, students have a much more developed understanding of appellate decision making. Other schools have preferred to add a trial-level skills course at the end of the traditional two-semester program. Ave Maria Professor Pamela Zauel notes that her students will use the knowledge and skills gained in the third semester during their crucial second-summer employment.

Still other schools have exploited the three-semester model in different ways. Professors Sonia Bychkov Green and Maureen Straub Kordesh say their program at John Marshall combines predictive and persuasive writing in the first two semesters, with the third semester reserved for a variety of drafting options. As Rutgers-Camden Professor Randall Abate and his colleague Professor Ruth Ann Robbins explore the feasibility of adding a third semester, they suggest giving students choices of courses related to particular skills or doctrinal areas.

On the other hand, Mercer University Professor Linda

Edwards uses the added course time to “deepen” the teaching of critically important skills already in the syllabus rather than introduce other kinds of documents or lawyering skills. Seattle University also devotes the first two full semesters to objective writing, says Professor Susan McClellan, with advocacy presented in the third. Seattle also offers upper-level electives in advanced writing, research, drafting and appellate advocacy.

Why three-semester programs? Professor Abate argues that the traditional model provides “insufficient training to prepare students for the rigors of legal writing in practice.” Western State University Professor Constance Hood says the third course in the sequence can “pull together” all of the skills learned in the first two semesters. Arkansas-Fayetteville Professor Terry Jean Seligman adds that the third semester is an opportunity to assist those students for whom the first-year program did not “click” by providing additional practice and feedback. And Texas Tech Professor Nancy Soonpaa notes how much students forget over the summer and how much more they value legal writing after their first law-related job.

Whatever the rationale, whatever the course sequence, the three-semester program is clearly an option to be considered as we all grapple with the need to prepare our students for practice. The May issue of *The Second Draft* will be available at [www.lwionline.org](http://www.lwionline.org) and the 2002 Survey Results will be posted at [www.alwd.org](http://www.alwd.org). 🏠

# Thumbs Up to MJP

By Mark Hansen and James Podgers, ABA Journal "eReport"

A wide-ranging proposal to ease restrictions on the practice of law across state lines sailed through the ABA House of Delegates on August 12, 2002, with hardly a hitch.

The House finished its work on the temporary practice proposals in less than two hours. One by one, the House voted to approve each of the nine recommended changes to the ABA Model Rules of Professional Conduct in substantially the same form as proposed by the association's Commission on Multijurisdictional Practice.

The new Model Rules allow a lawyer licensed and in good standing in one state to practice temporarily in another state if he or she:

- Performs nonlitigation work that arises out of, or is reasonably related to, the lawyer's

home-state practice.

- Represents clients in, or is participating in, an arbitration or mediation proceeding.
- Provides litigation-related services in a state where he or she is or expects to be admitted.
- Works in association with a lawyer licensed in the host state.

Only one of the commission's recommendations—a proposed Model Rule that would make it easier to gain admission by motion—drew any opposition from the floor. The rule allows licensed lawyers who meet certain conditions to gain admission in a new state without taking its bar exam.

Saul A. Wolfe of Livingston, N.J., a member of the ABA Board of Governors, said the proposed rule was contrary to the principle of state judicial regulation of the

practice of law. "It would become a national admission-on-motion ticket," he said of the proposal.

Despite the objections, the House approved the rule. It says lawyers applying for admission by motion should be licensed in good standing in another state and should have engaged in law practice for at least five of the last seven years. The rule also requires applicants to have a degree from an ABA-accredited law school and to meet certain ethical requirements.

None of the changes will be binding on lawyers unless they are approved by the states. But most states pattern their own ethics codes on the ABA's Model Rules. 

---

©2002 ABA Journal. The ABA Journal is published monthly by the ABA. The "eReport" is an ABA member benefit.



**Save  
the  
Date:**

**March 19-21, 2003**

## **Bricks, Bytes and Continuous Renovation**

**Suffolk University Law School  
Boston, Massachusetts**

Plan now to attend the next "Bricks & Bytes" conference to be held in Boston in 2003. A collaboration of the newest technology in legal education with current state-of-the-art thinking in design and construction of buildings.

Visit the Section's Web site for more information.  
**[www.abanet.org/legaled](http://www.abanet.org/legaled)**

---

# COMMITTEE NEWS

---

## **Adjunct Faculty Committee**

Section Chairperson Tom Sullivan and the Council established a new committee on adjunct faculty that will spend the 2002-2003 year getting organized and setting its agenda. Adjunct faculty have long enriched the programs that law schools offer to their students. With the increasing complexity and specialization in many practice areas, the opportunities for schools to effectively use adjunct instruction are increasing. It makes sense for the Section, which brings together academics and judges and lawyers with a serious interest in legal education, to provide a forum for the exchange of ideas and information about the use of adjunct instruction in law schools.

Gail L. Richmond, Professor and Associate Dean at Nova Southeastern University's Shepard Broad Law Center, will be the inaugural committee Chairperson. James J. Hanks, Jr., a partner at Ballard Spahr Andrews & Ingersoll, LLP, in Baltimore, Maryland, will serve as Vice-Chairperson. Mr. Hanks has considerable experience as an adjunct instructor and is a member of the Section's Accreditation Committee. A number of committee appointments have been made, and it is expected that several more lawyers or judges who are experienced adjunct professors will be added to the roster during the year.

The committee was established to be of service to law school faculty, administrators, and the substantial number of adjunct faculty

who contribute significantly to the quality of legal education programs. An increasing number of law schools have developed training and support programs for adjunct faculty and are reaching out to them—seeking ways to involve adjuncts in the life of the law school. Facilitating the exchange of information among law schools about best practices and effective programs for adjunct faculty, this committee will also develop useful and efficient methods for adjunct faculty to exchange ideas and views with each other. A first step in this direction is the establishment of a ListServe for adjunct faculty and interested law school administrators and faculty. If you are interested in being added to this ListServ please send a message to [puskarzj@staff.abanet.org](mailto:puskarzj@staff.abanet.org), briefly explain your interest, and ask to be added to the list.

## **Curriculum Committee**

Newly appointed Chairperson Professor Catherine Carpenter from Southwestern University School of Law, joined by Vice-Chairperson Professor Mary Anne Bobinski from the University of Houston, will assist the committee in preparing a survey of law schools to learn of changes in law school curricula over the past ten years since the issuance of the McCrate Report. Questions will address updates and recent innovations ranging from those instituted in the first year, to upper class offerings, to requirements for graduation. The survey hopes to capture information on distance learning initiatives,

advanced legal writing offerings, certificate programs and pre-trial and appellate advocacy programs, for example. The survey will be circulated during the upcoming academic year. A report will be prepared and the results distributed. The committee also hopes to present its findings at a program at the 2003 Annual Meeting.

## **Diversity Committee/Joint Committee on Racial and Ethnic Diversity**

The committee continues its work on updating on-line bibliographies on minority admissions and women in legal education. Chairperson Professor Katherine Vaughns serves also on the AALS/ABA/LSAC Joint Committee on Racial and Ethnic Diversity chaired by Dean Lee Teitelbaum. The Joint Committee has adopted a set of resolutions in support of the University of Michigan's law school admissions practices challenged in *Grutter v. Bollinger*. The Joint Committee is also exploring the creation of a consultant group that could provide advice and assistance to law schools attacked for their legal affirmative action initiatives. Resolutions in support of these efforts will be circulated in the fall. Professor Vaughns and Dean Kristin Booth Glen also serve on the planning committee for the jointly sponsored, "Women of All Colors in Law" conference scheduled for June 2003.

