
TO CLASS RANKING DISTINCTIONS AND LAW REVIEW ADMISSION AT AMERICA'S TOP-50 LAW SCHOOLS
TO CLASS RANKING DISTINCTIONS AND LAW REVIEW
ADMISSION AT AMERICA’S TOP-50 LAW SCHOOLS
The goal of this book is to give law firms a “law school bible” in which they can find complete information on individual law schools. To this end, we have gathered as much information as we can from as many sources as possible and organized it so that it is easily found for the Top-50 law schools as identified by the 2006 *U.S. News & World Report* Law School rankings. The goal is to de-mystify the grading and ranking systems for the nation’s Top-50 law schools and provide the reader with an objective and greater understanding of what it means to be a member of the particular journals and law reviews at these schools.

We will address a law school’s geographic location, faculty strength and accessibility, class size, library and study and research facilities, academic honors and awards offered, moot court and clinical programs, student organizations and extra-curricular activities, entering class acceptance percentages and GPA and LSAT scores, OCIP program, post-law school employment statistics, plus an overall sense of the atmosphere existing at each school.

**OUR SOURCES**

As noted, we started with 2004 law-school rankings provided by the *U.S. News & World Report*. Of all the various guides available on law schools, we concentrated on the Princeton Review’s 2004 Complete Book of Law Schools, The ABA-LSAC Official Guide to ABA-Approved Law Schools and the NALP Directory. Just to be sure, we also checked each of the 50 top law schools’ websites and contacted Admissions Offices and Offices of Career Services. Each law school discussed in this book was given our completed version of information about that school and invited to provide corrections or verification of the data, in order to present the most current and accurate information available to date. Finally, we did our own informal and admittedly random sampling of recent graduates of the top-50 schools, and we used some of these quotes to provide a personal flavor to what otherwise might have been a mere recitation of facts. Upon occasion, there were complaints as to tone, and we made changes when we felt they would not compromise the objectivity we sought.

**ONE NOTE**

We have done our best to provide you with consistent information for each of the top-50 law schools listed. There were instances when law schools were reluctant to provide the information we requested. In addition, information between guides occasionally conflicted. We have done our best to eliminate such discrepancies, but if any should come to your attention, please let us know.

---

1. Abbie Willard, Ph.D., a Georgetown University Law Center assistant dean for Career Services, in her article Law School Rankings: Through the Education and Employment Looking Glass, Page 4, found in its entirety on https://www.nalp.org/schools/rank1.htm, writes that “U.S. News’ two types of information collection—opinion polls and statistical reporting—are unsatisfactory for different reasons: individual perceptions (of judges and lawyers) are flawed on the one hand, and statistics cannot convey subjective quality on the other. Even the variety of data requested has been challenged because deans and hiring partners disagree among themselves and with one another as to any meaningful and measurable definitions of quality.” But Dr. Willard does not completely dismiss these annual rankings. She adds on the same page that “Although this ranking system has been criticized as not providing a balanced view of what individual law schools have to offer and as being to reliant on subjectively reported data, it has also been praised for modifying its research techniques, more precisely defining its terms, and adapting its analysis and report in response to the needs of the profession.” What Dr. Willard is saying in sum is that although the U.S. News & World Report law school rankings are flawed, they represent, at the present moment, the best relatively unbiased source we have.
168  Washington University in St. Louis
173  University of Illinois–Urbana-Champaign
177  Boston College
182  College of William and Mary
188  Fordham University
194  University of North Carolina-Chapel Hill
199  University of Washington
203  Emory University
207  University of California-Davis
213  University of Wisconsin-Madison
218  BYU, J. Reuben Clark Law School
222  Indiana University–Bloomington
227  University of Georgia
231  Wake Forest University
236  Ohio State University, Moritz College of Law
240  University of California-Hastings
246  George Mason University
251  Tulane University
257  University of Alabama
261  University of Arizona
265  University of Florida, Levin College of Law
270  University of Maryland
274  American University (Washington College of Law)
277  University of Colorado-Boulder
282  Case Western Reserve University
287  University of Connecticut
292  University of Utah, S.J. Quinney College of Law
Decoding Law School Ranking Systems: How to Separate the Best from the Rest

THE TRANSCRIPT: WHAT IT SAYS AND DOESN'T SAY

Increasingly large numbers of hiring partners are guilty of making hiring decisions based on faulty assumptions that may no longer be true or relevant regarding law schools. This guide diminishes reliance on outdated assumptions and apprises law firms of the most up-to-date information on how law school transcripts translate in terms of law student achievement.

For starters, you have probably noticed that law schools often refuse to rank their students: They give all sorts of reasons for this behavior—from asserting that such fine distinctions are meaningless to advancing that their students are selected from the cream of the undergraduate crop, thus leading to a quality candidate no matter what his/her achievement in law school. Indeed, some law schools do not use numerical or letter grading systems, opting instead for a mix of Credit/No Credit and Honors, Pass, Low Pass designations for classes but where the tiers bear no relation to an A, B, or C. This brings us to a dilemma. How does one determine just how well an attorney candidate did vis-à-vis his/her law-school peers at different schools? Here’s an oft-experienced hypothetical.

You receive a resume from John Doe. He attended Law School X, which the *U.S. News & World Report* designates as one of America’s top ten. You notice that this candidate has a B average. You assume that someone with a B average from a top-ten law school will have placed in approximately the top third of his/her class. What you might not know is that at this top-ten law school, a B is the average grade.

The law school in question, like most others, is merely trying to present its graduates as attractively as possible. Constructing the grading system so that all of them can be B students is but one way this can be accomplished.

Your job as a recruiter for your firm or business is to get the best attorney you can. This usually means selecting someone who has excelled over others, finishing in at least the top half of his/her class. With the tools this book provides, you will be able to do this. You’ll have at your disposal the key markers that tell you how well a student has performed relative to his/her peers at any law school.
One way to decipher comparative achievement is to look at honors distinctions an attorney may have earned; namely—summa cum laude, magna cum laude, or cum laude, or with Honors. We'll tell you what these designations really mean, because they differ from law school to law school. You might also check to see if your candidate was a member of any honors societies, such as Order of the Coif or Law Review. But a caution is in order here. Again, qualifications for law review differ depending on the law school. You must search in this book for the law school in question and check to see what such an honor designates.

LAW FIRM HIRING CRITERIA

Firms seek the best intellectual capital they can buy. This intellectual capital tends, according to popular wisdom, to be concentrated at a handful of law schools—no more than fifteen and perhaps as few as ten. Such schools hold leading positions because they are known to be the toughest to enter, meaning the average grades and LSAT scores of their entering classes are higher than those of competing schools.

HAIRSPILLTING

Within these law schools, Harvard and Yale are widely held in highest esteem, with, say, Stanford, the University of Chicago, and Columbia also highly regarded, but a step behind. Thus, even though the differences between Stanford’s 3.73-3.95 median grade point average and Yale’s 3.80-3.97 may seem like monumental hair splitting, such distinctions become meaningful in the world of competitive national and international law firms, which like to boast that their high hourly fees are justified because only they can afford to harness the best legal talent available to serve a corporation or individual’s needs.

Selection processes in all cultures come down to perception, demonstrated performance, and personal preference. Pre-teens in gym class choose teams based on observed or perceived ability and to a minor degree on gut feeling. Selection processes organized by adults do not vary all that much from the pre-teen model; although in economic entities such as law firms, perceived reputation of a candidate’s law school and demonstrated performance in that law school by the candidate, usually trump consideration of a candidate’s personal qualities, except in rare instances, such as when the candidate lacks even a modicum of social skills.

Most law firms chose attorneys by entering a bidding war. Big international firms routinely pay the highest salaries, so for the most part, they buy the “best” talent. Everyone else chooses from what is left. This is not to deny that this process bypasses much talent. And it should also not be implied that all attorneys rated highest by law firms decide to work there. Attorneys can and do choose work for the government, in small boutique operations, and in public interest law. They also opt for lines of work other than the law. However, it is still an operable assumption that the best college students end up at the best law schools and will be hired by the most prestigious, highest paying firms, which are working on the highest-profile local, national, and international issues.

No selection process is perfect. Later in this article, we shall introduce new research that raises questions as to how law firms currently make their hiring decisions; but first, we will describe the system currently employed to measure and select the best attorneys.

IDENTIFYING TALENT

So how do law schools identify the “best” talent? And once this talent is trained, how do law firms identify it? There are three parts to this answer: college and law school grades, the Law School Aptitude Test (LSAT) score, and for law firms, the “quality” of the law school attended. Attorneys presumed to have the most talent are those who, in comparison with their peers, have accumu-
lated the highest grades when measured by as many as 60 or 70 different “evaluation events.”

These events begin during a student’s freshman year. They continue through four years of college, followed by three years of law school. Results of these “evaluation events” are then averaged out. The resulting number is used to place the student on a scale that starts with perfection (typically, all A’s, based on a 4.0 GPA) and proceeds downward. Students with the best college grades and LSAT scores become eligible for entrance into the best law schools. A student’s GPA in law school determines class ranking (top 10%, 30%, etc.). A high class ranking makes the lawyer eligible for consideration by the highest-paying, most prestigious national and international law firms.

In addition to the GPA, this same attorney talent pool is also measured by a single LSAT score. This one-time “evaluation event” is combined with the cumulative GPA to provide a numerical picture of a newly minted attorney and how he/she compares with others ranked by the exact same criteria.

**IT’S ALL ABOUT THE LAW SCHOOL**

Higher grades and LSAT scores predictably result in admission to a higher ranked law school. As we shall see, the law school an attorney attends may well be the most important factor in talent selection. For example, if a law school boasts of a student population with an average score on the LSAT in the top 2% of that year’s test-taking population, plus a cumulative college grade point average exceeding 3.60, then as a whole, this law school’s students will arguably be more talented than students from a different law school where LSAT scores fall in the top 20-30% range and cumulative college grade point averages are in the area of 3.2. Using this logic, a graduate in the top half of the class at a highly competitive law school will, in the mind of a law firm recruiter, be considered more talented than a graduate in the top fifth of the class at a less competitive law school. This comparison is, of course, somewhat of an oversimplification, and we shall examine the problem with such an assumption in such logic in a moment.

To select a first-year class, law schools use two primary criteria—college grades and LSAT scores. College grades measure ability to excel at intellectual activity over an extended period. In contrast, the LSAT reputedly measures legal aptitude at a given point in time. Some law schools factor in the relative “quality” of the undergraduate university and/or evidence of grade inflation when computing grades. Whereas grades require some subjective evaluation, an LSAT score does not: it stands immutable and is not subject to interpretation and manipulation. Unlike grades, what makes the LSAT such a powerful influence is that once a law school or law firm knows a candidate attorney’s LSAT score, it knows with some certainty how this candidate’s raw “legal aptitude” ranks in comparison with others, regardless of the quality of the student’s undergraduate institution or the relative rigor of the courses taken.

But it is not enough to have a high GPA and a high LSAT score. It is arguably more important to parlay these high scores into admittance to a top law school. Because the highest-paying and most prestigious law firms only interview at the relatively few law schools that contain students with both superior LSAT scores and GPAs.

*Thus, if a student has superior scores, but for one reason or another does not attend a top law school, he/she risks being overlooked.*

The problem that law schools such as Columbia have is choosing from among so many good students. Columbia could probably choose a law school class filled with 4.0-GPA students with LSATs of 166 or higher. Thus, the selection process requires examination of other factors. These include a student’s outside intellectual interests, such as a doctorate in nuclear physics, and non-intellectual interests, such as presidency of one’s senior class, stature as a college athlete, or some other means of distinguishing one’s candidacy from the typical academically gifted applicant.

IDENTIFYING THE BEST LAW SCHOOLS

Identifying the best law schools is possible by isolating a number of objective and subjective factors. These factors can include the average GPA of a law school’s entering class, the average LSAT of this class, the acceptance rate of the class (what percentage of all applicants actually attended), and library size. Admittedly, these are random choices. They are used because they can be numerically described, although as we shall see, using such statistics does not completely rule out subjective judgment—historical reputation and prestige—which goes hand in hand with a profession that retains an air of aristocracy about its long-standing educational institutions.

Let’s concentrate for a moment only on the LSAT score. In the 2006 *U.S. News & World Report ranking of law schools*, the game has changed a little. No longer is median LSAT a criterion for ranking; rather, the range of LSAT score from the 25th to the 75th percentile is reported and used for the ranking. When one searches the list using the U.S. News website and enters the filtering criteria as 165 LSAT, a list of 35 schools is generated.

<table>
<thead>
<tr>
<th>RANK</th>
<th>SCHOOL</th>
<th>LSAT 25TH – 75TH PERCENTILE: E FULL-TIME STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Boston College</td>
<td>162-166</td>
</tr>
<tr>
<td>20</td>
<td>Boston University</td>
<td>162-165</td>
</tr>
<tr>
<td>35</td>
<td>Brigham Young</td>
<td>160-166</td>
</tr>
<tr>
<td></td>
<td>University (J. Reuben Clark)</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Cardozo-Yeshiva University</td>
<td>161-166</td>
</tr>
<tr>
<td>27</td>
<td>College of William and Mary</td>
<td>160-165</td>
</tr>
<tr>
<td></td>
<td>(Marshall-Wythe)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Columbia University</td>
<td>167-173</td>
</tr>
<tr>
<td>28</td>
<td>Cornell University</td>
<td>164-168</td>
</tr>
<tr>
<td>11</td>
<td>Duke University</td>
<td>162-169</td>
</tr>
<tr>
<td>32</td>
<td>Emory University</td>
<td>161-165</td>
</tr>
<tr>
<td>27</td>
<td>Fordham University</td>
<td>163-167</td>
</tr>
<tr>
<td>41</td>
<td>George Mason University</td>
<td>159-166</td>
</tr>
<tr>
<td>20</td>
<td>George Washington University</td>
<td>162-166</td>
</tr>
<tr>
<td>14</td>
<td>Georgetown University</td>
<td>166-170</td>
</tr>
<tr>
<td>2</td>
<td>Harvard University</td>
<td>169-175</td>
</tr>
<tr>
<td>5</td>
<td>New York University</td>
<td>167-172</td>
</tr>
<tr>
<td>10</td>
<td>Northwestern University</td>
<td>166-170</td>
</tr>
<tr>
<td>Rank</td>
<td>University</td>
<td>LSAT Range</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>3</td>
<td>Stanford University</td>
<td>166-172</td>
</tr>
<tr>
<td>39</td>
<td>University of California (Hastings)</td>
<td>160-165</td>
</tr>
<tr>
<td>11</td>
<td>University of California--Berkeley</td>
<td>161-168</td>
</tr>
<tr>
<td>15</td>
<td>University of California--Los Angeles</td>
<td>163-168</td>
</tr>
<tr>
<td>6</td>
<td>University of Chicago</td>
<td>167-171</td>
</tr>
<tr>
<td>26</td>
<td>University of Illinois--Urbana-Champaign</td>
<td>160-165</td>
</tr>
<tr>
<td>8</td>
<td>University of Michigan--Ann Arbor</td>
<td>164-169</td>
</tr>
<tr>
<td>19</td>
<td>University of Minnesota--Twin Cities</td>
<td>160-166</td>
</tr>
<tr>
<td>24</td>
<td>University of Notre Dame</td>
<td>162-167</td>
</tr>
<tr>
<td>7</td>
<td>University of Pennsylvania</td>
<td>166-171</td>
</tr>
<tr>
<td>18</td>
<td>University of Southern California (Gould)</td>
<td>163-167</td>
</tr>
<tr>
<td>15</td>
<td>University of Texas-Austin</td>
<td>162-167</td>
</tr>
<tr>
<td>8</td>
<td>University of Virginia</td>
<td>166-171</td>
</tr>
<tr>
<td>27</td>
<td>University of Washington</td>
<td>159-166</td>
</tr>
<tr>
<td>17</td>
<td>Vanderbilt University</td>
<td>164-166</td>
</tr>
<tr>
<td>36</td>
<td>Wake Forest University</td>
<td>160-165</td>
</tr>
<tr>
<td>22</td>
<td>Washington and Lee University</td>
<td>162-167</td>
</tr>
<tr>
<td>24</td>
<td>Washington University in St. Louis</td>
<td>162-167</td>
</tr>
<tr>
<td>1</td>
<td>Yale University</td>
<td>168-175</td>
</tr>
</tbody>
</table>

Note that the 165 filter does not reflect a median above 165 but rather, according to the web site, “the search will return schools with LSAT scores that fall in your specified range for the 2004 entering class.” As such, regarding the Top-50 schools, University of California-Hastings, ranked 38, makes the 165 LSAT cut, but one must go to Cardozo-Yeshiva University, ranked 58, to find the last school within the 165 LSAT cutoff.

Any law firm partner glancing at this list will bring to it his/her own informal ranking system, and certain old standbys always appear on such lists: schools such as Harvard, Yale, the University of Chicago, Stanford, Columbia, Michigan, and Virginia. These seven law schools may move one or two places up or down, but they are always ranked in the top ten. Other schools, such as NYU, Duke, Georgetown, Northwestern, and Pennsylvania are, for whatever reason, seldom accorded the same respect. This may be the point of the U.S. News & World Report rankings—to show skeptics that when certain objective criteria are applied—such as LSAT scores, college cumulative GPA, and other criteria—other schools deserve a fresh look.

Now, if one examines the 25th percentile and uses a 165 LSAT cutoff, one finds that the following schools are listed: Columbia, Georgetown, Harvard, New York University, Northwestern, Stanford,
University of Chicago, University of Pennsylvania, University of Virginia, and Yale. Accordingly, if one accepts the LSAT as a strong predictor of performance as an attorney, one might wish to look only at those 10 schools, as 75% of their class is above the 165 mark and arguably an opaque grading system would be less of an issue.

Nonetheless, you might argue there is little difference between a 160 and a 165 on the LSAT. The difference could easily be an emotionally good or bad day for the test taker. Yet, such small differences in score become significant when applying to law schools, which know that if they start admitting too many people with just slightly lower test scores than previously, they jeopardize their position in the upcoming year’s *U.S. News & World Report* ranking. Indeed, as one scholar has noted a school wishing to move up in the rankings could try and focus on changing their LSAT admission profile so that their 25th percentile was quite high and forgo trying to build a diverse class that includes students with unique experiences and backgrounds, but who may have slightly lower LSAT scores.4

What happens when cumulative undergraduate grade point average (UGPA) is factored in? Again, *U.S. News & World Report* provides the range, from the 25th to 75th percentile. As such, using the 25th percentile to sort the list, one finds the following:

<table>
<thead>
<tr>
<th>RANK</th>
<th>SCHOOL</th>
<th>UGPA 25%</th>
<th>UGPA 75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yale University</td>
<td>3.79</td>
<td>3.96</td>
</tr>
<tr>
<td>3</td>
<td>Stanford University</td>
<td>3.77</td>
<td>3.94</td>
</tr>
<tr>
<td>2</td>
<td>Harvard University</td>
<td>3.73</td>
<td>3.94</td>
</tr>
<tr>
<td>11</td>
<td>University of California–Berkeley</td>
<td>3.63</td>
<td>3.9</td>
</tr>
<tr>
<td>5</td>
<td>New York University</td>
<td>3.57</td>
<td>3.85</td>
</tr>
<tr>
<td>18</td>
<td>University of Southern California</td>
<td>3.54</td>
<td>3.76</td>
</tr>
<tr>
<td>35</td>
<td>Brigham Young University (J. Reuben Clark)</td>
<td>3.53</td>
<td>3.86</td>
</tr>
<tr>
<td>4</td>
<td>Columbia University</td>
<td>3.5</td>
<td>3.83</td>
</tr>
<tr>
<td>17</td>
<td>Vanderbilt University</td>
<td>3.5</td>
<td>3.8</td>
</tr>
<tr>
<td>8</td>
<td>University of Virginia</td>
<td>3.49</td>
<td>3.82</td>
</tr>
<tr>
<td>19</td>
<td>University of Minnesota–Twin Cities</td>
<td>3.48</td>
<td>3.81</td>
</tr>
<tr>
<td>6</td>
<td>University of Chicago</td>
<td>3.47</td>
<td>3.78</td>
</tr>
<tr>
<td>10</td>
<td>Northwestern University</td>
<td>3.47</td>
<td>3.78</td>
</tr>
<tr>
<td>15</td>
<td>University of California–Los Angeles</td>
<td>3.47</td>
<td>3.84</td>
</tr>
<tr>
<td>27</td>
<td>University of Washington</td>
<td>3.47</td>
<td>3.84</td>
</tr>
<tr>
<td>7</td>
<td>University of Pennsylvania</td>
<td>3.45</td>
<td>3.81</td>
</tr>
</tbody>
</table>

4 In a forthcoming article, The Interplay Between Ranking Criteria and Effects: Toward Responsible Rankings, Professor Jeffrey Stake of the University of Indiana Law School-Bloomington, notes that given that the U.S. News & World Report ranking has abandoned using a median LSAT score, schools wishing to improve the LSAT component of their ranking will logically have to move the 25th percentile up and possibly not admit students with a lower LSAT, but an overall more interesting application file.
8  University of Virginia    3.49  3.82
19  University of Minnesota–Twin Cities  3.48  3.81
6  University of Chicago    3.47  3.78
10  Northwestern University    3.47  3.78
15  University of California–Los Angeles  3.47  3.84
27  University of Washington    3.47  3.84
7  University of Pennysylvania    3.45  3.81
20  Boston University    3.45  3.76
20  George Washington University    3.45  3.78
48  University of Colorado–Boulder    3.45  3.84
8  University of Michigan–Ann Arbor    3.44  3.77

Clearly, the old standbys are duplicated in this list: Berkeley, Columbia, Harvard, NYU, Stanford, Virginia, and Yale, along with some that are considered a little less prestigious. But within the top 10 of this breakdown, we find BYU, USC, and Vanderbilt.

Comparing the top-10 LSAT and GPA lists from above, we find that only Columbia, Harvard, New York University, Stanford, and Yale make both lists. Thus, based on raw legal aptitude and cumulative undergraduate grade point averages, these five schools can be presumed to contain the most talent. And yet, note that Chicago, a school that few would argue is one of the best in the country and is 6 on the U.S. News & World Report overall ranking, drops out of the top schools when looking only at GPA and median LSAT scores because it chose, for whatever reason, to broaden its GPA standards.

One other parsing of the U.S. News & World Report data might be useful here, and that is the selectivity, or to put it another way, how difficult is it to get into a school? Such a question speaks to how “desirable” a school is in the collective mind of law students and law firms in a given year. Here, we get some surprises:

<table>
<thead>
<tr>
<th>RANK</th>
<th>SCHOOL</th>
<th>04 Acceptance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yale University</td>
<td>6.50%</td>
</tr>
<tr>
<td>3</td>
<td>Stanford University</td>
<td>7.70%</td>
</tr>
<tr>
<td>11</td>
<td>University of California–Berkeley</td>
<td>10.00%</td>
</tr>
<tr>
<td>2</td>
<td>Harvard University</td>
<td>11.30%</td>
</tr>
<tr>
<td>41</td>
<td>University of Maryland</td>
<td>11.60%</td>
</tr>
<tr>
<td>15</td>
<td>University of California–Los Angeles</td>
<td>13.60%</td>
</tr>
<tr>
<td>24</td>
<td>University of Notre Dame</td>
<td>13.70%</td>
</tr>
<tr>
<td>4</td>
<td>Columbia University</td>
<td>14.20%</td>
</tr>
<tr>
<td>41</td>
<td>George Mason University</td>
<td>14.20%</td>
</tr>
<tr>
<td>7</td>
<td>University of Pennsylvania</td>
<td>15.70%</td>
</tr>
</tbody>
</table>
6  University of Chicago  15.80%
27  University of North Carolina–Chapel Hill  16.00%
10  Northwestern University  16.10%
27  Boston College  16.60%
18  University of Southern California (Gould)  17.90%
20  George Washington University  18.20%
14  Georgetown University  18.40%
8  University of Virginia  18.70%

This list may not be as meaningful as the other two because it assesses only the difficulty of gaining acceptance, but does not take into consideration the “quality” of the applicants applying. As a general rule, applicants tend to apply to law schools where they have a chance of admission (or perhaps where they believe they have a chance of admission), even if this chance seems remote. As such, George Mason may have an inordinate number of applicants and accordingly turns away a large number of them as well. In addition, schools may drop application fees simply to increase the number of applicants, turn away a greater number, and attain a lower acceptance rate.

For instance, we know, based on U.S. News & World Report statistics, that the University of Texas ranked 15th overall and had an acceptance rate for its 2004 class of 15.7%—much higher than that of University of Maryland, ranked 41st overall and whose acceptance rate was 11.6%. But George Mason was accepting candidates with much lower scores than was Texas.5

In addition, logically, schools in the top five (or any cluster of within the ranking) are essentially competing for the same candidates. As such, the number-five school may admit more students simply because it knows an applicant admitted to each institution of the top five, or even one or two schools in the top ten, may choose to attend a bigger-name institution.

Nevertheless, if you consider all three measures—cumulative undergraduate grade point average, LSAT score, and acceptance rate—nine schools made the top ten of all three lists.

<table>
<thead>
<tr>
<th>LSAT</th>
<th>GPA</th>
<th>ACCEPTANCE RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia University</td>
<td>Brigham Young University (J. Reuben Clark)</td>
<td>Columbia University</td>
</tr>
<tr>
<td>Georgetown</td>
<td>Columbia University</td>
<td>George Mason University</td>
</tr>
<tr>
<td>Harvard University</td>
<td>Harvard University</td>
<td>Stanford University</td>
</tr>
<tr>
<td>New York University</td>
<td>New York University</td>
<td>University of California–Berkeley</td>
</tr>
<tr>
<td>Northwestern</td>
<td>Vanderbilt University</td>
<td>Harvard University</td>
</tr>
<tr>
<td>Stanford University</td>
<td>Stanford University</td>
<td>University of Maryland</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>University of California–Berkeley</td>
<td>University of Florida (Levin)</td>
</tr>
</tbody>
</table>

5 The grade point range of the 2004 entering class at University of Maryland was 3.31-3.75, and the LSAT score range was 155-162; whereas the University of Texas’ GPA range was 3.40-3.79, and its LSAT score range was 152-167.
This analysis has not focused on any inherent qualities of the law schools themselves, such as who has the most influential faculty, as measured by serious, academic books published and papers authored in prestigious journals. There would also seem to be no way to establish which school has the best pure teaching faculty. Using only \textit{U.S. News & World Report}, one must rely on its peer-assessment score, which surveys “law school deans, deans of academic affairs, the chair of faculty appointments, and the most recently tenured faculty members [who] were asked to rate programs on a scale from ‘marginal’ (1) to ‘outstanding’ (5).”

Still, one survey provided by Professor Brian Leiter of the University of Texas-Austin, seeks to assess faculty quality by examining citation rates of faculty publications, which Professor Leiter admits may be an “imperfect measure,” but nonetheless “an adequate measure ... as a proxy for impact, as a proxy for reputation or quality.” In that measure, the top schools remain in the top, yet switch places within the tier, with some notable shifts, including University of Chicago moving up to number one, Yale dropping a spot, and University of California, Berkeley, jumping to sixth from tied for eleventh.

\begin{table}[h]
\centering
\begin{tabular}{|c|c|}
\hline
\textbf{RANK} & \textbf{SCHOOL} \\
\hline
1 & University of Chicago \\
2 & Yale University \\
3 & Harvard University \\
4 & Stanford University \\
5 & Columbia University \\
6 & University of California, Berkeley \\
7 & New York University \\
8 & Georgetown University \\
9 & Cornell University \\
10 & University of Michigan \\
\hline
\end{tabular}
\end{table}

Returning to objective, numerical indicia of quality, we can try one more parsing of the \textit{U.S. News & World Report} statistics—those having to do with law library size. Thorough scholarship in any field can depend on resources at hand. Large research libraries attract scholars and encourage more detailed scholarly inquiry. The average law school listed in the \textit{U.S. News & World Report} ranking has a library of around 500,000 volumes. Here is a list of the 20 law schools with the largest libraries:  

- University of Chicago
- University of Michigan

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{library_sizes.png}
\caption{Top 20 Law Schools by Library Size}
\end{figure}

- Reputation counts as well. The University of Chicago and University of Michigan Law Schools missed the cut because their acceptance rates and median GPAs fell a tad behind the others. But most impartial observers would include these law schools among the most prestigious.

\begin{footnotes}
6. Reputation counts as well. The University of Chicago and University of Michigan Law Schools missed the cut because their acceptance rates and median GPAs fell a tad behind the others. But most impartial observers would include these law schools among the most prestigious.
7. \url{http://www.usnews.com/usnews/edu/grad/rankings/about/06law_meth.php}
8. \url{http://www.utexas.edu/law/faculty/bleiter/rankings/scholarly_impact.htm}
9. \url{http://www.utexas.edu/law/faculty/bleiter/rankings/scholarly_impact.html}
\end{footnotes}
<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th># VOLUMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard Law School</td>
<td>2,135,191</td>
</tr>
<tr>
<td>Yale Law School</td>
<td>1,082,818</td>
</tr>
<tr>
<td>Georgetown University</td>
<td>1,072,789</td>
</tr>
<tr>
<td>University of Iowa</td>
<td>1,070,108</td>
</tr>
<tr>
<td>Columbia University</td>
<td>1,060,698</td>
</tr>
<tr>
<td>New York University Law School</td>
<td>1,046,173</td>
</tr>
<tr>
<td>University of Texas</td>
<td>1,001,662</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>970,743</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>941,237</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>860,812</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>858,192</td>
</tr>
<tr>
<td>Louisiana State, Paul M Hubert</td>
<td>809,086</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>782,893</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>765,319</td>
</tr>
<tr>
<td>University of Illinois</td>
<td>738,685</td>
</tr>
<tr>
<td>Indiana University-Bloomington</td>
<td>726,520</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>719,620</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>691,516</td>
</tr>
<tr>
<td>Cornell Law School</td>
<td>676,660</td>
</tr>
<tr>
<td>University of California, Hastings</td>
<td>672,273</td>
</tr>
</tbody>
</table>

When library size is factored into GPA, LSAT scores, and applicant acceptance rate, the only law schools appearing on the top 10 of all four lists were Columbia, Harvard, and Yale.

We have gone through this particular exercise to gain an understanding of how law schools differ based only on numerical comparisons. We have observed that these differences are primarily a function of test scores. Library size did correlate at the highest end of the ranking spectrum, although the correlation did not mirror the ranking hierarchy other than with Columbia, Harvard, Yale, and even in this rarified atmosphere, Yale’s grade and LSAT statistics exceeded Harvard’s whereas Harvard’s library was the larger of the two.

WHO GETS PICKED FROM THE HIGHEST-RANKING SCHOOLS?

Let’s assume that you now have a good feel for the pecking order among law schools. You are a recruiter for a law firm so prestigious and high paying that it has its choice of any law graduate from any law school. How does such a law firm separate one candidate from hundreds who on paper, with minor variations, appear equally desirable? Given the fact that the average law firm would love to hire almost any attorney with a Harvard or Yale law degree, the most prestigious law
firms can be even pickier.

The rule of thumb used by such firms is that if you have your choice, you don’t want any attorney who can’t outperform at least 70% of his/her class. Some international New York law firms go further and routinely select only from the top 10% of graduating classes from at most eight or nine law schools. That way, these firms argue, they hire the best of the very best.

The problem with selecting only from the top 30% or top 10% of a class, as we shall see, is that law schools are not always forthcoming in allowing law firms (or anyone else who might inquire) to learn just where a student ranks. This is done to give every graduate a shot at the best possible job. But there are ways to get this information for some candidates.

SLICING THE ELITE PIE THINNER

**LAW REVIEW** is offered to a select group of students after completion of their first law school year. The offer is usually based exclusively on grades, and typically only those students in the top 10% of their class are selected. Achieving membership on Law Review at an elite school at the end of one’s first year is a likely means to extrapolate that a student finished in the top 10% of his/her first-year class. But at some schools, the rules are different. One can write one’s way onto Law Review by publishing or presenting to a committee scholarly writing judged worthy of Law Review membership. At these schools, you can be in the bottom half of your class and, by writing your way on, become a Law Review editor. Law firms seldom check. However, it should be noted that membership in Law Review by any means implies scholarship and the intellectual ability to compete successfully.

**A FEDERAL CLERKSHIP** is another good barometer of academic performance because these appointments are competitive, especially at the federal level, and the presumption is that federal judges, for the most part, pick students with the best grades, an assumption likely to be true in the vast majority of cases. A federal judge may get 2,000 or more applications to fill just two positions. There is a pecking order here as well. Federal Appeals Court clerkships outrank clerkships sponsored by individual federal judges, and federal clerkships are considered more prestigious than those offered by state court judges. The ultimate clerkship would be serving a justice of the United States Supreme Court. Again, law firms usually don’t pry into the niceties of clerkships. An applicant who makes Law Review at a prestigious law school and then receives a federal clerkship is assumed to have finished very high in his/her class.

**NEW RESEARCH CHALLENGES TRADITIONAL SELECTION METHODS**

Finally, what about the law student at one of the lesser highly competitive law schools? Is a student who finishes in the top 10% of his/her class at, say, Duke or UCLA the equal of a Harvard student who only finished in the top half of his/her class?

Justin N. Bezis specializes in intellectual capital and the American society’s strategies for its deployment. In a recent article “An Inquiry into the Implications of Using Percentage Rankings of Heterogeneous Scholastic Populations,” Bezis asks how, if comparing two types of law schools—a prestigious national one and a less-prestigious regional one—a law firm can “(1) maximize the chance of selecting a high-skill student and (2) minimize the chance of selecting a low-skill student.” This sounds like a simple question, but law firms have differing ways of dealing with this question, says Bezis. One way, Bezis mentions, is for a law firm to interview “about the top 5 to 10% at the regional law school and the top 10 to 20% at the national law school. The logic of this approach is based on the assumption that the top 20% of the national law school is likely to be similar in “quality” to the top 10% at the regional law school. This is where Bezis’ research gets interesting.
Bezis assumes for purposes of discussion that both the national law school and the regional law school use just two grades: Exemplary and Pass. He goes on to postulate that “both schools base class rank on the number of Exemplary grades that each student received.” He further assumes that both schools use five evaluation events to determine class rank. “Students in the first strata have all E grades, students in the second strata have four E grades, and students in the third strata have three E grades, etc.” Now let’s assume that the law school populations of both the national and the regional law schools are broken into high, medium, and moderate levels, based on college GPA and LSAT scores.

Bezis’ research finds that “…high-level students have an 80% predictability of an E grade in each course and a 20% chance of a Pass grade in each course. Medium-level students have a 70% chance of an E and a 30% chance of a Pass grade. Moderate-level students have a 50% chance of an E and a 50% chance of a Pass grade.”

Such predictions fall within the realm of the assumed and for this reason may not seem particularly newsworthy. Bezis notes on page two of his study that one would expect to find “the cream of the crop” rising to fill the top stratum. That would be what conventional wisdom would predict. Instead, what Bezis actually found was that “less than 15% of students in the highest stratum had the highest LSAT and college GPA scores.”

RESULTS

What we learn from the Bezis study is that law firms’ conventional wisdom is both flawed and not flawed. It is flawed in its assumption that students in the top 10% at an elite school are superior to other students in that school. Statistically, Bezis says, the top 10% of any class will not be filled with only the students with the highest LSAT and college GPA scores. When recruiting at an elite school, if you recruit only from the top 10%, you may be missing superior law firm candidate who ranked lower in terms of pure academics.

However, buttressing conventional wisdom, Bezis also notes that a law firm is still statistically better off choosing a medium-performing student at an elite university than it is in selecting a high-performing student at a less prestigious regional school. Why? Because the same dynamics are operative in both elite and regional law schools; namely, the academically top performing students are not always those with the best natural ability and proven track record. But because the elite university will have many more students with high GPA and LSAT test scores who do not rank in the top 10% or 20% of their class.

CULTURAL INFLUENCES AND PREDILECTIONS

Although 90% of a law firm’s hiring decision is based on a candidate’s academic performance in law school and the quality of the law school the candidate attended, there are other factors that enter into the hiring decision.

Each law firm is a microcosm of human society, with its own myths and cultural touchstones. As a result, over time, certain habits and patterns of thought become imbedded and repeated. Such habits and patterns, which may appear strange to outsiders, are honored because they foster uniqueness as well as inclusiveness for members—something every culture seeks—to define its boundaries relative to what it considers outsiders. There are exceptions. A firm can be won over by a candidate during an interview and extend an offer, but this is more the exception than the rule. Generally, in addition to the candidate’s academic credentials, the firm will only choose to interview candidates that meet certain preconceived expectations.

11 Bezis, Justin N., “An Inquiry into the Implications of Using Percentage Rankings of Heterogeneous Scholastic Populations”; Draft article provided to BCG Attorney Search
12 Bezis notes that “High grades and high True Exit Attributes (High GPA and LSAT scores) are correlated, but not coincident because a number of variables—including test design, grading error, and random factors—can cause high-TEA students to have relatively low grades.
Typical examples of a firm’s cultural predilections applicable to this discussion include some of the following. Note that some are considered more legitimate than others. We consider them all here. Whether right or wrong, they exist.

(1) Managing partners may support law students and alumni from their own law school. Alumni networks are one of the most common networking and recruiting techniques and are a fairly accepted form of a firm’s cultural bias.

(2) The firm’s unspoken gender or racial biases.

(3) A firm only hires from the top 20% of the class and only from a handful of “name” law schools;

(4) A firm is partial to locally bred lawyers.

(5) A firm likes only tall lawyers.

Given that such extraneous factors frequently enter into a hiring decision, most candidate searches begin with a set of rational considerations that center on the quality of the school, the candidate’s grades, and the honors received.

THE RATIONAL APPROACH

Thomas Cushing, in an interesting article appearing in the September 2003 issue of The Recorder, argues that law firms are going about the process of attorney selection the wrong way. He quotes Moneyball: The Art of Winning an Unfair Game by Michael Lewis, a best-selling analysis of how the Oakland Athletics baseball team manages to compete with the New York Yankees despite a payroll and fan base that is dramatically smaller. He writes:

Traditionally, firms have applied a narrow set of criteria to their search process ...law school, rank/honors and years of practice in some area of specialization... points are also given or deducted for those candidates who have moved too much, or not enough; and there is a strong preference for straight-and-narrow careerists... This approach might be deemed the low-risk model.

Cushing cautions law firms to approach the hiring process differently, as does the management of the Oakland A’s. He counsels law firms to ask such questions as What are your most important business drivers? Client service, cost, quality, speed, or specialized expertise? What gets rewarded?” He goes on to suggest, “Next, consider individuals who are particularly successful within the organization... as well as characteristics of any prior incumbents who contributed to successes. What personal attributes most contributed to their performance?”

This kind of approach, Cushing believes, focuses first on the specific need and how it is interrelated within a specific law firm’s culture; and only after “designing” this hypothetical lawyer and the characteristics which define him/her, can attorney candidates be found who fit these identified parameters. What Cushing is saying is that in pursuing a low-risk model—identifying law school, honors awarded, and the like—the law firm is metaphorically putting the cart before the horse.

This chart shows not only the quantifiable academic-performance markers, but intuitive/subjective “cultural” markers as well:

Law School Ranking
Law School Grades
LSAT
Law School Honors (Law Review, Order of the Coif, Federal Clerkship, etc.)

Now that we have said all this, a return to reality is necessary. Law firms, rightly or wrongly, seek quality first and worry about “fit” later. And because this is so, we have produced this book to de mystify the process as best we can. For starters, we shall examine law school quality and how this is presently decided.

**LAW SCHOOL QUALITY**

We have already covered this subject in some detail, noting year after year, seven or so law schools are always ranked in the *U.S. News & World Report* top ten. These include Yale, Stanford, Harvard, University of Chicago, Columbia, Michigan, and Virginia. As was also noted, even within this list, there are gradations, with Harvard and Yale historically appearing more prestigious than the others.

Yet, each year there are inexplicable changes, dramatic ones such as Emory unaccountably slipping from 23 to 32 in the 2006 rankings; Fordham moving from 34 to 27; Tulane leaping from 56 to 41; University of Connecticut dropping to 49 from 43; University of Washington moving up seven places to 27; and both Washington University in St. Louis and Notre Dame dropping from a tie at 20 to a tie at 24. What happened in the space of one year to cause such dramatic shifts?

There are several possible answers. The admissions committee manages to move the average GPA of its entering law school class from, say, 3.45 to 3.46. Several new judges provide subjective judgments as to law school quality and have a higher impression of the school than the judges they replaced. Regardless, what does seem evident is that the lower you go down the rankings, the more fluctuation you get.

This fact alone somewhat invalidates the rankings when you get beyond, say, the top fifteen. Outside of, the fifteen elite schools, the rankings become less and less definitive, changing due to miniscule changes in the scores achieved in the yearly ranking process.  

Finally, like the monetary value of the “goodwill” in the business world, law schools build up “goodwill” of their own over the centuries. They gain “mind share,” and once they do this, it is difficult to change the established perception. Thus, Harvard and Yale will always be rated highly, even if the most meaningful and defensible judgment criteria do not rate them as highly as public perception does.

Indeed, Professor Brian Leiter of the University of Texas-Austin Law School has conducted a study, “The Most National Law School Based on Job Placement in Elite Law Firms,” which “aims to assess which of the top schools have the most ‘national’ placement, as measured by hiring by...
elite law firms around the country.” 15 The study examines what he terms the “usual suspects for top law schools,” as well as a few others as a check on the results to see which schools had the most placements at the nation’s elite law firms. 16 He found that, in rank order, Harvard, Chicago, Yale, Virginia, Michigan, Stanford, Columbia, Georgetown, Duke, and Penn were the top-ten schools within this analysis.

As such, it may be that despite the U.S. News & World Report ranking, law firms are indeed following a bit of their own bias, given that Harvard (ranked number two) and Chicago (number six) come out ahead of Yale (ranked number one). Then again, as Professor Leiter notes, one must consider that students’ selection of which school to attend, and a given school’s class size, in addition to a firm’s bias based on established reputations, affects whether a school feeds top firms. 17

FINAL THOUGHTS

You now have a macro view of law schools, the status system in which they fit, how law firms seek candidates, and the rules by which these law firms are rationally and subjectively guided. The rest of the material in this book takes a micro look at each law school listed in the U.S. News & World Report’s 2006 Top-50 Law School Rankings.

We shall go into exhaustive detail about each ranked law school. In the process, you will learn how each school determines who will be offered Law Review membership, information regarding available clinical programs, plus the relative importance accorded to moot court competition by various law schools.

We noted last year, and it is worth reiterating, that many of the law schools we discuss in this book are, to say the least, reticent about their grading systems, class rank, and how they determine who falls within the top fifth, third, or half of the class. We have deliberately dug to uncover such information wherever possible.

Our goal is to help you decode the transcript and resume you receive from a specific law school in order to learn how a student stacks up against his/her peers. In the process, we have scoured a variety of different sources, which we have been careful to footnote should you wish to investigate a particular statistic in more detail.

SOURCES USED IN PREPARATION OF THIS ANALYSIS

ABA-LSAC Official Guide to ABA-Approved Law Schools


NALP Directory, April, 2003, NALP, Washington, DC.

Princeton Review’s 2004 Complete Book of Law Schools

Van Alstyne, Scott, “Ranking the Law Schools: The Reality of Illusion?” The American Bar

Decoding Grading Systems at America’s Top-50 Law Schools

The assignment of a comparative value to an individual’s performance—when parsed by letter grades such as A, B, C, D, and F or numbers 86, 92, etc.—can be very subjective. A paper or an exam considered a B at the University of Virginia could conceivably be an A- at Harvard or an A somewhere else. Some schools grade on a bell curve, and others may give out A’s and B’s to two thirds of the class. Some schools, like Yale and Berkeley, use words to separate good from average and poor performance. All these different systems for establishing comparative performance create a problem for law firm interviewers when trying to assess an applicant’s transcript. What most law firms do to steer clear of such a dilemma is to select only students finishing in the top third to top 10% of their class; but the problem with this approach is that many law schools deliberately do not rank their students. As a result, a student with a 3.2 cumulative grade point average could place in the top quarter at one school, but in the top third at a school with a tougher grading system.

Standard GPA

The 4.0 GPA model is the most commonly used system for evaluating student performance. Of the Top-50 schools, 25 employ this system, although they do so in different ways. For instance, almost one half of the 50 schools surveyed allow for the highest grade in this system to be a 4.3, or A+. Schools using the 0.0-4.3 scale include Boston University, Emory, Fordham, UCLA, Georgia, Michigan, UNC, Texas, Virginia, and Vanderbilt. Duke and the University of Southern California also award numerical grades above a 4.0, but they are distinct in that they allow for GPAs as high as 4.5 at Duke and 4.4 at USC, even though grades that high are rarely awarded.

Reflecting on all of this, one might assume that schools with a 4.3 GPA system would, on the whole, consistently show higher GPA numbers, but this is not necessarily so, due to the fact that few 4.3 grades are ever awarded and might be earned by no more than one or two students in any particular class. What we did find was that schools employing a 4.3 show grades about one half a grade point higher in their class-ranking cutoffs, meaning a greater percentage of students get slightly higher grades at these schools. Still, everything considered, we have found no meaningful differences in grade point averages between 4.3 and 4.0 schools.

We have determined that any grade fluctuation between schools depends on how an individual law school sets the curve and how rigorously professors are required to adhere to it. A curve for a traditional GPA is usually set anywhere from 2.7 to 3.1, which is the range in which a majority
The difference between a 2.7 and a 3.1 can be significant in terms of the final cumulative placement in either the top or bottom half of a class. At those schools with a hard and undeviating curve, a 2.7 median would translate into the midpoint where students in the 50th percentile of their class would be congregated. But this would rarely happen. Curves are almost always restricted to larger classes, and many schools have rules that only those mandatory classes offered on a consistent basis, such as Property or Contracts, and offered to at least x number of students, will be required to grade according to the curve.

What can be said with some certainty is that the curves in such classes do tend to set the mean in GPAs somewhat and the amount that grades are improved by non-curved classes is fairly consistent. Thus, we can conclude that a school with a 2.7 curve will have lower GPAs on average than a school with a 3.1 curve. The difference would most likely be less than .4, but this is not as insignificant as one might think. For example, the University of Connecticut School of Law sets a B mean, which means a 3.0. Southern Methodist University uses a B- mean which is a 2.7. The difference in cumulative GPAs on the average is approximately .25 higher at University of Connecticut in order to finish in the top 33%. Accordingly, SMU and George Mason’s unusually strict B- curves often put their students at a disadvantage against students of other schools whose GPA stratification does not mirror their own, which is bound to be the case. Indeed, because some schools, such as Cornell, have curves as high as B+, a cumulative GPA from Cornell will appear much more impressive than one from George Mason, despite the fact that the lower George Mason GPA might correspond to a higher class standing than at Cornell, i.e., a George Mason 3.3 student may rank higher in his/her class at George Mason than a Cornell 3.6 student does in his/her class.

**MODIFIED GPA SCALE**

Cornell, New York University, Northwestern, George Mason, George Washington, and the University of Notre Dame all modify the standard GPA system, designating a smaller range of possible grades. All of these schools use a GPA scale that ranges from 1.33 to 4.33 (Or 4.0 in Notre Dame’s case). Stanford uses a scale from 2.1-4.3. Such narrower ranges tend to produce grades that are essentially equivalent to the standard scale at the higher ranks, but lower-performing students tend to look as if they have a higher GPA. In Stanford’s case, only a .4 difference stands between a fairly respectable B- and failure to graduate.

To further sow confusion, we have found that the University of Arizona uses only the numbers 0, 1, 2, 3 and 4 in its grading system. There are no ‘-’ and ‘+’ gradations. This has both benefits and drawbacks. A grade that might be a B+ at another school becomes devalued under this system. On the other hand, a B- at another school is upgraded to a B at Arizona. Regardless, the cumulative GPA will look the same regardless of the system; as like regular GPAs, the Arizona cumulative GPA is not rounded to the closest whole number.

**NUMBER SYSTEM**

The second most used GPA system involves giving grades, such as Harvard does, on a 0-8 scale, with 6-8 correlating to the entire A range and 6 being an A- and 8 being an A+. Because 6.013 was the minimum requirement to be in the top 10% of the class, which corresponds to somewhere between an A- and an A, the corresponding letter grades seem a bit higher than the number grades, for no other school has a 3.8 (the traditional A- grade in the 4.0 scale) as the top 10% cut-off grade. The numerical system for the rest of the schools using this type of GPA system is explained in the chart below:
A quick glance at this chart shows how difficult it is to compare GPAs from different schools. For example, note the various designations of what an A means. Ohio State and Colorado say it is 93-100, Chicago indicates 80-86, Iowa 85-92, Washington University of St. Louis 94-96, and Wisconsin 87-95. These differences in how numerically to designate an A can be found with B and C grades as well.

Despite similarities between most of the schools, differences in ranges and their meanings make it at times impossible to do a side-by-side comparison. For example, the University of Wisconsin uses a 77-95 range, with almost half of the range qualifying as an A grade, while the University of Chicago uses a 60-86 range that has a smaller set of numbers for each corresponding letter grade. Despite the differences, these 60-100 scales may be the most clear-cut, understandable grading method. With a larger set of numbers, it is easier to see where students stand vis-à-vis their classmates. For example, a student with an 86 at Chicago and a student with a 60 are on opposite sides of the 77 median curve, just as a student with a 3.7 and another with a 2.5 would be at another school employing a 4.0 grading system.

**LETTER GRADES**

Three of the Top-50 law schools (Indiana, Florida, and Penn) give out letter grades as their main grading system. This essentially carries the same meaning as the more traditional university GPA, as letter grades are often the basis for the number grades and can be directly translated into a GPA. Florida does things somewhat differently, as it only offers some of the available letter grades to students. It does not offer an A+ grade, and no letter grade comes with a "-". All of the regular grades—A, B, C, D, and F—still correspond to the standard—4.0, 3.0, 2.0, 1.0, and 0.0—but the grades with an "+" affixed are set at .5 higher than the regular grade (i.e., a B equates to a 3.0 and a B+ to a 3.5), which affects the cumulative GPA. A normal system would put an A at a 3.8 or a 3.7, and a B+ at a 3.3, but Florida law professors are given only the .5 option. Because the class-ranking charts indicate that Florida requires a 3.55 to rank in the top 10% of the class (this is much lower than what most schools that use the traditional ranking system require), it is more likely that Florida’s professors end up grading harder and are less likely to give out grades with a "+" due to the fact that a ".5" when added makes a greater impact than, say, a .3.

**OTHER**

Would it surprise you to learn that at least two law schools we know of do not use numerical or letter grades? Actually, this is true of two of the top schools in the nation, Yale Law School and the University of California at Berkeley’s Boalt Hall School of Law. The idea was to take the stress out of the law school experience by eliminating rigid categorizations. Thus, when a law firm glances at a transcript from either of these schools, it will glean a general impression of how the student did, but no precise comparison (top 10%, etc.) is possible.
On a Yale transcript, you will find three passing citations: Low Pass, Pass, and Honors, in addition to the Credit designation for the mandatory first-year classes. Boalt Hall also offers three passing citations: Pass, Honors, and High Honors, plus a Fail citation in instances where the class was not passed. Students are lumped into large, seemingly amorphous categories where the qualitative difference between the best of the group and the worst can have significance. Additionally, a student can miss the next higher category by a proverbial whisker, but the law firm interviewer will have no way of knowing this based on any transcript notations.

One way of decoding such a grading structure is to concentrate on larger classes such as Contracts and Property, where the class sizes are large and the student competes against many others at one time. Here, Honors or High Honors will have more significance. Ergo, the more Honors designations in large, well-populated courses, the greater likelihood the student has finished in the top half or top third of the class.

CONCLUSION

The wish to conceal classing ranking is understandable from several points of view. At the top schools, every student possesses outstanding undergraduate grades and a superior score on the LSAT. These schools argue that because such care is taken to make sure there is quality going in, a law firm can assume quality going out as well. To carry the argument further, when a law school positions its graduates as equally worthy, it assumes that hiring decisions will be focused on the “emotional fit” and the ongoing needs of the firm, not exclusively on grades.

When you come right down to it, the most effective way to gauge the performance of a student is to observe this student’s class ranking in relation to his/her peers. It makes no difference if only large classes such as Property and Contracts are used. Law firms are better off with more precise data. While this article has given you suggestions on how to decipher student performance regardless of the grading system used, the following coverage of Law Review, federal clerkships, and the U.S. News & World Report’s Top-50 law schools will give you a more focused and individual insight, which should prove useful in any and all of your future hiring efforts.
WHAT MAKING LAW REVIEW MEANS AT THE TOP-50 SCHOOLS

Making Law Review may not be a sine qua non with the very best law firms, but it comes as close as any requirement can, with the exception of top grades. Why? Because earning top grades, at the majority of law schools, almost automatically translates into being on Law Review. Thus, the employer’s assumption that if a candidate made Law Review, that candidate most likely finished in the top 10-15% of the class.

There is another assumption about Law Review; namely, that anybody awarded this distinction knows how to, in a legal sense, write. Moreover, the student’s writing has received extensive mentoring and ongoing critique from professors. This two-edged aspect to Law Review membership—top grades and exceptional writing ability—understandably operates as a powerful lure for legal employers everywhere.

This article will delineate the criteria different law schools use to choose Law Review members. Much of this material comes from testimonials provided to us by former Law Review members, and some of it has been given to us forthrightly by individual schools. When this occurs, we identify the school so that you will know.

THE STANDARD LAW REVIEW SELECTION PROCESS

The committee doing the selection first looks at a candidate’s first-year grades. In addition, there likely is a spring write-on competition held by present Law Review members. All of this typically takes place after all first-year exams have been completed.

This kind of process has many variations, as you shall see. Some schools wait until the beginning of the second year to start the process. A few have writing competitions only. Some take from the top 15%, whereas others select only from the top 10%. One might argue that regardless of how one makes Law Review—whether by writing one’s self on, gaining membership through high grades, or a combination of the two—the accomplishment in itself represents the type of achievement and outperforming of the competition (one’s classmates) that will always warrant serious consideration by the hiring committee of any law firm. Such an argument does have merit for many reasons, including the inherent writing experience gained by Law Review participation.

Only seven of the Top-50 schools currently choose new Law Review members based solely on their writing abilities. These are Boalt Hall, Colorado, Iowa, Minnesota, Stanford, UCLA, and UC-Davis. The most common approach, as indicated earlier, is to select new members based
on grades and a writing competition. Some of these law schools place more importance on a student’s writing skills. These law schools include Boston College, Boston University, Brigham Young, Georgetown, Harvard, New York University, Northwestern, Georgia, Michigan, Utah, Virginia, Vanderbilt, Washington & Lee, and Yale.

The remaining 21 schools have devised a variety of criteria for selecting new Law Review members. Washington College of Law gets the overwhelming majority of its class through both the writing competition and grades, but the overwhelming majority are chosen because their grades fall in the top 10% of the class. For example, of its 95 members, 65 of Washington’s successful Law Review candidates were admitted through a grade-on process, and the remaining 30 wrote their way on.

**Baylor University** allows the top 15% to grade-on after the first year. Fourth-quarter students may write on as long as their GPA is 2.5 or higher.

At **William & Mary**, half of each new Law Review class comes from ranking in the top 10% of their class, and the other half gains membership based upon a writing competition held late in the first year.

**Columbia University** uses a variety of criteria. A student can write his/her way on to Law Review; be eligible due to a combination of grades and success in the writing competition; or be selected based on grades, writing, and diversity factors. And lastly, there is a publishable notes program held during the fall semester of the second year that allows students another chance at Law Review membership.

**Cornell University**, like Columbia, offers multiple roads to Law Review membership. Those students possessing the top-16 cumulative GPAs in their class are automatically asked to join, provided they finish in the top 10% of the writing competition. The writing competition’s top 12 performers are also invited to join without consideration of their grades. Additional students are usually asked to join based on three criteria: their grades, their performance during the first-year writing competition, and the contents of the personal statements they submit. Finally, Cornell often selects a few entering third-years based on grades alone.

**Duke University** relies solely on grades and the writing competition. One third of the 27 members admitted each year are elected solely on their first-year grades, another third solely on the writing competition, and the remaining third on a combination of the two.

**Emory** usually fills approximately half of its second-year positions through performers in the top 10% of their class, leaving the rest of the positions open for students who have good GPAs and good writing competition scores.

**Fordham** takes approximately 65% of its students on a grade-on basis, provided that they are in the top 8% of their class (a more stringent cutoff than found at a majority of the Top-50 schools, which typically use 10%). Remaining positions on Law Review are given to students who excelled in the writing competition, but with an important caveat: they must still be ranked in the top 25% of their class.

**George Mason** and **George Washington** take 80% of their candidates from the top 10% of the class, with the remaining 20% gaining admission through a writing competition.

**Indiana** takes 75% of its Law Review members from the top 10% of the class with the rest earning membership through a write-on.

**Maryland** students are selected based on a written petition submitted at the end of their first year for day students and their second year for evening students. Grades play a small role in the
selection. Specifically, 25% of the available positions are determined by a combination of petition scores and grades.

**Ohio State** splits membership 50/50 between grades and the write-on conducted as part of a first-year legal writing class. In addition, there is a writing competition.

**Kentucky** uses a grade and write-on combination where 20 or so spots are filled by the top 15%, while the rest of the class competes in a write-on competition that determines membership for the remaining 11 spots.

**Southern Methodist** invites those students whose grades fall within the top 16% of their class. Remaining positions numbering about 15 are taken by students excelling in the writing competition.

**North Carolina** has 39 positions on its Law Review staff, and approximately one third of those are filled by those with the highest GPAs. The remaining two thirds are split evenly among those who excelled in the writing competition and those with a combination of superior grades and writing skills.

**Alabama** has 71 Law Review positions available and fills about 6% of them with students who grade on. The remaining 40% are selected from the write-on competition. Arizona has a similar breakdown, the only difference being that Arizona selects grade-on candidates only from the top 10% of the class.

**The University of California Hastings College of Law** offers Law Review to 14 students based on their GPA and to 14 more based on their write-on competition performance. Another 14 students are chosen for their combination of high GPA and write-on ability.

**Chicago** selects about 18 new students yearly for Law Review based both on first-year grades and performance on the first-year write-on competition. Approximately 10 other students are then selected based solely on demonstrated writing skills.

**Connecticut** uses a writing competition as the main source of Law Review selection; but the possibility to grade on does exist. However, usually fewer than 10 students in a Connecticut class make Law Review in this fashion.

**Florida** awards the top 5% of each section in its third semester the chance to join; but this, in effect, means membership comes from the top 5% of the class, as all sections are similar in size. Additionally, those who place highly in the writing competition are admitted, along with others nominated by the faculty for exceptional work.

**Notre Dame** splits membership in Law Review evenly among those who stand out in the write-on competition and those who achieve superior grades. Notre Dame takes 13 students a year based on cumulative GPA, 13 students for writing excellence, and 13 for a combination of GPA and writing ability.

**Pennsylvania** fills half its Law Review membership from results of the write-on and fills the other half with students whose combined write-on scores and grades are the highest.

**Pittsburgh** students are selected for membership on the editorial board on the basis of academic achievement or superior writing and analytical ability. Most law students selected are in the top 10-15% of their law school class.

**The University of Southern California** honors approximately 60 new students each year with the offer of Law Review membership. Fifteen are invited based on first-year grades. Remaining positions are filled based on grades and demonstrated writing ability as demonstrated
in a mandatory first-year course.

**TEXAS** selects about 40 entering second-year students based both on first-year grades and writing competition scores. Approximately 10 additional students are made offers based on demonstrated writing skills.

**WASHINGTON’S** Law Review consists of 50 student members, of whom 25 are selected based on cumulative GPA and 25 based on demonstrated writing ability.

**WISCONSIN** favors students who excel in the writing competition. A full 75% of its Law Review members are elected based on this criterion. The remaining 25% are selected based on their first-year grades.

**WAKE FOREST** and **WASHINGTON UNIVERSITIES** make offers to those entering second-years who have placed in the top 10% of their first-year class. Those with good write-on scores and GPA make up the rest of the Law Review staff.

**CONCLUSIONS**

If you have patiently read through all the various permeations for filling a Law Review staff position, you probably have come to some conclusions. Top grades can, in almost all instances, get you on Law Review; and writing ability gives even an average student a chance to attain this coveted status, as does a combination of decent grades and good writing. However, it should be noted that most average students fall into that category because often enough they do not write as well as those students who outperform them in class.

Certainly, any candidate who has made Law Review is going to get strong consideration for a permanent position with a law firm based on this accomplishment alone, for this achievement automatically signals that the candidate has excelled over a significant majority of his/her classmates. Furthermore, any candidate who makes Law Review at a top 10 school has beat out a formidable group of competitors.
Yale University

Yale Law School, ranked Number One on the annual *U.S. News & World Report* list of Tier One law schools, finds its home in New Haven, Connecticut. This small but lively coastal city on the Long Island Sound is known for its art and history museums, and for its quality regional theater groups.

With their job options almost endless upon graduation, students at Yale are always pleased to learn how seriously the school takes its role in helping them find top positions. Yale has the highest percentage of students, per class size, employed as judicial clerks among the Top-50 law schools.

The entering class of just 189 students is small enough to allow the school to provide first-year students with plenty of personal attention; the average class size for the school's vast array of courses is under 25 students. 18 The student-faculty ratio of 7.9:1 19 is the lowest among the Top-50 schools; this encourages the free flow of ideas between faculty members and students. Yale provides its students with extraordinary opportunities to study and research the law both inside the classroom and beyond.

**WHAT IT TAKES TO GET IN:**

The following LSAT/ GPA data pertains to the fall 2004 entering class:

- Median LSAT: 171 20<br>25th – 75th Percentile: 168 - 175 21
- Median GPA: 3.90 22<br>25th – 75th Percentile: 3.79 - 3.96 23
- Approximate number of applications for one recent year: 3,783 24
- Number accepted during one recent sample year: 246 25
- Percentage accepted during one recent sample year: 6.5 26


**CLASS RANKING AND GRADES:** 27

Yale’s does not use letter or numerical grades. Instead Yale relies on an Honors/Pass/Fail system. In addition, first year classes are graded on a credit basis. As such one cannot rank students easily and indeed Yale unequivocally does not rank students. Yale insists that this system is designed to provide a congenial learning environment for students, one that fosters legal discourse and cre-

ativity rather than the cut-throat competitiveness that is usual at most law schools. In short it is virtually impossible to distinguish one Yale graduate from another in the traditional sense.

**CREDIT**

- **Honors**
  Significantly superior to the average level.
- **Pass**
  Successful performance.
- **Low Pass**
  Below the level of performance expected for the award of a degree
- **Failure**
  No credit.

**Requirement Completed**
Indicates J.D. pre-participation in moot court or Barristers Union.

*There is no required or indicative “curve” for grades in Yale Law School classes. Individual rank is not computed.

**STUDENT JOURNALS**

Consistent with Yale Law School’s grading system, journal memberships are not based on class rank and there is no discernable competitive criterion for membership, aside from student interest.

- **The Yale Journal of International Law** is student-run and has two issues a year. Article topics concern “public and private international law. Published twice a year, the journal is a primary forum for the discussion and analysis of contemporary international legal problems.

- **The Yale Journal of Law & Feminism** employs a non-hierarchical structure which means “all members can participate fully in editing, screening, and administrative decision-making” as the journal selects and publishes material regarding “women or to feminist theory.” The journal seeks not only articles, notes, and reviews but “artwork, poetry, fiction, autobiography, and interviews.”

- **Yale Journal of Law & Humanities** publishes two issues a year. It is student run but maintains an advisory board consisting of scholars from a wide range of fields. In keeping with its interdisciplinary nature, law students as well as Yale graduate students may join the journal. The material published by the Journal “explores the intersections among law, the humanities, and the humanistic social sciences.”

- **The Yale Journal on Regulation** focuses on all aspects of regulatory issues and sees itself as “a national forum for legal, political, and economic analysis of current issues in regulatory policy.” It is entirely student run and open to all students who wish to join.

- **Yale Law & Policy Review** seeks to publish scholarly material regarding current “American domestic policy.” Students are responsible for publishing the journal and all are welcome to join.

- **Yale Law Journal** is a traditional law journal with articles concerning a range of academic and professional matters. The journal has eight issues a year and is managed by students. Membership policies vary and are set by each year’s board.

- **The Yale Journal of Health Policy, Law & Ethics** produces two issues per year and is backed by the schools of Law, Medicine, Epidemiology and Public Health, and

---

28 These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later.

29 http://www.yale.edu/bulletin/html/law/organizations.html

Nursing. “The journal strives to provide a forum for interdisciplinary discussion on topics in health policy, health law, and biomedical ethics.” Though student-run, a peer-review process is used in determining what to publish.

- The **Yale Human Rights and Development Law Journal** is primarily an online publication, that seeks to provide a material at “the intersection of human rights and development.” It is student-run but engages the advice of law school faculty.

- The **Yale Journal of Law & Technology** focuses on “the interface between law and technology.” The journal publishes “lectures and written pieces” but also provides an online community for readers to continue the dialogue the pieces initiate.

**MOOT COURT**

Moot Court is not required but students cannot join in until after the second semester of the first year. Students run the Morris Tyler Moot Court of Appeals where competitors prepare and argue an appellate brief on a current issue. Judges, professors, and professionals serve as judges with final prize arguments held at the end of each semester.

Students may also participate in the Jessup International Moot Court and possibly be part a team of two to five students in the Philip C. Jessup International Moot Court Competition. In that competition students prepare and argue a case in front of a mock International Court of Justice.

**CLINICAL PROGRAMS**

Yale offers several clinical programs: Samuel Jacob Non-profit Organizations Clinic, Professional Responsibility Clinic Environmental Protection Clinic, Lowenstein International Human Rights Clinic, and the Jerome Frank Legal Services Organization, which affords students the opportunity to choose from nine different projects, including Children and Youth Community Legal Services, Housing and Community Development, Immigration, Landlord-Tenant, Legal Assistance for the Urban Poor in Civil Matters, and Prisons, Complex Federal Legislation, and Legislative Advocacy.

**STUDENT ORGANIZATIONS**


---

32 www.yjolt.org
33 National Association for Law Placement, National Directory of Law Schools 2005-2006, 925
34 www.law.yale.edu/outside/html/Academics/acad-clinic.htm
35 http://www.yale.edu/bulletin/html2002/law/organizations.html;
CENTERS AND PROGRAMS

In addition to journals, clinics, and organizations, Yale Law School students also have the option to learn and develop by participating in the following programs and centers:


Number of firms interviewing on campus most years: 200
Percentage of graduates employed at graduation: 96.7
Percentage of grades employed nine months from graduation: 98.3

Where the Grades Go: 39

- Percent of graduates employed by private firms: 47
- Percent of graduates employed as judicial clerks: 42
- Percent of graduates employed by the government: 2
- Percent of graduates employed by a public interest organization: 5
- Percent of graduates employed by private industry: 3
- Percent of graduates employed in an academic position: 1

36 Provided by Yale Law School’s Office of Career Services
SOME BRIEF FACTS:

Harvard will probably always remain one of the nation’s most prestigious law schools. It is the oldest continuously operating law school in the country, and from the classical look of its Cambridge, Massachusetts, campus, this is not a surprise.

The Law School stayed at Number Two in this year’s rankings in the annual *U.S. News & World Report* list of Tier One law schools, and Harvard graduates know that they will not have difficulty securing top jobs for the remainder of their professional lives.

Harvard’s fall 2004 entering class numbers 554 students and has a student-faculty ratio of 11.3:1.46

WHAT IT TAKES TO GET IN: 46

The following LSAT/GPA data pertains to the fall 2003 entering class:

- Median LSAT: 170 25th – 75th Percentile: 169 – 175
- Median GPA: 3.8 25th – 75th Percentile: 3.73 – 3.94
- Approximate number of applications for one recent year: 7,391
- Number accepted during one recent sample year: 834
- Percentage accepted during one recent sample year: 11.3


HOW THE BEST ARE SEPARATED FROM THE REST: 46

Harvard uses an 8.0 scale for grading purposes and provides student percentile ranks based on GPA, but only upon graduation. 46

CLASS RANKING AND GRADES: 49

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>B+</th>
<th>C+</th>
<th>N/A</th>
<th>D</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

41 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/acad_03074.php
42 2003 Numbers received via fax correspondence, dated March 25, 2004, between Mark Weber, HLS Office of Career Services, and BCG research staff
48 Percentage of class receiving; GPA required if calculated; # of students in each category; National Association for Law Placement, National Directory of Law Schools 2002-2003, 162
49 http://www.law.harvard.edu/ocs/employers/HLS_Grading_System.htm
50 National Association for Law Placement, National Directory of Law Schools 2002-2003, 162
HARVARD AWARDS THE FOLLOWING DISTINCTIONS AT GRADUATION:\textsuperscript{51}

\textit{Summa cum laude}: GPA 7.20
\textit{Magna cum laude}: 10% after summa
\textit{Cum laude}: 30% after magna

ACADEMIC AWARDS:\textsuperscript{52}

<table>
<thead>
<tr>
<th>NAME OF AWARD</th>
<th>RECIPIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph H. Beale Prize</td>
<td>Member of the graduating class who obtains the highest grade in the Conflict of Law examination.</td>
</tr>
<tr>
<td>Addison Brown Prize</td>
<td>For the best essay on maritime or private international law.</td>
</tr>
<tr>
<td>Fay Diploma</td>
<td>Highest graduating average.</td>
</tr>
<tr>
<td>Yong K. Kim ’95 Memorial Prize</td>
<td>Best paper concerning law or legal history of the nations and peoples of East Asia, or issues of law pertaining to US-East Asian relations.</td>
</tr>
<tr>
<td>Laylin Prize</td>
<td>Best paper on public international law.</td>
</tr>
<tr>
<td>George Leisure Award</td>
<td>For excellence in advocacy (best oralist in Ames competition).</td>
</tr>
<tr>
<td>Irving Oberman Memorial Award</td>
<td>Best essay on a current legal subject.</td>
</tr>
<tr>
<td>John M. Olin Prizes</td>
<td>Best papers written in the area of law &amp; economics. (2)</td>
</tr>
<tr>
<td>Sears Prize</td>
<td>Two first year and second year students with highest average. (4)</td>
</tr>
<tr>
<td>Boykin C. Wright Memorial Fund</td>
<td>For the winning and losing teams in the final argument of Ames Competition.</td>
</tr>
</tbody>
</table>

STUDENT JOURNALS:\textsuperscript{53}

- **BLACK LETTER LAW JOURNAL**\textsuperscript{54} was originally founded in 1983 as an internal publication of the Black Law Students Association, and has now become an annual publication edited by students at Harvard Law School. In recent years, the Journal has expanded its mission to encourage publication of work by minority authors. They are committed to publishing manuscripts that critique traditional constitutionalism and promote civil rights. Publications include cutting edge topics in critical race theory with a focus on civil rights color blind constitutionalism and interdisciplinary approaches to confront the treatment of race, gender and sexuality in legal discourse.

- **CIVIL RIGHTS-CIVIL LIBERTIES LAW REVIEW (CR-CL)** is a highly respected law journal, providing some of the most sought after staff positions among Harvard’s varied publications.\textsuperscript{55}

\textsuperscript{51} http://www.law.harvard.edu/ocs/employers/HLS_Grading_System.htm
\textsuperscript{52} National Association for Law Placement, National Directory of Law Schools 2002-2003, 163
\textsuperscript{53} www.law.harvard.edu/studorgs/publications.shtml
\textsuperscript{54} http://www.law.harvard.edu/studorgs/blj/
\textsuperscript{55} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
This is the nation’s leading progressive law journal and was founded in 1966 as an instrument to advance personal freedoms and human dignities. CR-CL seeks to catalyze progressive thought and dialogue through publishing innovative legal scholarship and from various perspectives and in diverse fields of study.56

• HARVARD ASIA QUARTERLY is a journal of current affairs affiliated with the Harvard Asia Center. It was established in 1997 by students at the Harvard Law School and the Graduate School of Arts and Sciences as an interdisciplinary journal of Asian affairs.57

• HARVARD ENVIRONMENTAL LAW REVIEW (HELR)58 has been published semi-annually, in winter and spring, since 1976. HELR publishes articles on a broad range of environmental affairs, such as land use, air, water, and noise regulation; toxic substances control; radiation control; energy use; workspace pollution; science and technology control; and resource use and regulation. HELR draws upon environmental experts from government, academia, private practice, industry, and public interest groups to cover legal developments at the local, state, federal, foreign, and international levels.

• HUMAN RIGHTS JOURNAL59 is an annual publication compiled and edited by the students of Harvard Law School. Now in its 16th year, the Journal publishes cutting-edge human rights scholarship by academics and practitioners, as well as students.

• HARPORD INTERNATIONAL LAW JOURNAL60 founded in 1959, puts out two issues annually and is one of the most prominent reviews of international law in the United States. In 1997, the American Bar Association’s International Lawyer magazine ranked it as the best student edited international law journal in the country. As a student run and student edited journal, the Harvard International Law Journal provides a number of outstanding opportunities for law students. All students are welcome to participate. Typically, 1Ls sub cite, tech edit, and galley proof. 2Ls and 3Ls are involved in these activities, as well as in the substantive editing of the articles, the submissions review process, and managerial positions. LL.M. candidates participate in the substantive editing of the articles and in the submissions review process. The Journal encourages all students to become as involved as they can and promotes its members based on student evaluations. However, the editor-in-chief and deputy editor-in-chief positions are decided through elections by the journal members.

• The JOURNAL OF LAW AND PUBLIC POLICY61 is the leading forum for conservative and libertarian legal scholarship and is the most widely circulated student law review in the country. It has a prestigious board of advisors including two U.S. Senators, four U.S. Court of Appeals Judges, and leading conservative and libertarian scholars. The Journal is committed to developing writing, research, and editing skills, in addition to helping students get involved in clerkships and the government.

• JOURNAL OF LAW AND TECHNOLOGY62 is published by Harvard Law students; however, it is an independent publication which receives no funding from the law school. The Journal includes such topics as intellectual property, biotechnology, e-commerce, cyber crime, the Internet, telecommunications, and evidentiary technology.

• The JOURNAL ON LEGISLATION63 is published semiannually (winter and summer) by Harvard Law School students. The Journal specializes in the analysis of legislation and the legislative process. The Journal is especially interested in publishing articles that examine

56 http://www.fas.harvard.edu/~asiactr/haq/about.htm
57 http://www.law.harvard.edu/studorgs/envir_law_rev/index.html
58 http://www.law.harvard.edu/studorgs/hrj/
59 http://www.law.harvard.edu/studorgs/ilj/
60 http://www.law.harvard.edu/studorgs/ilj/
61 http://www.law.harvard.edu/studorgs/jlpp/
62 http://jolt.law.harvard.edu/p.cgi/masthead.html
public policy problems of nationwide significance and propose legislation to resolve them. The Journal also publishes a biannual Congress issue, which includes policy essays written by members of Congress.

• The Latino Law Review\textsuperscript{64} provides a forum for the scholarly discussion of legal issues affecting Latinos and Latinas in the United States. Recent articles have addressed issues including the impact of appointing a Latino Supreme Court justice, the English-only movement, the paradox of the alien-citizen, and the future of Latino legal scholarship.

• Harvard Law Review\textsuperscript{65} is published monthly from November through June and is the only independent student-run law journal in the country. This publication’s primary purpose is to showcase legal scholarship both from academics and professionals, in addition to its own student editors, who routinely publish their works along with the big name submissions. It limits membership to second and third year law students who are selected on the basis of their performance in an annual writing competition. In recent years, the number of students who complete the competition has ranged from 200 to 220. Of these, between 41 and 43 will be asked to join the Review. Fourteen editors (two from each 1L section) are selected based on a combination of their first-year grades and their competition scores. Twenty-two editors are selected based solely on their competition scores. The remaining editors are selected on a discretionary basis. Some of these discretionary slots may be used to implement the Review’s affirmative action policy. The competition consists of two parts: The sub cite portion of the competition, worth 40% of the competition score, requires students to perform a technical and substantive edit of an excerpt from an unpublished article. The case comment portion of the competition, worth 60% of the competition score, requires students to describe and analyze a recent U.S. Supreme Court or Court of Appeals decision.

• Harvard Negotiation Law Review\textsuperscript{66} is aimed specifically at lawyers and legal scholars. This relatively new publication was launched in spring of 1996 and explored interdisciplinary academic perspectives on such topics as decision analysis, litigation settlement, and the variety of mediator roles, strategies and tactics. Subsequent volumes have expanded on these topics, and included additional discussion of the lawyer’s role as a problem solver, reconsideration of legal education in light of negotiation, and a range of case studies of innovative negotiation and mediation systems around the world.

• The Harvard Women’s Law Journal\textsuperscript{67} has been among the nation’s foremost student edited feminist law journals since 1978. This publication is devoted to developing and advancing feminist jurisprudence, and to combining legal analysis with political, economic, historical, and sociological perspectives. In recent years, the Journal has published leading articles by professors, practitioners, and students on varied topics, including domestic violence, sexual harassment, reproductive rights, and women in the military. The Journal encourages writing by its editors and also accepts student submissions.

MOOT COURT\textsuperscript{68}

Moot Court is mandatory as part of the first-year lawyering course for HLS students. Students prepare initial and final drafts of memoranda and other documents by becoming familiar with accessing both paper and electronic research materials and by intensive advocacy training in the First Year Ames Moot Court Program. Each student is required to submit one appellate brief and complete one argument. Upperclass students may volunteer in their second year to compete in the
Ames Competition in Appellate Brief Writing and Oral Advocacy. This contest continues through the student’s third year when two teams remain. First year students may qualify to be on the Moot Court Board. Grades and an interview are part of the initial application procedure, followed by a recommendation to the faculty advisors who approve the final appointments to the board.

**CLINICAL PROGRAMS**

Harvard Law School has one of the most extensive clinical programs in the country. Each year Harvard offers over 20 courses with clinical components. The clinical legal education program has three basic components:

- Direct student responsibility for clients in a realistic practice setting.
- Supervision and mentoring by an experienced practitioner.
- Companion classroom sessions in which clinical experience supports and contributes to further discussion and thought.

**HARVARD’S MAJOR CLINICAL PLACEMENTS INCLUDE:**

- **HALE AND DORR LEGAL SERVICES CENTER** – The Center is a general practice law office providing both free and reduced-fee civil legal assistance and representation in the areas of family law, family mediation, housing law, employment, community economic development, real estate, and trusts and estates.

- **CRIMINAL JUSTICE INSTITUTE** – CJI is the school’s on-campus, curricular-based criminal and juvenile justice defense program. Caseloads vary and include disorderly person charges, drug possession, assault and battery, and juvenile and criminal practice.

- **IMMIGRATION AND REFUGEE CLINIC** – Provides free legal services in the areas of immigration, deportation defense, political asylum and includes the Women’s Refugee Project.

- **EXTERNSHIP PLACEMENTS** – Clinical placements outside of Harvard. For example, students enrolled in the Government Lawyer Criminal course are placed in the Attorney General’s and the United States Attorney’s Offices.

- **STUDENT PRACTICE ORGANIZATIONS** – Provides a variety of civil and criminal services such as: Harvard Defenders, Legal Aid Bureau, Mediation Program, Prison Legal Assistance Project, and the Tenant Advocacy Project are also clinical placement opportunities.

**STUDENT ORGANIZATIONS**


---

69. www.law.harvard.edu/academics/clinical/faq.htm
70. www.law.harvard.edu/academics/clinical/faq.htm

CENTERS AND PROGRAMS

Harvard Law School’s 18 research programs and centers produce cutting-edge work in a wide range of fields and disciplines. From civil rights law to cyber law, human rights law to law and economics, these “idea laboratories” host lectures, symposia, and conferences that enhance intellectual discourse and debate on campus and beyond. The programs also provide students with valuable research opportunities and the chance to work directly with faculty members on projects at the core of their scholarly agendas.

Berkman Center for Internet and Society
The Civil Rights Project
East Asian Legal Studies Program
European Law Research Center
Fund for Tax and Fiscal Research
HLS History Project
Human Rights Program
International Tax Program
Islamic Legal Studies Program
John M. Olin Center for Law, Economics and Business
Labor and Worklife Program
Program on Corporate Governance
Program on Empirical Legal Studies
Program on International Financial Systems

http://www.law.harvard.edu/programs/
Program on Negotiation
Program on the Legal Profession
Ames Foundation
Project on Justice in Times of Transition
Selden Society

Number of firms interviewing on campus most years: 600+72

Percentage of graduates employed at graduation: 98.173

Percentage of graduates employed nine months after graduation: 99.474

WHERE THE GRADUATES GO75

The school groups by job types.

• Percent of graduates employed in positions requiring or anticipating a J.D. (firms, judicial clerks, corporate counsel): 95.9

• Percent of graduates employed in positions preferring a J.D. (corporate contracts administrator, government regulatory analyst): 2.3

• Percent of graduates employed as professionals where a J.D. is not required or preferred (accountant, teacher, business manager): 1.8
**Stanford**

**Mailing Address**
559 Nathan Abbott Way
Stanford, CA 94305

**Main Phone**
(650) 723-2465

**Admission's Phone**
(650) 723-4985

**Registrar's Phone**
(650) 723-0994

**Career Service's Phone**
(650) 723-3924

**Web Site Address**
www.law.stanford.edu

--

**Some Brief Facts:**

Currently ranked Number Three on the annual *U.S. News & World Report* list of Tier One law schools, Stanford is in many ways the “Yale of the West Coast.” Many students who completed their undergraduate education on the East Coast or elsewhere in the country actually prefer to try to gain admission to this excellent school located in one of the most picturesque coastal regions of Northern California.

With an entering class size of about 166 students and a student-faculty ratio of 12.5:1, Stanford is able to offer the same degree of classroom discussions and access to professors that Yale provides its students.

Stanford receives approximately 5,000 applications most years. This is probably due to the incredible faculty, the proximity to the epicenter of the technology revolution, the marvelous climate, and the strong interest many students have in living near the coast of California for at least part of their lives.

**What It Takes To Get In:**

The following LSAT/GPA data pertains to the fall 2003 entering class:

- Median LSAT: 168
  - 25th – 75th Percentile: 166 - 172
- Median GPA: 3.7
  - 25th – 75th Percentile: 3.77 - 3.94
- Approximate number of applications for one recent year: 5,040
- Number accepted during one recent sample year: 390
- Percentage accepted during one recent sample year: 7.7


**Class Ranking and Grades**

Stanford grades on a four point scale and the classes are generally curved. The mean for all exam courses is 3.4 unless otherwise stated.

Credit/No Credit is a large part of the Stanford grade system. Stanford uses what it calls the 3K system for classes graded for credit. Students may take all classes in the first term, as Credit/No

---

77 [http://www.law.stanford.edu/about/facts](http://www.law.stanford.edu/about/facts)
80 Id.
82 National Association for Law Placement, National Directory of Law Schools 2002-2003, 342
83 [http://www.law.stanford.edu/admin/ocs/employment/policies.html](http://www.law.stanford.edu/admin/ocs/employment/policies.html)
Credit. After the first term they may elect to take two more classes under the system. Note, however, that “There are several courses that are graded mandatory 3K either as a school policy or at the discretion of the faculty member. These grades show on the transcript as KM.”

In addition students are prohibited from disclosing to potential employers their shadow grades in the above “K” system courses. Employers who use the Stanford Law School facilities may not ask students about their shadow grades during on-campus or off-campus interviews. 84

THE CREDIT/NO CREDIT GRADES OPERATE AS FOLLOWS:

K  4.3 to 2.5 grade point equivalent
RK  2.2 grade point equivalent
NK  2.1 grade point equivalent
KM  Course required to be a Credit/No Credit

Stanford’s Career Services Center advises employers that the law school’s stringent admission policies and the mandatory curve in most classes make grade distinctions among the student body extremely slight and not a good indicator of the individual’s abilities. 85

GRADING SYSTEM:

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

CLASS RANK:

Stanford does not rank its students.

HOW THE BEST ARE SEPARATED FROM THE REST: 86

Order of the Coif, established at Stanford Law School in 1912, has been a long standing and much sought after honor. Even though students don’t graduate cum laude, they may graduate with distinction. 87

Order of the Coif: Top 10%

With Distinction: Top 33% at graduation

ACADEMIC AWARDS: 88, 89

<table>
<thead>
<tr>
<th>NAME OF AWARD</th>
<th>RECIPIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nathan Abbott Scholar</td>
<td>Highest cumulative GPA at the end of third year.</td>
</tr>
<tr>
<td>Urban A. Sontheimer (third year)</td>
<td>Second highest cumulative GPA.</td>
</tr>
<tr>
<td>Second-Year Honor</td>
<td>Highest cumulative GPA at the end</td>
</tr>
</tbody>
</table>

84  http://www.law.stanford.edu/admin/ocs/employers/policies.html#grading; Additional explanation of “shadow grades” provided via email correspondence between BCG research staff and Susan C. Robinson, Esq., Associate Dean for Career Services.
85  http://www.law.stanford.edu/admin/ocs/employers/policies.html
86  National Association for Law Placement, National Directory of Law Schools 2002-2003, 343
87  National Association for Law Placement, National Directory of Law Schools 2002-2003, 343
Steven M. Block Civil Liberties Award
Best written work on personal freedom issues.

Carl Mason Franklin Prize/ Int’l Law
Outstanding papers in International Law (2).

Olaus & Adolph Murie Award
Best written work in Environmental Law (2).

Hilmer Pehlmann Jr. Prizes
First-year research and writing award (18).

Marion Rice Kirkwood Moot Court
Best oral advocate, best brief, best team, runner-up team (4).

Stanford Law Review
Best editorial contribution to Stanford Law Review.

Public Service Fellowships
Demonstrated commitment to public service.

Lisa M. Schnitzer Memorial Scholarship
Demonstrated commitment to public interest.

Brown & Bain Fellowship in High Technology Law
Best research project in law and high technology.

Nathan Burkan Memorial Competition
Best style of legal writing in copyright.

Richard S. Goldsmith Award
Distinguished written work in dispute resolution.

The Ni Prize
Significant contribution to the study of International and Chinese law.

Lawrason Driscoll Moot Court Award
Awarded to officers of the Moot Court Board.

Intellectual Property Writing Award
Outstanding papers in Intellectual Property Law.

Board of Editors Award
Outstanding editorial to the Stanford Law Review.

Irving Hellman, Jr. Special Award
Outstanding student note in the Stanford Law Review.

Special Service Award
Undertaking a difficult project for the Stanford Law Review.

President’s Award
Extraordinary dedication to and vision on behalf of the Stanford Law Review.

Jay M. Spears Award (second year)
Outstanding service to the Stanford Law Review.

Deborah L. Rhode Public Interest Award
Outstanding non-scholarly public service

STUDENT JOURNALS
Stanford publishes eight online or printed student-run journals. Stanford is one of the few schools that select journal members entirely based on the school’s writing competition.
• **STANFORD LAW REVIEW**\(^{91}\) annually publishes one volume, which appears in six separate issues between November and July. Each issue contains material written by student members of the Law Review, other Stanford law students, and outside contributors such as law professors, judges, and practicing lawyers. Law Review participants select, edit, and publish articles and notes on the cutting edge of legal scholarship. The Law Review is a fully self-sustaining enterprise, operated entirely by Stanford Law School students and is independent of faculty and administration.

• The **STANFORD ENVIRONMENTAL LAW JOURNAL (ELJ)**\(^{92}\) was founded in 1978 and is now considered one of the best environmental law journals in the nation. ELJ is a semiannual scholarly periodical dedicated to analyses of current environmental legal issues and policies.

• The **STANFORD JOURNAL OF INTERNATIONAL LAW (SJIL)**\(^{93}\) is a scholarly periodical devoted to analyses of current international legal issues. The student-run biannual prints articles by professors, practitioners, and students on a wide range of legal topics, including public international law, human rights, international trade, and comparative law. The staff of SJIL is composed of approximately 50 members and 20 editors who work closely with authors on the material for each issue. First-year students are encouraged to participate in the spring workshop and can become editors by the end of their second semester.

• The **STANFORD AGORA: AN ONLINE JOURNAL OF LEGAL PERSPECTIVES**\(^{94}\) recreates the openness of the Athenian agora by designing the law journal of the new century. Agora seeks to bridge the gap between the law and other academic disciplines by examining central issues in contemporary society via a symposium format that incorporates a broad range of interdisciplinary approaches to law. All law school students are welcome and invited to join Agora, but students with experience in fields outside of law are especially encouraged to bring their input to the journal.

• The **STANFORD JOURNAL OF LAW, BUSINESS & FINANCE (SJLBF)**\(^{95}\) is a semiannual publication dedicated to exploring legal issues in the fields of business and finance. Edited and operated by students in all three classes of the law school, SJLBF brings a practical focus to the world of legal scholarship. Furthermore, members of SJLBF are encouraged to assume both editorial and business responsibilities. Ultimately, members who demonstrate excellence and commitment to the SJLBF have the opportunity to assume leadership positions and to join SJLBF’s steering committee.

• The **STANFORD LAW AND POLICY REVIEW (SLPR)**\(^{96}\) is a non-ideological publication, which in addition to possessing all the components of a fully functional law review, is also a small business. Students are responsible for all aspects of managing and producing this journal. Staffing for SLPR comes from all three law school classes. Students can join as editor candidates during their first year. More experienced editors may become article editors responsible for an entire article. Second- and third-year students may also be selected to sit on the managing board.

• The **STANFORD TECHNOLOGY LAW REVIEW (STLR)**\(^{97}\) is an innovative forum for intellectual discourse on critical issues at the intersection of law, science, technology, and public policy. STLR’s electronic format allows immediate reader response as well as ongoing Virtual
Symposia. Membership in STLR provides students with interests in technology the opportunity to work with noted scholars in their fields of interest, develop strong writing and editing skills, and gain experience with internet publishing technology.

- The **Stanford Journal of Civil Rights and Civil Liberties**\(^98\), launched in 2003-2004, focuses on civil rights and race, gender, and orientation theory. The journal endeavors to be innovators of civil rights law and discourse by incorporating and introducing new trends in the field. It analyzes the emerging interrelations between domestic and international civil rights, a focus no other law school publication yet offers.

**MOOT COURT**\(^99\)

First-year students participate in Moot Court as part of their legal research and writing class. Second and third year students may participate for two units of credit in the intra-school Marion Rice Kirkwood competition, which is administered by a faculty advisor and the Moot Court Board. Board membership is based on previous participation in the Kirkwood competition. Students may also participate in the interschool Moot Court competitions.

**CLINICAL PROGRAMS**\(^100\)

The following clinics are available to Stanford law students:

- **Civil Justice Clinic:** The civil justice clinic offers students, from a theoretical and hands-on perspective, the experience of effectively representing individuals and groups facing employment and housing problems.

- **Civil Rights Clinic:** Students work on litigation involving major civil rights issues.

- **Criminal Prosecution Clinic:** Students in this clinic prosecute criminal cases at the San Jose Superior Court under the guidance of both Santa Clara Court prosecutors and a faculty supervisor. Note that Evidence is a prerequisite and that both Criminal Procedure and Trial Advocacy are strongly encouraged.

- **Cyberlaw Clinic:** Students in this clinic work on lawsuits with public interest issues in the computer and internet contexts.

- **The Education Advocacy Clinic:** Provides students with the opportunity to participate in a wide variety of educational rights and reform work, including direct representation of youth and families in special education and school discipline matters, community outreach and education reform litigation, and policy research and advocacy. Students interview and counsel clients, investigate and develop facts, interview witnesses, work with medical and mental health professionals and experts, conduct legal and educational research, create case plans, represent clients in negotiation with school officials, and present oral argument and evidence before administrative tribunals.

- **The Environmental Law Clinic:** This clinic is operated in conjunction with the Earthjustice. Students provide legal assistance to national, regional, and grassroots nonprofit organizations on a variety of environmental issues, with a focus on complex natural resource conservation and biodiversity matters at the intersection of law, science, and policy. Students formulate strategies, research and develop factual and legal arguments, and prosecute administrative and judicial proceedings.

- **The Immigrants’ Rights Clinic:** Offers students the opportunity to represent individual

---

98. http://sjrcrl.stanford.edu/
100. http://www.law.stanford.edu/students/admits/memos/clinics.html
immigrants and immigrants’ rights organizations. Students participate in all aspects of case development, including interviewing clients and witnesses, investigating facts, writing pleadings, developing case strategies, conducting legal research, and presenting cases.

- **THE SUPREME COURT LITIGATION CLINIC:** Exposes students to the joys and frustrations of litigation before the Supreme Court of the United States. They may draft petitions for certiorari, as well as oppositions, merits briefs, and amicus briefs. They may prepare advocates in clinic-related cases for oral argument, and provide advice to other attorneys appearing before the Court. They are exposed to a wide range of legal areas, ranging from criminal law to civil rights law, constitutional issues to bankruptcy, and they receive immediate and extensive feedback on their legal writing.

**ORGANIZATIONS AND PROGRAMS**


Number of firms interviewing on campus most years: 300+
Percentage of grads employed at graduation: 99
Percentage of grads employed nine months after graduation: 99.1
Where the Grads Go:

- Percent of grads employed by private firms: 65
- Percent of grads employed as judicial clerks: 27
- Percent of grads employed by the government: 2
- Percent of grads employed by a public interest organization: 3
- Percent of grads employed by private industry: 4
- Percent of grads employed in an academic position: 0 (1 person went into Academia).

103 [http://www.law.stanford.edu/admin/ocs/students/index.html](http://www.law.stanford.edu/admin/ocs/students/index.html)
107 [http://www.law.stanford.edu/admin/ocs/students/statistics.html](http://www.law.stanford.edu/admin/ocs/students/statistics.html)
**SOME BRIEF FACTS:**

Columbia University School of Law has a renowned faculty and a highly regarded moot court program that teaches students how to write excellent briefs. Columbia is currently ranked Number Four on the annual *U.S. News & World Report* list of Tier One law schools. Graduates of this school are heavily recruited and their training and writing skills are considered to be among the best in the country.

While some would-be applicants are intimidated by the idea of attending law school in a place as big as New York City, others appreciate the exceptional professional opportunities and abundant resources that the University’s international reputation provides. Attending Columbia Law School is a unique experience with the eclectic charm of the Morningside Heights neighborhood, and its cultural life which offers unparalleled activity and diversity in the performing and visual arts.

New York City is a microcosm of the world, and is the home of the United Nations and numerous human rights and civil liberties organizations. It is a center of international business and finance, of world securities and capital markets, and law firms that specialize in corporate law. It is the headquarters of such industries as broadcasting, recording, and publishing.

Though the fall 2004 entering class size of approximately 374 students is rather large, it has made it possible for the school to provide some of the country’s finest clinical programs and other unique resources for students. Fortunately, the school has managed to keep the student-faculty ratio to a workable 11.2:1.

**WHAT IT TAKES TO GET IN:**

The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 171\(^{112}\) 25th – 75th Percentile: 167-173\(^{113}\)
- Median GPA: 3.7\(^{114}\) 25th – 75th Percentile: 3.50 - 3.83\(^{115}\)
- Approximate number of applications for 2004: 8,355
- Number accepted in 2004: 1,187\(^{116}\)
- Percentage accepted in 2004: 14.7\(^{117}\)

---

CLASS RANKING AND GRADES:

With a resolution passed in December 1994, the Faculty of Law established the grading system of A, B (with plus and minus designations), C, and F. Some courses and clinics offer a grade of CR (credit) as an option, while other courses grade CR or F. Columbia has no class rank or grade distribution.\(^{118}\)

HOW THE BEST ARE SEPARATED FROM THE REST: \(^{119}\)

Given the competitive nature of entrance standards, Columbia has decided not to issue any GPA percentile or ranking designations to its students. Two scholarly distinctions, the James Kent Scholars and Stone Scholars, are available to graduates who excel academically. Given that the distinctions are based on achieving certain grade performance, it appears that employers wishing to use grades as a screen may wish to focus solely on those students who have been awarded one of these designations.