## **New Deans Seminar**

This past summer, the Section organized and sponsored the 10th annual seminar for new law school deans. The seminar took

place June 12-15, 2002, at Graylyn International Conference Center on the campus of Wake Forest University. Fourteen new deans attended. Thanks to Wake Forest Dean Bob Walsh for once again serving as host for the seminar.

Larry Dessem, dean of the University of Missouri School of Law, was the Chairperson of the planning committee. Other deans who served on the planning committee were: Janice C. Griffith of Georgia State University College of Law, W.H. (Joe) Knight, Jr., of

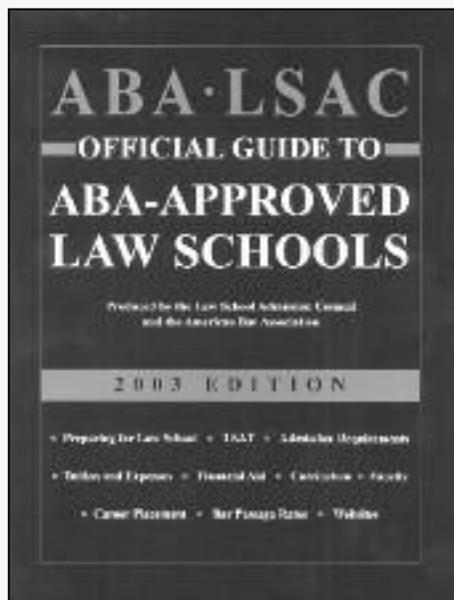
Washington University School of Law, Donald J. Polden of the University of Memphis School of Law, David Shipley of University of Georgia School of Law, David E. Van Zandt of Northwestern University School of Law, Jonathan D. Varat of UCLA School of Law, Joan C. Wexler of Brooklyn Law School and Patricia D. White of Arizona State University College of Law.

The workshop aims to help new law school deans make a smooth transition into their new

positions. The program covers working with faculty, students, graduates, the university administration, and the legal profession. Other topics include law school finances, managing technology, time management, and work/personal life issues.

Next year's seminar is scheduled for May 30 – June 2, 2003. It will take place in Jackson Hole, Wyoming, and will commence at the conclusion of the bi-annual Law School Development Conference. ☰

## 2003 ABA-LSAC *Official Guide to ABA-Approved Law Schools*

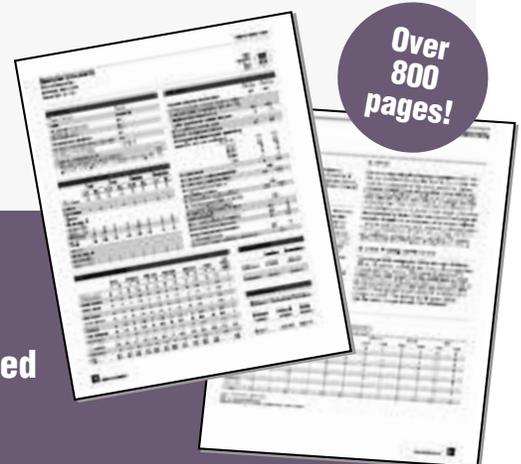


**Detailed information on all 185 ABA-approved law schools, including:**

- GPA & LSAT Scores
- J.D. Enrollment & Ethnicity
- Living Expenses
- Tuition & Fees
- Bar Passage Rates
- Faculty Composition
- Library Resources
- Graduate Employment Stats
- Student Activities

*Plus chapters on...*

- Being a Lawyer
- Preparing for Law School
- Choosing a Law School
- Applying to Law School
- Financial Aid
- Admissions to the Bar
- Finding a Job
- Post-J.D. Programs
- Extensive Bibliography



**Order your copy today!**

**Call the ABA Service Center at (800) 285-2221**

**or visit the Section's Web site at [www.abanet.org/legaled](http://www.abanet.org/legaled)**

**Request ABA product code: #5290085(03ED)**



The 125th ABA Annual Meeting took place August 8-13, 2002, in Washington, D.C. The meeting brought together more than 20,000 lawyers and their families and offered more than 2,500 meetings, CLE programs and special events. The Section of Legal Education and Admissions to the Bar offered two useful seminars this year. The first was “**How Can Law Schools Better Prepare Students for the Practice of Law?**” and the second, “**Best Practices for Preparing New Lawyers for the Practice of Law.**”

In addition, revisions to the Standards were adopted by the Council and moved to the House of Delegates for final approval, and the 2002-2003 Council was elected. Following are a few highlights from these activities.

## 2002-2003 COUNCIL MEMBERS ELECTED

At the Section’s annual business meeting on Saturday, August 10, 2002, held at the Ritz-Carlton Hotel in Washington, D.C., the following people were elected or reelected to serve on the 2002-2003 Council of the Section of Legal Education and Admissions to the Bar:

**Dean E. Thomas Sullivan, Chairperson (automatic under Section Bylaws)**, is dean and William S. Pattee Professor at the University of Minnesota Law School. He is former dean of the University of Arizona College of Law and former associate dean



2001-2002 Council and staff of the Section of Legal Education and Admissions to the Bar

of the Washington University School of Law. He is a Fellow of the American Bar Foundation and a member of the American Law Institute. Dean Sullivan holds a B.A. from Drake University and a J.D. *magna cum laude* from Indiana University School of Law where he served as articles editor of the *Indiana Law Review*.

**Pauline Schneider, Esq., Chairperson-Elect Nominee**, is a partner in the Washington, D.C., office of the law firm of Hunton & Williams. Her practice is primarily transactional, focusing on public finance and real estate development. She holds a B.A. from Glassboro State College, a Master of Urban Studies from Howard University and J.D. from Yale Law School. Ms. Schneider is a former president of the District of Columbia Bar Association and is a member of the American Bar Association House of Delegates. She is Chair of the ABA Committee on Election Law, a former Chair of the Section’s Accreditation Committee, a Fellow of the

American Bar Foundation and a member of the American Law Institute. Ms. Schneider was a 1999 recipient of the Margaret Brent Women Lawyers of Achievement Award.

**Honorable Elizabeth B. Lacy, Vice-Chairperson Nominee**, has been a justice on the Supreme Court of Virginia since 1989. She holds a B.A. from Saint Mary’s College of Notre Dame, Indiana, a J.D. from the University of Texas School of Law, and an LL.M. from the University of Virginia School of Law. Justice Lacy is a former Deputy Attorney General of Virginia and a former judge on the Virginia State Corporation Commission. She serves on the Board of Directors of the American Judicature Society and she is an adjunct professor at the University of Richmond, T.C. Williams School of Law.