JAMES KENT SCHOLARS

A student shall be named a Kent scholar if during an academic year the student has earned at least 15 graded law credits toward his or her degree, and in that year the student has received grades such that all, or all but one are, A+, A, or A- (the exception being no lower than B), and if the lowest grade is put aside, at least half of which are A or A+. The Kent Scholar is generally awarded to the top 1-3 percent of each class.

STONE SCHOLARS

Students of all three years are recognized as Stone Scholars for superior academic achievement. A student shall be named a Stone scholar if during an academic year the student has earned at least 15 graded law credits toward his or her degree and the student received no grade lower than B-. The Stone Scholar is generally awarded to 30-33 percent of the class.

ACADEMIC AWARDS: \(^{120}\)

<table>
<thead>
<tr>
<th>NAME OF AWARD</th>
<th>RECIPIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred S. Forsyth Prize</td>
<td>For a student demonstrating qualities of intellect and selfless dedication to the advancement of environmental law.</td>
</tr>
<tr>
<td>Andrew D. Fried Memorial Prize</td>
<td>Best essay in intellectual property published in the VLA Journal of Law and the Arts.</td>
</tr>
<tr>
<td>Walter Gellhorn Prize</td>
<td>LL.M. candidate with the highest academic average.</td>
</tr>
<tr>
<td>Lawrence S. Greenbaum Prize</td>
<td>Best final argument presentation in the moot court competition.</td>
</tr>
<tr>
<td>Carroll G. Harper Prize</td>
<td>Highest achievement in intellectual property studies and writing.</td>
</tr>
</tbody>
</table>

\(^{118}\) http://www.law.columbia.edu/careers/career_services/employers/About_Columbia_/Grading_and_Hon
\(^{119}\) http://www.law.columbia.edu/academics/registrar/Acad_Recog
\(^{120}\) www.law.columbia.edu/academics/curriculum_2001_2002/rules/Academic_Recognition.htm
<table>
<thead>
<tr>
<th>Prize Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul R. Hays Prize</td>
<td>Outstanding first-year student in civil procedure.</td>
</tr>
<tr>
<td>Pauline Berman Heller Prize Fund</td>
<td>Highest ranked graduating female student.</td>
</tr>
<tr>
<td>Moot Court First-Year Brief Prize</td>
<td>Best brief in moot court competition.</td>
</tr>
<tr>
<td>Jane Marks Murphy Prize</td>
<td>For interest and proficiency in clinical advocacy.</td>
</tr>
<tr>
<td>John Ordronaux Prize</td>
<td>For general proficiency in legal study, usually determined by academic average.</td>
</tr>
<tr>
<td>Simon H. Rifkind Prize Fund</td>
<td>Best overall first year moot court performance.</td>
</tr>
<tr>
<td>Samuel I. Rosenman Prize</td>
<td>Awarded to a third year student in a public law course with outstanding qualities of citizenship and leadership.</td>
</tr>
<tr>
<td>Emil Schlesinger Labor Law Prize</td>
<td>Student most proficient in the subject of labor law.</td>
</tr>
<tr>
<td>Whitney North Seymour Medal</td>
<td>Greatest promise of becoming a distinguished trial advocate.</td>
</tr>
<tr>
<td>Young B. Smith Prize</td>
<td>Most proficient first-year student in the law of torts.</td>
</tr>
<tr>
<td>Robert Noxon Toppan Prize</td>
<td>Best written constitutional law examination.</td>
</tr>
<tr>
<td>Valentin J.T. Wertheimer Prize in Labor Law</td>
<td>For a creative approach to labor, equal employment, or collective bargaining law.</td>
</tr>
<tr>
<td>Charles Bathgate Beck Prize</td>
<td>First-year student who submits the best examination paper in the course relating to real property law.</td>
</tr>
<tr>
<td>David M. Berger Memorial Prize</td>
<td>Third-year student interested in international law and world peace.</td>
</tr>
<tr>
<td>Harold Brown Book Prize</td>
<td>Based on need.</td>
</tr>
<tr>
<td>Class of 1912 Prize</td>
<td>First-year student who is most proficient in contracts.</td>
</tr>
<tr>
<td>Milton B. Conford Book Prize in Jurisprudence</td>
<td>Student who writes the best original essay on a legal subject.</td>
</tr>
<tr>
<td>E.B. Convers Prize</td>
<td>Member of the graduating class who writes the best original essay on a legal subject.</td>
</tr>
<tr>
<td>Archie O. Dawson Prize</td>
<td>Awarded for proficiency in advocacy. The recipient studies for several weeks in various federal courts, including the Supreme Court of the United States.</td>
</tr>
<tr>
<td>James A. Elkins Prizes</td>
<td>Outstanding first-year law student in each of the following courses: civil procedure, constitutional law, and criminal law.</td>
</tr>
</tbody>
</table>
STUDENT JOURNALS

Columbia University School of Law publishes a total of fourteen law journals.

- The **American Review of International Arbitration**, published by the Parker School of Foreign and Comparative Law at Columbia University, is a unique quarterly publication. The Review publishes academic articles and case notes on the dynamic field of international arbitration. Students are selected for editorial staff positions on the basis of an application submitted after their first year.

- **Columbia Business Law Review** is published three times annually. Student members edit scholarly articles in business law and write notes. Elected third year members govern the Review whose staff is selected based on first year academic performance and a spring writing competition. Responsibilities for second year members include writing a note on a topic related to business and assisting in the Review’s production.

- **The Columbia Journal of Asian Law**, produced under the auspices of the Centers for Chinese, Japanese, and Korean Legal Studies, publishes multidisciplinary articles from academics, practitioners, government officials, and student notes. Law student members are selected from applications submitted at the conclusion of the first year. Candidates for LL.M., J.S.D., and Special Students apply in the fall.

- **The Columbia Journal of Gender and Law** is an interdisciplinary journal focused on the interaction of gender and law. The Journal is governed by consensus and members work in teams. Applications from prospective members are accepted each semester. The editorial board is selected each spring from current members.

- **Columbia Human Rights Law Review** is a student-run journal, which produces two publications: the Review and A Jailhouse Lawyer’s Manual (JLM). The Review publishes professional articles and student-written notes on domestic and international issues in human rights and civil liberties. Prospective members apply after the completion of their first year. Editorial board members are selected from the second-year staff. The JLM, published in English and Spanish, is a legal reference tool designed to assist individuals in navigating the American legal system.

- **The Parker School Journal of East European Law** publishes scholarly articles, student notes, book reviews and commentaries concerning legal developments in former Soviet republics, Eastern and Central Europe. Applications are accepted at the end of each spring semester and members are selected based on their first year grades. The Journal is governed by a faculty editor-in-chief.

- **The Columbia Journal of Environmental Law** focuses on preserving and improving the environment through law. The Journal student-edited by a board selected annually from second-year members. Applicants are admitted based on writing samples.

- **The Columbia Journal of Law and Social Problems** is a quarterly publication written and edited solely by student members. Selection criteria include first-year academic grades and performance in a spring writing competition. Members of the board of editors are chosen annually from the second-year staff.

- **The Columbia Journal of Transnational Law**, produced three times per year, is one of the oldest and most cited journals of international law. The Journal is entirely student-edited and publishes works by practitioners, academics and students. Student members are chosen based on first year grades and performance in a writing competition.
• The Columbia Law Review is a student-edited journal and one of the few produced eight times per year. Works published in the Review include articles by academics and practitioners, student notes, and book reviews. The Review also hosts symposium and publishes related papers. Student members are selected in one of four ways: performance in the first year writing competition; first year grades and writing competition performance; diversity criteria, writing competition performance, and first year grades; or taking part in the fall Publishable Notes I program.\(^{/}122\)

• The Columbia Journal of Law and the Arts is a student-edited quarterly journal that publishes professional articles and student notes about domestic and international issues in intellectual property, media and the arts. Selection is based on a combination of performance in the spring writing competition and first year grades.

• The Columbia Journal of European Law is jointly sponsored by the Columbia University School of Law and the Parker School of Foreign and Comparative Law, with the cooperation of the Katholieke Universiteit in Leuven, Belgium. While the Journal focuses on legal issues facing the European Union, it also publishes works on national and regional European topics. Membership is open to all second- and third-year law students, but preference is given to students with a demonstrated interest or experience in European affairs.

• The Columbia Science and Technology Law Review is an online journal that publishes academic and professional articles concerning the dynamic field of technology and its intersection with the law. Members are selected based on the first year writing competition, expressed interest, past experience and education. While scientific and technical backgrounds are preferred, they are not prerequisites.

• The National Black Law Journal publishes articles that focus on current debates on affirmative action, employment law, community development, and the criminal justice system.

MOOT COURT

Moot court competition is required of all first-year students at Columbia. Second-year student editors are selected on the basis of the first-year moot court brief competition. Included are the Frederick Douglas Moot Court Competition and the Harlan Fiske Stone Honor Competition.\(^{/}123\) The Stone Competition is a three-round elimination competition in appellate advocacy. Prizes are awarded for the best brief, as scored by judges in the final round of 16 and the best oral argument as decided by the bench, based upon the final argument.

The Philip C. Jessup International Moot Court Competition\(^{/}124\) is open to all first- and second-year students. The Jerome Michael Jury Trials Program\(^{/}125\) provides a case for jury trial for second- and third-year students. Judges in this competition tend to be sitting state court trial judges. Students are responsible for obtaining volunteers to act as witnesses. Academic prerequisites include having taken Evidence. To qualify, students must participate in one qualifying round in the fall and another in the spring. Qualifying rounds will be ranked by the presiding judge by awarding ranks of “first” and “second” and declaring the best overall performance, taking into account professional comportment, conversance with law and legal principles, and effectiveness in examination and argument.

\(^{122}\) http://www.columbialawreview.org/information/publishablenotes.cfm
\(^{123}\) http://www.law.columbia.edu/academics/curriculum
\(^{124}\) http://www.law.columbia.edu/academics/curriculum
\(^{125}\) http://www.law.columbia.edu/academics/curriculum
COLUMBIA SCHOOL OF LAW OFFERS EIGHT CLINICAL PROGRAMS: CHILD ADVOCACY CLINIC, PRISONERS AND FAMILIES CLINIC, CLINICAL SEMINAR IN LAW AND THE ARTS, MEDIATION CLINIC, NONPROFIT ORGANIZATIONS CLINIC, HUMAN RIGHTS CLINIC, LAWYERING IN THE DIGITAL AGE CLINIC AND THE ENVIRONMENTAL LAW CLINIC.


In addition to the many organizations affiliated with Columbia’s Law School, law students also have the option of participating in any of the following centers and/or programs:

The Center for Chinese Legal Studies
Kernochan Center for Law, Media and the Arts
The European Legal Studies Center
The Center for Public Interest Law
The Center for Law and Economics Studies
The Center for Japanese Legal Studies
The Center for Korean Legal Studies
The Center for Law and Philosophy

http://www.law.columbia.edu/focusareas/clinics
http://www.law.columbia.edu/current_student/student_service/Student_Organiz?exclusive=filemgr.download&file-id=87350&contentDisposition=filename%3DStudent%20Organizations%20Contact%20Information.pdf
http://www.law.columbia.edu/center_program
The Center for the Study of Law and Culture
Center on Global Legal Problems
Center on Corporate Governance
The Center on Crime, Community and Law
Julius Silver Program in Law, Science & Technology
Alternative Dispute Resolution Program
Columbia Program in Law and History
Public Interest Law Initiative in Transitional Societies
International Programs
Human Rights Institute
Deals
Advanced Legal Education Programs
Columbia-Leiden-Amsterdam Summer Program
The Parker School of Foreign and Comparative Law
Program on Careers in Law and Teaching
Legal Theory Workshop
Social Justice Initiatives
Program on International Migration: Economics, Ethics and Law
National State Attorneys General Program at Columbia Law School

**NUMBER OF FIRMS INTERVIEWING ON CAMPUS MOST YEARS:** 350

Percentage of grads employed at graduation: 97.8
Percentage of grads employed nine months after graduation: 98.5

**WHERE THE GRADS GO:**

The school groups by job types.

- Percent of graduates employed in positions requiring or anticipating a J.D. (e.g., law firms, judicial clerkships, in-house counsel): 99
- Percent of graduates employed in positions preferring a J.D. (corporate contracts administrator, government regulatory analyst): 1
- Percent of graduates employed as professionals where a J.D. is not required or preferred (accountant, teacher, business manager): N/A

---

129 Provided by the Columbia University School of Law’s Office of Career Services
132 http://www.law.columbia.edu/careers/career_services/employers/About_Columbia_/Students
New York University

Mailing Address
40 Washington Square South, Vanderbilt Hall,
New York, NY 10012

Main Phone
(212) 998-6100

Registrar’s Phone
(212) 998-6020

Admission’s Phone
(212) 998-6060

Career Service’s Phone
(212) 998-6090

Web Site Address
www.law.nyu.edu

SOME BRIEF FACTS:

Many students fall in love with NYU’s surrounding neighborhood of Greenwich Village, and they appreciate the nearby subway ready to take them all over Manhattan. New York University School of Law has been a pioneer in such programs as clinical education, law and business, public service, interdisciplinary colloquia, and global studies.\(^{133}\)

New York University School of Law is the preeminent global law school featuring innovative teaching, research, and intellectual and professional development in a uniquely collegial environment. Like our great city, NYU School of Law is a “melting pot” of legal scholars and practitioners, economists, social scientists, and representatives of the innovation industries.

The NYU School of Law is currently ranked Number Five on the annual *U.S. News & World Report* list of Tier One law schools. Its fall 2004 entering class numbered 440 students,\(^{134}\) but with a student-faculty ratio of 11.2:1,\(^{135}\) faculty and students find plenty of time for personalized learning.

WHAT IT TAKES TO GET IN:\(^{136}\)

Following LSAT/GPA data pertains to the fall 2004 entering class:

- **Median LSAT:** 169  
  25th – 75th Percentile: 167 – 172

- **Median GPA:** 3.75  
  25th – 75th Percentile: 3.6 – 3.9

- **Approximate number of applications:** 8,220\(^{137}\)

- **Number accepted:** 1,628\(^{138}\)

- **Percentage accepted:** 19.8

- **Number enrolled:** 440

CLASS RANKING AND GRADES:\(^{139}\)

NYU law operates on a standard 4.0 grading scale, with a modified bell curve and most student grades fall within a 3.0 range.\(^{140}\)

NYU does not rank its students, nor does it provide cumulative GPA’s on transcripts. No official record is kept of a student’s GPA and the records office is not authorized to verify any student GPA estimated by the student.\(^{141}\)

---


\(^{134}\) http://www.law.nyu.edu/depts/admissions/info/jd/classprofile.html

\(^{135}\) http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/acad_0310.php

\(^{136}\) http://www.law.nyu.edu/depts/admissions/info/jd/classprofile.html

\(^{137}\) http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/acad_0310.php


\(^{139}\) National Association for Law Placement, National Directory of Law Schools 2002-2003, 214

\(^{140}\) These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on.

**GRADE NORMALIZATION (CURVE):**

First-Year Grade Distribution:\(^{142}\)

<table>
<thead>
<tr>
<th>RECOMMENDED % BASED ON NYU LAW CURVE</th>
<th>A /4.0</th>
<th>A- /3.67</th>
<th>B+ /3.33</th>
<th>B /3.0</th>
<th>B- /2.67</th>
<th>C /2.0</th>
<th>D /1.0</th>
<th>F /0</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - 8% (TARG- ET 6%)</td>
<td>24 - 33% (TARG- ET 28-29%)</td>
<td>10 - 16% (TARG- ET 13%)</td>
<td>REMAINDER</td>
<td>4 - 11% (TARG- ET 7-8%)</td>
<td>0 - 5%</td>
<td>0 - 5%</td>
<td>0 - 5%</td>
<td></td>
</tr>
</tbody>
</table>

The guidelines for first-year J.D. courses are mandatory and binding on faculty members. In other cases, the guidelines are strongly recommended but not enforced. They do not apply to any courses with fewer than 28 students.

Other J.D. and L.L.M. Grade Distribution:\(^{143}\)

<table>
<thead>
<tr>
<th>RECOMMENDED % BASED ON NYU LAW CURVE</th>
<th>A /4.0</th>
<th>A- /3.67</th>
<th>B+ /3.33</th>
<th>B /3.0</th>
<th>B- /2.67</th>
<th>C /2.0</th>
<th>D /1.0</th>
<th>F /0</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - 8% (TARG- ET 6%)</td>
<td>24 - 33% (TARG- ET 28-29%)</td>
<td>10 - 16% (TARG- ET 13%)</td>
<td>REMAINDER</td>
<td>4 - 11% (TARG- ET 7-8%)</td>
<td>0 - 5%</td>
<td>0 - 5%</td>
<td>0 - 5%</td>
<td></td>
</tr>
</tbody>
</table>

**Honors:\(^{144}\)**

**Order of the Coif:** 10%

**Summa cum laude:** not mandatory and given to a few students at the discretion of faculty

**Magna cum laude:** 10%

**Cum laude:** 25%

**Pomeroy Scholar**

Top ten students based on cumulative GPA at end of first year

**Butler Scholar**

Top ten students based on cumulative GPA after four complete semesters

**Florence Allen Scholar**

Top 10% students based on cumulative GPA after four complete semesters (excludes Butler scholars)

**Robert McKay Scholar**

Top 25% students based on cumulative GPA after four complete semesters (excludes Butler and Florence Allen scholars)

---

142 http://www.law.nyu.edu/depts/studentaffairs/publications/handbook/grades.html
143 http://www.law.nyu.edu/depts/studentaffairs/publications/handbook/grades.html
ACADEMIC AWARDS

More than 50 each year are available.

STUDENT JOURNALS

Student journals participate in an annual writing competition to select staff members and editors. Participants have two weeks to complete the competition, which consists of a closed-universe case comment and submission of personal statements to each of the journals for which the participants would like to be considered. The NYU Law Review coordinates the annual competition on behalf of all the journals.

- **The Environmental Law Journal (ELJ)** is one of six student-run publications at NYU Law. The Journal focuses on cutting edge environmental issues as its name suggests, and the selection process gives a great deal of importance to a student’s demonstrated interest in the field and writing ability rather than grades.

- **New York University Annual Survey of American Law** is a student-edited journal at NYU Law dedicated to exploring emerging trends and contemporary legal developments in the United States. The Journal features articles by legal scholars who provide interpretation and analysis of cutting edge cases and legislation. The Journal is widely distributed overseas and provides insight into the American legal system for foreign legal scholars and professionals. To gain membership, students must participate in the annual writing contest, and must have acceptable first year grades as well as write a 500 word essay. Students are encouraged to use the essay to describe distinguishing features about themselves or their interest in the subject.

- **The New York University Law Review** founded in 1924, publishes six issues each year. Second-year staff members of the Law Review must research a note on a topic of interest to the staff member, help in the production of journal issues by cite and substance checking, proofreading, evaluating articles and notes submitted for publication, and schedule two three-hour slots per week in the Law Review office. Third-year members of the Law Review take primary responsibility for editing second-year notes as well as articles by outside authors. Third-year members also participate in the management of the journal. The Law Review annually invites between 40 and 45 incoming second-year students to join their staff. All first-year students interested in joining must sign up in late spring for the writing competition, which is held immediately following final exams. The Law Review makes its selections by four methods: the 16-18 students with the highest GPAs (determined on a section-by-section rather than class-wide basis) will be extended an offer of membership, provided that their writing competition scores place them in the top two-thirds of all entrants; the eight or nine students with the highest writing competition scores will be invited to join the Law Review without regard to their GPAs; and the eight or nine students with the next highest writing competition scores will also be invited to join the Law Review, provided that their GPAs place them in the top two-thirds of the entire first year class; 10-12 students will be chosen pursuant to the Law Review’s Diversity and Affirmative Action Policy.

- **New York University Journal of International Law and Politics** features articles on international legal topics by leading scholars and practitioners, as well as notes, case comments, and book annotations written by Journal members. Staff members are second-year J.D. candidates who are selected from participants in NYU’s annual writing competition. In March of each year, staff editors may apply for executive board positions which become effective
on April 1. The executive board is selected by the previous board, and is responsible for the management of the Journal. Article and note editors are third-year students who rigorously edit the piece assigned to them and supervise the cite and substance checking and editing of their staff teams.

- The New York University Journal of Legislation and Public Policy[^150] as the name suggests, seeks to provide non-partisan analysis of legislation and public policy. The Journal places greatest emphasis on discussion of legislative issues, including reform and the organizational and procedural factors affecting the efficiency of legislative decision-making. Membership is garnered by a combination of grades and writing.

- The New York University Review of Law & Social Change[^151] is a quarterly publication that focuses on the ability of the concerned law student or attorney to create avenues for social change through law. In addition to publishing the work of NYU students, articles by nationally recognized scholars, legal practitioners, and activists are also published. The Review also provides a venue and network for members to participate in public service.

- The Journal of Law & Business[^152] began publishing semiannually beginning in the fall of 2004. In addition to the tremendous benefit to the student body, the journal is a valuable source of information to the business community. JLB is firmly committed to establishing meaningful working relationships with members of the legal and business communities, who are integral to this rapidly changing business environment. JLB plans to publish articles covering a wide array of business topics including, but not limited to, corporate governance and market policy, mergers and acquisitions, venture capital and private equity, bankruptcy and restructuring, and capital markets and securities. As a practitioner-oriented journal, JLB will actively seek contributions from established practitioners on contemporary business topics, but academic articles will be strongly considered.

- The Journal of Law and Liberty[^153] is dedicated to providing a forum for the critical discussion of classical liberal legal scholarship. It aims to explore issues, such as the nature of rules & order, legal philosophy, theories of rights & liberty, constitutional law, jurisprudence, legal history, and historical & contemporary legislation.

Moot Court[^154]

Moot Court is not a mandatory activity for first-year students at NYU and is an elective organization made up of 60 students. Students must participate in a writing competition in order to become members of the board. The moot court board administers an internal oral/argument/brief writing competition for all second and third year students and sends teams to moot court competitions. Additionally, the board publishes a casebook that is used throughout the country.

Clinical Programs[^155]

New York University Law School has the nation’s premier clinical program. Not only is it the largest but it is the most diverse. The clinical program has long been renowned for the quality of its faculty, the variety of its offerings, and the innovative structure of its curriculum. With 16 full-time clinical faculty and 22 clinics, NYU School of Law provides its students with unparalleled experiences in working with clients and communities to address urgent problems, influence public policy, and improve the quality of legal problem solving. What’s more, because the full-time clinical faculty is by far the largest in the country, the faculty-student ratio in these courses is extremely low. Typically, a clinical faculty member teaches 8 to 10 students.

[^150]: [http://www.law.nyu.edu/journals/legislation/](http://www.law.nyu.edu/journals/legislation/)
[^151]: [http://www.nyu.edu/pubs/rsc/](http://www.nyu.edu/pubs/rsc/)
[^152]: [http://www.law.nyu.edu/journals/lawbusiness/](http://www.law.nyu.edu/journals/lawbusiness/)
[^153]: [http://www.law.nyu.edu/journals/liberty/](http://www.law.nyu.edu/journals/liberty/)
The following 10 clinics are year-long:

- **Brennan Center Public Policy Advocacy Clinic** The Brennan Center Public Policy Advocacy Clinic is a year-long fieldwork clinic designed to teach advocacy and problem solving, in a non-litigation context, on behalf of those suffering from disparities of power and resources. The Clinic is designed to train lawyers to promote thoughtful public-policy-making. Clinic participants explore, evaluate, and implement various strategies to improve public decision-making, including public education, community organizing, developing and advancing proposals for legislative, executive or administrative action, engaging the media in more thoughtful debate, and creating new or promoting existing organizations.

- **Capital Defender Clinic** The Law School has two separate Capital Defender Clinics. One of these clinics represents clients on death row in Alabama in post-conviction cases through the Equal Justice Initiative in Montgomery, Alabama. The other clinic works with the NAACP Legal Defense Fund’s Capital Punishment Project to represent death row inmates in various southern states and to engage in legislative and media advocacy on capital punishment issues.

- **Civil Legal Services Clinic** This clinic represents clients in civil proceedings on a wide range of issues, including housing, political asylum, education, Social Security disability benefits, Supplemental Security Income, Medicaid, immigration, public assistance, guardianship, and AIDS-related matters.

- **Civil Rights Clinic** This clinic represents clients in a range of civil rights issues, including gender and racial discrimination in employment, education and housing, first amendment rights, and prisoners’ rights.

- **Community Defender Clinic** This clinic explores the challenges involved in introducing community-oriented strategies into indigent criminal defense institutions and practice. Students work closely with local defenders and community activists developing and facilitating their collaborative efforts to exercise greater control over criminal justice issues as they affect low income and of-color communities.

- **Family Defense Clinic** This clinic represents parents in Family Court neglect and abuse proceedings, proceedings to terminate parental rights, and foster care review proceedings.

- **Federal Defender Clinic** Students represent indigent clients charged with misdemeanors and petty offenses in Federal Magistrates Court in the Eastern District of New York including hearings and trials. Additional field work includes working with Federal Defenders in the Eastern and Southern District of New York representing indigent clients charged with federal felonies.

- **Immigrant Rights Clinic** This clinic represents immigrants in New York City with various legal matters, including labor, immigration and healthcare, using both litigation and non-litigation approaches such as media work, legislative advocacy, and community education.

- **Juvenile/Criminal Defense Clinic** This clinic represents young persons accused of felony offenses in juvenile delinquency proceedings in the New York Family Court and adults accused of crimes in Criminal or Supreme Court.

- **Offender Reentry Clinic** Through their fieldwork placement students enrolled in the Reentry Clinic will work on a variety of legal and policy assignments including advising clients on their legal rights pertaining to employment, how to review and clean up their rap sheets, advocating for the use of alternatives to incarceration, advocating for other policies that facilitate re-entry into the community.
The following clinics are one semester long:

- **CAPITAL DEFENDER CLINIC – ALABAMA** This clinic provides representation to death row prisoners in Alabama post conviction proceedings through the Equal Justice Initiative located in Montgomery, Alabama. Students spend a substantial portion of the semester in Alabama conducting research, case investigation, developing mitigation, interviewing clients, witnesses, jurors and family members. They prepare legal pleadings which are fielded in state and federal courts.

- **COMMUNITY ECONOMIC DEVELOPMENT CLINIC** This Clinic provides training in how lawyers, as problem solvers, might work with low-income, of color, and immigrant communities to create and sustain a more democratically inclusive, accountable, and effective vision of economic development. Through closely supervised fieldwork in New York City communities, interdisciplinary readings, and simulated skills training, students will explore ideas about community economic development (how it should be conceived, implemented, and evaluated) to illuminate current conditions and future trajectories. In fieldwork assignments, Clinic students will work closely with the staff of the recently launched Center for Community Problem Solving.

- **COMMUNITY OUTREACH, EDUCATION, AND ORGANIZING CLINIC** Rather than treating outreach, education, and organizing as beyond or beneath lawyers, this Clinic stresses the potential of these dimensions of law practice in helping low-income, of color, and immigrant communities address problems they face. Through fieldwork in New York City communities, interdisciplinary readings, and simulated skills training, the Clinic emphasizes how to collaborate with others, frame problems, identify and pursue strategies, monitor and evaluate the effectiveness of interventions, organize and manage resources and institutions, and educate and mobilize communities. Clinic students will work closely with the staff of the recently launched Center for Community Problem Solving.

- **COMPARATIVE CRIMINAL JUSTICE CLINIC** Building on a seminar in which students compare and contrast different nations’ criminal justice approaches to domestic violence, they work on systemic issues and individual cases involving battered women both as criminal defendants and as victims of crime. Field placements include New York City defense and prosecution offices as well as advocacy groups and non-governmental organizations.

- **CRIMINAL APPELLATE DEFENDER CLINIC** This clinic, which is operated in conjunction with the Office of the Appellate Defender, represents criminal defendants in appeals of their felony convictions to the New York Supreme Court, Appellate Division.

- **ENVIRONMENTAL LAW CLINIC** Students work out of the Natural Resources Defense Council, a national, non-profit legal and scientific organization, assisting attorneys in bringing public interest environmental litigation. The students also join in a weekly seminar at which current environmental policy issues, environmental litigation and legal advocacy strategies are discussed.

- **GOVERNMENT CIVIL LITIGATION CLINIC: EASTERN DISTRICT** Students will work closely with Civil Division Assistant United States Attorneys in the United States Attorney’s Office for the Eastern District of New York. The U.S. Attorney’s Office (EDNY) is committed to providing meaningful opportunities to students to gain experience with and exposure to federal civil litigation by and on behalf of the United States and its agencies in a broad range of affirmative and defensive cases seeking monetary and/or injunctive relief.
• **GOVERNMENT CIVIL LITIGATION CLINIC: SOUTHERN DISTRICT** Students are placed in the Civil Division of the United States Attorney’s Office for the Southern District of New York, where they work with Assistant United States Attorneys representing the federal government on a wide range of defensive and affirmative civil litigation matters.

• **INTERNATIONAL ENVIRONMENTAL LAW CLINIC** Students are placed in the United Nations, public interest environmental groups, and industry associations with attorneys practicing international environmental law. The work of students consists of drafting research memos and policy papers on international and comparative environmental law issues.

• **INTERNATIONAL HUMAN RIGHTS CLINIC** The IHRC explores multifaceted approaches to human rights advocacy in both domestic and international settings. The seminar portion emphasizes practical skills, including investigating and documenting human rights violations and advocacy before the United Nations, and other international human rights organizations. Fieldwork consists of projects for human rights organizations in the U.S. and abroad and intergovernmental human rights experts. Past and current projects include assisting domestic and international NGOs with: interviewing members of the Afghan community to document crimes against humanity in the pre-Taliban era; assisting in the set up of a multilingual legal services referral hotline for immigrant communities in New York City; ensuring that social and economic rights are integrated into international responses to the ongoing political crisis in Haiti; drafting portions of a litigation manual on women’s right to health in South Asia; and promoting the inclusion of economic, social and cultural rights in the new Iraq constitution.

• **MEDIATION CLINIC** A new clinic beginning in fall 2004, the Mediation Clinic is designed to foster mediation skills while orienting students to major issues in the intersection between law and informal dispute resolution. Fieldwork mediation study will take place primarily at the New York City Office of Administrative Trials and Hearings (“OATH”) although development of other mediation venues is ongoing. After students participate in initial intensive mediation training, they will team with Administrative Law Judges first to observe facilitative mediations and later to co-mediate. Students will contrast facilitative mediation with evaluative mediation of the court-imposed settlement process.

• **PROSECUTION CLINIC** This clinic works out of the U.S. Attorney’s Office for the Southern District of New York, prosecuting defendants in misdemeanor cases in the New York City Criminal Court and second-chairing assistant district attorneys in felony trials.

**STUDENT ORGANIZATIONS**


PROGRAMS, COLLOQUIA, INSTITUTES, AND CENTERS

Drawing upon the extraordinary resources of New York City, the programs, colloquia, institutes, and centers bring faculty and students together with leaders from a vast array of disciplines and provide students with a variety of practical experience. Programs, colloquia, institutes, and centers are designed to foster an environment where intellectual activity can thrive by creating a forum for a wide range of scholastic interests.

PROGRAMS

Academic Careers Program
Clinics
Lawyering Program
Furman Academic Fellowship
Program
Global Public Service Law Project

INSTITUTES

Information Law Institute
Institute for International Law & Justice
Institute for Law & Society
Institute of Judicial Administration

CENTERS

Brennan Center for Justice
Center for Community Problem Solving
Center for Human Rights & Global Justice
Center for Law & Business
Center for Labor & Employment
Center for Research in Crime & Justice
Center for the Study of Central Banks
Center on Environmental & Land Use Law
Center on Law & Security
Engelberg Center on Innovation Law & Policy
Law, Economics & Politics      Furman Center for Real Estate & Urban Policy
Lawyering Theory               Jean Monnet Center for International & Regional Economic Law & Justice
Legal History                  National Center on Philanthropy & the Law
Legal, Political & Social Philosophy  Project on Transitional Justice
Tax Policy & Public Finance    Public Interest Law Center
Faculty Workshop

Number of firms interviewing on campus 2004: 557
Percentage of graduates employed at graduation: 97.5
Percentage of graduates employed nine months after graduation: 99.3

WHERE THE GRADUATES GO:

- Percent of graduates employed by private firms: 70
- Percent of graduates employed as judicial clerks: 14
- Percent of graduates employed by the government: 3
- Percent of graduates employed by a public interest organization: 10
- Percent of graduates employed by private industry: 3
- Percent of graduates employed in an academic position: 0
University of Chicago

Mailing Address
1111 E. 60th St.,
Chicago, IL 60637

Main Phone
(773) 702-9494

Admission’s Phone
(773) 702-9484

Registrar’s Phone
(773) 702-9485

Career Service’s Phone
(773) 702-9625

Web Site Address
www.law.uchicago.edu

Some Brief Facts:
Currently ranked number six on the annual U.S. News & World Report list of Tier One law schools, the University of Chicago Law School succeeds, year after year, in training critical and socially conscious thinkers and doers.¹⁶² The three cornerstones that form the foundation for the University of Chicago Law School’s educational mission are: the life of the mind, participatory learning, and interdisciplinary inquiry. Beyond the classroom many students choose to do clinical work where they represent real clients.¹⁶³

Chicago truly is a city of neighborhoods. The University of Chicago’s Hyde Park neighborhood provides students with the benefits of a college-town feel, but it is just minutes from downtown’s invigorating chaos where you will undoubtedly delight in the city’s plethora of cultural, artistic, and culinary events.

The entering class generally numbers about 192 students.¹⁶⁴ This smaller number prevents the first-year students from feeling too overwhelmed, while learning to “think like lawyers.” The school has a student-faculty ratio of 10:1.¹⁶⁵

What It Takes to Get In:
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 170¹⁶⁶ 25th – 75th Percentile: 167 - 171¹⁶⁷
- Median GPA: 3.64¹⁶⁸ 25th – 75th Percentile: 3.47 - 3.78¹⁶⁹
- Approximate number of applications for one recent year: 4,737¹⁷⁰
- Number accepted during one recent sample year: 750¹⁷¹
- Percentage accepted during one recent sample year: 15.8¹⁷²

*Unless otherwise footnoted, all the above statistics were taken from U.S. News & World Report’s America’s Best Graduate Schools 2006 Report at http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_03052.php.

¹⁶⁵ http://www.law.uchicago.edu/files/OCSBrochure.pdf
¹⁶⁶ http://www.law.uchicago.edu/files/OCSBrochure.pdf
¹⁶⁷ http://www.law.uchicago.edu/files/OCSBrochure.pdf
¹⁶⁸ http://www.law.uchicago.edu/files/OCSBrochure.pdf
¹⁶⁹ http://www.law.uchicago.edu/files/OCSBrochure.pdf
CLASS RANKING AND GRADES:
Chicago Law uses a combination of numerical and letter grades, with an A–F designation corresponding with 180–155 points.

A 180-186
B 174-179
C 168-173
D 160-167
F 159 and below

GRADE NORMALIZATION (CURVE):
There is a curve for classes of more than 50 students, where the number of A’s should approximately equal the number of C’s. The median grade for these classes is 177. (Note: The median is the grade for the person in the middle of the class. It is not an average.) The Law School does not rank the students and forbids the students from stating an estimated rank on their resumes; however, the student transcripts provide a rolling average for honors.

HOW THE BEST ARE SEPARATED FROM THE REST:
For the Class of 2004, honors were awarded at graduation based on final averages as follows:

<table>
<thead>
<tr>
<th>Order of the Coif</th>
<th>Top 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Honors</td>
<td>182+</td>
</tr>
<tr>
<td>High Honors</td>
<td>180-181</td>
</tr>
<tr>
<td>Honors</td>
<td>178-179</td>
</tr>
</tbody>
</table>

ACADEMIC AWARDS:

<table>
<thead>
<tr>
<th>NAME OF AWARD</th>
<th>RECIPIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beale Prize</td>
<td>Each of the best students in the six research/writing sections.</td>
</tr>
<tr>
<td>Barber Prize</td>
<td>Students who have made a significant contribution to the life of the law school (1-4).</td>
</tr>
<tr>
<td>Mandel Award</td>
<td>Students who have made a significant contribution to the work of the Mandel Legal Aid Clinic (1-3).</td>
</tr>
<tr>
<td>Casper Platt Award</td>
<td>For outstanding paper written by a student that year.</td>
</tr>
</tbody>
</table>

---

174 http://www.law.uchicago.edu/files/studenthandbook.pdf
177 National Association for Law Placement, National Directory of Law Schools 2005-2006, 578
STUDENT JOURNALS

About one third of the non-first-year students produce publications that feature articles by the world’s leading legal minds. The school has three student-edited law journals:

- The University of Chicago Law Review issues four times a year and is completely run by students, who also may contribute articles of their own. Membership is gained by either competing in the summer writing competition or through the topic access program. Members gleaned via the writing competition have either demonstrated their ability based on writing alone or a combination of writing and grades. Those who gain membership using the topic access route work with editors who aid in developing a draft of comment and gain membership once the comment achieves publishable quality.

- The University of Chicago Legal Forum comes out once a year. The issue focuses on a single, high-interest legal topic (e.g., sex discrimination, information law, etc.) and contains writings by professors, practitioners, and students. Membership is based on a writing competition administered during the summer after the first year of school.

- The Chicago Journal of International Law (CJIL) is student-edited and addresses international and comparative law and policy matters. CJIL encourages writers to take an interdisciplinary view as they present “timely and concise scholarly work.” The journal publishes a fall and spring issue.

MOOT COURT

The University’s required first-year research and writing course incorporates “a substantial Moot Court component.” All second and third year students seeking to develop their appellate advocacy skills may enter the Moot Competition. The four finalists work in teams to brief and argue a case before a panel that includes distinguished sitting federal appellate and Supreme Court judges. The program is very highly regarded among the student body, most of which show up to hear the final arguments.

CLINICAL PROGRAMS

Chicago has expanded clinical opportunities by adding adjunct clinical faculty to the Institute for Justice Clinic on Entrepreneurship, the MacArthur Justice Center (focusing on Constitutional/Criminal Justice issues) and the Mandel Legal Aid Clinic (comprised of Civil Rights, Criminal and Juvenile Justice, Employment Discrimination, and Mental Health Law clinics).

STUDENT ORGANIZATIONS


CENTERS AND PROGRAMS*86
In addition to journals, clinics, and student organizations, law students have the opportunity to further enrich their educations by participating in the following centers and programs:


Number of firms interviewing on campus most years: 300186
Percentage of grads employed at graduation: 98.1187
Percentage of grads employed nine months after graduation: 98.5188

WHERE THE GRADS GO:*89
The school groups by job types.

- Percent of graduates employed in positions requiring or anticipating a J.D. (firms, judicial clerks, corporate counsel): 99
- Percent of graduates employed in positions preferring a J.D. (corporate contracts administrator, government regulatory analyst): 1
- Percent of graduates employed as professionals where a J.D. is not required or preferred (accountant, teacher, business manager): N/A

---

185 http://www.law.uchicago.edu/academics/programs_papers.html
186 http://www.law.uchicago.edu/careerscvs/overview.html
188 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03052.php
University of Pennsylvania

Mailing Address
3400 Chestnut Street
Philadelphia, PA 19104

Main Phone
(215) 898-7483

Admission’s Phone
(215) 898-7400

Registrar’s Phone
(215) 898-6427

Career Service’s Phone
(215) 898-7493

Web Site Address
www.law.upenn.edu

Some Brief Facts:
The University of Pennsylvania Law School has always been one of the nation’s preeminent law schools, tracing its origins from the founding of the republic. In recent years, Penn Law has undertaken academic innovations in response to the profound changes and complex issues facing society. Using a multi-faceted approach that encompasses legal training and knowledge in diverse areas, Penn Law students graduate prepared to properly examine a wide range of issues, from the protection of individual rights to the organization of businesses.

The most important innovation has been the strengthening and broadening of their cross-disciplinary academic programs. The faculty is strong in cross-disciplinary interests, education, and fields of expertise; close to 70% hold graduate degrees in areas such as Communications, Economics, History, Business, Bioethics, Philosophy and other complementary areas. Penn Law has the advantage of being physically adjacent and academically linked to one of the finest arrays of professional schools in the nation, enabling faculty and students to draw on the collective expertise in this Ivy League University.

Currently ranked Number Seven (along with the University of Michigan-Ann Arbor) on the annual U.S. News & World Report list of Tier One law schools, the school continues to attract many of the nation’s top undergraduates. The school enrolled 257 students in its fall 2004 entering class and has a student-faculty ratio of 12.5:1. One of the school’s innovative requirements is that all of its upper-level students must complete 70 hours of public service legal work before graduation.

Students at Penn Law are not ranked and attempts to rank are discouraged by the school. The Law School maintains that its courses adhere to a strict B-/C curve (for 1Ls only) and that A+/A grades are not always awarded.

What It Takes to Get In:
The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 170  
  25th – 75th Percentile: 166 – 171
- Median GPA: 3.7  
  25th – 75th Percentile: 3.5 – 3.8
- Approximate number of applications for 2004: 5,189
- Number accepted for 2004: approximately 830
- Percentage accepted in 2004: 16

190 http://www.law.upenn.edu/about/index.html
191 http://www.law.upenn.edu/prospective/jd/classstatistics.html
193 Information provided via email correspondence dated March 31, 2004, between Joan Rose, Director of Career Services, and BCG research staff
194 These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on.
CLASS RANKING AND GRADES:196

<table>
<thead>
<tr>
<th>Class Ranking</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>very rare</td>
</tr>
<tr>
<td>A</td>
<td>B+</td>
</tr>
<tr>
<td>A-</td>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
<td>not awarded</td>
</tr>
<tr>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>D</td>
<td>not awarded</td>
</tr>
</tbody>
</table>

In the fall of 1995, the Law School adopted a grading system of A, A-, B+, B, B-, C, and F, with a rare A+ awarded for distinguished performance. In any given semester, only a handful of students will achieve more than two A’s while, due to the mandatory nature of our 1L grading curve, students will receive B- and C grades.

University of Pennsylvania Law School students are not ranked in class. The University of Pennsylvania Career Planning & Placement Co-Director, Diane Downs, advises that, “employers should take care in comparing our system with those of other schools – Penn Law students are admitted under very competitive standards, yet the Law School’s mandatory curve requires that some students fall into all grade categories.”197

HOW THE BEST ARE SEPARATED FROM THE REST:198

<table>
<thead>
<tr>
<th>Order of the Coif:</th>
<th>Top 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa cum laude:</td>
<td>approx. top 1%</td>
</tr>
<tr>
<td>Magna cum laude:</td>
<td>approx. top 5%</td>
</tr>
<tr>
<td>Cum laude:</td>
<td>approx top 25%</td>
</tr>
</tbody>
</table>

ACADEMIC AWARDS:199

<table>
<thead>
<tr>
<th>NAME OF AWARD</th>
<th>RECIPIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Approximately 34 awards for a variety of accomplishments are awarded at commencement.</td>
<td></td>
</tr>
</tbody>
</table>

STUDENT JOURNALS:200

Each journal at the University of Pennsylvania Law School has different criteria for membership, and in order to be considered for membership on any of the four journals, a student must complete the writing competition. In addition to performing editorial functions, associate editors are required to write a comment, which is a significant piece of legal scholarship.

- The University of Pennsylvania Law Review201 started in 1852 and is the nation’s oldest journal. Members gain practical skills as they edit and administer the Review and they gain writing skills as they write a piece suitable for publication. Half of the members are chosen based on grades and a writing competition and half based on writing alone.202
- The University of Pennsylvania Journal Of Labor And Employment Law203 was established in 1997 and focus on matters regarding labor and employment law. Journal material covers “a wide range of topics, from traditional collective bargaining matters to current issues in employment discrimination.” Positions on this journal are chosen exclusively through the writing competition.204 Since labor and employment law is considered one of the more practical applications of a law degree, there is high interest in this journal.205

---

196 National Association for Law Placement, National Directory of Law Schools 2005-2006, 743
197 Quote provided via email correspondence dated March 31, 2004, between Joan Rose, Assistant Dean for Communications, and BCG research staff.
198 Percent of class receiving; GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2005-2006, 743
199 National Association for Law Placement, National Directory of Law Schools 2005-2006, 743
200 http://www.law.upenn.edu/academics/journals.html
201 http://www.pennlawreview.com/history.php
203 http://www.law.upenn.edu/journals/jlel/history.html
204 National Association for Law Placement, National Directory of Law Schools 2005-2006, 743
205 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
The University of Pennsylvania Journal of International Economic Law is a multi-disciplinary publication exploring current issues such as “private international transactions, national governmental regulation, and international intergovernmental regulation” and other international economic questions. One-third of the members are selected based on grades and the rest based on the writing competition.

The University of Pennsylvania Journal of Constitutional Law is a student-run publication and puts out four issues a year. As its name suggests its focus is on constitutional law and the journal seeks articles taking an “interdisciplinary study of and rigorous analysis of constitutional law.” As part of its exploration of constitutional matters the Journal runs an annual symposium which it makes available in print and electronic formats. In addition the Journal draws on its relationship with the National Constitution Center, Penn’s Political Science Department, School of Social Work, the Medical School, and the Wharton school, to gain a range of perspectives on constitutional matters. The writing competition is the sole way to gain membership on this journal.

MOOT COURT

2L PROGRAM
Appellate Advocacy II is Penn Law’s second-year intramural Moot Court competition. Participants research and write a brief and then present their case in one or perhaps two rounds of oral arguments before a panel of students, faculty, practitioners, and judges.

3L PROGRAM
The top four students become the Keedy Cup Team, who then work on a new brief in the fall semester, and then argue before a panel of distinguished jurists. The next three students represent Penn Law at the National Moot Court Competition (Bar Association, New York City). The next 14 students become members of The Moot Court Board who are responsible for preparing problems and reviewing the work of the contestants.

In recent years, Penn students have also participated in the National Moot Court Competition (Bar Association, City of New York), the Merna B. Marshall Moot Court Competition (Federal Bar Association, Philadelphia Chapter), The Frederick Douglass Moot Court Competition (National Black Law Student Association), and the Jessup Cup Competition (Columbia Law School). All of the competitions are highly regarded.

CLINICAL PROGRAMS
The University of Pennsylvania School of Law offers the following clinical programs: Civil Practice Clinic, Legislative Clinic, Small Business Clinic, Interdisciplinary Child Advocacy Clinic, Lawyering in the Public Interest, Mediation Clinic, Externships, and the Criminal Defense Clinic. Students coming out of the program praised the mediation clinic, among others. Others seemed to indicate that, while the experience seems invaluable, the programs are extremely difficult to get into and they are much more difficult and time consuming than normal classes. In addition, all students must perform 70 hours of pro bono service as in the award-winning Public Service Program as a requirement for graduation.