**Honorable Gerald W. VandeWalle, Immediate Past Chairperson (automatic under Section Bylaws)**, has been a member of the North Dakota Supreme Court since 1978 and Chief Justice since January 1993. He was re-elected to the Supreme Court in 1994 for a ten-year term. Chief Justice VandeWalle is a former first Assistant Attorney General of North Dakota. He holds a B.S.C. and J.D. *magna cum laude* from the University of North Dakota where he was editor-in-chief of the *North Dakota Law Review*. He has served on the Council since 1995. In 2000-2001 he served as Chair of the Conference of Chief Justices.

### At-Large Council Members

**Re-Election to Three-Year Term: Professor Michael A. Olivas, Council Member**, is William B. Bates Professor and Director of the Institute for Higher Education Law and Governance at the University of Houston College of Law. He holds a B.A. from Pontifical College Josephinum, an M.A. and Ph.D. from Ohio State University and J.D. from Georgetown University Law Center. Professor Olivas has served as a visiting professor at Wisconsin and Iowa. He is author of eight books on higher education and law and has been widely published in higher education journals and law reviews.

*Continued on page 21*

# Meeting Wrap-Up

## Anthony G. Amsterdam, NYU law professor, receives Kutak Award

Anthony G. Amsterdam, Professor of Law and University Professor at New York University, received the 2002 Robert J. Kutak Award for his outstanding contributions to legal education and to increased collaboration between legal education and the practicing bar. The award is given annually by the American Bar Association Section of Legal Education and Admissions to the Bar.

“Tony Amsterdam was one of the early leaders in the development of the clinical and simulation teaching methodologies that have contributed so significantly to the tremendous expansion of sophisticated skills education in U.S. law schools over the past thirty years,” said Gerald VandeWalle, Chief Justice of North Dakota and 2001-2002 Chairperson of the ABA Section of Legal Education and Admissions to the Bar.

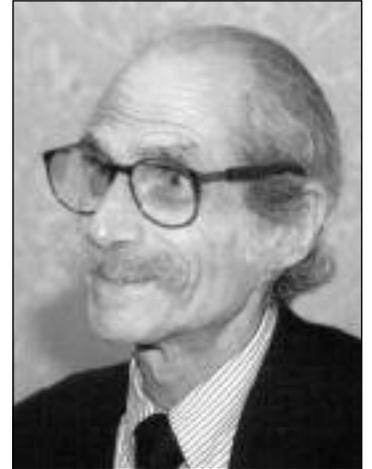
Norman Redlich, Dean Emeritus of NYU Law School, noted that Professor Amsterdam is also the “recognized leader and intellectual fountainhead” among lawyers who are involved in fighting capital punishment. Dean Redlich also said that he “knows of no other law professor who generates the genuine devotion and affection that Tony Amsterdam does.”

The Kutak Award is named for Robert J. Kutak, a founding partner of the national law firm of Kutak Rock LLP. Mr. Kutak, who passed away in 1983, had a career dedicated to public service and to the improvement of legal education and the legal profession. He was a member of the Council of the ABA

Section of Legal Education and Admissions to the Bar, and Chairperson of the ABA Commission that proposed a major revision of the Code of Professional Conduct for lawyers that was adopted in the 1980s. The Kutak Award was presented to Professor Amsterdam on August 9, 2002, during the ABA Annual Meeting in Washington, D.C.

At NYU, where he has taught since 1981, Professor Amsterdam’s principal teaching fields are clinical legal education, evidence, lawyering theory, criminal law and procedure, and law and psychiatry. While at NYU, he at various times served as Director of the Lawyering Program and Director of Clinical and Advocacy Programs. Prior to coming to NYU, Amsterdam taught at Stanford University School of Law (1969-81) and at the University of Pennsylvania Law School (1962-69). Amsterdam received his A.B., *summa cum laude*, from Haverford College, and his LL.B., *summa cum laude*, from the University of Pennsylvania.

Long before clinical legal education became an



Anthony G. Amsterdam

*Continued on page 20*

## SECTION PROGRAMS

### How Can Law Schools Better Prepare Students for the Practice of Law?

Ten years ago the “MacCrate Report” recommended improvements in the processes by which new members of the profession are prepared for the practice of law, focusing on shortcomings in teaching the skills and values that entry-level lawyers need in order to represent clients. Many law schools made changes, but gaps remain. In this program, moderated by Professor Molly O’Brian, University of Akron School of Law, lawyers from a variety of practice settings discussed their perceptions of these gaps and solicited additional insights from the audience. They also considered strategies for inducing law schools to be more responsive to the needs of the profession and to better prepare students for the practice of law. Speakers included: Laura Hankins, Esq., chief legislative counsel, Public Defender Service for the District of Columbia; Professor Peter Joy, Washington University School of Law; Professor Roy Stuckey, University of South Carolina School of Law; Robert G. Wellon, Esq., Atlanta, Georgia.

### Professionalism Committee

This program consisted of two panels: the first concentrated on what the expectations of students are upon entering the profession; the second looked at the same issue from the perspective of employers.

Panel one included: Angela Karras, ABA Young Lawyers Division; Mayhugh “Skip” Horne, Director, Law Career Services, Santa Clara University School of Law; Cynthia Calvert, Project for Attorney Retention. Panel two included: Gail A. Flesher, Esq., Partner, Davis, Polk & Wardwell; Barbara Howard, Esq., Howard & Bodnar; Professor Joyce Sterling, University of Denver College of Law.

# Commentary on the changes to the Standards for the Approval of Law Schools and Rules of Procedure 2001-2002

This document provides commentary on the changes to the American Bar Association Standards for the Approval of Law Schools (Standards) and the Interpretations of those Standards for the 2001-2002 year. It also reports Standards Review Committee deliberations that ultimately did not result in changes to the Standards and Interpretations. The staff of the Office of the Consultant on Legal Education (Consultant's Office) prepared this commentary.

Responsibility for the Standards rests with the Council of the Section on Legal Education and Admissions to the Bar (Council). The Council relies in the first instance on the Standards Review Committee (Committee) to consider questions and issues referred to it by the Council. The Committee also develops its own agenda and has other matters and issues referred to it by the Accreditation Committee, the Office of the Consultant on Legal Education, and other persons with an interest in legal education.

The Committee met three times during the 2000-2001 year: September 29-30, 2001; November 17-18, 2001; and May 15, 2002. The Council reviewed reports from the Committee at its December 1-2, 2001, and June 7-8, 2002, meetings. At the December meeting the Council approved and published for comment and review proposed additions and changes to the Standards, Interpretations, and Rules. These proposals were sent to deans of ABA-approved law schools, presidents of colleges and universities with approved law schools, deans of unapproved law schools, chief justices of state supreme courts, and bar examiners. The proposals were published on the Section's Web site.

Comment and critique were invited. Four public hearings were held to receive oral comment on the proposals: January 3, 2002 (New Orleans, LA, at the Annual Meeting of the AALS); January 23, 2002 (Tucson, AZ, at the combined meeting of the Conference of Chief Justices and the ABA Deans' Workshop); February 1, 2002 (Philadelphia, PA, at the ABA Mid-year Meeting); and May 15, 2002 (Washington, D.C., at the Annual Meeting of the American Law Institute).

Most Committee members were present at one or more of the hearings. All comments and correspondence received in writing and by e-mail were summarized by the Deputy Consultant and presented to the Committee and the Council.

The Committee adopted its final recommendations to the Council at its May meeting. The Council reviewed the Committee's recommendations at its June meeting and adopted the changes that are discussed here. The House of Delegates of the ABA concurred in these changes on August 13, 2002, at the annual meeting of the American Bar Association in Washington, D.C.

The Committee is composed of practicing lawyers, judges, experienced law teachers, law school deans, university administrators, and bar examiners. The collective experiences of the committee members and other received information formed the basis upon which the Standards were reviewed. The Council of the Section of Legal Education and Admissions to the Bar, which has the ultimate authority for changing the Standards, is equally representative of the legal profession and the academy and also includes public members.

---

## Changes to the Standards, Interpretations and Rules of Procedure

### *Overview*

The Council approved changes to the Standards and Interpretations in three areas: distance education, residency and enrollment options, and credit toward the J.D. for work done in an LL.M. program. There were no changes to the Rules of Procedure this year.

### *Distance education (Standards 304, 305, 306 and Interpretations; Standards 307, 308)*

The Council adopted changes and amendments to the Standards and Interpretations to place into the

Standards a new framework for the regulation of distance education at ABA-approved law schools. The Standards had prohibited credit for distance education except for such distance education study as is authorized by a set of Temporary Guidelines that had been in effect since 1997. With the adoption of these changes to the Standards, the need for the 1997 Temporary Guidelines has expired and those guidelines are no longer effective.

Interest in and use of technology in legal education are rapidly increasing. Some of what is occur-

ring requires no changes to the Standards. For example, the Standards do not prohibit an instructor from accessing the Internet or using presentational software such as Power Point in class. Under the Standards as they currently exist, an instructor may establish a course Web site, or lead an on-line discussion group as a supplement to class sessions.

There is, however, general agreement at this point that the Standards should move in the direction of accommodating more and better use of technology in schools' programs of legal education. In particular, law schools should have some clear and certain opportunities for the use of distance education in the programs that they offer to students. The approved changes take an important first step in this direction. They allow ABA-approved law schools to grant credit for a limited amount of distance education coursework. New Interpretations 306-1 and 306-2 make clear that the Council and the Accreditation Committee will monitor how law schools use this new authority and that the Standards will be adjusted as necessary.

New Standard 306(d) allows a law school to award an individual student no more than twelve credits toward the J.D. degree for "distance education" courses. The same provision restricts a student to no more than four credits of distance education in any one semester. Under new Standard 306(e), no student may receive credit for a distance education course until the student has earned at least 28 credits toward the J.D. degree (basically the first year of law school). New Interpretation 306-3 allows a distance education component to a non-distance education course so long as at least two-thirds of the credits for a course rest upon regularly scheduled classroom instruction sessions. Such courses are not considered "distance education courses" and the limitations previously discussed do not apply to such courses. Other Interpretations ensure that law schools provide adequate technical and staff support for their distance education courses and that faculty who teach using distance education technology are well prepared to employ that technology effectively.

The objective of the Standards should be to ensure that distance education, in whatever form, contributes to a sound program of legal education. The Council believes that these changes to the Standards are a good first step in incorporating the use of distance education into a sound program of legal education. They provide the opportunity to law schools to give credit for distance education courses, but they proceed with caution by limiting the amount of distance education credit that a student can receive toward the J.D. degree and by

imposing conditions on those courses.

This matter was the subject of extensive and constructive comment over the year. The original proposal circulated for comment by the Council was quite different from the changes ultimately adopted. Those original proposals allowed an unlimited amount of distance education that was synchronous with a video component. Some believed that distance education like that made the class a close equivalent of a regular classroom session. A more limited amount of asynchronous distance education would have been allowed. Public comment convinced the Committee and the Council that the distinction between synchronous and asynchronous distance education was not a satisfactory basis on which to build the Standards related to distance education. Moreover, commentators and members of the Council had particularly strong feelings that, at least at this early stage of integrating distance education into J.D. programs, distance education courses were not appropriate for the first-year curriculum, which the original proposal would have allowed.

The changes to the Standards and Interpretations concerning distance education were much improved by the quality and quantity of public comment. As new Interpretations 306-1, -2, and -8 indicate, the Council will pay close attention to the use of distance education in the next several years and expects that further changes to the Standards and Interpretations will eventually be required in light of schools' experiences with this form of education. On the other hand, the Council is confident that the new regulations will provide almost all law schools as much or more flexibility for using distance education technology that they will need in the next few years.

#### *Residency and enrollment options (Standard 301 and Interpretations, Standard 511)*

The Council adopted new Standard 301(c) and two new Interpretations of that Standard to address the academic calendar, residency, and educational program issues generated in large part by new part-time weekend programs of legal education.

The traditional three-year full-time program, which remains a very sound way to deliver a program of legal education, is being examined and reshaped in response to a variety of concerns, pressures and preferences of law students (and potential law students). One approach that some law schools have implemented and others are considering is a weekend program or "weekend scheduling option."

Two such weekend scheduling options have received the Council's acquiescence. In each, the law school had a unified admissions process that did not specifically admit students to one particular

program or scheduling plan. While students were free, at least after the first year of full-time study or the first two years of part-time study, to enroll in classes regardless of whether they were scheduled primarily to accommodate day, evening, or weekend students, the weekend scheduling option does allow a student to earn a J.D. degree by attending classes only on weekends. Full-time faculty would teach courses aimed at part-time, including weekend, students in roughly the same proportion as the classes offered on weekdays. The schools were committed to offering a full range of elective courses and to making other programs (e.g., clinics) available to students taking a weekend schedule. In short, the schools demonstrated that the weekend course of study was not materially different than other approved part-time courses of study (primarily evening programs) at many approved law schools. Given that showing, there was no basis in the Standards to refuse acquiescence in the offering of the weekend scheduling option.

Some Council members, however, remained concerned about the quality and rigor of a course of study concentrated into a weekend. The Council referred the matter to the Committee for study and a report back on how the Standards might be amended to regulate these new approaches to the delivery of a sound program of legal education.

After study and discussion, the Committee concluded that one could not meaningfully distinguish a well-constructed weekend course of study from a well-constructed evening part-time program. The goal of the Standards ought to be to ensure that a law school operates in such a manner that all students benefit from a sound environment for legal study. That environment includes not only class sessions but also interaction with instructors and fellow students outside of class and the opportunity to participate in the variety of co-curricular and enrichment programs that law schools offer. The Standards' concept of "residency," ultimately, aims to ensure that students are "steeped" in this law school environment. This steeping plays an important role in developing the sense of professionalism and understanding of legal culture that law schools provide to students. These considerations drove the Committee's recommendation to the Council, which the Council has now adopted.

New Standard 301(c) and the new Interpretations assume that one cannot meaningfully distinguish a well-constructed weekend course of study from a well-constructed evening part-time program simply on the basis of when the classes meet. The Standards require a sound program of legal education. If that program can be delivered in the evening or on the

weekend, then the Standards should not forbid such a course of study. The Council agreed with the Committee, however, that the program of legal education that law schools offer goes beyond the classroom itself. That law school experience that leads to a J.D. includes interaction with instructors and fellow students that occurs outside of class and the opportunity to participate in the variety of co-curricular and enrichment programs that law schools offer. Thus, the changes to Standard 301 and the new Interpretations of that Standard direct a school's attention to making certain that all students have opportunities to benefit from this overall program offered by the school regardless of whether they are full-time, evening, weekend, or flexible part-time program students. Rather than prescribing a certain scheduling pattern or prohibiting certain scheduling patterns, these changes establish requirements that those and other similar programs will have to meet. This is not likely to be a burden easily met. Schools must show that students pursuing a weekend scheduling option are taken into account by the law school, integrated into the life of the law school to the extent possible, and provided opportunities to benefit from the school's overall program.