206 http://www.law.upenn.edu/journals/jiel/main.html
207 National Association for Law Placement, National Directory of Law Schools 2005-2006, 743
208 http://www.law.upenn.edu/journals/conlaw/, http://www.law.upenn.edu/academics/journals.html
209 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 57 of the 51 schools we discuss in this book.
211 National Association for Law Placement, National Directory of Law Schools 2005-2006, 742
212 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 57 of the 51 schools we discuss in this book.
213 http://www.law.upenn.edu/prospective/studentactivities.html
STUDENT ORGANIZATIONS

The University of Pennsylvania Law School’s student organizations include the American Constitution Society for Law & Policy; Asian Pacific American Law Students Association (APALSA); Bioethics, Law, and Public Policy Society; Black Law Students Association (BLSA); Business and Law Club; Chinese Legal Studies Association, Christian Legal Society; Clinic for Gay/Lesbian Civil Rights; Council of Student Representatives (CSR); Custody and Support Assistance Project; Eminent Refrain (a cappella group); Environmental Law Society (ELS); Equal Justice Foundation (EJF); Federalist Society; Feminist Working Group; Film, Music & Media Society; Guild Food Stamp Clinic; International Human Rights Club; International Human Rights Pro Bono Project; International Law Organization (ILO); Jessup International Moot Court Team; Jewish Law Students Association (JLSA); John Marshall Society; Journal of Constitutional Law; Journal of International Economic Law (JIEL); Journal of International Law and Policy Club; Journal of Labor and Employment Law; Journal of Law and Social Change (Hybrid); Just Democracy 2004, Lambda Law; Latin American Law Students Association (LALSA); Law School Light Opera Company (LSLO); LLM Association; Muslim Law Students; Older, Wiser, Law Students (OWLS); Penn Advocates for the Homeless; Penn Arab Law Students Society; Penn Biotech Group; Penn Intellectual Property Group; Penn Law Bowling League; Penn Law Boxing Club; Penn Law Dance Troupe; Penn Law Democrats; Penn Law Film, Music, and Media Society; Penn Law for Choice; Penn Law Golf Club; Penn Health Law Club; Penn Law Immigration Clinic; Penn Law Intramurals; Penn Law Real Estate Club; Penn Law Republicans; Penn Law Tennis Club; Penn Law Yoga Club; Penn Litigation Society; Penn National Basketball Association; Phi Alpha Delta Law Fraternity, International; PLEAD Forum (Pro-Life Education and Dialogue); Prisoners’ Rights Project; Sadie T. Alexander Memorial Conference; Sons of Italy at Penn Law; South Asian Law Students Association (SALSA); Sparer Public Interest Law Conference; Sports and Entertainment Law Society; Spouses and Partners Group; Street Law; Student Animal Legal Defense Fund; Unemployment Compensation Project; United Law Students of Color Council (ULSCC); Women’s Law Student Network of Philadelphia; and Women of Penn Law Network.

INSTITUTES AND PROGRAMS

Penn Law has a number of institutes and programs in which students may participate to further enhance their law school experience:

- Institute for Law and Economics
- Institute for Law & Philosophy
- Program on Law & the Environment
- Constitutional Law & Related Fields
- Health Law Program
- Intellectual Property and Technology Law
- International & Comparative Law
- Lawyering in the Public Interest

Number of firms interviewing on campus most years: 300
Percentage of graduates employed at graduation: 100%
Percentage of graduates employed nine months after graduation: 100%

WHERE THE GRADUATES GO

- Percent of graduates employed by private firms: 69
- Percent of graduates employed as judicial clerks: 22
- Percent of graduates employed by the government and public interest: 3
- Percent of graduates employed by private business and industry: 2
- Percent of graduates employed in an academic position: 0

http://www.law.upenn.edu/academics/institutes/ile/
http://www.law.upenn.edu/prospective/jd/classstatistics.html
SOME BRIEF FACTS:

At present, the University of Michigan Law School is ranked Number Eight (along with the University of Virginia) on the annual *U.S. News & World Report* list of Tier One law schools. Michigan has long been one of the nation’s finest institutions of legal education. The law school is home to a distinguished and diverse faculty, many of its scholars are preeminent in their fields. The University of Michigan is recognized as a leader in interdisciplinary legal studies; the insights and methods of other areas of study are apparent throughout the broad curriculum offerings.

Michigan has more than 70 full-time faculty members; many distinguished visiting scholars further enhance course offerings. In fall 2004, 381 new students arrived eager to begin their exciting law school courses. With a student-faculty ratio of 16:1, it is relatively easy for students to contact their professors between classes with their questions and concerns.

WHAT IT TAKES TO GET IN:

The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 167
- 25th – 75th Percentile: 164 – 169
- Median GPA: 3.60
- 25th – 75th Percentile: 3.44 – 3.77
- Approximate number of applications for one recent year: 5,523
- Number accepted during one recent sample year: approximately 1,098
- Percentage accepted during one recent sample year: 19.9


CLASS RANKING AND GRADES:

Michigan uses a modified 4-point grading system, with a range of 4.3 to 0.0 and a grade range of A+ to E. Students at Michigan are ranked, but the school does not release students’ rankings. The mean GPA for upperclass students leans toward a B+ at 3.19.

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

---

228 http://www.law.umich.edu/currentstudents/registration/grading%20Guidelines/GradingGuidelines050603.htm; These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on.
The 2005/2006 BCG Attorney Search Guide To Class Ranking Distinctions And Law Review Admission At America’s Top-50 Law Schools

<table>
<thead>
<tr>
<th>GRADE</th>
<th>TARGET %</th>
<th>MINIMUM AND MAXIMUM %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ and A</td>
<td>10 %</td>
<td>0 to 3 % for A+ to 11 % for A</td>
</tr>
<tr>
<td>A-</td>
<td>15 %</td>
<td>13 to 17 %</td>
</tr>
<tr>
<td>B+</td>
<td>30 %</td>
<td>26 to 34 %</td>
</tr>
<tr>
<td>B</td>
<td>25 %</td>
<td>21 to 29 %</td>
</tr>
<tr>
<td>B-</td>
<td>10 %</td>
<td>8 to 12 %</td>
</tr>
<tr>
<td>C+</td>
<td>7 %</td>
<td>5 to 9 %</td>
</tr>
<tr>
<td>C and below</td>
<td>3 %</td>
<td>0 to 5 % for C to 4 % for C+, D+, D, E</td>
</tr>
<tr>
<td>Mean</td>
<td>3.19</td>
<td>3.13 to 3.25</td>
</tr>
</tbody>
</table>

GPA VALUES:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>GPA VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>C</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>D</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>E</td>
<td>1.7</td>
</tr>
</tbody>
</table>

In addition, students may receive an E, S, P, I, Y, or H on their transcript. These grades apply to classes taken on a Limited Grade Option and/or apply to incomplete or other special designations. The P, S, H, or Y, grades are not included in “the computation of the honor point average,” but an “E” grade is calculated as part of a student’s honor point average.

These grades are explained as follows:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>A 0.0 denotes an incomplete work that has gone beyond the time in which the student was to have finished the incomplete work.</td>
</tr>
<tr>
<td>S</td>
<td>In limited graded courses, the equivalent of a C. Note, however, that in the Legal Practice course though an S is equivalent to a C, students in the top 15% of that class may also earn an H. In addition, in clinic classes, an S is the equivalent of a C+ and lesser work is graded from C to D or as an E.</td>
</tr>
<tr>
<td>P</td>
<td>In limited graded courses students receive a P for C or better work but may receive a C, D+, or D</td>
</tr>
<tr>
<td>I</td>
<td>Given where an instructor for a course or seminar permits a student to complete the requirements for a grade (e.g., the paper in a seminar) after the grading period for the term, the student will receive an incomplete for that term.</td>
</tr>
<tr>
<td>Y</td>
<td>In limited graded courses “A Y is awarded for completion of a course which extends beyond the semester.”</td>
</tr>
<tr>
<td>H</td>
<td>Awarded to students in the top 15% of the Legal Practice course.</td>
</tr>
</tbody>
</table>

**HOW THE BEST ARE SEPARATED FROM THE REST:**

*Order of the Coif:* Top 10% of third-year class

*Summa cum laude:* GPA of 4.00 or higher

*Magna cum laude:* GPA of 3.700-3.999

*Cum laude:* GPA of 3.400-3.699

---

229 Percentage of class receiving; GPA required (if calculated); # of students in each category. National Association for Law Placement, National Directory of Law Schools 2005-2006, 677; http://www.law.umich.edu/currentstudents/studentservices/handbook/handbook2004.pdf, page 52: “From time to time, these honor point averages may be revised in order to reflect the desired percentage distributions of honors degrees within graduating classes.” Id.
ACADEMIC AWARDS²³⁰

<table>
<thead>
<tr>
<th>NAME OF AWARD</th>
<th>RECIPIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bates Law Student Travel Fellowship</td>
<td>Grant to pursue legal studies abroad.</td>
</tr>
<tr>
<td>Jane L. Mixer Memorial Award</td>
<td>Students who have made the greatest contribution to activities designed to advance social justice.</td>
</tr>
<tr>
<td>Juan Tienda Scholarship</td>
<td>Student with Spanish-speaking background with commitment to work for the advancement of Spanish-speaking people in the U.S.</td>
</tr>
<tr>
<td>Butch Carpenter Memorial Scholarship</td>
<td>Student who has intent to apply legal training to speak development of disadvantaged community.</td>
</tr>
<tr>
<td>Robert B. Fiske, Jr. Fellowship for</td>
<td>Students taking post-graduate positions in government Public Service (up to 3).</td>
</tr>
<tr>
<td>University of Michigan Jean Monnet</td>
<td>Students who are researching legal issues of European Research Fellowship immigration.</td>
</tr>
<tr>
<td>Clara Belfield &amp; Henry Bates Overseas Fellowships</td>
<td>Students may study or gain work experience abroad.</td>
</tr>
</tbody>
</table>

JOURNALS²³¹

- The Michigan Law Review (MLR)²³² is student-edited. First-year editors compose notes and perform cite-checking duties. Second-year editors edit articles and notes as part of their responsibilities in publishing MLR's eight issues a year. Invitation to join the review is predicated on first-year grades and success in a writing competition.
- The University of Michigan Journal of Law Reform (JLR)²³³ seeks to give those who shape the law “the tools necessary to influence the evolution of law.” During their second year in law school, members of JLR research and write notes about contemporary law reform. Junior staff members are expected to write a publishable student note. Before the start of the fall term, junior staff members spend approximately one week conducting preliminary research for development of their note topic and final topic selection. Junior staff members are also expected to verify citations, correct errors of form, and proofread articles that have been accepted for publication. Members are selected on the basis of writing ability after completion of their first year.
- The Michigan Journal of International Law (MJIL)²³⁴ is student-run and “presents cutting-edge articles from scholars and practitioners in international, comparative, and foreign law, as well as research notes written by the student editors.” The quarterly journal chooses new members based on “writing ability, international interest and experience, and diversity of perspectives.” After Law Review, this is generally considered the best journal on which students can work.²³⁵
- The Michigan Journal of Gender & Law (MJGL)²³⁶ has committed itself to “providing a forum where different segments of the feminist community can explore the impact of gender and related issues of race, class, sexual orientation, and culture on the development of law and society” in each of its two issues a year. Members are chosen based on writing skills and once a member each student works on all publishing tasks such as editing, generation of submis-

²³⁰ National Association for Law Placement, National Directory of Law Schools 2005-2006, 674; http://www.law.umich.edu/CentersAndPrograms/cicl/Fellowships.htm
²³¹ www.law.umich.edu/JournalsAndOrgs/orgs.htm
²³⁵ This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
visions, layout, and developing student material suitable for publication.

- The *Michigan Journal of Race & Law (MJR&L)* selects its members based on the strength of their writing and a personal statement demonstrating the member’s interest in race matters. The journal “serves as a forum for scholars of all races to develop and expand theoretical, critical, and socially relevant approaches to intersections between race and the law.” In addition, the journal emphasizes the importance of members preparing publishable notes many of which have the chance to be presented at the Journal’s symposia.

- The *Michigan Telecommunications and Technology Law Review (MTTLR)* prides itself as “one of the first law journals to champion the use of interactive media to promote informed discourse about the interrelated legal, social, business, and public policy issues raised by emerging technologies.” In keeping with that theme, the journal publishes both online and in print forms. Students wishing to join the journal must show their interest in the field and their writing acumen. If chosen to join the journal, a student must write a note or comment on a topic of their choice.

**MOOT COURT**

Moot court is not required at the University of Michigan Law School. Nonetheless, first-year students prepare and argue one appellate brief as part of the required Legal Practice class. Moot court is open to both second and third year students. The University of Michigan Moot Court competitions are as follows:

- **JESSUP INTERNATIONAL LAW MOOT COURT** requires students to first compete in an intramural contest and then proceed to regional and possibly final rounds of competition where the students face students from more than five countries. The teams have a total of five members who prepare briefs on and argue an international law topic.

- **HENRY M. CAMPBELL MOOT COURT** has been held annually for more than 60 years. The competition involves both written and oral persuasive skills as demonstrated in presenting an appellate brief. The school states that “Winning it is one of the highest honors a Michigan law student can achieve.”

- **ANNUAL ENVIRONMENTAL MOOT COURT COMPETITION** takes place at Pace Law School in White Plains, New York. Michigan students who compete in this Moot Court are Environmental Law Society members.

- **BMI/CARDozo ENTERTAINMENT MOOT COURT COMPETITION** is a national competition in which members of the Entertainment Media and Arts Law Students Association participate.

**CLINICAL PROGRAMS**

In Michigan’s litigation clinics, students represent clients in housing, child advocacy, environmental, criminal, employment, poverty, and asylum and refugee cases. In the transactional clinic, students help develop affordable housing in Detroit. Courses such as Trial Practice, Negotiation and Drafting, and the Evidence Workshop offer practical skills training in simulated practice settings. Finally, the South Africa externship program, Family Law Project, and the Asylum and Refugee Law Project offer valuable experience to students.

**STUDENT ORGANIZATIONS**

The University of Michigan Law School’s student organizations include the Advocates For Animal Rights, American Civil Liberties Union, Armed Forces Association, Asian/Pacific American Law Students Association, Black Law Students Alliance, Business Law Society, Campbell Competition, Catholic Law Club, Christian Law Students, Criminal Law Society, Critical Race Theory Reading

CEN TER S AND PROGR AM S

The University of Michigan Law School also sponsors centers and programs that provide their students with interaction with national and world leaders. Recently, the Law School sponsored workshops and symposiums that featured speakers from the International Court of Justice, former Head of States, and members of U.S. Presidential administrations through the following centers and programs:

- Center for International & Comparative Law
- Graduate Degree & Research Scholars Programs
- Olin Center for Law & Economics
- Michigan Child Welfare Law Resource Center
- Program in Refugee and Asylum Law
- Japanese Legal Studies Program
- Clarence Darrow Death Penalty Defense College
- Institute for Continuing Legal Education
- Dean Acheson Legal Stage Program
- Program for Cambodian Law and Development
- South Africa Externship Program
- Externships
- Europe
- Semester Study Abroad Program
- Foreign Language Area Studies Fellowships
- Michigan Poverty Law Program

Number of firms interviewing on campus most years: more than 700
Percentage of graduates employed at graduation: 94.1
Percentage of graduates employed nine months after graduation: 98.6

WHERE THE GRADS GO

- Percent of graduates employed by private firms: 61
- Percent of graduates employed as judicial clerks: 22
- Percent of graduates employed by the government: 6
- Percent of graduates employed by a public interest organization: 6
- Percent of graduates employed by private industry: 4
- Percent of graduates employed in an academic position: 1

243 http://www.law.umich.edu/CentersAndPrograms/index.htm
244 http://www.law.umich.edu/currentstudents/careerservices/ourservices.htm#interview
Some Brief Facts:

Students who are lucky enough to spend their law school years on a campus as beautiful as that of the University of Virginia School of Law have no qualms about admitting that they get one of the “best bang for your buck” legal educations in the country. The law school is located at the foot of the Blue Ridge Mountains in Charlottesville, Virginia, and has a faculty known for its interdisciplinary strength. It offers a reasonably priced education, especially for in-state students. The University of Virginia School of Law is currently ranked Number Eight on the annual U.S. News & World Report list of Tier One law schools. American Lawyer identified it as one of only two law schools in the country with graduates practicing in each of the nation’s top 100 law firms.\(^{248}\)

It is no surprise that Virginia Law boasts one of the nation’s highest ratings of student satisfaction. The school has a broad curriculum and is particularly strong in the areas of constitutional law, international law, business law, and environmental law.\(^{249}\) The entering class size of 2004 was 360\(^{250}\) students, and the relatively low student-faculty ratio of 14:1 fosters a friendly environment, where strong bonds are formed between students and faculty.

What It Takes To Get In:\(^{251}\)

The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 169  
  25th – 75th Percentile: 166–171
- Median GPA: 3.63  
  25th – 75th Percentile: 3.49 – 3.82
- Number of applications for 2004: 5,475
- Number accepted 2004: 1,024\(^{252}\)
- Percentage accepted in 2004: 18.7\(^{253}\)

Class Ranking and Grades: \(^{255}\)

<table>
<thead>
<tr>
<th>Grade</th>
<th>4.3</th>
<th>3.3</th>
<th>2.3</th>
<th>0.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B+</td>
<td>C+</td>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>A-</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Grade Normalization (Curve)\(^{257}\)

The law school uses a 4.3 grading scale with the lowest numerical value being a 0.0. UVA is known to curve its law school classes to a generous B+ average, which translates into a 3.3 GPA for a great majority of each class.\(^{257}\) There is not a rigid curve, however, as professors need only achieve the mean and may do so by either awarding all high and low grades or by awarding the majority of grades in a certain range.

---

\(^{248}\) [http://www.law.virginia.edu/home2002/html/about/about.htm](http://www.law.virginia.edu/home2002/html/about/about.htm)

\(^{249}\) This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.


\(^{255}\) National Association for Law Placement, National Directory of Law Schools 2005-2006, 820

\(^{256}\) 2004-2005 Course Offering Directory, University of Virginia Law School of Law

\(^{257}\) Id.
grades in the middle range.\textsuperscript{258} The University provides neither an individual rank nor a cumulative GPA in its law school transcripts.\textsuperscript{259} Professors who do not wish to give too many C’s must limit the numbers of A’s as well. On the survey, students responded that there are only one or two A’s in a class of 30 and about three or four A’s if the class is a large one with 80-100 people. One student pointed out that the system protects the “lazy,” as many students who deserve A’s do not get them, while those who undeserving of B’s are often rewarded.\textsuperscript{260}

### Class Rank

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>TOP 50%</th>
<th>TOP 75%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP</td>
<td>N/A</td>
<td>3.48</td>
<td>N/A</td>
<td>3.3</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### How the Best Are Separated From the Rest:\textsuperscript{261}

Order of the Coif: Top 10%

### Awards and Honors:\textsuperscript{262}

<table>
<thead>
<tr>
<th>AWARD</th>
<th>RECIPIENT/DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bracewell and Patterson</td>
<td>24 outstanding oral advocates</td>
</tr>
<tr>
<td>Oral Advocacy Awards</td>
<td></td>
</tr>
<tr>
<td>Mortimer Caplin Public Service Award</td>
<td>Graduating student entering public service career and who demonstrates the qualities of leadership, integrity, and service</td>
</tr>
<tr>
<td>Mortimer Caplin Public Service Fellowship</td>
<td>Rising third-year student receives funding assistance for third-year and first two years of public service employment</td>
</tr>
<tr>
<td>Edwin S. Cohen Tax Prize</td>
<td>Student exhibiting continuing excellence in tax</td>
</tr>
<tr>
<td>Hardy Cross Dillard Prize</td>
<td>Best student note in the <em>Virginia Journal of International Law</em></td>
</tr>
<tr>
<td>Charles J. Frankel Award in Health Law</td>
<td>Student attaining distinction in health law</td>
</tr>
<tr>
<td>Robert E. Goldsten (’40) Award</td>
<td>Best classroom participation</td>
</tr>
<tr>
<td>Eppa Hunton IV Memorial Book Award</td>
<td>Third-year student with displaying high litigation skills and understanding of professional responsibility</td>
</tr>
<tr>
<td>Margaret G. Hyde Award</td>
<td>Graduating student “whose scholarship, character, personality, activities in the affairs of the school, and promise of efficiency” merit recognition</td>
</tr>
<tr>
<td>Jackson and Walker Award</td>
<td>Student with the highest GPA after four semesters</td>
</tr>
<tr>
<td>Robert F. Kennedy Award for Public Service</td>
<td>Graduate who demonstrates dedication to community service</td>
</tr>
</tbody>
</table>

\textsuperscript{258} Id.  
\textsuperscript{259} Id.  
\textsuperscript{260} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.  
\textsuperscript{261} % of class receiving; GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2005-2006, 821  
<table>
<thead>
<tr>
<th>Award Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herbert L. Kramer Community Service Award</td>
<td>Student who has had most impact on the school community</td>
</tr>
<tr>
<td>Law School Alumni Association Award for Academic Excellence</td>
<td>Student who has the most outstanding record</td>
</tr>
<tr>
<td>Law School Alumni Association Best Note Award</td>
<td>Student with the best note in the Virginia Law Review</td>
</tr>
<tr>
<td>Thomas Marshall Miller Prize</td>
<td>Given to “an outstanding and deserving member of the graduating class selected by the faculty”</td>
</tr>
<tr>
<td>National Association of Women Lawyers Award</td>
<td>Exemplary graduating woman</td>
</tr>
<tr>
<td>John M. Olin Prize in Law and Economics</td>
<td>Student who writes best paper using law and economics theory</td>
</tr>
<tr>
<td>Mary Claiborne and Roy H. Ritter Prizes</td>
<td>Two women and two men demonstrating character, honor, and integrity</td>
</tr>
<tr>
<td>The Rosenbloom Award</td>
<td>Student with strong academic record and who volunteers time to help other law students in need</td>
</tr>
<tr>
<td>Shannon Award</td>
<td>Student making major contribution to academic excellence</td>
</tr>
<tr>
<td>Earle K. Shawe Labor Relations Award</td>
<td>Student showing potential in as a labor relations attorney</td>
</tr>
<tr>
<td>James C. Slaughter Honor Award</td>
<td>“Outstanding member of the graduating class”</td>
</tr>
<tr>
<td>Stephen Pierre Traynor Award</td>
<td>Student delivering the best oral argument in the final round of the William Minor Lile Moot Court Competition</td>
</tr>
<tr>
<td>Roger and Madeleine Traynor Prize</td>
<td>Two students with the best written work</td>
</tr>
<tr>
<td>Trial Advocacy Award</td>
<td>Graduating student exhibiting the best aspects of being a trial lawyer</td>
</tr>
<tr>
<td>Virginia State Bar Family Law Book Award</td>
<td>Graduating student with the most potential as a family law</td>
</tr>
</tbody>
</table>

**STUDENT JOURNALS**

All the journals use the results of a combination of extensive writing contests, note writing, and statements of interest, and diversity to offer memberships on journal staffs. Student Surveys indicated that although there is no official cutoff for application to the journals, a student should have a GPA of at least 3.3 to be competitive in gaining membership.264

---


264  This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
• Virginia Law Review665 is a journal of general legal scholarship that publishes eight times a year. There are four ways to be invited to join the editorial board of the Virginia Law Review: Grade-on, which accounts for the top 25 highest-ranking members of the first-year class and up to five members of the third-year class who meet the minimum qualifications of the previous year; Write-on, which accounts for up to 15 participants from the journal tryout process; Combination which considers grades, journal tryout, and a personal statement regarding how one’s attributes would enhance the journal including how one might broaden the diversity of the Review; and Note-on, where those whose note is selected to be published are invited to become members.666 The Law Review is the school’s most prestigious publication.667

• Virginia Journal of International Law668 lays claim to being “the oldest continuously-published, student-edited law review in the United States devoted exclusively to the fields of public and private international law.”669 Positions on the Journal’s editorial board are open to all students in the law school and in other schools of the University who successfully complete a written tryout that is conducted every spring and fall.670 Students have indicated that this journal is the school’s second most prestigious publication.671

• Virginia Tax Review672 publishes four times annually and is devoted exclusively to tax and corporate topics.” It is among the school’s most prestigious publications.673

• Journal of Law and Politics674 asserts that it “is the first and only non-partisan publication devoted exclusively to examining the interaction between law and politics.” This interdisciplinary publication offers four issues a year with a blend of “articles, essays, and commentaries by scholars, practitioners, and national political leaders.”

• Virginia Environmental Law Journal (VELJ)675 focuses on publishing material to further the dialogue regarding environmental and natural resource law. Published three or four times a year by the students of the law school, VELJ is a student-run organization with a staff of about 50 second and third year law students who compete in a three day test of writing and analytical skills to gain membership.

• Virginia Journal of Law and Technology676 is an e-journal that “provides a forum for students, professors, and practitioners to discuss emerging issues at the intersection of law and technology.” Membership is based on a writing competition.677

• Virginia Journal of Social Policy and the Law678 examines the “intersection of law and social policy issues.” As it seeks to investigate the impact ”of the law and legal institutions on social conditions,” the Journal publishes articles regarding health care policy, civil rights, family law, and many other major social topics as seen in “contending legal, judicial, and political perspectives.”679

• Virginia Tax Review publishes four issues a year and each issues focuses solely on “matters related to federal taxation.” VTR claims that it “is the journal opportunity at the law school most closely related to pure business legal issues.”680

265 http://www.virginialawreview.org/
266 http://www.virginialawreview.org/page.php?section=membership&path=members_overview
267 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 57 of the 51 schools we discuss in this book.
268 http://scs.student.virginia.edu/%7Evjil/aboutus.html
269 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 57 of the 51 schools we discuss in this book.
270 National Association for Law Placement, National Directory of Law Schools 2005-2006, 820
271 Positions on the Journal’s editorial board are open to all students in the law school and in other schools of the University who successfully complete a written tryout that is conducted every spring and fall. Students have indicated that this journal is the school’s second most prestigious publication.
272 http://www.virginia.edu/%7Evtra/
273 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 57 of the 51 schools we discuss in this book.
274 http://jlp.law.virginia.edu/about.htm
275 http://www.velj.org/about.htm
Moot court is not a required activity for first year students at UVA Law School. Nonetheless, more than 150 second-year students compete in two-person teams to develop their oral argument skills in the William Minor Lile Moot Court Competition. Federal and state judges preside over the semifinal and final rounds of the competition, which has been designated by students as the most prestigious competition at the school. Certain student teams may be invited to "represent the School of Law in the national Moot Court Competition and other national competitions. Participation in the upper levels of competition is highly coveted."

The University Of Virginia School Of Law's clinical programs include: Appellate Litigation Clinic, Child Advocacy Clinic, Criminal Defense Clinic, Employment Law Clinic, Environmental Practice Clinic, First Amendment Clinic, Housing Law Clinic, International Human Rights Law Clinic, Patent and Licensing Clinic and the Prosecution Clinic. Students have indicated that the school's clinical programs have improved greatly over the past few years.


Centers and programs include:
- Center for Environmental Law Studies
- Center for the Study of Race and Law
- Criminal Justice Program
- Health Law Program

This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

Id.

Human Rights Law Program
International Law Program
Legal & Constitutional History
Program in Law & Business
External Programs
Institute of Law, Psychiatry and Public Policy
John M. Olin Program in Law and Economics
Center for Oceans Law and Policy
Center for National Security Law
Center for Children, Families, and the Law

Number of firms interviewing on campus most years: 308
Percentage of graduates employed at graduation: 95.9
Percentage of graduates employed nine months after graduation: 99.7

WHERE THE GRADS GO:

- Percent of graduates employed by private firms: 76
- Percent of graduates employed as judicial clerks: 13
- Percent of graduates employed by governments: 5
- Percent of graduates employed by a public interest organization: 3
- Percent of graduates employed by private industry: 2
- Percent of graduates employed in an academic position: 0

*Student surveys pointed out that international students are more than likely unaccounted for in the preceding statistics since very few tend to find jobs in the U.S. after graduation from UVA.

287 http://www.law.virginia.edu/home2002/html/about/factsstats.htm#career
290 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carrier_03162.php (listing 1% as unknown)
SOME BRIEF FACTS:
Chicago’s cold winters often come early, just in time to motivate first-year law students at Northwestern to stay indoors and get all of their required reading done. Although the law school environment in downtown Chicago is not quite as nice as that surrounding the main campus in the nearby suburb of Evanston, students rarely complain, because the location allows many of them to remain closer to their part-time jobs and summer internships. The school is in close proximity to courts, commerce, and public interest groups, allowing students to experience the law in action.

Northwestern University Law School is currently ranked Number 10 on the annual *U.S. News & World Report* list of Tier One law schools. The small entering class size of 242 students is a big draw to many applicants. It helps the school keep the student-faculty ratio at about 11:1.\(^\text{291}\)

WHAT IT TAKES TO GET IN: \(^\text{292}\)
Northwestern asserts that its 2004 entering class’ median LSAT score moved from the 14th highest to 5th highest. In addition, the 25th to 75th percentiles range has risen and narrowed, from 159—167 to 166-170. \(^\text{293}\)

The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 169                    25th – 75th Percentile: 166 - 170\(^\text{294}\)
- Median GPA: 3.7                    25th – 75th Percentile: 3.47 - 3.78\(^\text{295}\)
- Approximate number of applications for 2004: 4,802\(^\text{296}\)
- Number accepted: 774\(^\text{297}\)
- Number enrolled: 243\(^\text{298}\)
- Percentage accepted in 2004: 16.1\(^\text{299}\)


CLASS RANKING AND GRADES: \(^\text{300}\)
Northwestern grades on a modified 4-point scale with a range of 4.33-0.00, A+ to F. Individual courses are normalized with a B+ to B- curve, with the majority of grades falling in the B range.\(^\text{301}\)
No individual or percentile rankings are provided by the law school; however, GPA cutoffs for honor distinctions are provided.\(^\text{302}\)

---


\(^{292}\) [http://www.law.northwestern.edu/admissions/profile/](http://www.law.northwestern.edu/admissions/profile/)

\(^{293}\) [http://www.law.northwestern.edu/admissions/profile/](http://www.law.northwestern.edu/admissions/profile/)

\(^{294}\) [http://www.law.northwestern.edu/admissions/profile/](http://www.law.northwestern.edu/admissions/profile/)

\(^{295}\) [http://www.law.northwestern.edu/admissions/profile/](http://www.law.northwestern.edu/admissions/profile/)

\(^{296}\) [http://www.law.northwestern.edu/admissions/profile/](http://www.law.northwestern.edu/admissions/profile/)


\(^{298}\) [http://www.law.northwestern.edu/admissions/profile/](http://www.law.northwestern.edu/admissions/profile/)

\(^{299}\) [http://www.law.northwestern.edu/admissions/profile/](http://www.law.northwestern.edu/admissions/profile/)

\(^{300}\) [http://www.law.northwestern.edu/mainpages/curriculum/grading_policy.html](http://www.law.northwestern.edu/mainpages/curriculum/grading_policy.html)

\(^{301}\) These statements are designed to provide an overview of Northwestern’s grading policies. All information is found on the Law School’s Web page, NALP Directory, or student surveys. The statistics are explained in detail in the “Grades and Ranking” section and footnoted accordingly.

\(^{302}\) [http://www.law.northwestern.edu/mainpages/curriculum/grading_policy.html](http://www.law.northwestern.edu/mainpages/curriculum/grading_policy.html)
As of the 2000–2001 academic year, all coursework is graded on a 4.33 grading scale. The authorized letter grades and their assigned numerical values are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>N/A</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Northwestern transcripts may also contain the following designations:

- **W** - Withdrawal
- **CR** - Credit
- **NC** - No credit
- **I** - Incomplete (Exam not yet taken or research paper not yet submitted)
- **IP** - In progress (Grade not yet received. Delay approved by faculty and Dean of Students)\(^{303}\)

**GRADE NORMALIZATION (CURVE):**

A mandatory curve is applied to all courses with more than 40 students enrolled. A professor in such a course must comply with the following distribution, which uses a minimum and maximum range:\(^{304}\)

<table>
<thead>
<tr>
<th>GRADES</th>
<th>PERCENTAGES MIN.-MAX.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>3-7%</td>
</tr>
<tr>
<td>A</td>
<td>12-15%</td>
</tr>
<tr>
<td>A-</td>
<td>10-15%</td>
</tr>
<tr>
<td>B+</td>
<td>15-30%</td>
</tr>
<tr>
<td>B</td>
<td>20-35%</td>
</tr>
<tr>
<td>B-</td>
<td>10-15%</td>
</tr>
<tr>
<td>C+</td>
<td>0-7.5%</td>
</tr>
<tr>
<td>C</td>
<td>0-7.5%</td>
</tr>
<tr>
<td>D/F</td>
<td>0-7%</td>
</tr>
</tbody>
</table>

**CLASS RANK:**

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>TOP 50%</th>
<th>TOP 75%</th>
<th>MIN GRADE REQ FOR NALP</th>
<th>2.25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Northwestern does not rank its students.</td>
<td></td>
</tr>
</tbody>
</table>

**HOW THE BEST ARE SEPARATED FROM THE REST:**\(^{306}\)

Order of the Coif: Top 10% at faculty’s discretion.

The Northwestern Chapter has chosen not to award the Order to all 10%, but rather to bestow it on students “who, in the opinion of the voting members of the Chapter, are deemed truly worthy of the honor. The Chapter takes into consideration law school activities contributing to the total legal education of the candidate.”\(^{307}\)

As of 2003, Northwestern changed its policy regarding *cum laude* distinctions. For those in the classes of 2001 and 2002, *cum laude* distinctions were awarded as follows:

---

\(^{303}\) [http://www.law.northwestern.edu/maiages/curriculum/grading_policy.html](http://www.law.northwestern.edu/maiages/curriculum/grading_policy.html)

\(^{304}\) [http://www.law.northwestern.edu/mainpages/curriculum/grading_policy.html](http://www.law.northwestern.edu/mainpages/curriculum/grading_policy.html)


\(^{307}\) [http://www.law.northwestern.edu/mainpages/curriculum/grading_policy.html](http://www.law.northwestern.edu/mainpages/curriculum/grading_policy.html)
As of 2003, Northwestern changed its policy regarding cum laude distinctions. For those in the classes of 2001 and 2002, cum laude distinctions were awarded as follows:

- **Summa cum laude:** at the discretion of the faculty
- **Magna cum laude:** 4.0 GPA, at least top 3% of class
- **Cum laude:** 3.65 GPA, at least top 30% of class

For those graduating in 2003 and thereafter, the following applies:

- **Summa cum laude:** 4.20 GPA
- **Magna cum laude:** 3.97 GPA
- **Cum laude:** 3.65 GPA
- **Master of Laws with academic awards:** 3.50 GPA

**ACADEMIC AWARDS:**

<table>
<thead>
<tr>
<th>NAME OF AWARD</th>
<th>RECIPIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowden/Wigmore Prize</td>
<td>For best written contribution to the three law school journals and to the finalists of the second-year moot court competition (2).</td>
</tr>
<tr>
<td>Wigmore Key</td>
<td>Awarded by the Student Bar Association and faculty to the student who has done the most toward preserving the traditions of the law school.</td>
</tr>
<tr>
<td>Harold D. Shapiro Prize</td>
<td>Best student in business planning course.</td>
</tr>
<tr>
<td>Arlyn Miner Book Award</td>
<td>Members of the first-year class who wrote the best briefs in legal writing classes the previous semester (8).</td>
</tr>
<tr>
<td>John Paul Stevens Award</td>
<td>Graduating student with highest GPA.</td>
</tr>
<tr>
<td>Adlai Stevenson II Award</td>
<td>For best brief in second-year moot court competition (2).</td>
</tr>
<tr>
<td>Academy of Trial Lawyers Award</td>
<td>Best individual speaker in second-year moot court competition.</td>
</tr>
<tr>
<td>Senior Research Honors</td>
<td>Students registered in Senior Research who received an A+ on their research paper (4).</td>
</tr>
<tr>
<td>Raoul Berger Prize</td>
<td>Best senior research or third-year seminar paper.</td>
</tr>
<tr>
<td>William Jennings Bryan Award</td>
<td>Miner Moot Court champions (2)</td>
</tr>
<tr>
<td>Joseph Cummins Memorial Scholarship</td>
<td>Most outstanding second-year student in trial advocacy course.</td>
</tr>
<tr>
<td>International Academy of Trial Lawyers</td>
<td>Most outstanding third-year student in trial advocacy Award course.</td>
</tr>
<tr>
<td>Nathan Burkan Memorial Competition:</td>
<td>Best student papers on local government law. (2)</td>
</tr>
</tbody>
</table>

---

STUDENT JOURNALS

Northwestern University School of Law’s journals include the Northwestern University Law Review, the Journal of Criminal Law & Criminology, the Journal of International Law & Business, Northwestern Journal of Technology and Intellectual Property, and the Journal of International Human Rights. All journals utilize a combination of grades and a writing competition, held immediately following first-year spring final exams. Second-year students may vie for a limited number of spots by writing on to a journal. However, during the fall semester, write-on candidates must meet the same writing requirements and perform all of the duties of a student with full membership. Upon completion of the fall semester, write-on candidates are notified as to whether they have achieved membership status.

- Northwestern University Law Review produces four issues per year with topics that cover the spectrum of legal scholarship. This is the premiere publication of Northwestern Law, whose website boasts several notable past editors. Currently, the students are chosen via grades and writing, competing for the most prestigious review membership at this institution.

- Journal of Criminal Law & Criminology is an interdisciplinary publication produced to reflect on the causes of and responses to crime from the perspective of both law and social science. The members of this journal garner the unique experience of scholarly research in addition to devising practical solutions to the changing dynamics of criminal law in America. The school’s website boasts this publication to be one of the most widely distributed in the nation on the topic of criminology. It is used as a reference by legal scholars, legal professionals and social scientists alike.

- Journal of International Law & Business focuses on transnational issues and how they affect both the private and the public sector. Scholarly articles by academics and professionals regarding their perspectives on important issues of international law as well as case notes and comments by the staff and editors can be found in this journal.

- Northwestern Journal of Technology and Intellectual Property is a young publication which launched its premiere issue in spring 2003 and will be launching a website by March 2004. The Journal will be published in online format so the newest information will be available as soon as possible. The students who work on this publication learn about the intersection of laws in the field of intellectual property, technology, and the internet. In addition, they are given the chance to work under advisement of practitioners and gain experience in the practice of technology, web design, and website management.

- Journal of International Human Rights is dedicated to providing a forum for vigorous discussion of human rights and the role of the law. Since the study of human rights moves across different disciplines, this Journal accommodates this fact by using a multidisciplinary approach to its substantive content, which can include social science, ethics, and business among others. The students are selected for this Journal based on the general guidelines aforementioned; in addition, a student’s demonstrated interest in human rights law or other related subjects is also given consideration.

310 http://www.law.northwestern.edu/depts/legalpub/
311 http://www.law.northwestern.edu/lawreview/
312 http://www.law.northwestern.edu/jclc/
313 http://www.law.northwestern.edu/jilb/
314 http://www.law.northwestern.edu/njtip/
315 http://www.law.northwestern.edu/jihr/
316 http://www.law.northwestern.edu/depts/legalpub/
317 Id.
MOOT COURT\(^{19}\)
First-year students at Northwestern are introduced to appellate brief preparation and argument through the mandatory Arlyn Miner First-Year Moot Court Competition. Second-year students may elect to participate in the Julius H. Miner Moot Court Competition during the spring semester; this competition is administered by third-year students, under faculty supervision. Furthermore, students may try out for one of Northwestern’s trial teams, which include both national and international teams that compete with other law schools. First-year students are encouraged to prepare briefs on timely international law issues in order to be selected for the Philip C. Jessup International Law Moot Court so they can compete across the fifty states. Additionally, first and second-year students can also compete on the William C. Vis International Commercial Arbitration Moot Court by preparing and arguing briefs about international commercial and business transactions. This contest takes students to a competition in Vienna where students compete at an international level with teams from the United States and abroad.\(^ {20}\)

CLINICS, PROGRAMS, AND CENTERS\(^ {319}\)
The clinical programs at Northwestern train law students to be skilled, ethical, and reform-minded professionals. In addition to learning lawyering skills such as interviewing, counseling, negotiating, writing, and appellate and trial advocacy, students are urged to scrutinize the quality of justice.

- **The Children and Family Justice Center** – This is a comprehensive children’s law center where law students under the supervision of attorneys and clinical professors, represent young people on matters of delinquency and crime, family violence, school discipline, health and disability, and immigration and asylum. We collaborate with communities and child welfare, educational, mental health and juvenile justice systems to develop fair and effective policies and solutions for reform. Law students are taught advocacy skills; how to interview and counsel clients, research of legal issues, and how to prepare hearings and court briefs.

- **Small Business Opportunity Center** - The SBOC is a nonprofit, student-based clinical program affiliated with the Bluhm Legal Clinic. Through the commitment of the Northwestern University School of Law, top attorneys and law students, the SBOC provides affordable legal services to entrepreneurs and nonprofit organizations focusing on job creation and economic development in the Chicago area. Services provided are: incorporation, trademark registration, franchise agreement, business licensing, copyright protection, zoning requirements, commercial lease, and not-for-profit corporations.

- **Center for International Human Rights** - conducts academic and practical work in support of internationally recognized human rights, democracy and the rule of law. A comprehensive, interdisciplinary approach is stressed and participation by other University departments is invited.

- **Center on Wrongful Convictions** - is dedicated to identifying and rectifying wrongful convictions and other serious miscarriages of justice. The Center has three components: representation, research, and community services. Center faculty, staff, cooperating outside attorneys, and Bluhm Legal Clinic students investigate possible wrongful convictions and represent imprisoned clients with claims of actual innocence. The research component focuses on identifying systemic problems in the criminal justice system and, together with the community services component, develop initiatives designed to raise public awareness of the prevalence, causes, and social costs of wrongful convictions. In addition, the community services component helps exonerated former prisoners cope with the difficult process of reintegration into free society.

\(^ {319}\) National Association for Law Placement, National Directory of Law Schools 2002-2003, 249
\(^ {320}\) http://www.law.nwu.edu/curriculum/mootcourt.htm
\(^ {321}\) http://www.law.northwestern.edu/legalclinic/
• **Fred Bartlit Center for Trial Strategy** was established to conduct research and teach innovative and technologically advanced trial strategy. The Bartlit Center focuses not on changes in the law, but on changes in the craft brought on by new technologies and compensation approaches which have changed the options available to the profession. The Center sponsors and conducts high-quality academic research on the litigation process; supports teaching skills in the J.D. program; and holds national conferences to explore and teach innovative trial and trial management strategies. The Bartlit Center enhances the Law School’s already highly regarded program in the simulation-based teaching of trial skills and builds on the research produced by Northwestern Law faculty. The trial advocacy program was ranked second in the country by *U. S. News and World Report*.

• **Program on Civil Litigation** – This Clinic provides litigation projects in the areas of students’ and prisoners’ rights, the protection of clients from abusive divorce attorneys, and the representation of victims of domestic violence. Students’ experience includes advocacy at the trial and appellate levels, including the U.S. Supreme Court as well as in the Illinois legislature. Students work with the Legal Assistance Foundation of Chicago in a variety of consumer law and landlord/tenant cases. Students perform the roles of lawyers in litigation, including taking depositions, drafting written discovery, preparing and arguing motions, and trying cases. Students also interview clients and make case presentations at the LAFC case acceptance meetings.

• **Program on Advocacy and Professionalism** – Students conduct the pretrial process including investigation, interviewing, counseling, discovery, and motion practice. Students are assigned to two or three-person law firms to engage in the simulated litigation of a single case under the supervision of a “senior partner,” the students generate a series of litigation exercises by scheduling interviews, meetings, depositions, and motions. The students develop a “theory of the case” and are responsible for effectuating it in accordance with the rules of professional responsibility. This clinic emphasizes student decision-making in a litigation setting.

• **Negotiation and Mediation Program** - Northwestern Law students collaborate with students in the Kellogg School of Management, attorneys in the Chicago area, and students from other law schools in actual negotiation proceedings. Working in teams or one-on-one, students cover a wide range of situations, including the purchase of real estate, and the settlement of lawsuits, neighborhood disputes, campus disputes, and labor disputes. The National Center for Conflict Resolution conducts a portion of the skills training. And students who successfully complete the training and meet all of the certification requirements can be certified and conduct actual mediations on behalf of CCR.

**EXTERNSHIPS**

Combined with classroom work, externships give second and third-year law students the opportunity to gain on-the-job training while earning class credit. They work 10 to 15 hours per week under the close supervision of lawyers, judges, entrepreneurs, corporate counsels, government officials, and public interest professionals. Externships are available in the following areas:

• **JUDICIAL** - Students are placed as law clerks with a United States district court judge or magistrate and work on preparing research memoranda and drafting opinions.

• **PUBLIC INTEREST** - Students work at a public interest legal organization represent clients in civil matters.

---

322. [http://www.law.northwestern.edu/legalclinic/externships.html](http://www.law.northwestern.edu/legalclinic/externships.html)
• **CRIMINAL LAW** - Students work with either prosecution or defense lawyers in the federal or state criminal justice system, including the U.S. State’s Attorney’s Office, Federal Defender’s Office, Cook County State’s Attorney’s Office, and Cook County Public Defender’s Office.

• **CORPORATE COUNSEL** - Students are placed in general counsel offices of businesses and will devote one day a week to the corporate law department. While externs can be called upon to do legal research, the goal is to become involved in the life of the law department by attending meetings, observing negotiations, and gaining an understanding how law is practiced in a business setting.

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

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

**ORGANIZATIONS**


Number of firms interviewing on campus most years: more than 700

Percentage of graduates employed at graduation: 97.7%

Percentage of graduates employed nine months after graduation: 99.1%

WHERE THE GRADUATES GO:

- Percent of graduates employed by private firms: 73
- Percent of graduates employed as judicial clerks: 16
- Percent of graduates employed by the government: 3
- Percent of graduates employed by a public interest organization: 2
- Percent of graduates employed by private industry: 5
- Percent of graduates employed in an academic position: 1

---

123 http://www.law.northwestern.edu/studentaffairs/orgs/  
127 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03050.php. See also http://www.law.northwestern.edu/volunteers/Alumni_Interviewer_Handbook.pdf, page 20; “Approximately 76% of the class of 2003 accepted jobs with private law firms; 18% accepted clerkships, positions in government, or public interest positions; and 6% accepted jobs in business and industry.”
SOME BRIEF FACTS:
Located in the small picturesque and somewhat isolated city of Ithaca in upstate New York, Cornell University Law School offers a formidable winter climate that all but guarantees its students will quickly adapt to the heavy study schedule required of them. This Ivy League law school also boasts an intimacy and camaraderie rare at top-tier law schools.

Cornell University Law School is currently ranked Number 11 on the annual *U.S. News & World Report* list of Tier One law schools. The school’s curriculum prepares its students for all areas of practice, with particular strength in the area of business/corporate law.  

Cornell’s selective admission standards, which combine grades with strong emphasis on each applicant’s achievements, ensure that the student body is made up of people with wide-ranging interests and backgrounds. Cornell’s students like the small size of each entering class; there were just 191 students enrolled in the fall 2004 entering class.

WHAT IT TAKES TO GET IN:
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: N/A 25th – 75th Percentile: 164 - 168
- Median GPA: N/A 25th – 75th Percentile: 3.43 - 3.76
- Approximate number of applications for one recent year: 4,583
- Number accepted during one recent sample year: 879
- Percentage accepted during one recent sample year: 19.2

CLASS RANKING AND GRADES:
The law school utilizes a modified 4-point scale with the range being between 4.3 and 0.00. A strict B+ curve is in place with a few deviations. No other ranks or distinctions among the wide percentile ranks are provided or encouraged by the Career Services Center.

A+ 4.33  B+ 3.33  C+ 2.33  D+ 1.33  F 0.00
A  4.00  B  3.00  C  2.00  D  1.00
A- 3.67  B- 2.67  C- 1.67  D- .67

328 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
336 https://support.law.cornell.edu/students/forms/handbook/handbook.htm
337 These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on.
Cornell states that it does not release class rankings, but does provide the 10% cutoff as follows:

- Class of 2005 [five semesters]: 10% - 3.69
- Class of 2006 [three semesters]: 10% - 3.69
- Class of 2007 [one semester]: 10% - 3.74

**GRADE NORMALIZATION (CURVE)**

Faculty members are required to grade all courses, including seminars, so that the mean grade for J.D. students in the course does not exceed 3.35. This policy is subject only to very limited exceptions.