*J.D. credit for work done in an LL.M. program  
(Interpretations 304-3, 304-8)*

The Council adopted new Interpretation 304-8 and amended Interpretation 304-3 to clarify a matter that had been the subject of confusion and differing practices by law schools regarding the awarding of credit toward the J.D. degree for work done by a J.D. student in an LL.M. program prior to that student's being enrolled as a J.D. student.

The changes make clear that, subject to the requirements set out in new Interpretation 304-8, a law school is not prohibited by the Standards and Interpretations from awarding credit for certain work done by a student in an LL.M. program when that student later enrolls in a J.D. program. The Council understands that these changes will primarily affect students with a first degree in law from an institution located outside the United States.

Former Interpretation 304-3 provided that a law school may not award J.D. credit for coursework done prior to a student's matriculation in a J.D. program. The Consultant's Office, relying on this Interpretation, took the position over the years that this precluded a school from giving credit to a J.D. student who had earned credit for work done in an approved law school as an LL.M. student prior to being admitted to and enrolling in a J.D. degree program. The primary focus of former Interpretation 304-3, however, was on pre-admission or condition-

al admission programs. Typically in those programs a student who was denied admission to a law school is offered an opportunity to take a course or set of courses in the summer prior to the start of an academic year to give the law school a fuller record on which to determine the likelihood that the student is capable of completing the J.D. program and be admitted to the bar. Former Interpretation 304-3 precluded a law school from granting credit toward the J.D. degree for work done in these programs. That prohibition remains in place in revised Interpretation 304-3..

The question whether credit toward the J.D. degree may be given for any coursework completed by a student while enrolled in a law school's LL.M. program is a different question and is not squarely within the scope of former Interpretation 304-3. This question typically arises for foreign law graduates who come to the U.S. for further study and enroll in an LL.M. program that is aimed at foreign law graduates or focuses on a specific subject area, such as Intellectual Property Law or Human Rights.

During the discussion of this issue by the Standards Review Committee and the Council, and in the public comment received, there were many reservations expressed about the awarding of credits earned while a student was enrolled in an LL.M. program. They included the possibility that students might be able to earn a J.D. degree without completing the core curriculum that most law schools require. This might happen if a student came into a J.D. program as an upper-level student with two-thirds or so of the credits needed for the J.D. degree (one-third of the credits for foreign law study allowed by Standard 507 and another one-third or so for work done in a specialized LL.M. program) and the law school allows the remaining units to be completed in elective courses. Such a student would receive a J.D. without having taken core courses that ensure a satisfactory foundation in U.S. law. Another concern is that some LL.M. students in J.D. courses may be examined or graded under a set of rules that are different than those that apply to a school's regular J.D. student body.

On the other side of the matter, schools that were giving credit to J.D. students for prior coursework completed in an LL.M. program often required those students to complete the school's required curriculum to earn the J.D. degree. These students would spend their final year at the school taking professional responsibility, completing the school's writing requirement, and making certain that the core curriculum has been covered. Further, it was difficult to justify the denial of academic credit toward the J.D. degree to a student who had com-

pleted the very course during an LL.M. program that he might otherwise be allowed to take as a J.D. student a year or so later. In most LL.M. programs today, the LL.M. course of study consists mostly of taking J.D. classes. In most instances, there are no more than a few LL.M. students in these J.D. classes and the grading regime applied to them is not significantly different than the scheme applied to the J.D. students in the class.

On balance, it made sense to the Council to give schools permission to grant J.D. credit for coursework done in an LL.M. program so long as certain conditions are met that minimize or avoid the legitimate concerns that were raised. New Interpretation 304-8 aims to do that. The credit must be for work done in a regular course in a school's J.D. curriculum, not in a graduate law course. The student must have been graded in a manner comparable to the grading system in place for the J.D. students in that course. Finally, a school allowing this credit must otherwise require that the student complete a course of study that meets the requirements of Standards 302(a) and 302(b) and meets the school's own requirements for the J.D. degree.

The language is permissive, of course, and in no way requires schools to grant such credit. Moreover, the Standards do not give the Council authority to regulate the content of LL.M. programs. This new Interpretation addresses only whether J.D. credit may be granted for coursework completed prior to a student's enrolling in the J.D. program. So viewed, this Interpretation takes no position on the wisdom of a law school allowing students to double count coursework toward two degrees.

## Other Matters

### *Standard 105 and related Rules of Procedure on branch/satellite campuses.*

The Committee developed a set of proposals to amend the Standards, Interpretations and Rules of Procedure to provide appropriate regulation and oversight of programs of legal education that a law school might offer at a location other than the school's principal campus. The present set of rules and regulations does not provide proper guidance on the increasing variety of law school initiatives in this area. The Council approved a set of proposed changes on this subject that were published for comment in December. The Committee finalized its recommendation at its May meeting. The Council discussed the Committee's proposal at its June meeting. While accepting the proposition that the Standards and Rules do not provide proper regulation and oversight of law schools' increasing offer-

ings of all or portions of their programs of legal education at a remote site, the Council was not prepared to adopt the specific proposal before it, and the Committee recommendation was tabled. The Committee will review this matter at its September 2002 meeting and forward any additional comments or suggestions that it may have to the Council. Since the matter had been the subject of a full period of notice and comment, the Council will return to this matter at its December meeting.

Rule 19—change in ownership or control.

The Committee reviewed a conflict within Rule 19 as it relates to the change in ownership or control of a proprietary law school. Rule 19(b)(5) and Rule 19(c)(1) appear to conflict. The former requires acquiescence and the latter requires, in effect, the equivalent of new approval or a change of such ownership or control. The Committee agreed to incorporate this matter into its consideration of branch and satellite campuses, which also involve Rule 19. The proposal that the Committee made to the Council includes recommendations to resolve this conflict.

Standard 102; Interpretation 102-9.

The Committee recommended that an Interpretation be added to Standard 102 to parallel Interpretation 103-1 to make clear that a student who matriculates at a law school that is provisionally approved or becomes provisionally approved while the student is attending the school will be a graduate of an ABA-approved law school even if the school loses its accreditation prior to the student's graduation if the student completes the prescribed course of study and graduates in a normal period of time. This matter will be reviewed by the Committee at its September 2002 meeting and forwarded to the Council in December 2002.

Standards 503 and 509.

The Committee agreed that an overall review of Standard 503 was appropriate. That review will be an important part of the agenda for the Committee in 2002-2003. The review will consider the necessity and appropriateness of the Standards demanding that law schools require applicants to take a test that the law school will use in assessing an applicant's capability to complete the school's educational program and how the Standards should specifically incorporate the Law School Admission Test (LSAT) into any such testing requirement. In addition, the Council at its August 2002 meeting also asked the Committee and the Questionnaire

Committee to consider whether and to what extent the current requirements for reporting and publishing LSAT and undergraduate grade point data should be modified.

Standard 307.

At the direction of the Council, the Committee considered whether "acquiescence" is the best word or phrase to use in Standard 3087 (now Standard 308) to describe the review and action that the Council takes with respect to law schools seeking permission to offer degree programs other than the J.D. degree. The Committee agreed that the word is a somewhat obscure term to use to describe a finding of "no negative impact" on the J.D. program, which is the test that the Standard contains. There is some potential for confusing "acquiescence," which does not include a review of the substance or quality of a program, with "approval," which does denote a serious and substantive review. After some discussion, however, the Committee concluded that "acquiescence" is a useful and acceptable shorthand descriptor of the action taken by the Council with respect to programs other than a J.D. program and took no action to recommend a change to the Standards on this matter.

Professionalism; pro bono; program review requirements.

The Committee discussed several proposals for amendments to the Standards by a former law teacher and former member of the Council and Accreditation Committee. They were that the Standards (a) require instruction in "professionalism," (b) require law schools to encourage and provide pro bono activities for students, (c) require law schools to extend pro bono requirements to faculty members, and (d) require law schools to do program evaluations "using recognized social science procedures." The Committee concluded that it would make no recommendation to the Council on any of these specific matters.

Grade appeals.

The Committee discussed a proposal from a law student that the Standards be amended to require law schools to have a grade appeal process. The Committee had considered this matter within the past few years and had concluded that it would not recommend any changes in the Standards to require law schools to adopt grade appeal procedures. The Committee concluded that it would make no recommendation on the matter this year. ♣

---

## FACULTY AS PUBLIC INTELLECTUALS

*Continued from page 1*

and public-spiritedness.”<sup>3</sup>

Even outside the academy, the outgoing president of the ABA, Robert E. Hirshon, has written that, “Higher education is one of the most important responsibilities our society has to its own health and survival . . . Like all academic institutions, law schools serve our collective societal interests as well as the individual interests of the student.”<sup>4</sup> He correctly observed that law schools have high obligations to their students, to the profession, and to society. These obligations, he notes, are not just “moral imperatives, but a necessary building block for the sustained success of our nation.”<sup>5</sup> These ideals should not be merely aspirational. We do have a moral and professional obligation to share our talents and insights to advance the common good throughout society.

The horrific events of September 11th, 2001, evoke many emotions and meanings. Clearly, that event and its aftermath, both domestically and internationally, have transformed us. It suggests, once again, the important role played by lawyers in perpetrating civilization’s finest achievements; it reminds us that the key to peace is through the Rule of Law. History’s important lessons are gained from the study of law and its power to transform our world for the good of humanity. Law is how a civilized society organizes and orders itself. Without these fundamental principles, no civilized society can flourish. Lawyers at their best are the advocates for and the guardians of the Rule of Law as we protect and preserve individual rights and liberties, and property rights, and as we promote due process, fairness, justice, and freedom. Our system of constitutional democracy only works through the efforts of well-educated lawyers. Few things are more vital to our common destiny, I believe, than perpetuating the Rule of Law at the highest level of intellectual discourse and through first-rate legal education. How, then, might we make these lofty goals and ideals more operational?

We hear too infrequently how law faculty and lawyers promote the collective societal interest. From a teaching standpoint, I would urge us in the legal academy to consider the important roles that we play for our students as role models and mentors. Our students catch each inflection and each gesture in the classroom. Are we stewards of high ethics and character in and outside the classroom? In our research and scholarship, is there a public scholarship component that permits our work to be operational in the sense of advancing solutions for

crucial social issues in our country and our communities? Is there an opportunity to connect our scholarship more closely with civic engagement in what John Dewey called the “Engaged Inquiry”?<sup>6</sup> Does our research take us from the theoretical to the problem-solving arena? Do we fulfill our civic responsibilities in our own communities by attempting to advance the public good through a collective dialogue? In short, are we in our teaching, scholarship, and public involvement role models for a civic mindedness that advances the public good?<sup>7</sup> Or are we isolated in our academic halls?

One role that most law faculty are not well known for is that of the public intellectual. In national, regional, and local communities, we need to utilize our legal talents and academic acumen to speak and write on important public issues—beyond our traditional scholarship. We should not be reticent to engage in a robust, respectful discourse on the important issues in our society and communities. Although it is clear that much of our more theoretical research has an impact within our specialties, we need more broadly to share our considered opinions and judgments with the public in a way that enlighten the public’s confidence and support of our institutions and the public issues confronting society today. Our teaching, our research, and our public comments should have an impact on society and society’s values. As lawyers and teachers, our civic responsibility should be broader than the traditional academic role. We should be stewards of civic engagement. We should think more broadly about the role of the university in the democratic society and the opportunities that we have to engage the public inquiry.<sup>8</sup> Care must be taken, of course, to protect our objectivity<sup>9</sup> as scholars from that of a pure advocate or political partisan as we increase our role as public intellectuals involved in the civic dialogue. We should be ever vigilant about creating a conflict of objectivity.

Our civic engagement, both in our institutions and in our scholarly pursuits, should continue to embrace, as current trends have suggested, a more global, diverse interdisciplinary curriculum as we educate and train students for a global economy and profession. Our new sense of civic engagement should inspire us to connect our research and teaching more directly with the political and intellectual currents throughout the world. I am confident that if we teach, write, and think more broadly about our civic responsibilities we will have much to offer. The traditional view of the isolated academic is not

wholly satisfactory. By taking our research, in part, in a more problem-solving direction,<sup>10</sup> we can have a greater impact on society, its values, and on the education and the training of our students.

I have attempted here to sketch a more ambitious obligation for law faculties—one that envisions lawyers and law faculty as more civically engaged. Chief Justice Jerry VandeWalle, the outgoing Chairperson of the Council and Section and the Chairpersons who preceded him, are perfect examples of the model I have advanced. As Chief Justice of North Dakota, Chief Justice of the Council of Chief Justices, and as Chairperson of this Section, Jerry has been a role model of civic engagement for all of us. In addition to his national reputation as an outstanding and thoughtful jurist, while Chairperson of the Council, Jerry has shown great leadership in directing progress on many fronts, including the review of our Standards on: 1) distance education; 2) weekend programs; 3) branch and satellite campuses, 4) the accreditation process,

and 5) multi-jurisdictional practice. He has assisted in setting a very important course for the strategic objectives of this Section. We all owe this distinguished individual (and his predecessors) a huge debt of gratitude for his (their) sustained, dedicated service to legal education. Jerry is a wonderful role model for all of us as we consider public-spiritedness and professional wisdom as an essential aspect of our profession and the legal academy. 🏠

#### Endnotes

1. *E. g.*, Civic Engagement Task Force Report, The Engaged University: Renewing the Land-Grant Mission, page 3, University of Minnesota (May 15, 2002)
2. ANTHONY KROMAN, *THE LOST LAWYER*, 368 (1993).
3. *Id.* at 154
4. Robert E. Hirshon, "Excellence and Diversity" *ABA Journal*, June (2002): 12
5. *Id.*
6. *Supra*, note one, at 5.
7. *Supra*, note two, at 109.
8. *Supra*, note one, at 5.
9. *Id.*
10. *Id.*

#### KUTAK AWARD

*Continued from page 13*

accepted component of American legal education, Professor Amsterdam was leading the way in developing methods of delivering sound clinical and skills education. When he came to NYU, he developed the school's highly regarded Lawyering Skills Program. He was also a member of the ABA Section of Legal Education and Admissions to the Bar's Task Force on Law Schools and the Profession, which produced the very influential "MacCrate Report."