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 10%</th>
<th>TOP 25%</th>
<th>TOP 30%</th>
<th>TOP 50%</th>
<th>TOP 75%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.71</td>
<td>N/A</td>
<td>3.46</td>
<td>3.33</td>
<td>N/A</td>
<td>2.34</td>
</tr>
</tbody>
</table>

Cornell institutes a rigorous curve for most classes and the median for this curve has moved to a B+, over the B median it had three years ago. Students have indicated that the above percentile rankings are more or less accurate, although they may vary slightly from year to year. Cornell Law School does not issue a formal class rank, but rather places like-performing students into broader percentage groups, which helps to mitigate the arbitrariness of grades, according to some students.

**HOW THE BEST ARE SEPARATED FROM THE REST:**

- Order of the Coif: Top 10%
- Summa cum laude: Special award by faculty
- Magna cum laude: Top 10%
- Cum laude: Top 30% unless receiving other honors
- Dean’s List: Awarded on a semester basis top 30% of class

**PRIZES AND AWARDS:** (No specific requirements for earning awards are given though according to the school many are based on academic achievement.)

- American Bankruptcy Institute Medal of Excellence
- American Bankruptcy Law Journal Prize
- American Bar Association Prize
- Peter Belfer Memorial Prize
- Boardman Third-Year Law Prize
- Nathan Burkan Memorial Competition
- CALI Excellence for the Future Award
- Arthur S. Chatman Labor Law Prize
- Daniel B. Chernoff Prize
- Cuccia Prize
- Fraser Prize
- Freeman Award for Civil-Human Rights

---

338 https://support.law.cornell.edu/students/forms/view_grading_explanation_January_2005.pdf
339 https://support.law.cornell.edu/students/forms/view_grading_explanation_January_2004.pdf
340 https://support.law.cornell.edu/students/forms/view_grading_explanation_January_2004.pdf
342 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
343 % of class receiving; GPA required (if calculated); # of students in each category. National Association for Law Placement, National Directory of Law Schools 2005-2006, 120
345 Id.
STUDENT JOURNALS AND PUBLICATIONS

There are presently three student-run journals at the law school. Submission of a note of publishable quality to any of the four print publications may satisfy a portion of the upperclass writing requirement. In addition, students may work on the Cornell Law Forum.

- The Cornell Law Review\(^\text{346}\) is a bi-monthly publication run by upper class law students under faculty supervision. The Law Review is the most prestigious publication at Cornell Law School. In order to become an Associate member of the Law Review, applicants must participate in a writing competition. Members are admitted in one of three ways. The sixteen students with the best grades are automatically admitted, provided their competition performance was satisfactory. The twelve students who earn the highest scores in the writing competition are also selected. The last twelve slots are filled with students who have the highest combined grades and writing competition performance. Non-members may gain admission through submission of a prospective note or by having one of the thirteen highest GPAs in their class by the end of the second year.

- The Cornell International Law Journal\(^\text{347}\), published three times each year, is one of the most prominent international law journals in the country. A minimum of thirty students are admitted to the Journal based on performance in the first year writing competition and academic performance, each weighted equally. A student’s writing competition score is primarily based on the writing sample itself, with little weight placed on the editing score. Admission is also possible via submission and publication of a student note on a topic of international law or United States law that has international implications. Transfer and LLM candidates may participate in a fall writing competition but admission is at the discretion of the Journal’s board.

- Cornell Journal of Law and Public Policy is a relatively new publication which began in 1992 and is published three times annually.\(^\text{348}\) Admission is primarily based on performance in the annual writing competition.\(^\text{349}\) Topics include domestic public policy and social matters and their legal implications. The Journal hosts an annual symposium at Cornell and tailors the corresponding issue of the Journal to the topics addressed at the symposium.

\(^{346}\) http://organizations.lawschool.cornell.edu/clr/pa.htm
\(^{347}\) http://organizations.lawschool.cornell.edu/ilj/new%20admissions.htm
\(^{348}\) http://organizations.lawschool.cornell.edu/cjlpp/large/default.htm
\(^{349}\) Id.
MOOT COURTS

Participation in moot court programs is entirely voluntary at Cornell Law School. As such, the Moot Court Board is an organization that allows both upperclass and first-year students to practice their oral advocacy and research and writing skills. Each year the Board administers two upperclass competitions and one first-year competition. Upperclass students compete in teams of two, submitting an appellate quality brief and arguing in preliminary and direct elimination rounds. The first-year competition emphasizes oral advocacy and requires only the submission of an argument summary. Student members of the moot court board judge early rounds. Faculty members and members of the federal and state judiciary judge later rounds.

The moot court board also sponsors student participation in external competitions with other law schools nationwide. Students who submit satisfactory briefs in two Cornell upperclass competitions fulfill the second of Cornell’s two curricular writing requirements. Students who participate in two competitions are eligible for membership on the Moot Court Board.

CLINICAL PROGRAMS

Cornell Law School’s clinical programs include the Capital Punishment Clinic, Public Interest Clinic, Legislative Externships, Judicial Externship, Neighborhood Legal Services Externship, Law Guardian Externship, Women and the Law, Government Benefits Clinic, Youth Law Clinic, Capital Trial Clinic, Wrongful Convictions, and Computer Applications in Law Practice.

STUDENT ORGANIZATIONS


CENTERS AND PROGRAMS

Cornell offers a variety of programs especially ones focused on international law. In addition, Cornell houses some programs found in no other law school including its respected Legal Information Institute and the Feminism and Legal Theory Project.

The International Law program includes:

- The International Program
- Berger International Legal Studies Program
- Paris Summer Institute on International & Comparative Law
- Clarke Program in East Asian Law & Culture
- International Speakers Series
- International Court of Justice

351 Id.
352 http://www.lawschool.cornell.edu/students/activity.htm
353 http://www.lawschool.cornell.edu/programs/
Other programs include:

Legal Information Institute
Entrepreneurship Legal Services
Gender, Sexuality, & Family Project
Empirical Studies Project
John M. Olin Program in Law & Economics
Keck Focus on Ethics Program
Continuing Legal Education

Number of firms interviewing on campus most years: 425
Percentage of graduates employed at graduation: 98.3
Percentage of graduates employed nine months after graduation: 98.3

WHERE THE GRADUATES GO:

- Percent of graduates employed by private firms: 76
- Percent of graduates employed as judicial clerks: 12
- Percent of graduates employed by the government: 3
- Percent of graduates employed by a public interest organization: 2
- Percent of graduates employed by private industry: 2
- Percent of graduates employed in an academic position: 2

---

354 Figure reported in 2002 by Cornell Law School. http://www.lawschool.cornell.edu/career/career_empstats.asp
SOME BRIEF FACTS:
Though all lawyers like to believe they attended the best law school in the country, Duke seems to have some of the most enthusiastic graduates. This may be due in part to the school’s professors who truly enjoy interacting with the students.

Surrounded by thousands of acres of undeveloped woodlands and 50 acres of gardens, Duke University has one of the most beautiful campuses in the world. Durham, North Carolina boasts some of the finest hiking and camping areas which are complemented by beautiful weather. Triangle cities (Raleigh, Durham, and Chapel Hill) surround Research Triangle Park, a 5,000-acre science and technology complex unparalleled in the United States. Duke Law School is a leader in technological innovations with web-based teaching materials, “smart” classrooms, and interactive video technology allowing face-to-face interaction between students and renowned international legal scholars.

Duke University School of Law is currently ranked Number 11 on the annual U.S. News & World Report list of Tier One law schools. Since the entering class size of about 219 students is small compared to many other top law schools, those who attend Duke often feel they are able to develop stronger bonds with classmates and faculty. Although the student-faculty ratio of approximately 12:4 is a bit high, students quickly discover that professors have an open-door policy consistent with the school’s congenial environment.

WHAT IT TAKES TO GET IN:
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 168
  25th – 75th Percentile: 162 – 169
- Median GPA: 3.67
  25th – 75th Percentile: 3.38 – 3.83
- Approximate number of applications for 2004: 4,099
- Number accepted during one recent sample year: 869
- Number enrolled: 219
- Percentage accepted during one recent sample year: 21.2

CLASS RANKING AND GRADES:
Duke Law School uses version of the 4.0 scale, with grades given as numbers to the first decimal place (3.1, 3.2, etc.). Faculty is permitted to give highly noteworthy performance with grades of 4.1 to 4.3, but may not do so for more than 5% of grades in courses of 40 or more students. Grades of 1.5 and below are failing.

Through the 2003-2004 academic years grades had a median of 3.1 or, in exceptional cases 3.2, for all classes with 40 or more students. As of August 2004, the median grade for all first-year courses and all upperclass courses of 40 or more students is 3.3. The Law School does not release class rank.
GRADE NORMALIZATION (CURVE):
The following grade distribution percentages for larger classes are guidelines designed to reflect
general expectations:164

PERCENTAGE OF CLASS: 0-5% 20-30% 15-25% 30-45% 15-30% 0-15% 0-5%
NUMERICAL GRADE: 4.3-4.1 4.0-3.7 3.6-3.4 3.3-3.0 2.9-2.5 2.4-1.6 1.5 or less

HOW THE BEST ARE SEPARATED FROM THE REST:66
The law school has three levels of graduation honors:

1. Highest Honors:
The school withholds this distinction and indeed does bestow it every year. Rather it is
reserved for “students whose extraordinary academic achievement and contribution
throughout law school have so distinguished their performance as to justify separate rec-
nognition of their superb record and intellectual attainment in law school.”

2. High Honors and Honors:
High Honors indicates that the student is in the top 15% of the class and Honors indicated
that the student is in the top 35%.

Honors and High Honors are based on upper-level grade performance and usually require a 3.5 or
higher for Honors.

ACADEMIC AWARDS:67

<table>
<thead>
<tr>
<th>NAME OF AWARD</th>
<th>RECIPIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin Miller</td>
<td>Outstanding in citizenship, integrity, curiosity, and leadership. (4)</td>
</tr>
<tr>
<td>James A. Bell</td>
<td>Based on need.</td>
</tr>
<tr>
<td>Neill Blue</td>
<td>Based on merit.</td>
</tr>
<tr>
<td>J. Paul Coie</td>
<td>Based on need/merit.</td>
</tr>
<tr>
<td>Dunspauagh-Dalton</td>
<td>Based on merit.</td>
</tr>
<tr>
<td>Samuel Fox Mordecai Scholars</td>
<td>Based on merit.</td>
</tr>
<tr>
<td>Jack Knight Memorial</td>
<td>Based on merit.</td>
</tr>
<tr>
<td>E.R. Latty</td>
<td>Based on need/merit.</td>
</tr>
<tr>
<td>William Louis-Dreyfus</td>
<td>Based on need/merit.</td>
</tr>
<tr>
<td>Hunton &amp; Williams</td>
<td>Based on need/merit.</td>
</tr>
<tr>
<td>Miller &amp; Chevalier</td>
<td>Based on need/merit.</td>
</tr>
</tbody>
</table>

* 24 additional awards are given annually.

STUDENT JOURNALS:69
The case note competition at Duke Law is a joint effort among all journals. From an administrative
point of view, the competition is refereed by the Associate Dean for Academic Affairs and the Publi-
cations Office. The logistics are completely at the discretion of the participating journals.

- Duke Law Journal (DLJ)69 is published six times per year and is Duke Law School’s most
highly coveted academic journal.70 DLJ accepts most of its members as rising second-year
students. Each year, DLJ extends offers to 27 students. The students in the first-year class that

164 http://www.law.duke.edu/general/info/s03.html
165 http://www.law.duke.edu/general/info/s01.html
166 http://www.law.duke.edu/general/info/s02.html#rule2-7
169 http://publications.law.duke.edu/
170 http://www.law.duke.edu/journals/dlj/
171 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at
BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We
have used survey responses in 37 of the 51 schools we discuss in this book.

96 | The 2005/2006 BCG Attorney Search Guide To Class Ranking Distinctions And Law Review Admission At America’s Top-50 Law Schools
participate in the case note competition and have the nine highest GPAs automatically receive offers regardless of their case note scores. The students with the nine highest scores in the case note competition also receive offers regardless of their grades.\textsuperscript{372}

- The \textit{Alaska Law Review}\textsuperscript{373} focuses on “legal issues affecting the state of Alaska.” Second and third-year law students run the review but its faculty advisor committee governs the publication in general. Selection is based 50% on GPA and 50% on writing.\textsuperscript{374}

- The \textit{Journal of Comparative and International Law}\textsuperscript{375} is now 15 years old. The journal publishes two issues a year. Ten to fifteen students gain membership each year either based on a submitted note or selection through a writing competition.

- \textit{Law & Contemporary Problems}\textsuperscript{376} is the school’s oldest journal and its topics embrace “an interdisciplinary perspective with contributions by lawyers, economists, social scientists, scholars in other disciplines, and public officials.” The Journal occasionally publishes student notes related to past symposia. Selection is based 60% on GPA and 40% on writing.\textsuperscript{377} The Journal is among the school’s most prestigious publications\textsuperscript{378}

- The \textit{Environmental Law & Policy Forum}\textsuperscript{379} began as an interdisciplinary journal, but now follows a standard law journal approach, with articles by academics and students’ notes. The Journal is published biannually, and editors are chosen by demonstrated interest.\textsuperscript{380}

- The \textit{Journal of Gender Law & Policy}\textsuperscript{381} was established in 1994 and takes an interdisciplinary approach to the investigation of gender issues related to law and public policy. Editors are chosen based on demonstrated writing ability.\textsuperscript{382}

- The \textit{Duke Law & Technology Review}\textsuperscript{383} is an electronic publication regarding the “intersection of law and technology.” Unlike most journals, which focus primarily on faculty-written articles, the Review focuses on student-written “issue briefs” or “iBriefs,” that keep pace with the changing field. Editors are chosen for their writing abilities.\textsuperscript{384}

**MOOT COURT**\textsuperscript{385}

Students at Duke can participate in Moot Court Board activities and Moot Court competitions. Moot Court focuses on appellate advocacy, using Supreme Court advocacy as the model. Students may join the Board only by competing. First-years engage in Hardt Cup tournaments. Second and third-years compete in the Dean’s Cup. All may qualify through tryouts for the Jessup competition. Roughly 85% of students gain membership positions in their first-year via the Hardt Cup competition.

**CLINICAL PROGRAMS**\textsuperscript{386}

The Duke University School of Law offers the following clinical courses and programs: AIDS Legal Assistance Project, Children’s Education Law Clinic, Poverty Law Seminar/Clinic and the International Legal Clinic.

**STUDENT ORGANIZATIONS**\textsuperscript{387}

Duke Law School’s student organizations include the Alibi, ABA Law Student Division, American Civil Liberties Union, American Constitution Society, Asian Law Students Association, Association

\textsuperscript{172} National Association for Law Placement, National Directory of Law Schools 2005-2006, 114
\textsuperscript{173} http://www.law.duke.edu/journals/alr/
\textsuperscript{174} http://www.law.duke.edu/general/info/s08.html#policy8-3.1
\textsuperscript{175} http://www.law.duke.edu/journals/djil1/; http://www.law.duke.edu/general/info/s08.html#policy8-3.3
\textsuperscript{176} http://www.law.duke.edu/journals/lcp/; http://www.law.duke.edu/general/info/s08.html#policy8-3.5
\textsuperscript{177} http://www.law.duke.edu/general/info/s08.html#policy8-3.5
\textsuperscript{178} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
\textsuperscript{179} http://www.law.duke.edu/journals/delpf/
\textsuperscript{180} http://www.law.duke.edu/general/index.html
\textsuperscript{181} http://www.law.duke.edu/journals/djlp/
\textsuperscript{182} National Association for Law Placement, National Directory of Law Schools 2005-2006, 114
\textsuperscript{183} http://www.law.duke.edu/journals/dltr/About_the_DLTR.html
\textsuperscript{184} National Association for Law Placement, National Directory of Law Schools 2005-2006, 114
\textsuperscript{185} http://www.law.duke.edu/student/act/mootCourt/index.html
\textsuperscript{186} http://www.law.duke.edu/curriculum/clinics.html
\textsuperscript{187} http://www.law.duke.edu/studentaffairs/studentOrganizations.html

**CEN TERS AND PROGRAMS**

AIDS Legal Project; The Center for environmental Solutions; The Center for Genome Ethics, Law and Policy; Center for the Study of the Public Domain; The Center on Law; Ethics, and National Security; Children’s Education Law Clinic; Community Enterprise Clinic; Global Capital Markets Center; Intellectual Property; International Programs; Program in Public Law; Public Interest & Pro Bono.

Number of employers interviewing on campus most years: 350

Percentage of graduates employed at graduation: 96.7

Percentage of graduates employed after nine months of graduation: 100

**WHERE THE GRADS GO**

- Percent of graduates employed by private firms: 72
- Percent of graduates employed as judicial clerks: 19
- Percent of graduates employed by the government: 5
- Percent of graduates employed by a public interest organization: 1
- Percent of graduates employed by private industry (legal/non-legal): 3
- Percent of graduates employed in an academic position: 1

---

388  http://www.law.duke.edu/centersprograms.html
389  2003 statistics received via email correspondence dated March 25, 2004, between Bruce A. Elvin, Assistant Dean of Career Services, and BCG research staff
Some Brief Facts:
Just about everyone knows what an excellent legal education is available at this West Coast law school. And, if you must experience the Socratic teaching method, you might as well do it in the Bay Area, which offers some of the best and most varied cultural events, activities, and weekend getaways imaginable.

Currently ranked Number 11 on the annual U.S. News & World Report list of Tier One law schools, the University of California at Berkeley, Boalt Hall School of Law (“Boalt”) attracts some of the country’s sharpest undergraduates. Many of Boalt’s top students find their way to clerkships at the U.S. Supreme Court. Those who participate in the school’s exceptional clinical programs often take leading roles and learn early on what it means to make an impact in the real world. The school tends to seek out students with diverse backgrounds, in line with and adding to its already progressive reputation. Students often come from as many as 35 different states to attend Boalt, even though a significant number of seats are reserved for California students.

Although the admissions process for this reasonably priced state school can be highly competitive, once accepted, Boalt students can take a well-deserved sigh of relief. The school’s national reputation for excellence, policy-based resistance to ranking students, and laid-back Berkeley vibe environment all contribute to a stimulating and pleasant law school experience, unmarred by cutthroat competitiveness. The small entering class size of 270 also adds to the congenial environment. It’s a rare day that goes by without student organizations hosting some function or mixer in the school’s courtyard or at local venues. Boalt students enjoy learning from one another and from some of the most well known legal scholars in the nation. The student-faculty ratio tends to be about 14.4:1.

What It Takes to Get In:
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 165 25th – 75th Percentile: 161 - 168
- Median GPA: 3.78 25th – 75th Percentile: 3.63 - 3.9
- Approximate number of applications for one recent year: 7,704
- Number accepted: 771
- Percentage accepted during one recent sample year: 10%

The class of 2005 had a mean college GPA of 3.77, and a mean LSAT score of 164 (in the 92nd percentile).
CLASS RANKING AND GRADES

A number of lawyers who regularly interview at Boalt Hall have told us that they sometimes have difficulty evaluating the academic records of Boalt students or comparing them with those of students at other schools. Hopefully, the following explanation will help with this dilemma.

As is widely known, UC Berkeley neither ranks nor provides percentiles for its students, and students may not estimate their own rank relative to their class members. Students receive high honors, honors or a pass in each of the courses, or a PC which is a pass but for performance well below the class. About 45% of the class receives one of the honors while the rest of the class is given a Pass or below, however, the curve does not mandate giving substandard passes or failing grades. Essentially, Boalt law grades fall within either one of the A categories or B categories. Boalt career services points out the extreme competition in gaining admission to the school and the miniscule difference between each grade distinction, when competition is among such high achieving individuals.

There are 3 categories of satisfactory grades and these are governed by a curve:

- **High Honors:** (HH) Top 10% of a class; (considered internally as an A)
- **Honors:** (H) The next 30%; (considered internally as an A)
- **Pass:** (P) The remainder

The following unsatisfactory grades may also appear on a transcript:

- **Substandard Pass:** (PC) Credit but the work is below the quality of a Pass
- **NO Credit:** (NC) Assigned when work is unsatisfactory – Student may repeat the course:

Student ranking and percentile ranking are only revealed to the individual student for the limited purpose of applying for judicial clerkships or academic positions. Other those situations students may not request their academic rank and may not estimate their academic rank for any other professional purpose.

Because the grades are highly subjective, and the difference between “Honors” and “Pass” can come down to a point or two, some students responding to our survey felt that their transcripts indicate their work was not as good as it actually was. Conversely, these grades can also indicate a near “substandard pass.”

GRADE NORMALIZATION (CURVE)

First-Year Large Sections:

- Top 10%: HH (A)
- Top 30%: H (A)

Remaining 50% of the class will receive either a P (B) a PC (C) or NC (D or F)

First-Year Small Sections:

---

403 These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully foot noted later on.
404 http://www.law.berkeley.edu/resources/foremployers/grading.html
405 http://www.law.berkeley.edu/resources/foremployers/grading.html
406 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 17 of the 51 schools we discuss in this book.
407 http://www.law.berkeley.edu/resources/foremployers/grading.html
Small sections are curved using the same calculation as the large sections, however, an instructor may choose to give a greater number of Honors grades including HH or H if such distinction is deserved and this would make the grading more equitable given the size of the class sections. When a grade of Substandard Pass (PC) is awarded to a student in the first semester of Law School, that grade appears on a student’s transcript as a regular Pass (P) grade. The student is informed of the Substandard Pass and the grade is counted as a Substandard Pass grade for other academic rules.

Second- and Third-Year Sections:

The grading rules are much more flexible here, where an instructor may (out of the top 45% of the class) elect to give up to 15% HH grades and the rest of the top students may receive H grades. The remaining students receive P, PC, or NC. In seminars of 24 or fewer students, an instructor may give more grades of HH or H than the above distribution if individual performance and equity thus require. A seminar must include a substantial piece of written work, exceeding 30 pages, and a great degree of individual input rather than easily comparable objective examinations.

The following breakdown is provided for the number of additional honors grades allowed in seminars, based on the number of participants.

<table>
<thead>
<tr>
<th>SEMINAR PARTICIPANTS</th>
<th>ADDITIONAL H OR HH ALLOWED</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 or fewer</td>
<td>4</td>
</tr>
<tr>
<td>15-17</td>
<td>5</td>
</tr>
<tr>
<td>18-20</td>
<td>6</td>
</tr>
<tr>
<td>21-24</td>
<td>7</td>
</tr>
</tbody>
</table>

HOW THE BEST ARE SEPARATED FROM THE REST:

Order of the Coif: Top 10% (usually exceeding a 3.4 GPA)
Dean’s List: Top 30%
Summa Cum Laude: Faculty votes for exceptional students
Magna Cum Laude: Top 10%
Cum Laude: Top 30%

ACADEMIC AWARDS:

<table>
<thead>
<tr>
<th>NAME OF AWARD</th>
<th>RECIPIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jurisprudence Prize</td>
<td>Highest ranking student in each first-year class section and most graded second- and third-year classes.</td>
</tr>
<tr>
<td>Prosser Prize</td>
<td>Second highest ranking student in each first-year class section and most graded second- and third-year classes.</td>
</tr>
<tr>
<td>Best Brief Award</td>
<td>For each moot court case, the two first-year students writing the best brief.</td>
</tr>
<tr>
<td>Best Oral Argument Award</td>
<td>For each moot court case, the first-year student presenting the best oral argument.</td>
</tr>
<tr>
<td>McBaine Honors Moot Court</td>
<td>Best brief and best oralist in the McBaine Advanced Moot Court Competition (second- and third-year students).</td>
</tr>
<tr>
<td>Best Brief and Best Oral Arguments Award</td>
<td></td>
</tr>
<tr>
<td>Thelen Marrin Award for Scholarship</td>
<td>Best GPA from first five semesters.</td>
</tr>
</tbody>
</table>

http://www.law.berkeley.edu/currents/registrar/academic-rules/
Percentage of class receiving; GPA required (if calculated); # of students in each category. National Association for Law Placement, National Directory of Law Schools 2002-2003, 418.

www.law.berkeley.edu/currents/registrar/ordercoif.html
<table>
<thead>
<tr>
<th>Award</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thelen Marrin Award for Scholarship</td>
<td>Best published student article.</td>
</tr>
<tr>
<td>Thelen Marrin Award for Scholarship</td>
<td>Best published student article.</td>
</tr>
<tr>
<td>Stephen Finney Jamison Award</td>
<td>Best student scholar-advocate.</td>
</tr>
<tr>
<td>Anthony F. Dragonette Memorial Award</td>
<td>Top third-year student- Civil Trial Practice.</td>
</tr>
<tr>
<td>Alvin &amp; Sadie Landis Scholarship</td>
<td>Top student in Local Government Law or Water Law.</td>
</tr>
<tr>
<td>Francine Diaz Memorial Award</td>
<td>Third-year minority woman best exemplifying the spirit of public interest law practice.</td>
</tr>
<tr>
<td>Class of 1995 Student Service Award</td>
<td>Graduating student who has contributed the most to the Boalt Hall community.</td>
</tr>
<tr>
<td>Brian M. Sax Prize</td>
<td>Student who has displayed excellence in clinical advocacy.</td>
</tr>
<tr>
<td>Harmon Environmental Law Writing Award</td>
<td>Most outstanding environmental law writing.</td>
</tr>
<tr>
<td>National Association of Women Lawyers' Award</td>
<td>The graduating female student who has achieved scholastic excellence and shown a commitment to promoting the welfare of women in society.</td>
</tr>
<tr>
<td>American Bankruptcy Institute Medal of Excellence</td>
<td>Top student in Bankruptcy course selected by the professor.</td>
</tr>
</tbody>
</table>

**STUDENT JOURNALS**

Boalt Hall hosts 10 student-run and -edited journals with open membership based on student interest in the subject matter. One exception to this policy is The California Law Review, one of the most prestigious on the west coast, which holds a writing competition, consisting of an extensive three part writing, editing and blue booking test. The Law School strongly encourages all first year students to participate in one of the journals, including an attempt to get on the California Law Review.

**MOOT COURT**

First-year students write briefs and present oral arguments in the spring semester. For each case there are two Best Brief awards, one Best Oral Argument award, and two general advocacy awards. Students who show an aptitude and interest in moot court during their first year are encouraged to enroll in the optional appellate advocacy course in their second year. Those who excel in that course are invited to join the Moot Court Board. The Board assists in the instruction of the first-year Moot Court Program, administers the elective appellate advocacy course, organizes the annual McBaine Honors Competition, and sponsors teams in-state and for the national Moot Court honors competitions.

**CLINICAL PROGRAMS**

Boalt is known for the strength of its clinical programs. It offers the following clinics: Death Penalty Clinic, International Human Rights Law Clinic, Samuelson Law, Technology and Public Policy Clinic, East Bay Community Law Center, the faculty-supervised Domestic Violence Clinic and Child Advocacy Clinic, Practitioner-supervised clinical, judicial externships, student-initiated field work and research, journal editing and other educational projects.

**STUDENT ORGANIZATIONS**

The following is a list of Boalt Hall’s numerous student organizations: the Boalt Hall Student Asso-

---

412 www.law.berkeley.edu/prospectives/student_life/journals.html.
413 http://www.law.berkeley.edu/studentorgs/mootcourt/First%20Meeting%20-%20Information.pdf
414 Ibid.
415 http://www.law.berkeley.edu/currents/jrnlorgs/orgs.html

CENTERS AND PROGRAMS

Berkeley Center for Law & Technology
Berkeley Center for Law, Business, and the Economy
Center for Clinical Education
Center for Social Justice
Center for the Study of Law & Society
Earl Warren Legal Institute
Kadish Center for Law, Morality & Public Affairs
Robert D. Burch Center for Tax Policy

Number of firms interviewing on campus most years: 400+ 416
Percentage of graduates employed at graduation: 89.8 417
Percentage of graduates employed nine months after graduation: 97.7 418

416 Provided by Boalt Hall’s Office of Career Services
418 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03016.php (listing 2% as unknown)
SOME BRIEF FACTS:
Located within blocks of the U.S. Congress, the Supreme Court, and administrative agencies, Georgetown University Law Center provides a unique vantage point from which to observe the legal process of our nation. This unique community is committed to both academic excellence and service to others.

Georgetown University Law Center is currently ranked Number 14 on the annual U.S. News & World Report list of Tier One law schools. The Law Center strives to prepare students to be lawyers who combine the highest analytical ability with ethical sensitivity. The diverse interests of the Law Center’s extraordinary faculty and the rich curriculum uniquely equip students for this task. Curriculum strengths include international/commercial law, public interest law, and tax law. Many students especially value the ethnic, cultural, and gender diversity of the school. Georgetown places a high priority on welcoming different backgrounds and points of view.

Though some may find the Law School somewhat isolated, as it is set apart from Georgetown University’s beautiful main campus, it has its own vibrant community centered around its residence hall and fitness center. There are also a wide variety of activities and opportunities available in D.C. Students rave about the strength of the school’s clinical program, and have expressed that involvement in such programs as the extended moot court competitions, and the various journals requires significant dedication of time and effort. Those who thrive in competitive environments will not be intimidated by the school’s abundant energy. The entering class size of approximately 453 students is rather large. However, despite the high student-faculty ratio of 14.8:1, students and professors regularly meet outside normal classroom hours.

WHAT IT TAKES TO GET IN:
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 169 25th – 75th Percentile: 166 - 170
- Median GPA: 3.64 25th – 75th Percentile: 3.43 - 3.8
- Approximate number of applications for one recent year: 11,620
- Number accepted during one recent sample year: 2,143
- Percentage accepted during one recent sample year: 18.4

---

420 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
CLASS RANKING AND GRADES

Georgetown uses an unmodified 4.0 scale with a B to a B+ curve for most first-year courses. The Law Center asserts that it “does not provide ranking information with respect to its students’ academic performance, whether in an S.J.D., LL.M. or J.D. degree program.”

*As of 1999 Georgetown University Law Center has been on a 4.0 grading scale. The new system and the old numerical equivalents are listed below:

<table>
<thead>
<tr>
<th>NEW SYSTEM LETTER</th>
<th>NEW SYSTEM GRADE</th>
<th>NEW SYSTEM NUMERICAL GRADE</th>
<th>OLD SYSTEM NUMERICAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>12.00</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>11.00</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>10.00</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>9.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>8.00</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>7.00</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>6.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

PERCENTILE       TOP 10%        TOP 33%        MIN GRADE REQ FOR GRAD
NALP* 432
NEW SYSTEM     3.64/4.0      3.57/4.0      2.0/4.0
OLD SYSTEM     10.89/12.0    10.29/12.0    6.0/12.0

BCG* 433
NEW SYSTEM     3.57/4.0      3.57/4.0      2.0/4.0
OLD SYSTEM     10.7/12.0     10.7/12.0     6.0/12.0

*Other than the variations referred to, student surveys have indicated that the above-listed grading and ranking systems and the below-listed GPA and percentile figures for Honors are accurate.

GRADE NORMALIZATION (CURVE):
Student surveys have indicated that Georgetown law center adheres to a B to B+ curve for all classes. Curves for second and third-year courses and seminar courses are more relaxed.

429 Student surveys; National Association for Law Placement, National Directory of Law Schools 2005-2006, 205; www.law.georgetown.edu/registrar/honors.html
430 http://www.law.georgetown.edu/registrar2/Gradesnew.htm
431 http://www.law.georgetown.edu/registrar/bulletin/llm_program/attendance_evaluation/, http://www.law.georgetown.edu/registrar/bulletin/jd_program/requirements_policies/
433 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
434 Id.
How the Best Are Separated from the Rest: 435

Order of the Coif 436
Top 10% (cumulative average): GPA
By faculty vote

Summa cum laude 437
Top 10% (cumulative average): 3.64

Magna cum laude:
Top 10% (cumulative average): 3.45

Cum laude:
Top 33% (cumulative average): 3.57

Dean’s List:
Top 33% (annual average):

Distinction:
LLM students with 10.29/12 or 3.43/4 (average)

Academic Awards: 438

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABA/BNA Award for Excellence in Health Care Law</td>
<td>This award is presented annually to up to three graduating students with the highest grade point average in a basic health law course or who are otherwise regarded as outstanding in this field.</td>
</tr>
<tr>
<td>ABA/BNA Award for Excellence in Intellectual Property Law 439</td>
<td>This award is presented annually to up to three graduating students with the highest grade point average in a basic intellectual property law course or who are otherwise regarded as outstanding in this field.</td>
</tr>
<tr>
<td>ABA/BNA Award for Excellence in Labor and Employment Law</td>
<td>This award is presented annually to up to three graduating students with the highest grade point average in a basic labor and/or employment law course or who are otherwise regarded as outstanding in these fields.</td>
</tr>
<tr>
<td>American Bankruptcy Institute Medal of Excellence</td>
<td>A medal, certificate, and one year membership in the American Bankruptcy Institute is awarded annually to the graduating student who has achieved academic excellence in the area of bankruptcy law.</td>
</tr>
<tr>
<td>American Bankruptcy Law Journal - Student Prize</td>
<td>The American Bankruptcy Law Journal will award a free one-year subscription to the Journal to the student who earns the highest grade in any bankruptcy class at any accredited United States law school.</td>
</tr>
<tr>
<td>American Bar Association Section of Urban, State, and Local Government Law Certificate of Recognition</td>
<td>This award is designated to the top student of each section of Land Use and Local Government Law. Each student will receive from the American Bar Association a personalized award certificate in recognition of their academic achievement.</td>
</tr>
</tbody>
</table>

435 % of class receiving; GPA required (if calculated); # of students in each category. National Association for Law Placement, National Directory of Law Schools 2002-2003, 142. Student surveys indicated that the listed GPAs for Order of the Coif, Magna cum laude and Dean’s List might be slightly high, though the listed percentages were accurate http://www.law.georgetown.edu/registrar/honors.html

436 http://www.law.georgetown.edu/registrar/bulletin/jd_program/requirements_policies/ 

437 According to the student surveys, summa cum laude distinction is not definitively given to the top two graduates, but is awarded on a case-by-case basis, usually to one to two students per year.

438 National Association for Law Placement, National Directory of Law Schools 2005-2006, 205; http://www.law.georgetown.edu/registrar/bulletin/appendices/g/

439 http://www.law.georgetown.edu/registrar/bulletin/appendices/g/
<table>
<thead>
<tr>
<th>Award Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Baker &amp; McKenzie Law Student Assistance Program</td>
<td>Established to assist first-year minority students.</td>
</tr>
<tr>
<td>The Beaudry Cup</td>
<td>Established in 1952 to honor the best advocates of the first-year class.</td>
</tr>
<tr>
<td>The Nathan Burkan Memorial Competition</td>
<td>A monetary award is made each year to the student submitting the best thesis, in the judgment of the dean, on an assigned subject in the field of copyright law. The second place award is also a monetary award.</td>
</tr>
<tr>
<td>CALI Excellence for the Future Award</td>
<td>Student in each law school course achieving the top grade in the course.</td>
</tr>
<tr>
<td>Thomas Bradbury Chetwood, S.J. Prize</td>
<td>A plaque is awarded to graduating students who achieve the rank of distinction and have the highest academic average in each of the following programs: Master of Laws in Taxation, Master of Laws in the Graduate Program for International Students, Master of Laws in International and Comparative Law, Master of Laws in Securities and Financial Regulation, and Master of Laws.</td>
</tr>
<tr>
<td>Joyce Chiang Memorial Award</td>
<td>To an evening student with a demonstrable commitment to public service.</td>
</tr>
<tr>
<td>The Jeffrey Crandall Award</td>
<td>$100 annually to the third-year student who best exemplifies the ideals and commitment of Legal Aid and personal dedication to his fellow man.</td>
</tr>
<tr>
<td>Dean’s Certificate</td>
<td>This honor is presented to graduating students in recognition of special and outstanding service to the Law Center community.</td>
</tr>
<tr>
<td>Kathleen Stowe Dixon Visiting Student Prize</td>
<td>A prize of $100 is awarded annually to the visiting student earning the highest grade point average during his or her year at Georgetown University Law Center.</td>
</tr>
<tr>
<td>The Dean Hugh J. Fegan Memorial Prize</td>
<td>$100 annually to day student with the best overall academic record at the conclusion of the first year.</td>
</tr>
<tr>
<td>Michael Feldman Advocacy Award</td>
<td>This is an award given by vote of the students in the Criminal Justice Clinic to the outstanding advocate in the clinic.</td>
</tr>
<tr>
<td>Georgetown Club of Metropolitan Washington, DC Award</td>
<td>Annual gift to the graduating JD student from the Metropolitan Washington, DC area with the best overall academic performance.</td>
</tr>
<tr>
<td>Georgetown Law Journal Meritorious Service Award</td>
<td>The Editor-in-Chief recognizes up to four graduating Journal members whose hard work and spirit as non-senior board members made an outstanding contribution to the Journal.</td>
</tr>
<tr>
<td>Award Name</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Alan J. Goldstein Memorial Award</strong></td>
<td>An annual cash award to the Criminal Justice Clinic student who best demonstrates the use of intelligence, creativity, and resourcefulness in defending criminal clients and a dedication to criminal law, fair play, and justice.</td>
</tr>
<tr>
<td><strong>Greenfield Trial Practice Award</strong></td>
<td>Substantial monetary awards to help defray the cost of student loans are given to several students in the Criminal Justice Clinic who have accepted jobs as prosecutors and as public defenders.</td>
</tr>
<tr>
<td><strong>The Nelson T. Hartson Memorial Award</strong></td>
<td>This annual scholarship award is made to a graduating Georgetown University Law Center student in the Juris Doctor program on the basis of scholastic achievement, economic need, or a combination of the two factors.</td>
</tr>
<tr>
<td><strong>Deborah K. Hauger Memorial Fellowship Fund</strong></td>
<td>Each year, a recent graduate is selected and is awarded a stipend to facilitate the study of issues in international affairs, specifically in the realm of peacekeeping in developing nations.</td>
</tr>
<tr>
<td><strong>Kirby S. Howlett III Memorial Award</strong></td>
<td>A grant is awarded annually to a recent graduate who have participated in the Criminal or Juvenile Justice Clinics, accrued student loans while attending the Law Center and upon graduation accepts employment at a public defenders office.</td>
</tr>
<tr>
<td><strong>Howrey &amp; Simon Award for Excellence in Trial Advocacy</strong></td>
<td>Trial Team Advocate who best demonstrates preparedness, creativity and resourcefulness during trial competition, dedication to the Law Center Mock Trial Program and a commitment to the high standards of professionalism and ethics in advocacy.</td>
</tr>
<tr>
<td><strong>The International Academy of Trial Lawyers’ Award</strong></td>
<td>Each year a plaque is awarded to trial clinic students excelling in the art of advocacy.</td>
</tr>
<tr>
<td><strong>The Juvenile Justice Clinic Public Service Award</strong></td>
<td>This cash award given each year to a graduating clinic student who has accepted a job providing service to the community.</td>
</tr>
<tr>
<td><strong>The Kappa Beta Pi Prize</strong></td>
<td>A cash award is made annually to the student with the highest academic average upon the completion of the first year.</td>
</tr>
<tr>
<td><strong>The Milton A. Kaufman Prize</strong></td>
<td>A cash award and an accompanying plaque are offered annually to the student who does the best work for the year on the Georgetown Law Journal.</td>
</tr>
<tr>
<td>Award Name</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The Charles A. Keigwin Award</td>
<td>Best overall academic record at the conclusion of the first year.</td>
</tr>
<tr>
<td>John F. Kennedy Labor Law Award</td>
<td>Annual cash award to the graduating senior who has achieved the best overall performance in the field of labor law.</td>
</tr>
<tr>
<td>The Leahy Moot Court Prize Argument</td>
<td>The name of the winner of Oral Argument is inscribed on the Leahy Cup and on the Roll of Best Advocates on permanent display outside the Hart Moot Courtroom.</td>
</tr>
<tr>
<td>The Francis E. Lucey, S.J. Award</td>
<td>The graduating student who has earned the highest academic average for his or her law school career.</td>
</tr>
<tr>
<td>James John McTigue Essay Award</td>
<td>A certificate and a cash prize of $200 are awarded annually to the author of the best seminar paper for each designated seminar.</td>
</tr>
<tr>
<td>The Saint Thomas More Award</td>
<td>An award consisting of a framed certificate will be given to the top three graduating note authors for their outstanding work on the Georgetown Journal of Legal Ethics and their names will be added to a perpetual plaque.</td>
</tr>
<tr>
<td>National Association of Women Lawyers’ Award</td>
<td>Presented to an outstanding graduating student who has achieved academic excellence and contributes to the advancement of women in society.</td>
</tr>
<tr>
<td>The John M. Olin Prize in Law and Economics</td>
<td>This prize is awarded annually to the student who writes the best paper in the workshop.</td>
</tr>
<tr>
<td>Vincent G. Panati Memorial Award</td>
<td>Day or Evening Division students achieving the best combined scholastic record in the courses in Criminal Justice.</td>
</tr>
<tr>
<td>Bettina E. Pruckmayr Memorial Award</td>
<td>An annual cash award to the third-year student who best exemplifies a commitment to human rights</td>
</tr>
<tr>
<td>The Leon Robbin Patent Award</td>
<td>A gold medallion will be awarded annually to the graduating student who has done the best work in the field of patent law at the Law Center.</td>
</tr>
<tr>
<td>The Sewall Key Prize</td>
<td>The prize is awarded annually to the graduating senior who does the best work in the field of taxation at the Law Center.</td>
</tr>
<tr>
<td>The Tamm Memorial Award</td>
<td>A prize of $300 and a plaque are awarded annually as a prize for the best student writing on the Georgetown Law Journal.</td>
</tr>
<tr>
<td>Tutorial Program Award</td>
<td>In recognition of the outstanding contributions made to the Law Center’s academic program.</td>
</tr>
</tbody>
</table>

West Publishing Company Outstanding Scholastic Achievement Award | First-, second-, third-, and fourth-year law student who achieves the best scholastic record in his/her class.

STUDENT JOURNALS

The Law Center sponsors ten journals. Student surveys have indicated that the most prestigious of Georgetown’s Journals are the Georgetown Law Journal, the American Criminal Law Review, Law and Policy in International Business and the Tax Lawyer. Following the first-year write-on competition, a pool of staff members from the various journals score the submissions, and each journal uses a formula to evaluate the write-on score and/or individual GPAs (usually 50% writing and 50% GPA but each journal sets its own standards for the weight accorded the components). The journal editors are given a list of scores for those papers whose authors wish to be considered for membership on that journal. Additionally, some journals give points for class rank, resume, or a personal statement of interest. Applicants indicate their journal preferences and are matched accordingly if they make the cutoff mark for that particular journal. Second-year staff duties vary from journal to journal. Each journal will have members complete office hours, including routine administrative tasks, and blue-booking of articles currently in production. The Georgetown Law Journal and the American Criminal Law Review have their second-year staff rewrite sections of the Criminal Procedure Project and The White Collar Crime Project respectively.

• **American Criminal Law Review (ACLR)** is the nation’s premier journal of criminal law. The ACLR is the most-cited criminal law review in the nation, and it also ranks among the country’s 30 most-cited law reviews of any kind. Published four times a year, the ACLR provides timely treatment of significant developments in constitutional and criminal law through articles contributed by leading scholars and practitioners, and through notes authored by the journal’s student staff.

• **Georgetown Immigration Law Journal** is the only student-edited law journal devoted exclusively to the study of immigration law. The Journal publishes articles on timely issues by professors and practitioners, solicits reviews of recent books, coordinates symposia on important topics, and produces student notes.

• **GEORGETOWN INTERNATIONAL ENVIRONMENTAL LAW REVIEW (GIELR)** publishes information designed for the practitioner and scholar of international and environmental law. GIELR’s location in Washington, D.C., also facilitates contact with the key domestic and foreign governmental institutions as well as international and environmental practitioners. The proximity of these resources has led to the development of a close working relationship between GIELR and members of the international and environmental communities.

• **Georgetown Journal of Gender and the Law** is one of the only legal journals to explicitly address the intersection of gender and sexuality. The Journal publishes three issues each year. An applicant may receive a total of 100 points, to be made up of the write-on competition score (50), grades (25), and a required personal statement and resume (25). The staff of the Georgetown Journal of Gender and the Law updates their Annual Review.

440 www.law.georgetown.edu/journals; http://www.law.georgetown.edu/journals/journal's.htm
441 http://www.law.georgetown.edu/journals/faq.html
442 http://www.law.georgetown.edu/journals/ACL/index.html
443 http://www.law.georgetown.edu/journals/GIL/index.html
444 http://www.law.georgetown.edu/journals/gender/index.html
445 http://www.law.georgetown.edu/journals/faq.html

Some of this information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
• **Georgetown Journal of Law and Public Policy**[^446] is published bi-annually with a focus on conservative, libertarian, and natural law thought. Though the bulk of its content will either advocate or critique conservative, libertarian, or natural law positions, its Washington location allows staff to stay abreast of all areas of law and public policy.

• **Georgetown Journal of Legal Ethics**[^447] is published by the students of Georgetown University Law Center. According to student surveys, this journal weighs writing significantly more than grades.

• **Georgetown Journal on Poverty Law & Policy**[^448] is the nation’s premier law journal on poverty issues. Part of its mission is to bring an end to the desperate conditions afflicting so many in this wealthy nation. The Journal publishes articles from distinguished law professors and practitioners in poverty-related fields. In addition, the Journal features student research, works from scholars in poverty-related disciplines, and the narratives from persons living in poverty. Furthermore, this publication fosters a unique, comprehensive, and multidisciplinary approach to poverty issues and law. Consistent with its mission, the members of this Journal are actively involved in local community outreach, and work with legal and social service organizations to provide assistance to those in need. This journal does not consider grades when determining membership.[^449]

• **Georgetown Law Journal**[^450] consistently ranks first in prestige according to recent students. The Journal’s eight annual issues serve as an important forum for the legal community, with articles on timely issues by professors and practitioners, reviews of recent books, symposia on important topics, and student notes. Students have predictably indicated in surveys that most students rank this journal as their first choice during the selection contest and that a relatively small group is actually selected to participate.[^451]

• **Georgetown Journal of International Law**[^452] has over 80 members and is dedicated to the discussion of international business law as well as American foreign economic policy. It is the second oldest journal at Georgetown law and is considered by students to be very prestigious. Membership is granted to students with a strong academic performance and a quality entry into the writing contest.

• **The Tax Lawyer and The State and Local Tax Lawyer**[^453] are published by the Taxation Section of the American Bar Association with the assistance of the Georgetown University Law Center and its students.

---

**MOOT COURT**[^454]

The Appellate Advocacy division of the Barristers’ Council runs the Moot Court program. Two competitions are organized each year. The Leahy Competition in the fall is open to all upperclass students. First-year students compete in the Beaudry Competition held each spring. Competitors are asked to write an appellate brief based on a closed packet and then argue their case in front of a panel of judges. Those who advance to a certain level are invited to join the Barristers’ Council and represent Georgetown Law in a national Moot Court competition. Finalists argue before a panel of prominent local and federal judges. Law Students participate in 14 National Appellate Competitions, 5 National Trial Competitions, and 4 Intramural Competitions.[^455]

---

[^446]: http://www.law.georgetown.edu/journals/gljpp/index.html

[^447]: http://www.law.georgetown.edu/journals/ethics/index.html

[^448]: http://www.law.georgetown.edu/journals/poverty/about.html

[^449]: This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

[^450]: http://www.law.georgetown.edu/journals/glj/index.html

[^451]: This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

[^452]: http://www.law.georgetown.edu/journals/plt/index.html

[^453]: http://www.law.georgetown.edu/journals/tax/index.html

[^454]: The 2005/2006 BCG Attorney Search Guide To Class Ranking Distinctions And Law Review Admission At America’s Top-50 Law Schools

[^455]: The 2005/2006 BCG Attorney Search Guide To Class Ranking Distinctions And Law Review Admission At America’s Top-50 Law Schools
BARRISTERS’ COUNCIL

Georgetown Law students can join the Barristers’ Council by competing and advancing far enough in one of the school-wide Moot Court, mock trial, or ADR competitions. Generally, students who make it to the semi-finals of a competition are invited to join as advocates. Other high-placing students are offered positions as alternates.