Amsterdam has published many books, teaching materials and articles in leading law reviews, including "Clinical Legal Education—a 21st Century Perspective" in the *Journal of Legal Education*.

Among Professor Amsterdam's many professional activities, he is currently General Counsel for the New York Civil Liberties Union and a member of the National Death Penalty Defense Network.

Amsterdam has received two honorary Doctor of Laws degrees and received many awards for his service to the legal education and professional community, including the AALS Section of Clinical Legal Education's Annual Award for Outstanding Contributions to the Furtherance of Clinical Legal Education, and the Society of Law Teachers' Distinguished Teacher Award. 🏠

## 2002 ABA-Approved Law Schools Questionnaire Deadlines

**Annual Questionnaire (all six parts):** October 15, 2002

**Foreign Summer Program Questionnaire:**

**Annual:** December 1, 2002

**New Program:** October 1, 2002

**Site Visit:** October 15, 2002

For more information, contact David Rosenlieb, Data Specialist,  
at [rosenlid@staff.abanet.org](mailto:rosenlid@staff.abanet.org) or (312) 988-6739.

---

## COUNCIL

*Continued from page 12*

He serves as general counsel of AAUP. He has been active in local and national service organizations.

*Re-Election to One-Year Term:* **Honorable Solomon Oliver, Jr., Council Member**, serves on the United States District Court for the Northern District of Ohio. He received his B.A. degree from the College of Wooster and his J.D. from New York University School of Law. Judge Oliver served as a law clerk for the late Judge William H. Hastie of the U.S. Third Circuit Court of Appeals. Prior to his appointment to the court, Judge Oliver was a Professor of Law and Associate Dean at Cleveland-Marshall College of Law of Cleveland State University. He has also served as Chief of the Civil Division and Chief of Appellate Litigation in the U.S. Attorney's Office for the Northern District of Ohio. Judge Oliver is a member of the Standards Review Committee and a member of the ABA Litigation Section's Task Force on the Jury System. He has served as a Trustee at the College of Wooster.

*Election to New Three-Year Term:* **Professor Dan J. Freehling, Council Member**, is professor, law library director, and associate dean for information services at Boston University School of Law. He holds a J.D. and M.L.S. from the University of Alabama. He is a former assistant librarian at Alabama, a former associate librarian at the University of Maryland and Cornell, and a former librarian and associate professor at the University of Maine. He is a former Chair of the AALL Academic Law Libraries Special Interest Section and former Chair of the AALS Section on Law Libraries. Professor Freehling served on the Section's Accreditation Committee from 1995-2001 and currently serves on the Foreign Programs Task Force Committee.

*Election to New Two-Year Term:* **William R. Rakes, Esq., Council Member**, is a partner in the Roanoke, Virginia, law firm of Genrty Locke Rakes & Moore, LLP. His practice focuses on commercial litigation, banking and general corporate law. He holds both his B.A. (1960) and LL.B. (1963) from the University of Virginia. Mr. Rakes is a former president of the Virginia State Bar and the Roanoke Bar Association. During his tenure as president of the Virginia State Bar, he served as convener of two Virginia conclaves on legal education. He was a member of the Board of Governors of the American Bar Association from 1998-2001, during which period he served as Board of Governors liaison to the Section of Legal Education and Admissions to the Bar. Mr. Rakes served as an elected member of the Council of the Section of Legal Education and

Admissions to the Bar from 1995 until 1998.

*Election to New One-Year Term:* **Honorable Sidney S. Eagles, Jr., Council Member**, serves as Chief Judge of the North Carolina Court of Appeals. He received his J.D. from Wake Forest School of Law. Prior to his appointment to the court, he served in North Carolina as Deputy Attorney General, Counsel to the House Speaker, and engaged in private practice with the firm Eagles, Hafer & Hall and as a solo practitioner. Judge Eagles was the former North Carolina Bar Association president, Chair of the North Carolina Judicial Standards Commission, and the 1993-1994 Chair of the ABA Appellate Judges Conference. He has served as a member of the ABA House of Delegates since 1992 and has served on the Section's Standards Review Committee since 1999.

### Law Student Division Member

*Election to One-Year Term:* **Irving Freeman, Law Student Division Representative to Council**, is enrolled at Duquesne University School of Law while continuing his work as Director of Medical Education and Research at Mercy Hospital of Pittsburgh. His work at Mercy Hospital includes coordinating the internal evaluation process and overseeing accreditation activities for all medical education programs. Freeman received an A.B. degree in political science from the University of Michigan, an M.A. in educational leadership from Eastern Michigan University, and a Ph.D. in higher education from the University of North Texas. His dissertation concerned accreditation and the then-new "institutional effectiveness" criterion of the Southern Association for Colleges and Schools. His minor area of study was educational research/statistics relevant to high stakes testing such as bar examinations.

### Delegate to ABA House of Delegates

*Election to Three-Year, Non-Voting, Term:* **Jose R. Garcia-Pedrosa, Esq., Section Delegate**, is a former Chairperson of the Section and a former member of the Section's Accreditation Committee. Mr. Garcia-Pedrosa is a former partner in the Miami, Florida, firm of Tew and Garcia-Pedrosa, and currently serves as Chief Operating Officer of the National Parkinson Foundation. Mr. Garcia-Pedrosa served as a member of the ABA Commission on Professionalism and was a founding member of the Cuban-American Bar Association. He is a former Miami City attorney and City Manager of Miami Beach, Florida. Mr. Garcia-Pedrosa holds a B.A. from Harvard College and an LL.B. from Harvard Law School. He received an honorary LL.D. from Stetson University. 🏠

# UPCOMING CONFERENCES

## **Law School Site Evaluators Workshop** February 22, 2003 • Chicago, Illinois

The next workshop for new site evaluators and representatives of law schools will be held on February 22, 2003, in Chicago. Following the well-received format used last year, new site evaluators and school representatives will both attend a unified workshop. Topics include a review of the law school accreditation process; the role and objectives of a site visit; the site evaluation questionnaire, self-study, and preparing for the site visit; the visit itself; and the site visit report. Contact Melissa Wilhelm at [wilhelmm@staff.abanet.org](mailto:wilhelmm@staff.abanet.org) for more information.

## **Law School Facilities Conference: Bricks, Bytes, and Continuous Renovation** March 19-21, 2003

Suffolk University, Boston, Massachusetts  
Save the date for the next *Bricks & Bytes* conference. A collaboration of the newest technology in legal education with current state-of-the-art thinking in design and construction of law school buildings. Visit the *Bricks & Bytes* Web site for conference information plus a database of current or recently completed law school building projects and a list of industry resources. Go to [www.abanet.org/legaled](http://www.abanet.org/legaled) and click on the *Bricks & Bytes* logo today!