CLINICAL PROGRAMS

The panoply of hands-on practice offerings at Georgetown includes Appellate Litigation Clinic (civil and criminal appeals in federal courts), Center for Applied Legal Studies (refugees seeking political asylum), Criminal Justice Clinic (indigent criminal defendants before the District of Columbia Superior Court), D.C. Law Students in Court (Civil Division of the D.C. Superior Court), D.C. Street Law Program (instructing D.C. high school students and adult learners law-related subjects), Domestic Violence Clinic (D.C. Superior Court), Family Advocacy Clinic (special education cases, education reform, and government assistance programs in the District of Columbia), Federal Legislation Clinic (researching bills, drafting statutory language, etc), Federal Legislation Clinic-D.C. Division (local advocacy, proposing new legislation affecting low-income people locally), Harrison Institute for Public Law Housing and Community Development Clinic (resident groups and nonprofit developers of housing, business, etc), Harrison Institute for Public Law Policy Clinic (analysis of the nonprofit sector and role of the states within the federal system, as well as developing model legislation), Institute for Public Representation (environmental protection, communications law and policy, and civil rights and general public interest matters), International Women’s Human Rights Clinic (sexual harassment, domestic violence, polygamy and female genital mutilation), and the Juvenile Justice Clinic (children accused of misdemeanors and felonies). Students have ranked Georgetown’s clinical program among the best in the country.

STUDENT ORGANIZATIONS


http://www.law.georgetown.edu/clinics/OurClinics.htm

http://www.law.georgetown.edu/stuaff/orgs.cfm

This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 50 of the 52 schools we discuss in this book.

http://www.law.georgetown.edu/stuaff/orgs.cfm

112 | The 2005/2006 BCG Attorney Search Guide To Class Ranking Distinctions And Law Review Admission At America’s Top-50 Law Schools

CENTERS AND PROGRAMS
Center for Law and the Public’s Health, Center for the advancement of the rule of law in the Americas, Colloquium on Constitutional Law and Theory, Colloquium on Intellectual Property & Technology Law, Gender and Legal History Project, Georgetown Environmental Law & Policy Institute, Georgetown-Hewlett Program on Conflict Resolution and Problem Solving, Global Law Scholars, Institute for the Study of International Migration, Institute of International Economic Law, International Legal Theory Colloquium, Olin Law and Economics Program, Program on International Business and Economic Law, Public Interest Law Scholars, Sloan-Georgetown Project on Business Institutions, Supreme Court Institute

Number of firms interviewing on campus most years: 600+
Percentage of graduates employed at graduation: 92.9
Percentage of graduates employed nine months after graduation: 98.3

WHERE THE GRADS GO:
- Percent of graduates employed by private firms: 63
- Percent of graduates employed as judicial clerks: 11
- Percent of graduates employed by the government: 10
- Percent of graduates employed by a public interest organization: 3
- Percent of graduates employed by private industry: 2
- Percent of graduates employed in an academic position: 0

460 http://www.law.gerogetown.edu/academic
461 http://www.law.georgetown.edu/career/calendar.html
463 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carre_03032.php (listing 11% as unknown)
SOME BRIEF FACTS:
The students who attend this law school are fortunate to attend classes in a very pleasant, active section of Los Angeles. Located in Westwood, UCLA allows students to take advantage of excellent movie houses, concerts, theater, ballet, opera, and the symphony as well as lectures, forums, and seminars.

The law school is located on the university’s main campus which is only about a 10-minute drive from the beach and a 20-minute drive from downtown Los Angeles.

Each year UCLA attracts a lively, talented, diverse, and well-rounded student population eager to begin their law school experience. While the entering class of 2004 was 308, the student-faculty ratio remained quite reasonable at 11.6:1. The school is presently ranked Number 15 on the annual U.S. News & World Report list of Tier One law schools.

WHAT IT TAKES TO GET IN:
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 166
  25th – 75th Percentile: 163 – 168
- Median GPA: 3.64
  25th – 75th Percentile: 3.47 – 3.84
- Number of applications for 2004: 7,260
- Number accepted for 2004: 983
- Percentage accepted for 2004: 13.5%

CLASS RANKING AND GRADES:
UCLA Law grading system is an anomaly among top tier schools, as it fosters little to no grade inflation. The students are graded on a strict curve where most grades fall in the B- to the B+ range. Further, the distribution is based on a strict bell curve, as each A is balanced by a C and each + is balanced by a - even in the B range. Hence, most of the grades, at graduation, tend to fall in the exact B range. Further UCLA curves all bar electives the same way as first-year courses, making most classes taken by students all three years subject to the strict curve.

A+ 4.3 * B+ 3.3-3.69 C+ 2.3-2.69 D 1.0-1.29
A 4.0-4.29 B 3.0-3.29 C 2.0-2.29 F 0.0-.99
A- 3.7-3.99 B- 2.7-2.99 C- 1.7-1.99

extraordinary performance only

465 Id.
466 Id.
467 Id.
468 Id.
469 Id.
470 Id.
471 Id.
473 These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on.
“During the 2002-2003 academic year, approximately 10% of the class of 2005 and the class of 2006 earned a cumulative grade point average at or above 3.65.”

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>Top-50%</th>
<th>TOP 75%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT SURVEY</td>
<td>4.0-3.6</td>
<td>3.45</td>
<td>3.0-3.01</td>
<td></td>
<td>1.9</td>
<td></td>
</tr>
</tbody>
</table>

As of 1970, the UCLA School of Law does not rank students except for listing the top-ten students in the second- and third-year classes at the end of each academic year.

Student surveys indicated most students find a 3.45 GPA as part of the top range and a 3.2 GPA is still considered well above average and a very respectable GPA upon graduation.

**GRADE NORMALIZATION (CURVE):**
The following grade distribution is followed strictly at UCLA Law in first-year classes and upper-division classes with an enrollment greater than 40.

- 20% A+ to A-
- 60% B+ to B-
- 20% C+ or below

Student surveys indicated that the faculty are required to give a C for every A and a – for every + grade they assign, further in the 60% B range, each B+ must be balanced with a B-. Students said that this system results in little or no grade inflation.

Students also said that all required courses with 40 students or more are curved using the above method. Some second and third year elective courses are not curved; however, most students chose to take bar electives, which are curved in the same way as the required courses.

**HOW THE BEST ARE SEPARATED FROM THE REST:**
Order of the Coif: Top 10%, usually in the 3.6+ range.

**ACADEMIC AWARDS:**

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various prizes, awards and scholarships</td>
<td>With the exception of those awards with specific requirements, a general scholarship application is submitted by the students and the selection is determined by the scholarship committee.</td>
</tr>
</tbody>
</table>

---

474 [http://www1.law.ucla.edu/~career/gradereporting.html](http://www1.law.ucla.edu/~career/gradereporting.html)
475 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
476 [http://www1.law.ucla.edu/~career/gradereporting.html](http://www1.law.ucla.edu/~career/gradereporting.html)
477 Id.
478 Information received via email correspondence dated March 24, 2004, between BCG research staff and Linda Linda Kressh, Recruitment Administrator, UCLA Law career services
479 National Association for Law Placement, National Directory of Law Schools 2002-2003, 430
STUDENT JOURNALS
All Journals at UCLA Law use either a writing competition or a demonstration of work to determine membership. Work usually involves cite-checking, blue-booking, or editing tasks. Predictably, the UCLA Law Review has the most competitive writing contest; however, grades are not a major factor in selection for any of the Journals. Some highly specialized journals also take into account student interest in, or experience with a certain topic, by using a personal statement or resume in addition.

- **Asian Pacific American Law Journal** claims to be “the first law journal in the nation to address the legal, social, and political issues facing the Asian-American and Pacific Islander community.” Its contents cover critical race theory and “more traditional fields.”
- **Chicano-Latino Law Review** focuses on “scholarly analysis of issues relevant to Chicano and other Spanish-speaking communities.” Members grow their “research, writing, and editorial skills” as they help publish articles “provid[ing] new perspectives on the legal problems of the Latino community.”
- **Entertainment Law Review** has two issues a year addressing “legal issues affecting film, television, radio, computer, and print media.” Articles and noted cover a range of areas including: “copyright and patent issues, the regulation of the entertainment industry, and labor, constitutional, administrative and antitrust law as they relate to the industry.” Both first- and second-year students may join and contribute to the editorial process.
- **UCLA Journal of Environmental Law and Policy** had its first issue in 1980. Since then the Journal focuses each issue such that it offers multiple perspectives on a “single topic of current environmental interest, such as toxic waste disposal and solar water heating.” The Journal believes it “offers students with an interest in environmental law or policy an immediate opportunity to become involved in editing, planning, and publishing in a field of rapidly growing importance.”
- **Indigenous Peoples’ Journal of Law Culture & Resistance** is UCLA’s “newest journal” and is slated to “focus on the relationship between indigenous peoples and the legal system.”
- **UCLA Journal of International Law & Foreign Affairs** sees itself as an “interdisciplinary publication dedicated to promoting scholarship in international law and international relations” and tries to bring the two disciplines together.
- **UCLA Journal of Islamic and Near Eastern Law** asserts that it is the first journal devoted to this area of the law. Its articles present discussion regarding the “the complex and multifaceted issues of Islamic and Near Eastern law and its applications and effects within and outside of the Near East.”
- **UCLA Journal of Law and Technology** publishes online two to four times a year. It serves as a place to review how the law is attempting to keep up with the constantly changing technology. It attracts a lot of students who are interested in practicing intellectual property litigation as membership provides a good background for attorneys interested in the field.
- **UCLA Law Review** considers itself to be “one of the leading legal periodicals.” The student editors operate all aspects of the review and their membership is based on a competitive writing contest. The Law Review is the most prestigious publication at UCLA.
- **UCLA Pacific Basin Law Journal** touts that “it is the only law review in the country devoted to the study of international and comparative law within the rapidly developing economic

---

480 http://www1.law.ucla.edu/~admissions/lawreviewsandjournals.html
481 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
482 http://www1.law.ucla.edu/~admissions/lawreviewsandjournals.html
483 Id.
484 Id.
485 http://www.law.ucla.edu/home/index.asp?page=1404
486 Id.
487 http://www.law.ucla.edu/home/index.asp?page=1404
488 Id.
sphere of the Pacific Basin.” The Journal’s articles come primarily from authors in East Asia and the Americas and relate “to legal issues that directly affect trade flows and international transactions in the Pacific Basin.”

- UCLA WOMEN’S LAW JOURNAL issued its first volume in spring 1991. The articles are “dedicated to the scholarly discussion of women in the law and in the legal profession from a feminist perspective.”

- The DUKEMINIER JOURNAL OF SEXUAL ORIENTATION Law publishes a compilation of the best articles on the topic of sexual orientation law published all year. The “Dukeminier Awards” is the official title of the publication, which provides a unique educational experience for UCLA law students, in an annual seminar on “Sexual Orientation Law Scholarship.” The students and faculty in the seminar, work together to review, and then select each year’s articles by choosing the first-level of articles, reducing that number to a smaller group, and “closely reading and analyzing the chosen texts,” and then choosing the final winners.491

MOOT COURT492
Moot Court is not required at UCLA, but according to student surveys, about two-thirds of the first year class voluntarily participates in the lawyering skills course.493 The Honors Program is open to all second-year students, and Moot Court board members must have participated in the Honors Program during their second year. Participants submit a brief and argue cases before panels of local judges and practitioners. Four finalists are selected for the Roscoe Pound competition. Outstanding state and federal jurists including justices of the U.S. Supreme Court judge the final round. Third-year members are responsible for administering the program and are selected to compete on UCLA’s state and national teams. Students have indicated that participation in the upper levels of the Moot Court Competition is highly coveted, even more so than membership on some of the school’s journals.494

CLINICAL PROGRAMS495
UCLA School of Law offers the following clinical programs: Deposition & Discovery, Public Policy, Interviewing, Counseling & Negotiations, Trial Advocacy (Civil & Criminal), Environmental Law Clinic, Community Outreach, Business in China, Indian Law, Street Law, Renegotiating Business Contracts, Public Offerings and Environmental Business Transactions. Students were impressed with the experience they gained through participation in the school’s clinical programs, and said that all the clinics were highly regarded, however most students lamented that there were not enough clinical opportunities for all the students, thus making an opportunity to participate in the clinics fairly competitive.496

STUDENT ORGANIZATIONS497

CEN{}TERS AND PROGRAMS\textsuperscript{498}

- Critical Race Studies
- Entertainment, Sports & Intellectual Property Law
- Environmental Law and Policy
- The Externship Program
- Globalization and Labor Standards
- International Law at UCLA
- Native Law Programs
- Program in Business Law and Policy
- Program in Public Interest Law and Policy
- The Summer Program
- The Williams Project on Sexual Orientation Law
- Witness Program

EXTERNSHIP PROGRAMS\textsuperscript{499}

UCLA School of Law offers a large and comprehensive externship program covering most major legal practice areas.

Civil Litigation
U.S. Attorney’s Office, Civil Division, Los Angeles

Criminal Litigation
Federal Public Defender, Los Angeles
U. S. Attorney’s Office, Criminal Division, Los Angeles

Communications Law
Federal Communications Commission, Washington, D.C.
Media Access Project, Washington, D.C.

Consumer Protection
Federal Trade Commission, Los Angeles

Environmental
California Attorney General, Los Angeles
Earthjustice Legal Defense Fund, San Francisco
Natural Resources Defense Council, Los Angeles

Employment
Department of Justice, Employment Litigation Section, Washington D.C.

Entertainment Law
KCET/Channel 28 Public Television, Los Angeles
See also Labor Law

International Agencies

\textsuperscript{498} \url{http://www.law.ucla.edu/students/academicprograms/}
\textsuperscript{499} \url{http://www1.law.ucla.edu/~admissions/}
Department of Defense, Washington, D.C.
Office of the Legal Adviser, Department of State, Washington, D.C.
Agency for International Development, Washington, D.C.

Judicial
U.S. Court of Appeals
U.S. District Court and Appeals Court judges in the Los Angeles area

Labor Law
Directors Guild of America, Inc., Los Angeles
United States Information Agency, Washington, D.C.

Municipal
City Attorney’s Office, Santa Monica

Public Interest
American Civil Liberties Union, Los Angeles
Asian Law Caucus
Asian Pacific American Legal Center
Mexican-American Legal Defense & Educational Fund, Los Angeles
NAACP Legal Defense and Educational Fund, Inc., Los Angeles

Securities
Securities and Exchange Commission, Washington, D.C. Academic Support Program

Law Fellows Outreach Program

Number of firms interviewing on campus most years: 400
Percentage of graduates employed at graduation: 89.2
Percentage of graduates employed nine months gradation: 96.5

WHERE THE GRADS GO:

- Percent of graduates employed by private firms: 76
- Percent of graduates employed as judicial clerks: 7
- Percent of graduates employed by the government: 5
- Percent of graduates employed by a public interest organization: 7
- Percent of graduates employed by private industry: 3
- Percent of graduates employed in an academic position: 1

---

500 http://www1.law.ucla.edu/~admissions/employenta.html; Correspondence dated January 8, 2003, from Amy Mallow, UCLA Career Services Office, to A. Harrison Barnes of BCG Attorney Search.
503 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03018.php (listing 1% as unknown)
The University of Texas Law School, located in the capital city of Austin, lies just east of the state’s rolling hill country. It does not take students much time to learn how close the campus is to several beautiful lakes and natural springs, not to mention the proximity of lively downtown 6th Street. The Law School continues to attract some of the country’s top legal scholars and offers one of the nation’s best “returns on investment” based on a comparison of tuition with median starting salaries.504

The University of Texas Law School is currently ranked Number 15 on the annual U.S. News & World Report list of Tier One law schools. The law school is one of the oldest in the country, and has been ranked in the top tier of national law schools for over thirty years. It has one of the most prestigious faculties in the nation and identifies strongly with those attorneys and judges. Indeed, one study shows that the faculty is cited more often than their peers and another study found the school to be number one in publishing articles and books for attorneys and judges.

The fall 2004 entering class numbered 425 students.505 Though the student-faculty ratio of 17.1:1506 is rather high, most of the professors go out of their way to make themselves available during regular office hours. The University of Texas Law School at Austin has continued to affirm its strong commitment to diversity despite recent legal challenges that prohibit the consideration of race in admission.507

WHAT IT TAKES TO GET IN:
The following LSAT/GPA data pertain to the fall 2004 entering class:
- Median LSAT: 165508 25th – 75th Percentile: 160 - 166509
- Median GPA: 3.62510 25th – 75th Percentile: 3.4 - 3.79511
- Approximate number of applications for 2004: 6,098512
- Number accepted during 2004: 955513
- Percentage accepted during 2004: 15.7%514

CLASS RANKING AND GRADES:508
The school uses a numerical grading scale of 4.3 to 1.3 and adheres to 3.3 (B+) mean for all classes except seminars.

504 http://www.utexas.edu/law/depts/admissions/know.html
507 http://www.utexas.edu/law/depts/admissions/minorityissues/hopwood.htm
508 http://www.utexas.edu/law/depts/admissions/application/quickfacts.html
510 http://www.utexas.edu/law/depts/admissions/application/quickfacts.html
**GRADES:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>D</td>
<td>1.7</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>1.3</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
</tbody>
</table>

The school mandates that:
1) Professors for first year large sections issue 30-40% A- or better grades and a minimum of 5% of the grades as C+ or lower
2) Professors for other classes issue 35% A- or better grades; 55% B- to B+ grades, and 10% C+ or lower grades

In addition professors may award an A+ to a maximum of 6% of the class.

Students listing a GPA on their resume must list a GPA with two decimal points rather than rounded to one decimal point.

Students may choose to list a letter grade average reflecting the chart below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.30</td>
</tr>
<tr>
<td>A</td>
<td>4.00-4.29</td>
</tr>
<tr>
<td>A-</td>
<td>3.70-3.99</td>
</tr>
<tr>
<td>B+</td>
<td>3.30-3.69</td>
</tr>
<tr>
<td>B</td>
<td>3.00-3.29</td>
</tr>
<tr>
<td>B-</td>
<td>2.70-2.99</td>
</tr>
<tr>
<td>C+</td>
<td>2.30-2.69</td>
</tr>
<tr>
<td>C</td>
<td>2.00-2.29</td>
</tr>
<tr>
<td>D</td>
<td>1.70-1.99</td>
</tr>
<tr>
<td>F</td>
<td>1.30-1.69</td>
</tr>
</tbody>
</table>

**CLASS RANK:**
The law school neither ranks its students nor allows students to indicate an estimated rank on their resumes.

Although the Law School steers clear of ranking systems, it did provide a percentile rank for its classes in May 2004 consisting of the following percentile breakdown for 2L’s and 3L’s completing their first or second-year of study, respectively:

<table>
<thead>
<tr>
<th>2Ls</th>
<th>3Ls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 25%:</td>
<td>3.66</td>
</tr>
<tr>
<td>Top-50%:</td>
<td>3.36</td>
</tr>
</tbody>
</table>

**HOW THE BEST ARE SEPARATED FROM THE REST:**

<table>
<thead>
<tr>
<th>Rank</th>
<th>GPA</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order of the Coif</td>
<td>10%</td>
<td>3.71 GPA</td>
</tr>
<tr>
<td>Summa cum laude</td>
<td>0.5%</td>
<td>4.05 GPA</td>
</tr>
<tr>
<td>Magna cum laude</td>
<td>0.05%</td>
<td>3.85 GPA</td>
</tr>
</tbody>
</table>

517 Id.
518 Percent of class receiving; GPA required (if calculated); # of students in each category; National Association for Law Placement, National Directory of Law Schools 2005-2006, 793
### Cum laude:

<table>
<thead>
<tr>
<th>Cum laude:</th>
<th>36%</th>
<th>3.35 GPA</th>
<th>151 graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellors</td>
<td>N/A</td>
<td>3.95 GPA</td>
<td>16 graduates</td>
</tr>
</tbody>
</table>

### Academic Awards:

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellors</td>
<td>Students (who are not already members) holding highest scholastic GPA and having completed 42 hours of coursework. Membership may not exceed 5% of preceding senior class (18).</td>
</tr>
<tr>
<td>Order of the Barristers</td>
<td>Outstanding student advocates in moot court and mock trial competition (10).</td>
</tr>
<tr>
<td>Dean’s Achievement</td>
<td>Highest grade in each course (75-85 each semester).</td>
</tr>
<tr>
<td>Niemann Cup</td>
<td>The best advocate in the graduating class</td>
</tr>
<tr>
<td>Judge Quentin Keith Endowed Presidential Scholarship</td>
<td>Second-year BOA member for excellence in trial and appellate advocacy.</td>
</tr>
<tr>
<td>Stanley P. &amp; Claudie P. Wilson Endowed Presidential Scholarship Award</td>
<td>Second-year BOA member for excellence in trial and appellate advocacy.</td>
</tr>
<tr>
<td>Scott, Douglass, Luton &amp; McConnico Litigation Award</td>
<td>Second-year BOA member who has a B+ 3.3 GPA and who has been either (1) a member of an interscholastic mock trial team, or (2) a semi-finalist in an intramural mock trial.</td>
</tr>
</tbody>
</table>

### Student Journals:

- **American Journal of Criminal Law** focuses on current issues in criminal law, has three issues a year, and is widely circulated. Authorship comes from professors, practitioners, and journal members.
- **The Review of Litigation** comes out three times a year and runs articles by “scholars and scholar-practitioners as well as student-authored law notes,” to present material taking academic inquiry and seeing where it may have “practical application in litigation.” Membership is based on writing and legal analytical skills.
- **Texas Environmental Law Journal** is published quarterly and focuses on developments in environmental law.
- **Texas Forum on Civil Liberties & Civil Rights** “bridges the gap between theoretical and practical issues in the fields of civil liberties and civil rights.” Second- and third-year students compete in a writing competition to gain membership.
- **Texas Intellectual Property Law Journal** “is dedicated to all aspects of intellectual property law on the national and the state level.” Articles cover areas such as patents, copyrights, trademarks, entertainment law, and unfair competition. Articles and notes are written by scholars, practitioners, and students. Membership is based on their writing and analytical skills.
- **Texas International Law Journal** “is the fourth oldest international law journal in the country. The Journal has been publishing important scholarly articles and promoting inter-

---

520. [http://utdirect.utexas.edu/loreg/sjou.WBX](http://utdirect.utexas.edu/loreg/sjou.WBX)
525. [http://utdirect.utexas.edu/loreg/orjo.WBX?group_code=S3](http://utdirect.utexas.edu/loreg/orjo.WBX?group_code=S3)
national symposia since 1965.” It is one of the most competitive journals at the school.\textsuperscript{527}

- **Texas Journal of Business Law\textsuperscript{528}** distinguishes itself as “the largest business law journal in Texas and one of the largest in the nation with approximately 4,100 subscribers.” The Journal is “the official publication of the Business Law Section of the State Bar of Texas.”

- **Texas Journal of Women & the Law\textsuperscript{529}** “explores the relationship between women and the law through articles and sponsorship of an annual symposium.” “The Journal takes an interdisciplinary approach to many issues, striving to deepen the relationship between theoretical and practical perspectives on gender and the law.”

- **Texas Law Review\textsuperscript{530}** “is devoted to scholarly writings on general legal subjects of national and local interest.” Membership is based on “high academic achievement and demonstrated writing proficiency.” Ten students are invited to join the Review based solely on the strength of the writing competition.\textsuperscript{531} The editorial board annually selects its successors from the members of the staff.

- **Texas Review of Entertainment & Sports Law\textsuperscript{532}** aims to offer “the best available scholarship on legal issues that affect the entertainment and sports industries” often running articles regarding “copyright, labor-management/relations, antitrust, and corporate affairs.”

- **Texas Review of Law & Politics\textsuperscript{533}** seeks “conservative articles to serve as blueprints for constructive legal reform.” Articles usually cover “contemporary social issues, including crime, federalism, affirmative action, constitutional history, and religious liberties.”

- **Hispanic Journal of Law & Policy\textsuperscript{534}** publishes articles that deal with law and policy affecting Hispanics in the US, especially Texas. All students of the J.D. class are encouraged to apply, with members chosen from among those first-year students who excel in legal research and writing.

**MOOT COURT\textsuperscript{535}**

First year students are required to take moot court during the second semester of their first year as part of the first-year legal writing program. The students write a brief and participate in oral arguments. In addition, students may participate in one of ten intramural competitions or choose to compete in interscholastic competitions as well.

**CLINICAL PROGRAMS\textsuperscript{536}**

The University of Texas School of Law offers the following clinical programs: Capital Punishment Clinic, Children’s Rights Clinic, Criminal Defense Clinic, Domestic Violence Clinic, Housing Law Clinic, Immigration Law Clinic, Juvenile Justice Clinic, Mediation Clinic, Mental Health Clinic and the Judicial Internships (in the Texas Supreme Court, Texas Court of Criminal Appeals, Third Court of Appeals and U.S. District Courts). The school’s clinical programs are among its major strengths.\textsuperscript{537}
STUDENT ORGANIZATIONS

CENTERS AND PROGRAMS
Center for Law, Business, and Economics
Center on Lawyers, Civil Justice, and the Media
Center for Public Interest Law
Center for Public Policy and Dispute Resolution
Bernard and Audre Rapoport Center for Human Rights and Justice
Institute for Transnational Law
Law and Philosophy Program
Visiting Scholars Program
Emerging Scholars Program

Approximate number of firms interviewing on campus most years: 500
Percentage of graduates employed at graduation 94.5
Percentage of graduates employed nine months after graduation: 99.2

WHERE THE GRADUATES GO:
The school groups by job types.
- Percent of graduates employed in positions requiring or anticipating a J.D. (firms, judicial clerks, corporate counsel): 92.3
- Percent of graduates employed in positions preferring a J.D. (corporate contracts administrator, government regulatory analyst): 0.6
- Percent of graduates employed as professionals where a J.D. is not required or preferred (accountant, teacher, business manager): 5.8
- Percent of graduates employed in positions not requiring training or not part of long-term career: 1.3

\[538\] http://utexas.edu/law/academics/
\[539\] http://www.utexas.edu/law/academics/centers/
\[540\] Correspondence dated January 9, 2003, from Susana Aleman, Assistant Dean of Student Affairs, University of Texas at Austin Law School to A. Harrison Barnes of BCG Attorney Search
\[541\] http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03155.php
\[543\] Id.
SOME BRIEF FACTS:
Vanderbilt Law School is located just minutes from downtown Nashville, but its campus is also a nationally recognized arboretum. The capital of Tennessee is sometimes referred to as the “Athens of the South.” Nashville is listed regularly among the best cities in which to live and work. It is a financial, business, and governmental center that combines the energy and attractions of a major metropolis—professional sports, theater, ballet, and symphony—with the charm of a friendly and hospitable small town.544

Vanderbilt Law School is currently ranked Number 17 on the annual U.S. News & World Report list of Tier One law schools. It is known both for its stimulating intellectual environment and for its quality teaching. Vanderbilt offers more than 149 diverse courses in such areas as health law, intellectual property, international law, child welfare, cyberspace, constitutional law, and federal courts.545 With just 227546 students enrolled in its fall 2004 entering class, a student-faculty ratio of 16:1,547 and the faculty’s open-door policy, regular interactions between students and professors have become one of the mainstays of the Vanderbilt Law School experience.

WHAT IT TAKES TO GET IN:
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 165548 25th – 75th Percentile: 164 – 166549
- Median GPA: 3.63550 25th – 75th Percentile: 3.50 – 3.80551
- Approximate number of applications for 2004: 3,770552
- Number accepted during 2004: 763553
- Percentage accepted during 2004: 20.2%553

CLASS RANKING AND GRADES:554
Vanderbilt Law utilizes a modified 4-point scale with grades ranging from a 4.3 to a 0.0, A+ to F respectively. A recommended bell curve is followed.555

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

544 http://www.vanderbilt.edu/nashville.html
545 http://law.vanderbilt.edu/admiss/nutshell.html
547 http://www.law.vanderbilt.edu/admiss/nutshell.html
548 http://www.law.vanderbilt.edu/admiss/nutshell.html
549 http://www.law.vanderbilt.edu/admiss/nutshell.html
550 http://www.law.vanderbilt.edu/admiss/nutshell.html
551 Id.
552 http://www.law.vanderbilt.edu/admiss/nutshell.html
553 http://www.law.vanderbilt.edu/admiss/nutshell.html
554 National Association for Law Placement, National Directory of Law Schools 2005-2006, 843
555 These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on. *Students felt that traditionally, the mean for each class was set at 3.0 or a B-, but recently, the mean has increased to a 3.3. These statements were not verified by admissions officials at the law school.
GRADE NORMALIZATION (CURVE):
Vanderbilt is known to adhere to a curve. The grades are distributed as follows: 25% A- or higher, with one or more A+'s possible, 55% B or B+, and 20% B- or lower.\footnote{516} Survey participants have indicated that the curve has recently changed. The old curve was at a 3.0 and the new curve is set at 3.3. Students have also noted that despite the increase in the curve standard some professors continue to adhere to the old 3.0 curve even though they are not required to do so.\footnote{517}

CLASS RANK:
Although Vanderbilt Law School does not rank students, the school does distinguish students by bestowing a Dean’s list honor on the top 20% of each class for each semester.\footnote{518} In addition the school awards Order of the Coif to the top 10% of the graduating class.\footnote{519}

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>Top-50%</th>
<th>TOP 75%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP*\footnote{520}</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.0 Cum. * effective class of 2001</td>
</tr>
</tbody>
</table>

HOW THE BEST ARE SEPARATED FROM THE REST:\footnote{521}
Order of the Coif: Top 10%
Dean’s List: Top 20% (Each semester)

ACADEMIC AWARDS:\footnote{522}

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Founder’s Medal</td>
<td>Student in the graduating class who has attained the highest GPA.</td>
</tr>
<tr>
<td>Junius L. Allison Legal Aid Award</td>
<td>Awarded annually to the student who made the most significant contribution to the work of the Legal Aid Society.</td>
</tr>
<tr>
<td>The Banks Award</td>
<td>Selected and awarded by the Jessup Moot Court competition team to the member who has made the greatest contribution to the team’s overall success during the prior year.</td>
</tr>
<tr>
<td>Bennett Douglas Bell Memorial Award</td>
<td>Awarded to the graduating student who is not only well versed in the law, but who embodies the highest conception of the ethics of the profession.</td>
</tr>
<tr>
<td>Damali A. Booker Award</td>
<td>Awarded to 3L student dedicated to legal activism and committed to confronting social issues facing the law school and Nashville community.</td>
</tr>
<tr>
<td>The Bureau Of National Affairs Award</td>
<td>Member of the senior class judged by the faculty to have made the most scholastic progress during the final school year.</td>
</tr>
<tr>
<td>Award Name</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Nathan Burkan Memorial Prize</td>
<td>Awarded annually by the American Society of Composers, Authors, and Publishers for the best paper on copyright.</td>
</tr>
<tr>
<td>G. Scott Briggs Transnational Legal Studies Award</td>
<td>3L who has exhibited a high degree of scholastic achievement in transnational legal studies and who has made the most significant contribution to the development of international legal inquiry while a student of Vanderbilt Law School.</td>
</tr>
<tr>
<td>The Philip G. Davidson III Memorial Award</td>
<td>Student, chosen by the Vanderbilt Bar Association Board of Governors, who is dedicated to the law and its problem-solving role in society, and who provides exemplary leadership in service to the Law School and the greater community.</td>
</tr>
<tr>
<td>Weldon B. White Prize</td>
<td>Awarded to the student in the graduating class judged to have submitted the best paper fulfilling the advanced writing requirement.</td>
</tr>
<tr>
<td>Robert F. Jackson Memorial Prize</td>
<td>Awarded to “that member of the second-year law class who has maintained the highest scholastic average during the two years.”</td>
</tr>
<tr>
<td>LL.M. Research Prize</td>
<td>Awarded for outstanding achievement in the completion of the LL.M. scholarly research and writing project.</td>
</tr>
<tr>
<td>Lightfoot, Franklin &amp; White Legal Writing Awards</td>
<td>Awarded annually for Best Brief and Best Oralist in each of the eight sections of the first year Legal Writing &amp; Introduction to Lawyering course.</td>
</tr>
<tr>
<td>Archie B. Martin Memorial Prize</td>
<td>Student of the first-year class who has earned the highest general average for the year.</td>
</tr>
<tr>
<td>Jordan A. Quick Memorial Award</td>
<td>Student judged to have made the greatest contribution to the quality of life at the law school through his or her leadership with the Vanderbilt Bar Association.</td>
</tr>
<tr>
<td>Stanley D. Rose Memorial Book Award</td>
<td>Student who has submitted the best legal writing in the field of jurisprudence or legal history during each academic year.</td>
</tr>
<tr>
<td>Carl J. Ruskowski Clinical Legal Education Award</td>
<td>Student who, in his or her representation of clients in the Law School’s clinical program, demonstrated excellence in practice of law and best exemplified the highest standards of the legal profession.</td>
</tr>
<tr>
<td>Vanderbilt Journal of Entertainment Law and Practice Outstanding Service Award</td>
<td>Second-year staff member who has made the most significant contribution to the advancement of the Journal.</td>
</tr>
<tr>
<td>Award Name</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Vanderbilt Journal of Entertainment Law and Practice Outstanding Student Writing Award</td>
<td>Awarded to the student submitting the most outstanding piece of student writing for publication in the Journal.</td>
</tr>
<tr>
<td>Vanderbilt Scholastic Excellence Award</td>
<td>Student designated by the professor as receiving the highest grade in all courses except seminars and limited enrollment courses.</td>
</tr>
<tr>
<td>West Group Award for Outstanding Scholastic Achievement</td>
<td>Graduating students in recognition of superior research and writing.</td>
</tr>
<tr>
<td>Weldon B. White Prize</td>
<td>Student who submits the best written study of an aspect of the law of the state of Tennessee.</td>
</tr>
<tr>
<td>Vanderbilt Journal of Transnational Law Second-Year Staff Award</td>
<td>Second-year staff member who has made the most significant contribution to the advancement of the Vanderbilt Journal of Transnational Law during the school year.</td>
</tr>
<tr>
<td>Vanderbilt Journal of Transnational Law Outstanding Editor Award</td>
<td>Member of the third-year staff selected as having done the most outstanding work on the Vanderbilt Journal of Transnational Law during the academic year.</td>
</tr>
<tr>
<td>Grace Wilson Sims Prize For Student Writing In Transnational Law</td>
<td>Student submitting the best piece of student writing for publication in the Vanderbilt Journal of Transnational Law during the school year.</td>
</tr>
<tr>
<td>Grace Wilson Sims Medal In Transnational Law</td>
<td>Editorial board member, other than the editor-in-chief, who has done the most outstanding work on the Vanderbilt Journal of Transnational Law during the school year.</td>
</tr>
<tr>
<td>Law Review Candidate’s Award</td>
<td>Awarded by the second-year staff of the Vanderbilt Law Review to the third-year staff member, other than the editor-in-chief, who has made the most significant contribution to their development as staff members of the Vanderbilt Law Review.</td>
</tr>
<tr>
<td>Law Review Associate Editor’s Award</td>
<td>The associate editor among the third-year staff who has contributed most significantly toward the improvement of the Vanderbilt Law Review.</td>
</tr>
<tr>
<td>Morgan Prize</td>
<td>A cash award, in honor of Professor Edmund M. Morgan, given to the student contributing the most outstanding piece of student writing published in the Vanderbilt Law Review during the school year. The winner of this prize is ineligible to receive the Dean’s Award.</td>
</tr>
<tr>
<td>Myron Penn Laughlin Recent Development Award</td>
<td>The student, other than the recipient of the Morgan Prize, who has contributed the best student note published in the Vanderbilt Law Review during the school year.</td>
</tr>
<tr>
<td>Award</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bass Berry &amp; Sims Moot Court Competition Award</td>
<td>Semifinalists in the Intramural Appellate Competition.</td>
</tr>
<tr>
<td>John A. Cortner Moot Court Competition Award</td>
<td>The two members of the winning team in the Intramural Appellate Competition.</td>
</tr>
<tr>
<td>K. Harlan Dodson Moot Court Staff Award</td>
<td>Senior member of the moot court staff, other than the chief justice, who rendered the most outstanding service during the year in all aspects of the moot court program.</td>
</tr>
<tr>
<td>National Association of Women Lawyers’ Outstanding Law Student Award</td>
<td>Awarded to the student whose law school involvement best fulfills the goals of contributing to the advancement of women in society and promoting women’s issues in the legal profession, and who has exhibited tenacity, enthusiasm and academic achievement while earning the respect of others.</td>
</tr>
</tbody>
</table>

**STUDENT JOURNALS**

- **Vanderbilt Law Review**[^563] publishes six issues a year. Thirty new first year members join in the spring based on writing and grades. Although officially a combination of grades and writing is considered, students surveyed indicated that grades were weighted more heavily in gaining membership.[^564] Second-year students may write on to the Law Review and all second-year students help in the publication of the review including cite-checking and editing articles.

- **Vanderbilt Journal of Transnational Law** publishes five issues a year and ranks among the top 6 student-run international law journals and among the top 10 of international law journals in general (including faculty edited journals). The Journal participates in the joint competition for members (along with the Law Review and JELP), selecting 30 members from the rising second-year class each year. Half are selected solely on the basis of writing and citation skills, the other half are selected on the basis of grades and writing. Second-year students may also become associate editors by writing notes of publishable quality during their second year of law school.[^565]

- **Vanderbilt Journal of Entertainment Law & Practice (JELP)**[^566] focuses on “contemporary legal issues that face the entertainment industry.” Articles cover four subject areas: sports, music, film and television, and the Internet and aims at being a legal guide for the entertainment industry rather than for legal professionals, making it quite unlike most traditional journals.

[^563]: [http://www.law.vanderbilt.edu/lawreview/about.html](http://www.law.vanderbilt.edu/lawreview/about.html)
[^564]: This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book. Per correspondence dated March 26, 2004, between Sue Ann Scott, Asst. Dean for Personnel & Special Projects, and BCG research staff.
[^565]: Per correspondence dated March 26, 2004, between Sue Ann Scott, Asst. Dean for Personnel & Special Projects, and BCG research staff.
[^566]: [http://law.vanderbilt.edu/jelp/index.html](http://law.vanderbilt.edu/jelp/index.html)
MOOT COURT

Moot court is not required at Vanderbilt. Those who do participate in Moot Court in the fall of their second year are considered for board membership. Participation is a highly prestigious honor; hence most eligible students participate early in their law school career. Moot Court opportunities include Moot Court Board, National Moot Court Competition, National First Amendment Law Moot Court Competition, Jessup International Moot Court Competition, Mock Trial Competition, Vanderbilt Intramural Moot Court Competition, and the Moot Court Traveling Teams.

CLINICAL PROGRAMS

Vanderbilt University Law School offers the following clinical programs: Civil Practice Clinic, Criminal Practice Clinic, Juvenile Practice Clinic, Domestic Violence Clinic, Business Law Clinic and Economic and Community Development Clinic. The clinical programs tend to focus on litigation, but those interested in the clinics offered felt that they were given a great deal of responsibility and were able to negotiate, try, and settle cases with little supervision.

STUDENT ORGANIZATIONS


Percentage of graduates employed at graduation: 92.8
Percentage of graduates employed nine months after graduation: 99

WHERE THE GRADUATES GO

- Percent of graduates employed by private firms: 66
- Percent of graduates employed as judicial clerks: 17
- Percent of graduates employed by the government: 11
- Percent of graduates employed by a public interest organization: 2
- Percent of graduates employed by private industry: 5
- Percent of graduates employed in an academic position: 0

567 http://www.law.vanderbilt.edu/student/mootcourt/index.html
570 Id.
571 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only used this information if the responses we received to our survey warranted their inclusion in some form. We have included survey responses in 37 of the 51 schools we discuss in this book.
572 Per correspondence dated March 26, 2004, between Sue Ann Scott, Asst. Dean for Personnel & Special Projects, and BCG research staff
575 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03147.php (listing 1% as unknown)
**University of Southern California**

**Mailing Address**
Trousdale Pkwy at Exposition Blvd
Los Angeles, CA 90089

**Main Phone**
(213) 740-7331

**Web Site Address**
http://lawweb.usc.edu

**Some Brief Facts**
The University of Southern California campus is located just south of the Los Angeles downtown business district and courthouses. It is a small, pleasant community unto itself. Currently ranked Number 18 on the annual *U.S. News & World Report* list of Tier One law schools, the University of Southern California Law School (“USC”) remains one of the top California law schools. Instruction seems to strike that fine, though often evasive, balance between the theoretical and practical aspects of the law. USC graduates usually find the types of jobs they are seeking quite easily due, in part, to the school’s top-notch placement office.

The student-faculty ratio of 13.1:1 encourages lively interactions with faculty once classroom discussion ends. Though the majority of the students are native Californians, students from approximately 40 other states attend this school.

**What It Takes To Get In:**
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 166\(^76\)  
  25th – 75th Percentile: 163 – 167\(^79\)
- Median GPA: 3.66\(^80\)  
  25th – 75th Percentile: 3.54 – 3.76\(^81\)
- Approximate number of applications for 2004: 7,677\(^82\)
- Number accepted during 2004: 1,376\(^83\)
- Percentage accepted during 2004: 17.9\(^84\)

**Class Ranking and Grades:**
The law school has adhered to a 4.4-1.0 grading scale beginning with the class of 2004. The new scale places the Top-50% of the class as receiving a GPA of around 3.20.\(^85\)

Beginning with the class of 2004 (entering in August 2001), USC phased in a new grading system. Each number-grade on the new system has a letter-grade equivalent. The new grading scale includes the following number grades and letter-grade equivalents:\(^86\)

---


\(^77\) National Association for Law Placement, National Directory of Law Schools 2002-2003, 577

\(^78\) [http://lawweb.usc.edu/lawmag/departments/deanmsg.html](http://lawweb.usc.edu/lawmag/departments/deanmsg.html)


\(^80\) [http://lawweb.usc.edu/lawmag/departments/deanmsg.html](http://lawweb.usc.edu/lawmag/departments/deanmsg.html)


\(^85\) National Association for Law Placement, National Directory of Law Schools 2002-2003, 598; [http://lawweb.usc.edu/students/handbook/sec-6.8.html#a](http://lawweb.usc.edu/students/handbook/sec-6.8.html#a); These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on.

\(^86\) [http://lawweb.usc.edu/enrollment/grades/Standing2002New.htm](http://lawweb.usc.edu/enrollment/grades/Standing2002New.htm)
USC Numerical Grade on 4-Point Scale | USC Letter Grade Equivalent
---|---
4.1 - 4.4 | A+
3.8 - 4.0 | A
3.5 - 3.7 | A-
3.3 - 3.4 | B+
3.0 - 3.2 | B

USC Numerical Grade on 4-Point Scale | USC Letter Grade Equivalent
---|---
2.7 - 2.9 | B-
2.5 - 2.6 | C+
2.4 | C
2.0 - 2.3 | D
1.9 | F

To replace the old system of 65-to-90, the new system’s grades range from 1.9-to-4.4, with explicit letter-grade equivalents ranging from F to A+. Although old system grades cannot be converted officially to new system grades, the equivalent grades of the two systems are displayed below:

<table>
<thead>
<tr>
<th>New System Letter Grade</th>
<th>New System Numerical Grade</th>
<th>Old System Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.4</td>
<td>90</td>
</tr>
<tr>
<td>A+</td>
<td>4.3</td>
<td>89</td>
</tr>
<tr>
<td>A+</td>
<td>4.2</td>
<td>88</td>
</tr>
<tr>
<td>A+</td>
<td>4.1</td>
<td>87</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>86</td>
</tr>
<tr>
<td>A</td>
<td>3.9</td>
<td>85</td>
</tr>
<tr>
<td>A-</td>
<td>3.8</td>
<td>84</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>83</td>
</tr>
<tr>
<td>A-</td>
<td>3.6</td>
<td>82</td>
</tr>
<tr>
<td>A-</td>
<td>3.5</td>
<td>81</td>
</tr>
</tbody>
</table>

GRADE NORMALIZATION (CURVE):
USC applies a curve to its classes. First year classes “are entered into a computerized normalization program” and have a mean of 3.2. Upper level classes not using the computer system requires that at least 50% of grades are within 0.5 points of the median and 85% are within one point from the median.588

CLASS RANK:
USC publishes class rank only for the top 10% of each class. It does so once a year in summer. Ranking on a resume is required to be followed by the student’s GPA. In addition, students may list the GPA cutoff for the top 10% but that figure must also be followed by the student’s GPA.589

588 [http://lawweb.usc.edu/students/handbook/sec-6.10.html](http://lawweb.usc.edu/students/handbook/sec-6.10.html)
The following statistics pertain to the Class of 2003.

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>Top-50%</th>
<th>TOP 75%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP*</td>
<td>82.14</td>
<td>80.31</td>
<td>79.94</td>
<td>79.15</td>
<td>N/A</td>
<td>70.00</td>
</tr>
</tbody>
</table>

**HOW THE BEST ARE SEPARATED FROM THE REST:**

<table>
<thead>
<tr>
<th>Order of the Coif:</th>
<th>Top 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Honors:</td>
<td>4.4 GPA</td>
</tr>
<tr>
<td>High Honors:</td>
<td>3.9 – 4.3 GPA</td>
</tr>
<tr>
<td>Honors:</td>
<td>3.4 – 3.8 GPA</td>
</tr>
</tbody>
</table>

The following chart indicates honor requirements on the new and the old grading systems:

<table>
<thead>
<tr>
<th>Honors Designation (if any)</th>
<th>Old System Numerical Grade</th>
<th>New System Numerical Grade</th>
<th>New System Letter Grade</th>
<th>Honors Designation (if any)</th>
<th>Old System Numerical Grade</th>
<th>New System Numerical Grade</th>
<th>New System Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Honors</td>
<td>90</td>
<td>4.4</td>
<td>A+</td>
<td>None</td>
<td>77</td>
<td>3.1</td>
<td>B</td>
</tr>
<tr>
<td>High Honors</td>
<td>89</td>
<td>4.3</td>
<td>A+</td>
<td>None</td>
<td>76</td>
<td>3.0</td>
<td>B</td>
</tr>
<tr>
<td>High Honors</td>
<td>88</td>
<td>4.2</td>
<td>A+</td>
<td>None</td>
<td>75</td>
<td>2.9</td>
<td>B-</td>
</tr>
<tr>
<td>High Honors</td>
<td>87</td>
<td>4.1</td>
<td>A+</td>
<td>None</td>
<td>74</td>
<td>2.8</td>
<td>B-</td>
</tr>
<tr>
<td>High Honors</td>
<td>86</td>
<td>4.0</td>
<td>A</td>
<td>None</td>
<td>73</td>
<td>2.7</td>
<td>B-</td>
</tr>
<tr>
<td>High Honors</td>
<td>85</td>
<td>3.9</td>
<td>A</td>
<td>None</td>
<td>72</td>
<td>2.6</td>
<td>C+</td>
</tr>
<tr>
<td>Honors</td>
<td>84</td>
<td>3.8</td>
<td>A</td>
<td>None</td>
<td>71</td>
<td>2.5</td>
<td>C+</td>
</tr>
<tr>
<td>Honors</td>
<td>83</td>
<td>3.7</td>
<td>A-</td>
<td>None</td>
<td>70</td>
<td>2.4</td>
<td>C</td>
</tr>
<tr>
<td>Honors</td>
<td>82</td>
<td>3.6</td>
<td>A-</td>
<td>None</td>
<td>69</td>
<td>2.3</td>
<td>D</td>
</tr>
<tr>
<td>Honors</td>
<td>81</td>
<td>3.5</td>
<td>A-</td>
<td>None</td>
<td>68</td>
<td>2.2</td>
<td>D</td>
</tr>
<tr>
<td>Honors</td>
<td>80</td>
<td>3.4</td>
<td>B+</td>
<td>None</td>
<td>67</td>
<td>2.1</td>
<td>D</td>
</tr>
<tr>
<td>Honors</td>
<td>79</td>
<td>3.3</td>
<td>B+</td>
<td>None</td>
<td>66</td>
<td>2.0</td>
<td>D</td>
</tr>
<tr>
<td>None</td>
<td>78</td>
<td>3.2</td>
<td>B</td>
<td>None</td>
<td>65</td>
<td>1.9</td>
<td>F</td>
</tr>
</tbody>
</table>

---

589. [http://lawweb.usc.edu/carserv/students/resume/resume-verify.html](http://lawweb.usc.edu/carserv/students/resume/resume-verify.html)


591. Percent of class receiving; GPA required (if calculated); # of students in each category; National Association for Law Placement, National Directory of Law Schools 2002-2003, 598; [http://lawweb.usc.edu/students/handbook/sec-6.8.html](http://lawweb.usc.edu/students/handbook/sec-6.8.html)
### Academic Awards

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Board of Trial Advocates Award</td>
<td>Third-year student who has excelled in preparation for trial practice of the law.</td>
</tr>
<tr>
<td>American Jurisprudence Awards</td>
<td>Highest grade in particular classes.</td>
</tr>
<tr>
<td>E. Avery Crary Award</td>
<td>Four finalists in the Hale moot Court Honors Competition.</td>
</tr>
<tr>
<td>Deloitte &amp; Touche Foundation Award</td>
<td>Highest grade in Corporate Taxation.</td>
</tr>
<tr>
<td>Federal Bar Association Judge Barry Russell Award</td>
<td>Outstanding student in the Federal Courts course.</td>
</tr>
<tr>
<td>Warren J. Ferguson Social Justice Award</td>
<td>Best essay on social justice.</td>
</tr>
<tr>
<td>Carl Mason Franklin</td>
<td>Excellence in international law.</td>
</tr>
<tr>
<td>Kelly Prize</td>
<td>Highest GPA during second year.</td>
</tr>
<tr>
<td>James C. Holbrook Award</td>
<td>Most significant contribution to the Southern California Law Review.</td>
</tr>
<tr>
<td>The Irmas Fellowship</td>
<td>Postgraduate fellowship to assist in beginning a career in public interest law.</td>
</tr>
<tr>
<td>Peter Knecht Memorial</td>
<td>Excellence in contracts, copyright, or entertainment.</td>
</tr>
<tr>
<td>Law Alumni</td>
<td>Highest GPA during law school.</td>
</tr>
<tr>
<td>Malcolm Lucas</td>
<td>Highest GPA after first year.</td>
</tr>
<tr>
<td>Alfred J. Mellenthin</td>
<td>Highest GPA after first and second years.</td>
</tr>
<tr>
<td>Dorothy Wright Nelson</td>
<td>For contribution to the improvement of administration of Justice.</td>
</tr>
<tr>
<td>Norman Zarky</td>
<td>For excellence in entertainment law.</td>
</tr>
<tr>
<td>Shattuck</td>
<td>For leadership.</td>
</tr>
<tr>
<td>Miller-Johnson Equal Justice Award</td>
<td>Contribution to assist the poor &amp; under-represented.</td>
</tr>
<tr>
<td>Mason C. Brown</td>
<td>Student who excels in trial advocacy and public interest</td>
</tr>
</tbody>
</table>

### Student Journals

- **Southern California Law Review**[^3] is the major USC Law Journal, which publishes articles on broad legal topics. Membership is competitive and based solely on grades. Each year the top fifteen students in the first year class are invited to participate. The membership for the board is close to sixty. In addition to the general editing and writing student notes, members are also saddled with the daunting task of sifting through almost 1300 unsolicited submissions per issue for about fifteen spots. Each member of the board including editors and staff are involved in selecting articles for publication.

[^3]: http://lawweb.usc.edu/students/handbook/sec-13.html

- **Interdisciplinary Law Journal**[^4] takes on the task of assessing legal problems and issues and attempting to find solutions from both within and outside conventional legal thinking and resources. The Journal boasts a fifty one student membership, with twenty students selected from the first year class on the basis of grades.

[^4]: http://www-bcf.usc.edu/~idljlaw/index.html

[^3]: http://www-rcf.usc.edu/~usclrev/index.html

[^4]: http://www-bcf.usc.edu/~idljlaw/index.html
Review of Law of Women’s Studies is an interdisciplinary journal which strives to look at the law through a feminist lens. In addition, the Journal attempts to look at issues concerning women and the law from the perspective of other influential disciplines like psychology, sociology, political science and literature. The Journal’s goal is to provide a variable framework for law and policy in a distinct and alternative voice. Membership is small, with only twenty eight students on the staff and the board, and staff members are selected on variable criterion where grade cutoffs are inapplicable.

MOOT COURT
All students participate in Introduction to Lawyering Skills during the first year. A small number of students participate during their second year in the Hale Moot Court Honors program. They are chosen based on their first year brief scores and oral argument scores from Introduction to Lawyering Skills. Board members are chosen by third-year outgoing board members and faculty advisors.

CLINICAL PROGRAMS
- CHILDREN’S LEGAL ISSUES – Students represent children in “guardianships for abused and neglected children or for children of single parents with AIDS, school disciplinary hearings, and special-education entitlements for children with physical or emotional disabilities” as well as other issues relating to children’s rights.
- EMPLOYER LEGAL ADVICE CLINIC – Working with entities that “promote economic development in low-income communities throughout greater Los Angeles” students provide counsel on local, state, and federal employment law.
- DOMESTIC VIOLENCE CLINIC – Students directly represent clients “seeking civil restraining orders and other relief, such as child custody, pursuant to the Domestic Violence Prevention Act.” Students appear in court and learn how to prepare filings, argue in court, interview witnesses, and conduct discovery.
- IMMIGRATION CLINIC – Students appear in INS and Immigration Court proceedings on “asylum claims by people who fear persecution if returned to their homes, to claims for relief from deportation filed by people held at regional INS detention centers.”
- INTELLIGENT PROPERTY CLINIC – In this clinic students “engage in patent evaluation and application, the review of technology contracts, litigation involving intellectual property, film clearance work, advising graduate students on website creation and fair use issues, and helping ‘starving artists’ protect their intellectual property.”
- POST-CONVICTION JUSTICE PROJECT – This program allows students to “represent actual clients in traditional post-conviction situations, such as parole hearings and habeas corpus petitions.” In addition, students counsel clients on “immigration, civil rights, criminal detainer, and return-of-property matters” as well as attend seminars regarding “substantive law relevant to the case, discussing such subjects as the laws of sentencing and parole, prisoners’ constitutional rights, the use of evidence of battering in criminal cases, gender and racial bias in the criminal justice system, and immigration law.”

STUDENT ORGANIZATIONS
USC’s student organizations include the Alliance for Life, American Constitution Society, Amnesty International Chapter, American Civil Liberties Union, Asian/Pacific American Law Student Association, Black Law Students Association, Christian Legal Society, Corporate Law

CENTERS AND PROGRAMS  
Center for Communication Law and Policy  
Center in Law, Economics and Organization  
Center for Law, History and Culture  
Center for Study of Law and Politics  
Pacific Center for Health Policy and Ethics  
Center for Law and Philosophy  
Center for the Study of Law and Politics  
Initiative and Referendum Institute  
Exchange Programs  
Entertainment Practicum

Number of firms interviewing on campus most years: “Hundreds”  
Percentage of grads employed at graduation: 89.8  
Percentage of grads employed nine months after graduation: 99.5

WHERE THE GRADS GO  
- Percent of grads employed by private firms: 70  
- Percent of grads employed as judicial clerks: 2  
- Percent of grads employed by the government: 5  
- Percent of grads employed by a public interest organization: 4  
- Percent of grads employed by private industry: 19  
- Percent of grads employed in an academic position: 2

599 http://lawweb.usc.edu/centers/  
600 http://lawweb.usc.edu/admissions/carserv/pages/interviews.html  
SOME BRIEF FACTS:
The University of Minnesota Law School is located in the city of Minneapolis, just a short distance from its “twin” city of St. Paul. The school continues to provide a very reasonably priced education for both in-state and out-of-state students. It is currently ranked Number 19 on the annual U.S. News & World Report list of Tier One law schools.

The school enrolled 270 students for its fall 2004 entering class and the student-faculty ratio is 14.5:1. The University of Minnesota’s law library is the eighth largest academic law library in the United States and offers an exceptional international collection.

WHAT IT TAKES TO GET IN:
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 163
- 25th – 75th Percentile: 160 – 166
- Median GPA: 3.66
- 25th – 75th Percentile: 3.48-3.81
- Approximate number of applications for 2004: 2,509
- Percentage accepted during 2004: 28.5

GRADES AND CLASS RANK:
When evaluating Minnesota students and their academic performance, understanding the unique grading system is important. While acknowledging the competitive environment inherent in a group of high achievers, the Law School faculty imposes a standard distribution for grades in order to prevent grade inflation. Beginning with the Class of 2006, the Law School will convert to a four-point grading system. The Class of 2005 will be marked on the 16-point system. The following table summarizes this change:

---

607 http://www.law.umn.edu/prospective/profile.html
608 http://www.law.umn.edu/prospective/profile.html
609 http://www.law.umn.edu/prospective/profile.html
610 http://www.law.umn.edu/prospective/profile.html
<table>
<thead>
<tr>
<th>Old Grading System</th>
<th>New Grading System</th>
<th>Letter Grade Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>4.33</td>
<td>A+</td>
</tr>
<tr>
<td>15</td>
<td>4.0</td>
<td>A</td>
</tr>
<tr>
<td>14</td>
<td>3.67</td>
<td>A-</td>
</tr>
<tr>
<td>13</td>
<td>3.33</td>
<td>B+</td>
</tr>
<tr>
<td>12</td>
<td>3.0</td>
<td>B</td>
</tr>
<tr>
<td>11</td>
<td>2.67</td>
<td>B-</td>
</tr>
<tr>
<td>10</td>
<td>2.33</td>
<td>C+</td>
</tr>
<tr>
<td>9</td>
<td>2.0</td>
<td>C</td>
</tr>
<tr>
<td>8</td>
<td>1.67</td>
<td>C-</td>
</tr>
<tr>
<td>7</td>
<td>1.0</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 7</td>
<td>0.0</td>
<td>F</td>
</tr>
</tbody>
</table>

### Class Rank:
The School ranks students but does not use this information except to determine Order of the Coif and in limited situations such as when a student seeks a judicial clerkship or teaching position. The school claims that it "has not released class rank information since 1972."[605]

### Percentile

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Top 10%</th>
<th>Top 25%</th>
<th>Top 33%</th>
<th>Top 50%</th>
<th>Top 75%</th>
<th>Min Grade Req for Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP*</td>
<td>N/A</td>
<td>13.227</td>
<td>N/A</td>
<td>12.536</td>
<td>11.899</td>
<td>8.000</td>
</tr>
</tbody>
</table>

Despite not ranking its students, University of Minnesota Law School does provide quartiles in which students are divided based on Minnesota’s unique numerical grading system. Quartiles are available for the classes of 2003–2005. Complete information for earlier classes from 1995–2004 is available online,[607] and percentages for the class of 2006 are available on request from the Career Services Office. Every instructor of a first year class must calculate grades so that each class has an average grade between 11.4 and 11.8. Upperclass courses with an enrollment of more than 25 must have average grades between 11.5 and 12.5.[608]

#### Final Quartiles for Class of 2004[609]
- First: 15.000 – 13.227
- Second: 13.222 – 12.529
- Third: 12.524 – 11.899
- Fourth: 11.895

#### Current Quartiles for Class of 2005
- First: 15.642 – 13.102
- Second: 13.070 – 12.439
- Third: 12.358 – 11.574
- Fourth: 11.564

#### Current Quartiles for Class of 2006
- First: 14.778 – 12.630

[606] The Law Faculty imposes a standard distribution for grades to prevent grade inflation. Instructors calculate first-year grades so that each class has an average (mean) grade between 11.4 and 11.8. Upperclass courses with 25+ students have an average grade between 11.5 and 12.5. Minimum grade required to attain, based on May 2004 graduating class; National Association for Law Placement, National Directory of Law Schools 2005-2006, 675.
Second: 12.593 – 11.852
Third: 11.815 – 10.852
Fourth: 10.778

**HOW THE BEST ARE SEPARATED FROM THE REST**

**Order of the Coif:**
Top 10%

**Summa cum laude:**
15.00 and above

**Magna cum laude:**
13.50 – 14.99

**Cum laude:**
12.00 – 13.49

**Dean’s List with an A:**
13.5 and above

**Dean’s List:**
11.0 to 13.49

**ACADEMIC AWARDS**

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Scholarship Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briggs &amp; Morgan Scholarship</td>
<td>Leonard E. Lindquist Scholarship</td>
</tr>
<tr>
<td>Frederikson &amp; Byron (joint degree)</td>
<td>Michael McHale Memorial Scholarship</td>
</tr>
<tr>
<td>Ava &amp; Russell Lederman Memorial Scholarship</td>
<td>MIPLA Scholarship for Intellectual Property</td>
</tr>
<tr>
<td>Russell Lederman Memorial Scholarship</td>
<td>Roger &amp; Violet Noreen Scholarship</td>
</tr>
<tr>
<td>Caroline Brede Scholarship</td>
<td>Clarence A. Rolloff Award</td>
</tr>
<tr>
<td>Mary Jeann Coyne Scholarship</td>
<td>Melvin C. Steen Scholarship</td>
</tr>
<tr>
<td>Faegre &amp; Benson Scholarship</td>
<td>Robert A. Stein Scholarship</td>
</tr>
<tr>
<td>Gerald and Elenor Heaney scholarship</td>
<td>Royal A. Stone Memorial Scholarship</td>
</tr>
<tr>
<td>Henson &amp; Efron, PA Scholarship</td>
<td>Walter J. Trogner Scholarship</td>
</tr>
<tr>
<td>Law Class of 1924 Memorial Scholarship</td>
<td>Judge Betty W. Washburn Scholarship</td>
</tr>
<tr>
<td>Law Review Memorial Award</td>
<td>Leonard, Street &amp; Deinard Scholarship</td>
</tr>
</tbody>
</table>

**STUDENT JOURNALS**

- *Minnesota Law Review* is a mainstream journal and has been publishing articles, comments, and notes about current legal matters. The editorial board consists of students who are chosen based on writing though a few may gain membership based on grades.

- *Law and Inequality: A Journal of Theory and Practice* “examine[s] the social impact of law on disadvantaged people” by publishing material authored by “legal scholars and practitioners, law students, and non-lawyers.” Students gain membership through demonstrated writing ability and “their commitment to eliminating inequality.” The editorial board is elected from the membership.

- *Minnesota Journal of Global Trade* addresses international economic law and policy matters and embraces interdisciplinary perspectives. The Journal seeks to present theoretical and practical analyses of issues as major public organs change the law and private actors respond to such change. Faculty advisors well known in the field offer student authors their expertise and insight. Membership is gained through a writing competition.

- *Minnesota Intellectual Property Review* is dedicated to issues of intellectual property law. The first issue was published in May of 2000. As of December 2004, The Minnesota
Intellectual Property Review (MIPR) changed its name and joined The University of Minnesota’s Consortium on Law and Values in Health, Environment & the Life Sciences and MIPR to create The Minnesota Journal of Law, Science & Technology (MJLST). This new journal employs a peer-review process for articles; addresses social policy aspects of law, science, and technology; but still requires students to write-on for membership. The journal puts out two issues per year.

MOOT COURT
To fulfill the Law School’s unique second-year writing requirement, each second-year student must serve on either a Law Review-caliber journal or participate in Moot Court, which is a year-long academically supervised and graded appellate practice exercise. Students can participate in the Jessup International Law Moot Court, Environmental Law Moot Court, National Moot Court, Wagner Labor Law Moot Court, The William E. McGee Civil Rights Moot Court, Giles Sutherland Rich Intellectual Property Moot Court, the ABA Moot Court Competition Team, and the Maynard Pirsig Moot Court interscholastic competition. First-year law students apply to whichever Moot Court they wish at the end of their spring semester and each program makes an independent determination of whom to accept.

CLINICAL PROGRAMS
The University Of Minnesota School Of Law is a leader in hands-on training. It offers an impressive range of 17 clinics, which include: Civil Practice Clinic, Public Interest Law Clinic, Bankruptcy Clinic, Domestic Assault Clinic, Domestic Violence Clinic, Domestic Felony Prosecution Clinic, Housing Law Clinic, Federal Prosecution Clinic, Prosecution and Defense Criminal Clinics, Child Advocacy Clinic, Indian Child Welfare Act Clinic, Immigration Law Clinic, Federal Income Taxation Clinic, Worker Compensation/Social Security Disability Clinic, Legal Assistance to Minnesota Prisoners and the Criminal Appeals Clinic.

STUDENT ORGANIZATIONS

CENTERS AND PROGRAMS
Lawyering Skills Program
Center for Computer-Assisted Legal Instruction
Human Rights Center
Institute on Race & Poverty
Joint Degree Program in Law, Health & the Life Sciences
Consortium on Law and Values in Health, Environment & the Life Sciences
Kommerstad Center for Business Law and Entrepreneurship
Research Institutes

627 http://mipr.umn.edu/common/index.htm; http://mjlst.umn.edu/
628 http://www.law.umn.edu/current/mootcourts.htm
630 http://www.law.umn.edu/students/groups.htm.
631 http://www.law.umn.edu/centers/index.html
Minnesota Center for Legal Studies
International Exchange Programs
Trial Practice
Law School Public Interest Program

Number of firms interviewing on campus most years: 125
Number of firms interviewing off campus in New York City, Los Angeles, Chicago, and Washington, D.C.: 90
Percentage of graduates employed at graduation: 90.6
Percentage of graduates employed nine months after graduation: 99.7

WHERE THE GRADS GO:

- Percent of graduates employed by private firms: 52
- Percent of graduates employed as judicial clerks: 15
- Percent of graduates employed by the government: 10
- Percent of graduates employed by a public interest organization: 7
- Percent of graduates employed by private industry: 13
- Percent of graduates employed in an academic position: 0

---

632 Correspondence dated December 26, 2002, from Susan Gainen, University of Minnesota Director of Career Services, to A. Harrison Barnes of BCG Attorney Search.
635 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03085.php (listing 3% as unknown)
SOME BRIEF FACTS:

Boston University School of Law (BUSL) has dedicated itself to welcoming qualified men and women, without regard to background or belief, since it opened its doors 133 years ago. Its “open door” admission policy has attracted students from all over the country and abroad, and the school prides itself on being a community of top legal scholars, teachers, students, and alumni. Boston University School of Law is currently ranked Number 23 on the annual U.S. News & World Report list of Tier One law schools. BUSL’s founding principle, that legal education should emphasize not just theory and analysis but practical applications, still governs the School’s curriculum today. Along with offering one of the nation’s broadest selections of legal classes and seminars (approximately 150), it has been ranked as America’s Best Teaching Faculty for five straight years (1996-2000) by Princeton Review’s *The Best Law Schools*.

BUSL has a student-faculty ratio of 12.9. There were 291 students enrolled in the school’s fall 2004 entering class. This is one area where size may indeed make a difference; the faculty’s accessibility to students is renowned.

WHAT IT TAKES TO GET IN:

The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 164
- 25th – 75th Percentile: 162 – 165
- Median GPA: 3.59
- 25th – 75th Percentile: 3.45 – 3.76

- Approximate number of J.D. applications for 2004: 6,168
- Number accepted for 2004: 1,329
- Percentage accepted during one recent sample year: 21.5

*Unless otherwise cited, the above statistics come from [http://www.bu.edu/law/admissions/profile/index.html](http://www.bu.edu/law/admissions/profile/index.html).

CLASS RANKING AND GRADES

The Boston University Career Center provides extensive information regarding the Law School’s grades and ranking methodology. A B+ curve is adhered to in all classes with more than 25 students and is recommended for smaller classes.

Boston University has a letter-grading system. The minimum passing grade in each course is a D. The numerical equivalents for letter grades are as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

[636](http://www.bu.edu/law/admissions/index.html)
[637](http://www.bu.edu/law/about/)
[638](http://www.bu.edu/law/faculty/)
[639](http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/acad_03073.php)
[640](http://www.bu.edu/law/admissions/profile/index.html)
[641](Id.)
[642](Id.)
[643](Id.)
[644](Id.)
[646](National Association for Law Placement, National Directory of Law Schools 2005-2006, 57)
BULS has instituted two separate curves for their larger courses. The first-year courses are slightly stricter than the large second- or third-year courses in terms of the A grades; otherwise, the curves are very similar. First-year courses have a B curve; and while professors who teach second- and third-year courses with less than 25 students do not have to follow the curve, they are advised to stick to a B+ median.

First-year courses with enrollment of 26 or more:
- A+: 0-5%
- A+, A, A-: 20-25% (A+ subject to 5% limitation above)
- B+ and above: 40-60% (subject to limitations on A range above)
- B: 10-50% (subject to limitations above and below)
- B- and below: 10-30% (subject to limitations below on ranges C+ and below)
- C+ and above: 5-10%
- D, F: 0-5%

Second- and third-year courses and seminars with enrollment of 26 or more:
- A+: 0-5%
- A+, A, A-: 20-30% (A+ subject to 5% limitation above)
- B+ and above: 40-60% (subject to limitations on A range above)
- B: 10-50% (subject to limitations above and below)
- B- and below: 10-30% (subject to limitations below on ranges C+ and below)
- C+ and above: 5-10%
- D, F: 0-5%

Surveys of students and alumni have indicated that the above information is current and accurate, and that professors adhere strictly to the recommended curve in all first-year courses and most second-year courses. Survey respondents felt that even though the professors stick to the curves, they can use the ranges in a way that creates dramatically varied results in some classes. Further, students stated that professors can refrain from giving any grades below a B- in second- and third-year courses and may also give more grades in the A range.

CLASS RANK:
For students who have completed their first year, the Registrar will inform the top three students in each section of their ranks and provide cutoffs for the top 10%, 25%, and 33% of each section. For students who have completed the second- or third-year, the Registrar will inform the ten top students of their ranks and provide cutoffs for the top 10%, 20%, and 33% of the class, with respect to their cumulative GPAs.

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>Top-50%</th>
<th>TOP 75%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP%650</td>
<td>3.75</td>
<td>3.59</td>
<td>3.54</td>
<td>N/A</td>
<td>N/A</td>
<td>2.0</td>
</tr>
</tbody>
</table>

647 http://www.bu.edu/law/jd/curriculum/03-04_Academic_Regs.pdf
648 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
649 http://www.bu.edu/law/jd/curriculum/Articles/ArtIX.html#4
650 National Association for Law Placement, National Directory of Law Schools 2005-2006, 57
HOW THE BEST ARE SEPARATED FROM THE REST\footnote{651}

\begin{itemize}
\item \textit{Summa cum laude}: Top 1%
\item \textit{Magna cum laude}: Top 10%
\item \textit{Cum laude}: Top 33%
\end{itemize}

Edward F. Hennessey Distinguished Scholars Top 10%
Edward F. Hennessey Scholars Top 25%

ACADEMIC AWARDS\footnote{652}

\begin{tabular}{|l|l|}
\hline
Name of Award & Recipient \\
\hline
G. Joseph Tauro Distinguished Scholar & Top 10\% of each first-year section. \\
G. Joseph Tauro Scholar & Top 25\% of each first-year section. \\
Liacos Distinguished Scholar & Top 10\% of second-year class. \\
Liacos Scholar & Top 25\% second-year class. \\
Hennessey Distinguished Scholar & Top 10\% of third-year class. \\
Hennessey Scholar & Top 25\% of third-year class. \\
Dr. John Ordronaux Prize & Highest cumulative GPA in three-year program. \\
Faculty Award – Community Service & Exceptional dedication to the ideals of community service. \\
Faculty Award – Academic Improvement & Most scholarly progress in the senior year. \\
Melville M. Bigelow Scholarship Award & Members of graduating class who show greatest promise as scholars and teachers in law. \\
Sylvia Beinecke Robinson Award & Significant contribution to the life of School of Law. \\
William L. & Lillian Berger Achievement Prizes & Exemplary scholastic achievement. \\
Albert P. Pettoruto Memorial Award & Excellence in the field of Probate or Family law. \\
Spencer R. Koch Memorial Award & Outstanding contributions to achieving goals of the Esdaile Alumni Center through alumni outreach. \\
\hline
\end{tabular}

STUDENT JOURNALS\footnote{653}

Boston University School of Law hosts six student-run scholarly law journals. Selection criteria for new members are first year grades and performance in a post-first-year summer writing competition. Staff members of the publications elect a new editorial board every spring. Student surveys indicated that the journals are extremely competitive and, although grades and writing are officially equally weighted, participants felt that grades are the primary concern in gaining membership. Nine spots are reserved for the top three students in each of the first-year class’ three sections and the remainder consists of the top ten percent of the class.\footnote{654}

\footnotesize{\textsuperscript{651} of class receiving; GPA required (if calculated); \# of students in each category, National Association for Law Placement, National Directory of Law Schools 2005-2006, 57 \textsuperscript{652} National Association for Law Placement, National Directory of Law Schools 2005-2006, 57 http://www.bu.edu/law/commencement/awards.html \textsuperscript{653} http://www.bu.edu/law/jd/journals/index.html \textsuperscript{654} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.}
• **Boston University Law Review** has been published since 1921 and is printed five times annually. The Law Review accepts approximately 10% of the first-year class based on grades and a writing competition. Transfer students are given the opportunity to participate in the writing competition in order to garner a place at the journal. The Law Review publishes articles written by practitioners and law professors throughout the world on a broad variety of topics as well as notes written by student members.

• **American Journal of Law & Medicine** is a quarterly journal published in conjunction with the American Society of Law, Medicine & Ethics since 1975. This journal is interdisciplinary and prints professional articles, student notes, discussions of recent legislative developments in the field, and reviews of books about health law and policy. The Journal of Law & Medicine focuses on legal issues in the medical field, exploring a broad range of issues that relate to health law, policy and ethical concerns.

• **Annual Review of Banking & Financial Law** is sponsored by the Morin Center for Banking and Financial Law and published annually. Articles and notes cover a broad range of topics, including corporate, bankruptcy, banking, securities, commercial, administrative and constitutional law.

• **Boston University International Law Journal** is published biannually. This journal takes pride in forging new ground with the publication of professional articles and student notes. Articles and notes are timely and discuss current topics in international, foreign and trade law. The selection criteria for this journal includes a student's interest in the field of international law and policy.

• **The Journal of Science & Technology Law** is a biannual publication. Topics published in this journal include biotechnology, computers, communications, intellectual property, the Internet, technology transfer, and science and technology business. All articles, symposia, notes and updates that appear in each printed edition are also available online. Second-year members edit and check article citations and write a note concerning law and science or law and technology. Third-year members elected to editorial or executive positions are integral in publishing and managing this journal.

• **Public Interest Law Journal** is published three times a year and focuses on scholastic issues in constitutional, criminal and family law. Additional topics include legal ethics, environmental issues, education law and civil rights law. A commitment to public interest is especially important in the selection criterion for membership on this journal.

**MOOT COURT**

Boston University’s School of Law mandates participation in the Newton Esdaile Appellate Moot Court Program by all first-year law students as a part of their second semester research and writing requirement. The law school’s advanced moot court programs, which are merit-based and voluntary, allow students to tackle complex cases that demand thorough research and excellent oral and written presentations. Upper-level competitions such as the Trial Advocacy Program, the Negotiation Competition, and the Client Counseling Competitions are open to second- and third-year students who meet the specified requirements. Students have indicated that participation is highly competitive and that oral advocacy skills are the most heavily weighted factor.

The **Edward C. Stone Appellate Competition** is a competition for second-year students and is open to all who want to participate. Students work in pairs and each pair is responsible for writing a brief and delivering an oral argument. Those sixteen individual students with the highest scores, determined by briefs and oral arguments, win an invitation to participate in the
Homer Albers Prize Moot Court Competition. Participation in the Edward C. Stone Appellate Competition is a prerequisite to becoming a Stone Moot Court Director. Each Stone Moot Court Director is responsible for writing a moot court problem for the Edward C. Stone Appellate Competition, composing a bench memorandum, and helping in the administration of the Edward C. Stone Appellate Competition in the fall.

The **HOMER ALBERS PRIZE MOOT COURT COMPETITION** is open to the top sixteen participants from the Edward C. Stone Competition. Students work in pairs and are judged jointly. Pairs advance together. The quarter final elimination round is judged by law professors from Boston University and the semifinal round is judged by local judges. Pairs that advance to the final round are judged by a panel of three judges from the United States Circuit Courts of Appeals. Past judges in the final round have included several current members of the Supreme Court including Justices Scalia, Bader Ginsburg and Souter. Participation in this competition is a prerequisite to becoming an Albers Director. Albers Directors jointly write the Albers Moot Court problem and bench memorandum and administer the competition. Students surveyed felt that this competition was very competitive and, therefore, very prestigious.\(^\text{657}\)

**CLINICAL PROGRAMS**\(^\text{658}\)
BUSL offers Clinical Programs in the following areas: Civil Litigation, Legislation Clinics (which allow student drafters to work with state senators and representatives, mayors, city councils, administrative agencies, and public interest groups to create legislative solutions to problems in the general and specialized Health & Environmental and Intellectual Property areas), Criminal Trial Advocacy, Legal Externships, Judicial Internships which give third-year students the unique opportunity to serve as apprentices to trial judges of the Massachusetts Superior Court, and Legislative Internships.

**STUDENT ORGANIZATIONS**\(^\text{659}\)

**CENTERS AND INSTITUTES**\(^\text{660}\)
- Morin Center for Banking Law Studies
- Institute of Jewish Law
- Center for Law and Technology
- Visiting Scholar Program
- Summer Legal Institute in London
- Study Abroad Program

\(^{657}\) Id.
\(^{659}\) [http://www.bu.edu/law/studentlife/organizations.html](http://www.bu.edu/law/studentlife/organizations.html)
\(^{660}\) [http://www.bu.edu/law/admissions/profile/](http://www.bu.edu/law/admissions/profile/)
Number of firms interviewing on campus most years: 450+. 664
Percentage of graduates employed at graduation: 89.3 662
Percentage of graduates employed nine months after graduation: 99.7

WHERE THE GRADUATES GO: 665

The school groups by job types.

- Percent of graduates employed in positions requiring or anticipating a J.D. (firms, judicial clerks, corporate counsel): 89
- Percent of graduates employed in positions preferring a J.D. (corporate contracts administrator, government regulatory analyst): 8
- Percent of graduates employed as professionals where a J.D. is not required or preferred (accountant, teacher, business manager): 3

Survey participants felt that the school clearly encourages students to work for large private firms which account for majority of campus interviews. 664

661 Provided by Boston University School of Law’s Office of Career Services
663 Id.
664 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
SOME BRIEF FACTS:
Located in our nation’s capital, George Washington University (GWU) Law School remains a favorite among law applicants with dreams of entering politics after law school or representing private clients whose interests must be regularly negotiated in this city.

GWU Law School is currently ranked Number 20 on the annual *U.S. News & World Report* list of Tier One law schools. GWU is the oldest law school located in Washington D.C., and claims it was one of the first law schools to create clinical programs to help train its students. It offers many top-notch specialty programs that other schools rarely offer, such as the Consumer Mediation Clinic, the Health Insurance Counseling Clinic, and the Vaccine Injury Clinic.

The first-year class at GWU numbered 393 full time students in 2004 and has a student-faculty ratio of 14.6:1. The school offers one of the richest curriculums in the nation, which allows students to sample a broad array of legal subjects and to design a program of study that fits their individual interests and career plans.

The law school adheres to a modified 4-point scale with a range of 4.33 to 0.00 from A+ to F. Although the school does not rank individual students or release ranking for students below the 33rd percentile, a graduating average GPA of about 3.0 is apparent from the school’s utilization of a fairly standard bell curve.

WHAT IT TAKES TO GET IN:
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 165 25th – 75th Percentile: 162 - 166
- Median GPA: 3.62 25th – 75th Percentile: 3.34 - 3.74
- Approximate number of applications for one recent year: 10,860
- Number accepted during one recent sample year: 1,831
- Percentage accepted during one recent sample year: 18.2


665 http://www.law.gwu.edu/apply/jdprofile.asp
667 These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on.
672 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_05031.php (full-time students)
673 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_05031.php (full-time students)
CLASS RANKING AND GRADES:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.66</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.66</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.66</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
</tbody>
</table>

As of the class of 2004, students are only allowed to use the terms “George Washington Scholar” and “Thurgood Marshall Scholar,” and the years in which the honors are bestowed, to designate that they are in the top 1-15% and 16-35% of their classes respectively.

GRADE NORMALIZATION (CURVE):

A mandatory B (3.0) curve is instituted and deviations are rare. Survey participants have indicated that about 95% of the classes follow the curve, even after the first-year and that the smaller sections tend to follow the B curve. Among the changes for 2004, is discussion of increase in the mean GPA. It is apparent that a fairly strict bell-curve grade distribution exists, as only about 1-4 A’s are given out, with multiple survey participants indicating that 4 appears to be the maximum number of A’s in most large sized first-year courses. The balance of the grades falls in the B to B- range, and a relatively large portion of C’s are given out as well. The curve does taper down and D’s or F’s are rarely given out.

HOW THE BEST ARE SEPARATED FROM THE REST:

Order of the Coif: Top 10%
With Highest Honors: Students with highest cumulative average of 3.67 or better (not to exceed 3% of class).
With High Honors: Students with highest cumulative average of 3.33 or better (not to exceed 10% of class when added to total # receiving With Highest Honors).
With Honors: Students with highest cumulative average of at least 3.0 (not to exceed 40% of class when added to total # With Highest Honors and With High Honors).


This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

http://www.law.gwu.edu/acad/jdreg.asp; % of class receiving; GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2005-2006, 198
### ACADEMIC AWARDS

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Bankruptcy Institute Medal</td>
<td>Excellence in the field of debtor and creditor law.</td>
</tr>
<tr>
<td>ABA/BNA Award</td>
<td>Excellence in the field of labor and employment law.</td>
</tr>
<tr>
<td>Michael J. Avenatti Award</td>
<td>Excellence in the area of pre-trial and trial advocacy.</td>
</tr>
<tr>
<td>Henry F. Berger Award</td>
<td>Excellence in the area of tort law.</td>
</tr>
<tr>
<td>Anne Wells Branscomb Award</td>
<td>Highest cumulative average in part-time evening program.</td>
</tr>
<tr>
<td>Jacob Burns Award</td>
<td>Winning upperclass Van Vleck Moot Court team. (2)</td>
</tr>
<tr>
<td>Clinics Volunteer Service Award</td>
<td>Excellence in volunteering to promote clinic goals.</td>
</tr>
<tr>
<td>Michael D. Cooley Memorial Award</td>
<td>Selected by vote of graduating J.D. class.</td>
</tr>
<tr>
<td>John F. Evans Award</td>
<td>Outstanding achievement in Law Students in Court.</td>
</tr>
<tr>
<td>Ogden W. Fields Graduate Award</td>
<td>Highest overall proficiency in labor law.</td>
</tr>
<tr>
<td>Finnegan Prize in Intellectual Property</td>
<td>Best publishable article in intellectual property law.</td>
</tr>
<tr>
<td>Willard Waddington Gatchell Award</td>
<td>Top three cumulative averages in graduating class. (3)</td>
</tr>
<tr>
<td>GW Alumni Association Award</td>
<td>Demonstrated leadership/dedication to GWU community.</td>
</tr>
<tr>
<td>Charles Glover Award</td>
<td>Highest average in third year, full-time program.</td>
</tr>
<tr>
<td>Judge Albert H. Grenadier Award</td>
<td>Representing school at regional Jessup Moot Court.</td>
</tr>
<tr>
<td>Kappa Beta Pi Award</td>
<td>Highest average in first-year class.</td>
</tr>
<tr>
<td>John Bell Larner Award</td>
<td>Highest cumulative average in J.D. graduating class.</td>
</tr>
<tr>
<td>Richard C. Lewis Memorial Award</td>
<td>For dedication to clinical work.</td>
</tr>
<tr>
<td>Thurgood Marshall Civil Liberty Award</td>
<td>For dedication to the field of civil rights and civil liberties.</td>
</tr>
<tr>
<td>John Ordronaux Award</td>
<td>Highest average in first year, full-time program.</td>
</tr>
<tr>
<td>John Ordronaux Award</td>
<td>Highest average in second year, full-time program. (2)</td>
</tr>
<tr>
<td>Rosenthal Commercial Law Award</td>
<td>Excellence in commercial law.</td>
</tr>
<tr>
<td>Seibel Award in Labor/Employment Law</td>
<td>Excellence in course in labor and employment law.</td>
</tr>
</tbody>
</table>

---

STUDENT ACTIVITIES:
JOURNALS

Students at George Washington have the opportunity to vie for slots on four student journals. The selection criterion for staff members on each of the journals is identical and involves a combination of grades and the results of a writing competition. Grades usually account for 75% of the admissions process, with the writing competition being the other main factor. Even though grades weigh heavily on the selection criterion, a student must participate in the writing contest to be eligible for membership. Student survey participants verified the above information, indicating that even though there is a written component to journal membership, first-year grades are by far the most decisive factor in gaining membership.680 The editorial board may accept 10% of its staff members based solely on the writing contest. Editorial positions require another competition beyond the writing competition.681

• The George Washington Law Review publishes six issues a year, with an emphasis on federal and public law. At least one issue is devoted to recent US Court of Appeals decisions in District of Columbia circuit.

• The Public Contract Law Journal is produced jointly by the Law School and the Section of Public Contract Law of the American Bar Association. Considered the premier journal read by practitioners in the field of government procurement law, it is edited and published quarterly by J.D. and LL.M. students. The selection criteria for J.D. staff members are the same as those used by the Law Review.

• The George Washington International Law Review produces five annual issues. It considered the second most prestigious journal at GWU and presents articles and commentaries on public and private international financial development, comparative law, and public international law. Additionally, the International Law Review publishes a Guide to International Legal Research annually.

• The Environmental Lawyer is published jointly by the Law School and the American Bar Association’s Environment, Energy, and Resources Section.

• The American Intellectual Property Law Association Quarterly Journal is a publication of the AIPLA, and is housed at the George Washington University Law School and is edited and managed by an Editorial Board of intellectual property experts and a staff of law students under the direction of Editor-in-Chief, Professor Joan Schaffner. The Journal is dedicated to presenting materials relating to intellectual property matters and is published four times per year. Editorial Board members are selected based upon demonstrated interest and experience and student staff members are selected based on the results of the combined writing competition.

MOOT COURT

Membership on the Moot Court Board is offered in one of two ways: First-year law students who achieve exceptional performance in the first-year moot court competition, or upperclass students who achieve distinguished performance in one of the interscholastic competitions. GWU hosts a variety of in-house competitions including the Van Vleck Constitutional Law Competition, the Jessup International Law Competition, the Giles S. Rich Intellectual Property Law Competition, the McKenna & Cuneo Government Contracts Law Competition, and the Interscholastic National Security Law Competition every other year for law students from schools across the country. Students ranking within the top 15% of competitors are invited to each competition. The First Year Moot Court Competition enables not fewer than five percent, but not more than ten percent of the first-year competitors to join the Moot Court Board.684 Student surveys have indicated that...
participation in Moot Court is highly competitive, as a great majority of students try out for Moot Court board every year, with only a few making it on. The Government Contracts Moot Court Competition and the Van Vleck competition were deemed most competitive by those surveyed.\textsuperscript{685}

**CLINICAL PROGRAMS**\textsuperscript{686}

The George Washington Law School houses a wide variety of clinics: the J.B. and Maurice C. Shapiro Environmental Law Clinic, Civil Litigation Clinic, Consumer Mediation Clinic, Domestic Violence Litigation Clinic, Domestic Violence/Emergency Department Clinic, Federal, Criminal and Appellate Clinic, Public Justice Advocacy Clinic, Immigration Clinic, Small Business Clinic, Vaccine Injury Clinic, Health Law Rights Clinic, Project for Older Prisoners, and Law Students in Court. Student surveys indicated that most of the clinical programs provide students with a great deal of responsibility and a lot of hands-on experience.\textsuperscript{687}

**ORGANIZATIONS**\textsuperscript{688}


Number of firms interviewing on campus most years: 500+\textsuperscript{689}

Percentage of grads employed at graduation: 95.4\textsuperscript{690}

Percentage of grads employed nine months after graduation: 97.5\textsuperscript{691}

**WHERE THE GRADS GO**\textsuperscript{692}

The school groups by job types.

- Percent of graduates employed in positions requiring or anticipating a J.D. (firms, judicial clerks, corporate counsel): 90
- Percent of graduates employed in positions preferring a J.D. (corporate contracts administrator, government regulatory analyst): 4
- Percent of graduates employed as professionals where a J.D. is not required or preferred (accountant, teacher, business manager): 4

---

\textsuperscript{685} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

\textsuperscript{686} www.law.gwu.edu/acad/clinics.asp

\textsuperscript{687} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

\textsuperscript{688} http://www.law.gwu.edu/students/student_orgs.asp

\textsuperscript{689} www.law.gwu.edu/cdo/FIPMain.asp

\textsuperscript{690} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03031.php

\textsuperscript{691} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03031.php

\textsuperscript{692} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03031.php
SOME BRIEF FACTS:
Currently ranked Number 22 on the annual *U.S. News & World Report* list of Tier One law schools, the University of Iowa College of Law is a favorite among those interested in finding a school with a relatively small entering class size and a low student-faculty ratio. There were 248 students enrolled in Iowa’s fall 2004 entering class, and the ratio of students to faculty is just 13.5:1. Students choose from approximately 200 employers who participate in the on-campus interview program.

WHAT IT TAKES TO GET IN:
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 160
- 25th – 75th Percentile: 156 – 163
- Median GPA: 3.59
- 25th – 75th Percentile: 3.32 – 3.82
- Approximate number of applications for one recent year: 1,601
- Number accepted during one recent sample year: 494
- Percentage accepted during one recent sample year: 30.9

CLASS GRADES AND CLASS RANKING:
Students who entered the college prior to May 2004 remain on the school’s numerical grading system with a range of 92 to 55. The points are associated with alphabetical equivalents from A-F. No + and – grades are given out in any other category except B’s. The mean GPA is in the 75 range with a strict first year curve for individual courses which also falls within the B range. As the system is designed to minimize grade inflation, even the top students at Iowa, usually have lower GPA’s than those from their counterparts at other top tier law schools. Students have indicated that in actuality the grading scale ranges from 50 to 90, as scores of 91 or higher are rarely, if ever, given. It was noted that due to the low curve (when compared with most other top tier schools), top students routinely receive grades between 82 and 87 (B+ and A), and

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85 - 92</td>
</tr>
<tr>
<td>B</td>
<td>75 - 79</td>
</tr>
<tr>
<td>B-</td>
<td>70 - 74</td>
</tr>
<tr>
<td>C</td>
<td>65 - 69</td>
</tr>
<tr>
<td>D</td>
<td>60 - 64</td>
</tr>
<tr>
<td>F</td>
<td>55 - 59</td>
</tr>
</tbody>
</table>

These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Information verified by the fax correspondence dated March 22, 2004, between BCG research staff and Karen K. Klouda, Director of Career Services. Each assertion is explained and fully footnoted later on.
the cumulative GPA median is usually in the 65 to 69 range (C level)*. Students in the top 10% of their class are informed of their rank every semester after the end of their first year.\textsuperscript{703}

*Law School administrators stated that the GPA range is 75-77 rather than 65-69 as the student surveys indicated, putting the average in the B instead of a C range.\textsuperscript{704}

Students entering the school in May 2004 and thereafter will be awarded a number on a 4 point scale with the highest grade awarded at the College of Law in general being a 4.0. A 4.3 may be awarded, but the school is clear that the level of performance required for the 4.3 grade is not simply having the best grade in class, but rather it is to be reserved to reflect "an extraordinary performance by a student." The lowest grade awarded is 1.4.\textsuperscript{705}

A numerical grade may be translated into a letter grade for purposes of comparison as follows:

<table>
<thead>
<tr>
<th>A+</th>
<th>4.3-4.1</th>
<th>B+</th>
<th>3.4-3.2</th>
<th>C</th>
<th>2.9-2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0-3.8</td>
<td>B</td>
<td>3.1-3.0</td>
<td>D</td>
<td>1.9-1.7</td>
</tr>
<tr>
<td>A-</td>
<td>3.7-3.5</td>
<td>B-</td>
<td>2.9-2.5</td>
<td>F</td>
<td>1.6-1.5</td>
</tr>
</tbody>
</table>

GRADE NORMALIZATION (CURVE)\textsuperscript{706}
The following strict grading guidelines are provided for the faculty, leading to minimal grade inflation and lower than usual grades for even the top achievers.

The faculty does not apply a mandatory grade curve beyond the first year although generally grades in second- and third-year courses are expected to approximate the curve used in large sections of first-year courses.

For students entering the College of Law prior to May 2004, the median grade is 75 for both small and large sections:

Small sections have the following distribution:

- 85 and over – 0% to 15%, with a norm of 10%
- 84 to 80 – 10% to 25%, with a norm of 15%
- 79 to 75 – 20% to 35%, with a norm of 25%
- 74 to 70 – 20% to 35%, with a norm of 25%
- 69 and under – 15% to 40%, with a norm of 25%

Large sections have the following distribution:

- 85 and over – 5% to 15%, with a norm of 10%
- 84 to 80 – 10% to 20%, with a norm of 15%
- 79 to 75 – 20% to 30%, with a norm of 25%
- 74 to 70 – 20% to 30%, with a norm of 25%
- 69 and under – 20% to 35%, with a norm of 25%

No more than 15% of the grades in either small or large sections may be less than 64.

For students entering the College of Law in May 2004 and thereafter, the median grade is 3.0 for both small and large sections.\textsuperscript{707}

\textsuperscript{703} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

\textsuperscript{704} Information provided via fax correspondence dated March 22, 2004, between BCG research staff and Karen K. Klouda, Director of Career Services.

\textsuperscript{705} http://www.law.uiowa.edu/catalog/gradingpolicy.php


\textsuperscript{707} http://www.law.uiowa.edu/catalog/gradingpolicy.php
Small sections have the following distribution:

- 3.5 and over: 0% to 15%, with a norm of 10%
- 3.4 to 3.2: 10% to 25%, with a norm of 15%
- 3.1 to 3.0: 20% to 35%, with a norm of 25%
- 2.9 to 2.5: 0% to 35%, with a norm of 25%
- 2.4 and under: 15% to 40%, with a norm of 25%

Large sections have the following distribution:

- 3.5 and over: 5% to 15%, with a norm of 10%
- 3.4 to 3.2: 10% to 20%, with a norm of 15%
- 3.1 to 3.0: 20% to 30%, with a norm of 25%
- 2.9 to 2.5: 20% to 30%, with a norm of 25%
- 2.4 and under: 20% to 35%, with a norm of 25%

**RANKING:**

Students are not ranked until after they complete their first year of study. Thereafter, rankings are done at the end of every semester and summer session. The following system of ranking students by their grade point averages is in effect: The top ten percent in each class may be informed of their exact rank; the grade point averages at the 12.5 percentile and 37.5 percentile will be posted; and the above will constitute the entire ranking system.