## **Law School Development Conference: Jackson Hole VII** May 27-30, 2003

Jackson Lake Lodge, Jackson, Wyoming  
Save the date for the Section's seventh conference on law school development. This event, designed specifically for law school deans and senior law school development and alumni relations officers, will take place on May 27-30 at the beautiful Jackson Lake Lodge located in Grand Teton National Park in Wyoming. Additional information will be forthcoming at the Section's Web site: [www.abanet.org/legaled](http://www.abanet.org/legaled).

## **Joint AALS and ABA Workshop Taking Stock: Women of All Colors in Law School**

June 16-17, 2003 • New York, New York

In recent decades, women of all colors have made remarkable strides in gaining access to legal education. At many law schools, women now make up approximately half of the entering class, and women are present in more than token numbers on the faculty. These demographic changes often are hailed as a harbinger of transformation in the law, but research suggests that many challenges remain in addressing the role of gender in legal education. This conference will draw on new research regarding women's experience in the law school classroom, their impact on the curriculum and legal scholarship, and their representation in popular culture. The discussions will explore whether women are being assimilated into traditional models of teaching and scholarship, forging new models, or finding their concerns marginalized even as their numbers increase. Workshop topics include Getting in the Door: Assimilation, Marginalization, Transformation or Cooptation?; Teaching and Learning: The Difference that Gender Makes (or Does It?); Can the Law School Curriculum be Disengendered?; Emerging Voices: Sharing Our Scholarly Vision; At the Movies: Popular Representations of Women in Law and Legal Education; Reconceptualizing Law: At the Margins, at the Center, or Somewhere else?

### **Emerging Voices: Scholarly Paper Submissions**

In addition to encouraging individuals to apply as potential panelists, the planning committee has set aside another segment of the program, *Emerging Voices*, to enable registrants to present papers and receive commentary from other interested participants. Papers are welcomed relating specifically to the topics of women, legal education, and the law or more generally to any other topic found within law school curricula, including but not limited to such areas as administrative law, constitutional law, corporate law, criminal law, education law, employment law, family law, tax law, and tort law. If you are planning to attend and would like to submit a paper for presentation and discussion, please send a copy of your paper to AALS via e-mail to [ggirguis@aals.org](mailto:ggirguis@aals.org) by February 1, 2003. Papers must be less than 40 pages (double spaced) and must include an abstract or summary of no more than one page. All papers and their abstracts must be submitted by email, which is the format in which advance circulation of the papers will be used as well.

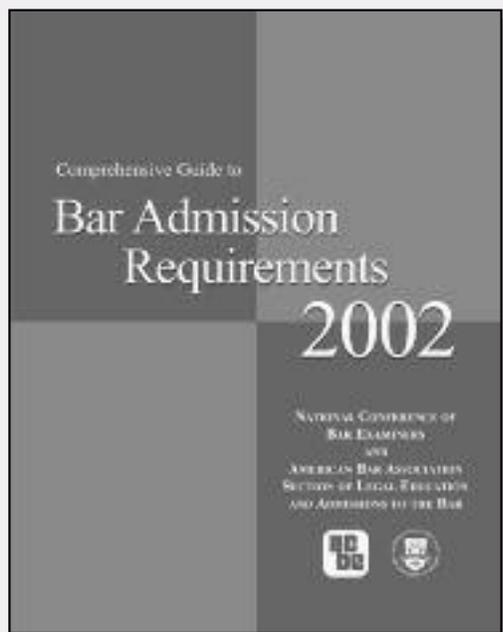
## Associate Deans Conference Wrap-up

Nearly eighty new and experienced associate deans, representing over sixty law schools, attended a two-day conference at Graylyn International Conference Center at Wake Forest University located in Winston-Salem, North Carolina, on June 13-15, 2002. The conference which received high marks, was chaired by Dean Leigh Taylor, Southwestern University School of Law, and co-chaired by Associate Dean Camille Andrews, Rutgers School of Law-Camden. The conference committee planned sessions that included technology and Web issues, as well as teaching and curriculum issues. Newcomers learned from experienced associate deans how to balance the wide-ranging and complex demands of the position. Participants also attended a joint session with new deans on strategic planning led by Dean David VanZandt, Northwestern Law School.

The session on campus violence led by Professor Hannah Arterian, Arizona State College of Law,

included a particularly moving presentation by Dean of Students Wendy Davis at Appalachian School of Law—the scene of a recent shooting tragedy.

Information on recruiting, hiring and retention of adjunct faculty was the subject of another panel. Materials developed for that session by Associate Dean Darby Dickerson, Stetson College of Law, Vice Dean Keith Harrison, Franklin Pierce Law Center, and Associate Dean Gail Richmond, Nova Southeastern Law Center, were considered “invaluable.” The Section’s new Adjunct Faculty Committee chaired by Associate Dean Gail Richmond will follow up on issues raised in this session by developing a list of issues to include in an adjunct faculty manual. This year’s Law School Administration Committee co-chaired by Dean Steve Bahls, Capital University School of Law, and Associate Dean Jack Pratt, Notre Dame Law School, will begin preliminary planning for the next Associate Deans Conference scheduled for 2004. 🏠



### Comprehensive Guide to Bar Admission Requirements 2002 Edition

*The Comprehensive Guide to Bar Admission Requirements* is published each year by the National Conference of Bar Examiners and the ABA's Section of Legal Education and Admissions to the Bar. It sets out the rules and practices of all U.S. jurisdictions for admission to the bar by examination and on motion: legal education, character and fitness, bar examinations, special licenses, etc. Supplemental information follows each chart. \$12.50.

View contents online at:

<http://www.abanet.org/legaled/baradmissions/bar.html>

***Order your copy today!***

**Call the ABA Service Center at (800) 285-2221  
or visit the Section's Web site at [www.abanet.org/legaled](http://www.abanet.org/legaled)  
Request ABA product code: #5290087(02ED)**

# Calendar

## SEPTEMBER 2002

**28-29** ABA Standards Review Committee Meeting Kansas City, KS

## OCTOBER 2002

**4-5** ABA Accreditation Committee Retreat Boston, MA

**31- NOV 2** ABA Accreditation Committee Meeting Dallas, TX

## NOVEMBER 2002

**16-17** ABA Standards Review Committee Meeting Chicago, IL

## DECEMBER 2002

**6-7** ABA Council Meeting Phoenix, AZ

## JANUARY 2003

**2** ABA Standards Review Committee Public Hearing Washington, DC

**4** ABA Standards Review Committee Meeting Washington, DC

**23-25** ABA Accreditation Committee Meeting Amelia Island, FL

## FEBRUARY 2003

**5-11** ABA Mid-year Meeting Seattle, WA

**6** ABA Standards Review Committee Public Hearing Seattle, WA

**6-8** ABA Deans' Workshop Seattle, WA

**8-9** ABA Council Meeting Seattle, WA

**22** ABA Winter Site Evaluators Workshop for  
New Site Evaluators and School Representatives Chicago, IL

## MARCH 2003

**19-21** ABA Facilities Conference:  
Bricks, Bytes, and Continuous Renovation Boston, MA

# SYLLABUS

Section of Legal Education and Admissions to the Bar  
American Bar Association  
750 North Lake Shore Drive  
Chicago, IL 60611



Nonprofit Org.  
U.S. Postage  
PAID  
American Bar  
Association