**HOW THE BEST ARE SEPARATED FROM THE REST:**

- **Order of the Coif:** Top 10% of graduating class; members chosen by faculty after graduation
- **Summa cum laude:** Top 12.5% of graduating class
- **Magna cum laude:** Cumulative GPA of 85+
- **Cum laude:** Top 37.5% of graduating class
- **Dean’s List:** Top 10% in each class

**ACADEMIC AWARDS:**

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle R. Bennett Client Representation Award</td>
<td>Outstanding service in the clinical law programs (1-2).</td>
</tr>
<tr>
<td>Donald P. Lay Faculty Recognition Award</td>
<td>Student who has made distinctive contributions to College of Law community or education programs.</td>
</tr>
<tr>
<td>Faculty Scholar Award</td>
<td>Student who has made an especially distinctive contribution to the development of written legal scholarship.</td>
</tr>
<tr>
<td>Hancher-Finkbine Medallion</td>
<td>Outstanding graduates (2).</td>
</tr>
<tr>
<td>BNA Award for Scholastic Progress</td>
<td>For the most improved grades from first to third year.</td>
</tr>
<tr>
<td>West Publishing Company Awards</td>
<td>For outstanding scholastic achievement (4).</td>
</tr>
<tr>
<td>Philip G. Hubbard Human Rights Award</td>
<td>For outstanding contributions to human rights and equal opportunity, as described in the University’s Human Rights Policy.</td>
</tr>
<tr>
<td>Antonia Miller Award for Advancement of Human Rights</td>
<td>For the advancement of human rights in the law school community by a student (1-2).</td>
</tr>
<tr>
<td>Iowa Academy of Trial Lawyers Award</td>
<td>Outstanding advocate in the Roy L. Stephenson Trial Advocacy Competition.</td>
</tr>
<tr>
<td>International Academy of Trial Lawyers Award</td>
<td>Student who has distinguished him or herself in appellate advocacy skills.</td>
</tr>
</tbody>
</table>

---

710 These figures apply to students who entered the College of Law in August 1998 or later. Figures represent % of class receiving GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2005-2006, 641; [http://www.law.uiowa.edu/catalog/academichonors.php](http://www.law.uiowa.edu/catalog/academichonors.php)
Iowa State Bar Association Prize
For scholastic achievement and general contribution to the life of the college.

John F. Murray Prize
Outstanding scholastic achievement.

National Association of Women Lawyers Award
Third-year law student, chosen by the Organization for Women Law Students and Staff.

Robert S. Hunt Legal History Award
Outstanding contribution in the area of legal history.

Erich D. Mathias Award for International Social Justice
For commitment to international social, economic, and cultural justice.

Iowa College of Law Appellate Advocacy Award
Outstanding achievement in appellate advocacy.

Judge John F. Dillon Prize
Outstanding scholarship in legal history or jurisprudence.

Randy J. Holland Award for Corporate Scholarships
Outstanding scholarly corporate law paper

Russell Goldman Award
Most improved academic performance after 1st year

Dean’s Achievement Award
Exemplified, promoted, or contributed to cultural, racial, or ethnic diversity through his/her achievements

ALI-ABA Scholarship and Leadership Award
Outstanding combination of scholarship and leadership

ABA/BNA Award for Excellence in Intellectual Property
Excellence in the study of intellectual property law

American Bankruptcy Institute Medal for Excellence in Bankruptcy Studies
Excellence in the field of bankruptcy

Joan Hueffner and Stephen Steinbrink Real Estate Law and Property Award
Excellence and promise in the field of real estate law

STUDENT JOURNALS
All students, regardless of GPA, are eligible to write for any of the four University of Iowa student-published legal journals. No membership or staff positions for any of the student published legal periodicals are offered on the basis of grades.

- Iowa Law Review students gain membership by taking a write-on test at the end of the spring semester. Students passing the test perform the usual law review tasks such as editing, source citing, and preparing a student note. Once a student has performed those duties, he or she is a permanent member eligible for editorial board positions. The Law Review is the school’s most prestigious publication.

- Journal of Corporation Law (JCL) claims to be “the nation’s oldest student-published legal periodical specializing in corporate law.” Students must participate in and pass the write-on process to gain membership. As members, students edit, cite check, and write as needed by the journal.

- Transnational Law & Contemporary Problems publishes two symposium-based issues a year. Topics focus on current international matters of legal import such “regional trade agreements, global warming, and international arms control.” Iowa law students may submit pieces for publication. In addition, the journal runs an annual student writing contest open to students here and abroad. Finally, after finishing the writing and extra hours of work the journal requires, students may become board members, a distinction that earns them school credit and a monetary stipend.

- Journal of Gender, Race & Justice has been published since fall 1997 and follows “feminist inquiry and critical race analysis as the touchstones of their endeavor.” New writers must prepare one ‘Recent Development’ piece of 10 to 15 pages in length. Those who seek
two credits for their work must prepare a 30 page note or comment; for three credits the page length increases to 50. In addition, all writers must perform at least 30 secondary hours per semester.

MOOT COURT

All second-year students must participate in the Appellate Advocacy Program (AA-I). After AA-I, students have the option to participate in AA-II. Students enrolled in Appellate Advocacy II may participate in the Van Oosterhout Competition, of which six finalists are entered into the National Moot Court Competition and/or the Philip C. Jessup International Law Moot Court Competition. Participants in AA-II and intramural competitions may interview for positions on the Moot Court Board, a student-run organization composed of staff writers, judges, and an executive board. Participation in the Moot Court program at Iowa is highly coveted and a significant part of students’ law school experience.

CLINICAL PROGRAMS

The University of Iowa College of Law offers both clinical and clerkship opportunities. In the clinical program, students represent financially distressed farmers in bankruptcy proceedings, inmates in Iowa correctional institutions involved in habeas corpus and civil cases, clients in the AIDS project, and other clients in a wide range of civil and criminal cases. In the clerkship programs, students act as law clerks to trial court judges. They observe court proceedings, conduct research, and draft legal memoranda and court papers.

EXTERNSHIPS

In addition to its diverse “in house” clinic, the College of Law offers an Externship Program that places students in a wide variety of legal settings. These externships are under the direct supervision of staff attorneys and are also supervised by College of Law faculty members. Students have been placed with U.S. District Court judges, magistrates, and a bankruptcy judge. They have worked in the offices of the U.S. Attorney for the Southern District in Des Moines and Rock Island. Other placements have included the Iowa Attorney General, the Youth Law Center in Des Moines, Student Legal Services in Iowa City, the Iowa City, City Attorney’s Office, Iowa City Human Rights Commission, Legal Services Corporations in Cedar Rapids and Iowa City, and HELP Legal Services in Davenport. Some students may represent inmates at Iowa correctional institutions involved in habeas corpus and civil cases, and clients in the AIDS project, and other clients in a wide range of civil and criminal cases.

STUDENT ORGANIZATIONS


718 http://www.law.uiowa.edu/mootcourt/index.php
719 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
720 www.law.uiowa.edu/legalclinic.
721 http://www.law.uiowa.edu/legalclinic/practiceareas.php
CENTERS AND PROGRAMS
Law Health and Policy
Maternal and Child Health Resource Center
Iowa Nonprofit Resource Center
UI Center for Human Rights
E-Book
Trial Advocacy

Number of firms interviewing on campus most years: 200
Percentage of graduates employed at graduation: 81.4
Percentage of graduates employed nine months after graduation: 99.1

WHERE THE GRADS GO

- Percent of graduates employed by private firms: 55
- Percent of graduates employed as judicial clerks: 13
- Percent of graduates employed by the government: 14
- Percent of graduates employed by a public interest organization: 5
- Percent of graduates employed by private industry: 9
- Percent of graduates employed in an academic position: 1
Washington and Lee University

Some Brief Facts:
Lexington, a historic college town of 10,000 nestled between the Blue Ridge and Allegheny Mountains of Virginia, is the home of Washington and Lee University Law School. Though many students enjoy the small town environment, the larger cities of Charlottesville and Roanoke are each just an hour’s drive away.

The school is currently ranked Number 22 on the annual U.S. News & World Report list of Tier One law schools. The law school’s curriculum is especially strong in the area of business and corporate law.

The Washington and Lee University School of Law’s 2004 entering class is small with just 128 students. A student-faculty ratio of 11:1 enables students and faculty to have countless opportunities to interact inside and outside of the classroom. Though the school is small, the administration has provided a number of meaningful clinical programs for students to choose from, as well as local research opportunities.

What It Takes to Get In:
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 166
- 25th – 75th Percentile: 162 – 167
- Median GPA: 3.5
- 25th – 75th Percentile: 3.14-3.7

Approximate number of applications for one recent year: 3,710
Number accepted during one recent sample year: 713
Percentage accepted during one recent sample year: 19.2

Class Ranking and Grades:
The law school currently uses a 4-point grading scale ranging in numerical values from 4.00 to 0.00. Students have noted that larger required courses maintain a 3.0-2.67 (B/B-) average while smaller seminar courses frequently have a 3.3-3.5 (B+/A-) average.

[Links to various web pages mentioned in the text]
Students surveyed indicated that a strict B- to B curve is in place at Washington and Lee. Only about one or two people per first-year class receive A’s. Survey participants observed that only about 20% of any graduating class will receive A grades during their law school career. Further, for electives and seminar courses, the curve is around 3.3 to 3.5 and certain professors adhere to the curve despite having the latitude to refrain from its use.

Washington and Lee School of Law does not publish individual class ranks. Rather, students may request their GPA and then see where they fall in the school’s percentile system which correlates GPA to 5% blocks. Students are permitted to release GPA and percentile information to employers.

As of January 13, 2005, the cumulative means by class are 2005, 3.25; 2006, 3.22; 2007, 3.22. As such, a mean of about 3.2, or just below a B+, appears to be the policy.

The percentiles are set forth below:

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>5%</th>
<th>10%</th>
<th>15%</th>
<th>20%</th>
<th>25%</th>
<th>30%</th>
<th>35%</th>
<th>40%</th>
<th>45%</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERCENTILE</td>
<td>55%</td>
<td>60%</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
<td>100%</td>
</tr>
</tbody>
</table>

| PERCENTILE | 55% | 60% | 65% | 70% | 75% | 80% | 85% | 90% | 95% | 100% |

| PERCENTILE | 55% | 60% | 65% | 70% | 75% | 80% | 85% | 90% | 95% | 100% |
| GPA*       | 3.222 | 3.162 | 3.137 | 3.085 | 3.00 | 2.919 | 2.888 | 2.822 | 2.757 | 2.730 |

---

744 http://law.wlu.edu/career/Classof2005_3LS.pdf
745 http://law.wlu.edu/career/Classof2006_2LS.pdf
746 http://law.wlu.edu/career/Classof2007_1LS.pdf
747 http://law.wlu.edu/career/Classof2005_3LS.pdf
748 http://law.wlu.edu/career/Classof2006_2LS.pdf
749 http://law.wlu.edu/career/Classof2006_2LS.pdf
750 http://law.wlu.edu/career/Classof2006_2LS.pdf
2007 (fall semester, 2004 only)

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 5%</th>
<th>TOP 10%</th>
<th>TOP 15%</th>
<th>TOP 20%</th>
<th>TOP 25%</th>
<th>TOP 30%</th>
<th>TOP 35%</th>
<th>TOP 40%</th>
<th>TOP 45%</th>
<th>TOP 50%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 55%</th>
<th>TOP 60%</th>
<th>TOP 65%</th>
<th>TOP 70%</th>
<th>TOP 75%</th>
<th>TOP 80%</th>
<th>TOP 85%</th>
<th>TOP 90%</th>
<th>TOP 95%</th>
<th>TOP 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA*</td>
<td>3.103</td>
<td>3.044</td>
<td>3.000</td>
<td>2.961</td>
<td>2.938</td>
<td>2.876</td>
<td>2.835</td>
<td>2.751</td>
<td>2.624</td>
<td>2.564</td>
</tr>
</tbody>
</table>

*Current students have apprised us that the mean GPA for the class falls around 2.9-3.1. Alumni from 2002 have provided that the mean for their graduating class was 2.8.

**HOW THE BEST ARE SEPARATED FROM THE REST:**

Order of the Coif: Top 10%

Summa cum laude: Top 1%

Magna cum laude: Top 14%

Cum laude: Top 16.5%

**ACADEMIC AWARDS:**

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>John W. Davis Award (most prestigious according to students)</td>
<td>Graduate with best record for general excellence.</td>
</tr>
<tr>
<td>Kirgis International Award</td>
<td>Graduate with most outstanding record in international law.</td>
</tr>
<tr>
<td>Academic Progress Award</td>
<td>Graduate with most marked improvement in final year.</td>
</tr>
<tr>
<td>Virginia Trial Lawyers Association Award</td>
<td>Graduate with best overall record in courses having litigation orientation.</td>
</tr>
<tr>
<td>Calhoun Bond University Service Award</td>
<td>Graduate with significant contribution to the W&amp;L community.</td>
</tr>
<tr>
<td>Wilfred J. Ritz Award</td>
<td>Graduate with outstanding contribution to the Alderson Legal Assistance Program.</td>
</tr>
<tr>
<td>Roy L. Steinheimer Commercial Law Award</td>
<td>Graduate with outstanding record in commercial law.</td>
</tr>
<tr>
<td>Steinheimer Law Review Award</td>
<td>Best article for Law Review publication.</td>
</tr>
<tr>
<td>West Publishing Achievement Award</td>
<td>Student having highest average in class.</td>
</tr>
<tr>
<td>National Association of Women Lawyers</td>
<td>Outstanding woman law student.</td>
</tr>
<tr>
<td>Charles V. Laughlin Award</td>
<td>Outstanding contribution to moot court program.</td>
</tr>
<tr>
<td>Randall P. Bezanson Award</td>
<td>Outstanding contribution to diversity in the law school community.</td>
</tr>
</tbody>
</table>

751 http://law.wlu.edu/career/Classof2007_1Ls.pdf
752 http://law.wlu.edu/career/Classof2007_1Ls.pdf
753 National Association for Law Placement, National Directory of Law Schools 2005-2006, 865
Public Interest Law Grant | Graduates entering practice in the public interest are selected for the grant.
---|---
ODK Honor Society | Leadership in campus activities—scholastic & other, from top 35% of the class.
Virginia Bar Family Law Section Award | Graduate/excellence in the area of family law.
American Bankruptcy Institute Medal | Graduate/excellence in the study of bankruptcy law.
Barry Sullivan Constitutional Law Award | Graduate/excellence in the study of constitutional law.
James W. H. Stewart Tax Law Award | Graduate/excellence in the study of tax law.
Gardner Brothers Award | Best academic record throughout law school.
Best Brief Award | Best brief for Davis Moot Court Competition
Charles Laughlin Award | Outstanding contribution to Moot Court program

STUDENT JOURNALS

- **Washington and Lee Law Review** has four issues a year and is student run. The Law Review is the most prestigious publication at Washington and Lee, and members are selected on the basis of a writing competition and academic achievement. The writing competition consists of a close research problem which requires students to draft a memorandum to a fictional supervising attorney or client. Each year, some students will be selected for Law Review based solely on the basis of their writing contest submission, without regard to grades. Some students felt that the true determinant is an applicant’s first year grades, which become the primary basis for garnering a position, though the above stated explanation is the official position of the publication.

- **Washington and Lee Journal of Civil Rights and Social Justice** has one issue a year and the journal concentrates “on legal issues that have an impact on racial and ethnic minorities.” The journal seeks to document “developments in both statutory and case law in an effort to monitor their impact on minority communities.” This publication is also considered one of the most well respected at the Law School, based on student response. Membership is based on a writing contest.

- **Capital Defense Journal** publishes material written by students in the Virginia Capital Case Clearinghouse at Washington and Lee University. Some students find that this journal exceeds even the Washington and Lee Law Review in terms of prestige and reputation among the law student community and the competitiveness of securing a position. Membership is based on a one page personal statement and an interview; grades are not a significant factor in the selection process.

- **Environmental Law Digest** is entirely student-run and has two main publications, the Environmental Law News which comes out four times a year and covers environmental law

---

755 [http://law.wlu.edu/publications/](http://law.wlu.edu/publications/)
756 [http://lawreview.wlu.edu/about.html](http://lawreview.wlu.edu/about.html)
758 Information received via email correspondence dated March 25, 2004, between Casey Higgins, Career Services Office, and BCG research staff
759 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
760 [http://real.wlu.edu/](http://real.wlu.edu/)
762 Information received via email correspondence dated March 25, 2004, between Casey Higgins, Career Services Office, and BCG research staff.
763 [http://eld.wlu.edu/About_the_ELD.htm](http://eld.wlu.edu/About_the_ELD.htm)
issues for the Virginia State Bar, and compendium of environmental case law that comes out twice a year. Members are selected after they compete in a writing competition.

**MOOT COURT**

Moot Court is not required at Washington & Lee. Of those who do participate, eight may become Moot Court Executive Board members provided they meet the standards for “demonstrated ability in brief writing, oral advocacy, and administration.” Students noted that grades did not play a great role in gaining a position. In contrast, actual performance on Moot Court teams was found to be a significant criterion. Despite the fact that grades are not at issue, students found these positions to be highly competitive. The Board manages the Client Counseling Competition, John W. Davis Moot Court Competition, Mock Trial Competition, and Negotiations Competition. Success in these endeavors means selection to compete on behalf of the school in regional and national competitions.

**CLINICAL PROGRAMS**

The Washington and Lee University School of Law offers the following clinical programs: Legal Aid Society, Black Lung Administrative Law Clinic, Public Prosecutors Clinic (including the Commonwealth Attorney Program and U.S. Attorney Program), Community Legal Practice Clinic Virginia Capital Case Clearinghouse and the Judicial Clerkship Program.

Students commented that the Black Lung Administrative Law Clinic was excellent for those going into administrative law, while the Public Prosecutors clinic is highly coveted among those interested in litigation. The students who answered the surveys did not seem to hold the Judicial Clerkship program in the highest esteem, observing that it was often used as an alternative for those unable to secure a clinical position.

**STUDENT ORGANIZATIONS**


**CENTERS AND PROGRAMS**

The Frances Lewis Law Center
The Center for Law and History
The Study Abroad Program

Number of firms interviewing on campus most years: 138

Percentage of graduates employed at graduation: 72.4

765 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
766 [http://law.wlu.edu/career/activitydescription.asp](http://law.wlu.edu/career/activitydescription.asp)
767 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
768 Id. [http://law.wlu.edu/career/activitydescription.asp](http://law.wlu.edu/career/activitydescription.asp)
769 Provided by the Washington & Lee University School of Law’s Associate Dean for Student Services on December 10, 2002
Percentage of graduates employed nine months from graduation: 96.6\textsuperscript{771}

WHERE THE GRADS GO:\textsuperscript{772}

The school groups by job types.

- Percent of graduates employed in positions requiring or anticipating a J.D. (firms, judicial clerks, corporate counsel): 94
- Percent of graduates employed in positions preferring a J.D. (corporate contracts administrator, government regulatory analyst): 2
- Percent of graduates employed as professionals where a J.D. is not required or preferred (accountant, teacher, business manager): 2
- Percent of graduates employed in positions not requiring training or not part of long-term career: 2

Survey respondents felt that the above statistics did not account for the 25%-35% of the students who are unemployed from the class of 2003. Furthermore, some students felt that the number attributed to judicial clerkships was higher than they had expected.\textsuperscript{773}

\textsuperscript{773} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
University of Notre Dame

Mailing Address
PO Box R
Notre Dame, IN 46556
Main (574) 631-6627
Registrar’s Phone (574) 631-6626
Admission’s Phone (574) 631-6626
Career Service’s Phone (574) 631-6980
Web Site Address www.law.nd.edu

Some Brief Facts:
Established in 1869, Notre Dame Law School is among the country’s oldest law schools and is the nation’s oldest Catholic law school. The school’s Catholic heritage and Anglo-American legal tradition are aligned with its mission to educate a different kind of lawyer; the school is committed to providing students of all faiths with the opportunity to study law within the context of ethics. Students are encouraged to go one step beyond the required reading to examine the concepts of social justice and mercy and the interplay between one’s faith and professional responsibilities.

Notre Dame Law School is currently ranked Number 24 on the annual U.S. News & World Report list of Tier One law schools. The law school curriculum prepares students for a wide range of national and international legal practices, far beyond mere professional competence; it is particularly strong in the area of trial advocacy. There is a strong sense of community at Notre Dame Law School, furthered by the school’s research apprenticeships, curricular, and co-curricular activities.

There were 178 students enrolled in Notre Dame Law School’s fall 2004 entering class, and the school has a student-faculty ratio of 15.6:1. The law school grades its students according to a 4.0-1.0 scale with the median GPA being around 3.0. The University does not rank its students.

What It Takes To Get In:
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 164
- 25th – 75th Percentile: 162 – 167
- Median GPA: 3.52
- 25th – 75th Percentile: 3.26 – 3.77
- Approximate number of applications for one recent year: 3,773
- Number accepted during one recent sample year: 516
- Percentage accepted during one recent sample year: 13.7

### Class Ranking and Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>1.33</td>
</tr>
<tr>
<td>F</td>
<td>1.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
</tbody>
</table>

### Class Rank:

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Top 10%</th>
<th>Top 25%</th>
<th>Top 33%</th>
<th>Top 50%</th>
<th>Top 75%</th>
<th>Min Grade Req for Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP66-73</td>
<td>Notre Dame Law School does not rank its students.74 The mean GPA is usually 3.0.</td>
<td>2.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students have indicated that Notre Dame Law School’s refusal to rank its students results in little or no grade inflation.75

### How the Best Are Separated From the Rest:

- Summa cum laude: 3.8 GPA
- Magna cum laude: 3.6 GPA
- Cum laude: 3.4 GPA
- Dean’s List: 3.6 GPA

### Academic Awards:

- **Dean’s Awards**: Highest grade in course. (1 per course)
- **Col. William J. Hoynes**: Based on GPA, leadership.
- **Dean O’Meara**: Based on GPA, leadership.
- **Farabaugh Prize**: Based on GPA, leadership.
- **Legal Writing**: For excellence in legal writing.
- **Trial Advocacy**: Several different awards for excellence in trial advocacy.
- **Dean Link Award**: For outstanding service in social justice.
- **Dean Konop Award**: For outstanding service in the Legal Aid and Defender Associations.
- **ABA Negotiation Award**: Excellence in the art of negotiation.
- **Dean William O. McLean**: For outstanding service to the law school.
- **Nathan Burke Memorial Award**: Best paper in copyright law.
- **Smith-Doheny Legal Ethics Award**: Best paper in legal ethics.

---


78b Minimum grade required to attain, based on May 2000 graduating class, National Association for Law Placement, National Directory of Law Schools 2005-2006, 728

78c [http://www.nd.edu/~Endlaw/current_students/hoynes/hoynes_code_brochure.pdf](http://www.nd.edu/~Endlaw/current_students/hoynes/hoynes_code_brochure.pdf)

78d This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

78e % of class receiving; GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2005-2006, 728

78f National Association for Law Placement, National Directory of Law Schools 2005-2006, 728
STUDENT ACTIVITIES:

JOURNALS

- The Notre Dame Law Review is published five times a year. Membership is based on grades and writing skills as shown at the end of a student’s first year at the law school. Membership is highly coveted, as the Law Review is the school’s most prestigious publication. Staff members elect the editor-in-chief who in turn appoints the other officers.

- The Journal of College & University Law is published by the Notre Dame Law School and the National Association of College and University Attorneys, and claims to be “the only law review in the United States dedicated exclusively to the law of higher education.” Headed by both faculty editors and a student editor, the Journal maintains a staff of 24 students who both process the work of outside authors and contribute their own work for publication. Members are selected through a write-on competition and an evaluation of grades.

- The Journal of Legislation is presently one of the country’s leading legislative law reviews, a member of the National Conference of Law Reviews, and specializes in articles concerning “statutory, regulatory, and public policy matters rather than on case law.” The Journal’s Web site states that membership is based on writing either a publishable note or an approved, major research paper though grades appear to play a part in the membership process.

- The Journal of Law, Ethics & Public Policy uses a symposium format to explore “law and public policy from an ethical perspective.” Articles are drawn from leaders in the field and cover a wide range of issues such as AIDS, crime, and poverty. It is among Notre Dame’s most prestigious publications, and members are selected on the basis of a write-on competition with a minimum required GPA.

MOOT COURT

The Moot Court program covers many levels and types of competitions including intramural and intercollegiate as well as appellate, trial, and international activities. Notre Dame law students prepare and argue at least one appellate case and then may choose to engage in the second-year program of the Notre Dame Moot Court. The highest ranked second-year students are asked to compete on behalf of the Law School “in national competitions in their third year.” Similarly, students may participate in the Notre Dame Law School Trial Competition in the hopes of being invited “to represent the Law School in the annual National Trial Competition.” Like many other schools, Notre Dame offers the chance to be part of the Jessup competition which focuses on international law.
CLINICAL PROGRAMS

Notre Dame Law School’s clinical programs include: Legal Aid Clinic, Appellate Advocacy, Trial Advocacy, Criminal Trial Advocacy, Public Defender program, Immigration Law Clinic, Client Counseling, Moot Court (second and/or third year), Legislative Research Service, and various work-study programs with local agencies.

ORGANIZATIONS


Number of firms interviewing on campus most years: 200+ 801
Percentage of grads employed at graduation: 77.7% 801
Percentage of grads employed nine months from graduation: 96.6% 801

WHERE THE GRADS GO:

The school groups by job types.

- Percent of graduates employed in positions requiring or anticipating a J.D. (firms, judicial clerks, corporate counsel): 99
- Percent of graduates employed in positions preferring a J.D. (corporate contracts administrator, government regulatory analyst): 0.5
- Percent of graduates employed as professionals where a J.D. is not required or preferred (accountant, teacher, business manager): 0.5

---

800. http://www.nd.edu/~ndlaw/student/groups.html
801. Provided by the University of Notre Dame Law School’s Office of Career Services
WASHINGTON UNIVERSITY

SOME BRIEF FACTS:
Since the completion of its remarkable Anheuser-Busch Hall in 1997, the Washington University School of Law has undergone revitalization. The building’s antiquated architecture actually contains one of the most technologically advanced law school facilities in the country; the paradox seems right in line with the law school’s ability to provide a progressive legal education in the midst of more than 125 years of tradition.

The school is currently ranked Number 24 on the annual U.S. News & World Report list of Tier One law schools. With only 238 students enrolled in its fall 2004 entering class, its small class size, and a student-faculty ratio of 13:1, the school’s environment is comfortably collegial. The Washington University Law School experience truly is student-centered.

WHAT IT TAKES TO GET IN:
The top 25% of Washington University’s students is in the top 4% of all LSAT takers and the top 75% of the entering class of 2007 scored in the top 12% of those taking the LSAT.

The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 165
- 25th - 75th Percentile: 161 – 166
- Median GPA: 3.6
- 25th - 75th Percentile: 3.2 – 3.8

- Approximate number of applicants for 2004: 3,472
- Number accepted during one recent sample year: 802
- Percentage accepted during one recent sample year: 23.1

CLASS RANKING AND GRADES:
The grading system at Washington University has recently been upgraded beginning with the Class of 2004. The numerical values for each letter grade have been reassigned so that the middle grade is now 4 points higher at an 87. According to the school significant “bunching occurs in the middle range of the grading scale” such that recently half of its students are within a 6 point range and hundredths of a point can separate one student from another.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Class of 2004 and future classes*</th>
<th>Class of 2002, 2003 and Prior Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 – 100</td>
<td>98 – 100</td>
</tr>
<tr>
<td>A</td>
<td>94 – 96</td>
<td>90 – 97</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 93</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89</td>
<td></td>
</tr>
</tbody>
</table>

*The grading scale was changed in January 2002, effective for the class of 2004.

---

805 http://ls.wustl.edu/Dean/
806 http://ls.wustl.edu/CSG/csorempl.html
807 Id.
808 Id.
809 Id.
811 http://law.wustl.edu/Registrar/gradinginfo.html
The 2005/2006 BCG Attorney Search Guide To Class Ranking Distinctions And Law Review Admission At America's Top-50 Law Schools

**CLASS RANK:**
At the end of each semester the school issues percentile rankings. Otherwise the school does not rank unless a student is within the top 5% of the class.

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>1%</th>
<th>5%</th>
<th>10%</th>
<th>15%</th>
<th>20%</th>
<th>25%</th>
<th>33.33%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLASS OF 2005</td>
<td>95.01</td>
<td>92.65</td>
<td>91.31</td>
<td>90.62</td>
<td>89.90</td>
<td>89.29</td>
<td>88.83</td>
<td>79.00</td>
</tr>
<tr>
<td>CLASS OF 2006</td>
<td>95.77</td>
<td>92.85</td>
<td>91.29</td>
<td>90.61</td>
<td>90.20</td>
<td>89.49</td>
<td>88.83</td>
<td>79.00</td>
</tr>
<tr>
<td>CLASS OF 2007</td>
<td>96.71</td>
<td>93.43</td>
<td>91.86</td>
<td>91.00</td>
<td>90.37</td>
<td>90.14</td>
<td>89.14</td>
<td>79.00</td>
</tr>
</tbody>
</table>

**GRADING METHODOLOGY:**
This law school provides extensive information on their grading methodology. Cumulative grade point averages for students are computed as a weighted average by multiplying the numeric grade for each course attempted by the number of credit hours given for the course and dividing the total by the number of numerically graded hours attempted (credit/no credit, transferred hours, and non-law courses are not included in these computations). A “Fail” in a Pass/ Fail course (whether Modified or “pure”) is recorded as a 70 (65, under the grading system in use ending with the class of 2003) and is used to compute the student’s average. A “Low Pass” in a Modified Pass/Fail course is recorded as a 78 (previously, a 74) and also is used to compute the GPA. A “High Pass” in such a course is recorded as a 94 (previously, a 90) and also is used to compute the student’s average, unless the effect would be to lower the student’s cumulative GPA.

Effective last year, the law school no longer releases percentile cutoffs below the top third of the class. Students receive a memo at the end of the semester providing them with the preceding information and their standing within the above system.814

**HOW THE BEST ARE SEPARATED FROM THE REST:**
- **Order of the Coif:** Top 10% at graduation
- **Honor Scholars Awards:** Top 10% (yearly average): 20-30
- **Dean’s List:** Top 1/3 semester average: 70-80
- **Order of the Barristers:** Ten senior students selected by clinical faculty

---

813 http://law.wustl.edu/Registrar/grade.exam.percentile/grades_percentiles.html
815 % of class receiving; GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2002-2003, 670
### Academic Awards

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Association Prize</td>
<td>Highest cumulative GPA.</td>
</tr>
<tr>
<td>Gary I. Boren Memorial Award</td>
<td>Highest average in graduate tax program.</td>
</tr>
<tr>
<td>Breckenridge Scholarship Prize</td>
<td>1st and 2nd highest academic average during third year (2).</td>
</tr>
<tr>
<td>Dan Carter/Earl Tedrow Memorial Award</td>
<td>Selected by third-year class.</td>
</tr>
<tr>
<td>CALI Awards</td>
<td>J.D. student attaining highest grade in each class.</td>
</tr>
<tr>
<td>Jack Garden Humanitarian Award</td>
<td>Chosen by Deans and faculty.</td>
</tr>
<tr>
<td>Mary Collier Hitchcock Prize</td>
<td>Chosen by quarterly faculty advisor (2).</td>
</tr>
<tr>
<td>Charles Trobman Memorial Award</td>
<td>Highest grade in immigration law.</td>
</tr>
<tr>
<td>Scribes</td>
<td>Chosen by law review faculty advisors.</td>
</tr>
<tr>
<td>Dean's Book Award</td>
<td>Graduating outstanding J.D. leadership and service</td>
</tr>
<tr>
<td>Global Studies Law Review Award</td>
<td>Outstanding senior writing on Review</td>
</tr>
<tr>
<td>Joseph Kutten Prizes in Bankruptcy &amp; Insurance</td>
<td>Graduating students with highest grades in Bankruptcy and Insurance</td>
</tr>
<tr>
<td>Labor &amp; Employment Law Achievement Award</td>
<td>Senior class member demonstrating commitment to Labor and Employment</td>
</tr>
<tr>
<td>Judge Myron D. Mills Admin. Law Award</td>
<td>Chosen by faculty.</td>
</tr>
<tr>
<td>National Association of Women</td>
<td>Chosen by faculty.</td>
</tr>
<tr>
<td>Pro Bono Law Association Public Service Award</td>
<td>Chosen by Pro Bono Society (3).</td>
</tr>
<tr>
<td>American Bar Association, Section of Urban, State and Local Gov. Law Prize</td>
<td>Highest grade in Land Use and State and Local Gov.</td>
</tr>
<tr>
<td>Family Law Award</td>
<td>Highest grade in Family Law.</td>
</tr>
<tr>
<td>Charles Wendell Carnahan Award</td>
<td>Highest grades in Conflict of Laws (2).</td>
</tr>
<tr>
<td>Phillip Gallop Award</td>
<td>Highest grade in Real Estate Transactions.</td>
</tr>
<tr>
<td>Christopine G. Muthariika international Law Prize</td>
<td>Highest grades in International Law (2).</td>
</tr>
<tr>
<td>F. Hodge O'Neal Corporate Law Prize</td>
<td>Highest grade in Corporations.</td>
</tr>
<tr>
<td>Judge Amandus Brackman Moot Court Prize</td>
<td>Chosen by clinical faculty. (2)</td>
</tr>
<tr>
<td>Judge John W. Calhoun Trial Practice Award</td>
<td>Chosen by clinical faculty. (2)</td>
</tr>
<tr>
<td>International Academy of Trial Lawyers Award</td>
<td>Chosen by clinical faculty. (2)</td>
</tr>
<tr>
<td>Milton F. Napier Award</td>
<td>Chosen by clinical faculty. (2)</td>
</tr>
<tr>
<td>William M. Pomerantz Trial Prize</td>
<td>Chosen by clinical faculty. (4)</td>
</tr>
<tr>
<td>The Order of Barristers</td>
<td>Chosen by clinical faculty. (10)</td>
</tr>
<tr>
<td>Judge Samuel M. Breckenridge Practice Court Prize</td>
<td>Chosen by clinical faculty.</td>
</tr>
</tbody>
</table>

### Student Journals

- The **Law Quarterly** will accept approximately 35 students for membership. It makes offers to those students who are in the top 10% of their first-year class, with grades being calculated after both semesters; and put a good faith effort into the writing competition; and preference the Quarterly. Outside of the top 10%, the Quarterly makes offers based solely on the strength of the writing samples.

- The **Journal of Law and Policy** will accept approximately 30 students for membership. It selects members based on either placement within the top 10% of the class and a good-faith effort in the competition or excellence in completing the case comment and blue booking exercise.

- The **Washington University Global Studies Law Review** is a student-edited, biannual journal dedicated to publishing superior works by renowned scholars in the fields of international, foreign and comparative law. Students are selected for membership on the Review through a writing competition at the end of the first year. Global uses two criteria in select-

---

817. [http://www.wulaw.wustl.edu/Publications/Writingcompetition/FAQ.html](http://www.wulaw.wustl.edu/Publications/Writingcompetition/FAQ.html)
ing members. The first criterion is performance in the writing competition, which accounts for 80% of the total score. The second criterion is an applicant’s overall grade point average, which accounts for the remaining 20% of the score. Thus no one can get on this publication via grades alone. About 25 students are admitted each year.

MOOT COURT

Washington University has one of the most successful overall inter-school records in skills competitions in the nation. The School’s Trial Advocacy teams have won the Midwest regionals and advanced to the nationals in the American College of Trial Lawyers National Trial Competition in 17 of the past 19 years and captured first place twice. The following is a breakdown of the Washington University School of Law’s voluntary Moot Court programs:

- Wiley Rutledge Moot Court - Focuses on domestic case law. Judges for the final round are usually federal judges from various circuits in the country. Board selected by faculty advisors based on a statement of interest and/or prior success in competition.
- Environmental Moot Court - Combines the international and political aspects of protecting the environment with the intricacies of administrative and environmental law, the persuasiveness of brief writing, and the oral advocacy skills of a litigator. Board selected by faculty advisors based on a statement of interest and/or prior success in competitions.
- The Saul Lefkowitz Moot Court Competition - Is sponsored by the Brand Names Education Foundation. It focuses on current issues in trademark and unfair competition law. Students try out no board.
- Giles Sutherland Rich Moot Court - Is sponsored by the American Intellectual Property Law Association and focuses primarily on patents and copyrights law issues. Students try out, no board.
- Jessup International Moot Court - Is one of the most prestigious in the world. Each year the team briefs and argues a difficult international law problem. Selection by try outs, no board.
- Supervised Moot Court Board - Initiated by students who wish to participate in a non-school sponsored moot court competition, faculty supervision.

CLINICAL PROGRAMS

The Washington University School of Law’s clinical programs are ranked fourth in the country. Its 11 clinical programs include: Congressional/Administrative Law Clinic in D.C., Criminal Justice Clinic, Civil Justice Clinic, Employment Law Clinic, Judicial Clerkship Clinic, U.S. Attorney Clinic, Interdisciplinary Environmental Law Clinic, PreTrial, Trial, ADR, and Advanced Trial Advocacy.

STUDENT ORGANIZATIONS


http://law.wustl.edu/Publications/WUGSLR/index.html
http://law.wustl.edu/MootCt/
http://law.wustl.edu/learning/clinics.html
http://ls.wustl.edu/CSO/csoforempl.html
http://law.wustl.edu/Organizations/
CENTERS AND PROGRAMS\textsuperscript{823}
Center for Research on Innovation and Entrepreneurship
Center for Interdisciplinary Studies which includes:
\begin{itemize}
\item Biodiversity, Biotechnology, & the Protection of Traditional Knowledge
\item Conducting Empirical Legal Scholarship
\item Human Genome Project: Research, Medicine & Commerce
\item “Norms and the Law”
\item Clinical Education Program
\item Whitney R. Harris Institute for Global Legal Studies
\end{itemize}

Number of firms interviewing on campus most years: 110\textsuperscript{4,824}
Percentage of graduates employed at graduation: 87.3\textsuperscript{825}
Percentage of graduates employed nine months from graduation: 97.8

WHERE THE GRADUATES GO:\textsuperscript{826}
\begin{itemize}
\item Percent of graduates employed by private firms: 57.6
\item Percent of graduates employed as judicial clerks: 5.9
\item Percent of graduates employed by the government: 8.2
\item Percent of graduates employed by a public interest organization: 1.2
\item Percent of graduates employed by private industry: 10.6
\item Percent of graduates employed in an academic position: 1.8
\end{itemize}

\textsuperscript{823} Id.
\textsuperscript{824} Email correspondence dated March 24, 2004, between BCG research staff and Tomea C. Mayer, Esq., Asst. Dean for Career Services
\textsuperscript{825} http://www.usnews.com/usnews/edu/grad/ directory/dir-law/premium/carer_03163.php
SOME BRIEF FACTS:
The University Of Illinois College Of Law is currently ranked Number 26 on the annual U.S. News & World Report list of Tier One law schools. The school’s faculty members have a reputation for being much more open to lively interactions and casual discussions with students than their counterparts at many other top academic institutions. The low student-faculty ratio of 16.2:1 directly contributes to this positive situation.

With a fall 2004 entering class of only 228 students, the school clearly understands the value of providing small class discussion groups. Students are pleased with the comparatively low tuition cost and the diversity of the student body. Students come from as many as 42 different states and two foreign countries.

Illinois Law uses a standard 4-point scale which is largely unmodified. Illinois is also unique among law schools, as it does not impose a mandatory curve on any of the classes. However, the faculty often refers to a recommended curve for classes with more than 50 students. The exact mean for the recommended curve is not disclosed.

WHAT IT TAKES TO GET IN:
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 163
  25th – 75th Percentile: 160 - 165
- Median GPA: 3.42
  25th – 75th Percentile: 3.12 - 3.64
- Approximate number of applications for one recent year: 2,930
- Number accepted during one recent sample year: 676
- Percentage accepted during one recent sample year: 23.1

*Unless otherwise footnoted, all the above statistics were taken from U.S. News & World Report’s America’s Best Graduate Schools 2006 Report at http://www.usnews.com/usnews/edu/grad/directory/dirlaw/premium/admis_03053.php.
CLASS RANKING AND GRADES

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+/A</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>3.67</td>
</tr>
<tr>
<td>A-</td>
<td>3.33</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

*Only the top 10% students in each class are ranked each semester. In addition, the Registrar's office publishes the cutoff cumulative GPA for the top 10% and top one third of for each class for each semester.*

GRADE NORMALIZATION (CURVE)

There is not a required grading curve on any class. The faculty does however embrace a curve and has resolved to use a recommended curve as follows:

“For all first-year courses: a mean GPA for J.D. students of approximately 3.2, with at least 20% of the J.D. students receiving a grade of A or higher."

“For all upper-level courses with at least 20 students enrolled: a mean GPA for J.D. students between 3.2 and 3.4.”

HOW THE BEST ARE SEPARATED FROM THE REST

Order of the Coif: Top 10%
Summa cum laude: 3.75 GPA
Magna cum laude: 3.50 GPA
Cum laude: 3.25 GPA
Harno Scholars: Top 10% of a student’s class (During one semester)
Dean’s List: 11%-30% (During one semester)

ACADEMIC AWARDS

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harno Scholars</td>
<td>Top 10% for a given semester.</td>
</tr>
<tr>
<td>Harker Prize</td>
<td>Top two students in graduating class.</td>
</tr>
<tr>
<td>Rickert Award</td>
<td>Outstanding third-years in eight categories (30-40).</td>
</tr>
<tr>
<td>CALI Excellence for the Future Award</td>
<td>Highest grade in each course each semester.</td>
</tr>
<tr>
<td>West Publishing Company Award</td>
<td>Highest grade in selected courses.</td>
</tr>
<tr>
<td>Brinks Hofer Award</td>
<td>Outstanding academic excellence in the areas of copyright, trademark, or patent.</td>
</tr>
<tr>
<td>Bell, Boyd &amp; Lloyd Best Advocate Award</td>
<td>First-years for excellence in oral and written advocacy skills.</td>
</tr>
<tr>
<td>J. Nelson Young Tax Award</td>
<td>Outstanding academic excellence in tax by third-year students (2-3).</td>
</tr>
<tr>
<td>Sonnenschein Nath &amp; Rosenthal Award</td>
<td>Excellence in Legal Research and Writing</td>
</tr>
<tr>
<td>Larry Travis Bushong Award</td>
<td>Best paper addressing Gay and Lesbian legal issues</td>
</tr>
<tr>
<td>Neal Gerber &amp; Eisenberg Law Review Writing Award</td>
<td>Best Law Review Note</td>
</tr>
</tbody>
</table>

842 % of class receiving; GPA required (if calculated); # of students in each category; National Association for Law Placement, National Directory of Law Schools 2005-2006, 617; http://www.law.uiuc.edu/academics/courses/pdf/aph2004.pdf, page 17
**STUDENT ACTIVITIES**

**JOURNALS**

- *University of Illinois Law Review* presents the legal community with academic articles regarding significant topics in the law and has five issues a year. During the summer between their first and second year of law school, students enter a writing competition to gain membership. Students whose GPA places them in the top fifteen of their class need only have their papers place in the top 75% of submitted papers; 2Ls and transfers can only gain membership via their writing.

- The *Elder Law Journal* lays claim to being the sole law journal dedicated to the law as it affects older people. It is considered the second most prestigious journal at Illinois and all interested students must take part in the writing competition. Students whose GPA places them in the top fifteen of their class need only have their papers place in the top 75% of submitted papers; 2Ls and transfers can only gain membership via their writing.

- The College of Law’s newest journal is *The Journal of Law, Technology, and Policy*. Working with the National Center for Supercomputing Applications, and Institute of Government and Public Affairs at the University of Illinois at Urbana-Champaign the journal takes an interdisciplinary approach to its articles including the use of peer review of articles submitted for publication. The journal seeks pieces addressing the “intersection of law, technology, and policy.” Students are invited to become members after submitting a writing sample and demonstrated interest in intellectual property matters.

- The College also publishes the prestigious *Comparative Labor Law & Policy Journal*, a “major international forum” for the best scholarship in “labor law, employment policy, and social security issues.”

- College of Law students also write *Illinois Law Update*, a column focusing on recent developments in Illinois law, published monthly in the Illinois Bar Journal and read by thousands of practicing lawyers throughout the state. These students are chosen from among the top legal writing students in the College.

**MOOT COURT**

For second- and third-year students, moot court is an elective. Students choosing to participate select from the following activities: the Frederick Green Moot Court Competition, Intellectual Property Moot Court Competition, Philip C. Jessup Moot Court Competition, Frederick Douglass Moot Court Competition, National Hispanic Bar Association Competition or the Environmental Law Moot Court Competition.

**CLINICAL PROGRAMS**

Within the University Of Illinois College Of Law’s legal clinics, the student acquire hands-on experience and learn professionalism, preparation and courtroom skills, substantive law, procedure, and ethics. The program is divided into the Civil Litigation Clinic, Transactional and Community Economic Development Clinic, the International Human Rights Clinic, and Employee Justice Clinic.

**ORGANIZATIONS**

The University of Illinois College of Law’s student organizations include the American Bar

---

*Statements relating to the relative prestige of publications are based purely on student body opinion are not endorsed by the faculty or staff at the law school.*

---

844 www.law.uiuc.edu/publications/index.asp.
845 http://home.law.uiuc.edu/lrev/.
846 www.law.uiuc.edu/publications/index.asp; and information provided via telephone by Beth Cobb, administrative contact for the law review
847 http://home.law.uiuc.edu/elderlaw/.
848 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
849 http://www.jltp.uiuc.edu/
851 http://ness2.uic.edu/UI-Service/programs/UIUC365.html
853 Id. at 481; http://www.law.uiuc.edu/academics/clinics/index.asp

Number of firms interviewing on campus most years: 100+ 855
Percentage of grads employed at graduation: 79 856
Percentage of grads employed nine months after graduation: 99.5 857

WHERE THE GRADS GO: 858

- Percent of grads employed by private firms: 58
- Percent of grads employed as judicial clerks: 13.3
- Percent of grads employed by the government/public interest organization: 11.8
- Percent of grads employed by private industry: 11.8
- Percent of grads employed in an academic position: 3.6

854 http://www.law.uiuc.edu/students/orgs.asp
855 See www.law.uiuc.edu/career/summer.asp: According to a career services Web page, the University of Illinois College of Law’s “on-campus interviewing program . . . draws scores of employers from around the country.” www.law.uiuc.edu/career/programs.asp
857 http://www.law.uiuc.edu/career/employment.asp
858 http://www.law.uiuc.edu/career/employment.asp
Boston College

SOME BRIEF FACTS:
Founded in 1929, Boston College Law School received ABA approval in 1932. Located in Newton, a suburb of Boston, the law school is more than a mile away from the larger main campus of Boston College. Many law students who know they will be living in the library welcome the isolation.

Like many of the top law schools, Boston College offers its students a wide array of quality legal publications and clinical programs. Boston College Law School is currently ranked Number 29 in the annual *U.S. News & World Report* list of Tier One law schools. Boston College Law students enjoy smaller class sizes. There were 260 students enrolled in the school’s fall 2004 entering class. The student-faculty ratio of 13.5:1\(^{859}\) tempts even the most timid students to try to capture a little of their professors’ time outside of class.\(^{860}\)

WHAT IT TAKES TO GET IN:
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 166
- 25th – 75th Percentile: 162 – 166\(^{861}\)
- Median GPA: 3.68
- 25th – 75th Percentile: 3.42 – 3.75\(^{862}\)
- Approximate number of applications for 2004: 7,852\(^{863}\)
- Number accepted for 2004: 1,298\(^{864}\)
- Percentage accepted for 2004: 16.6\(^{865}\)

CLASS RANKING AND GRADES:\(^{866}\)
The Boston College Career Services Center reports that the Boston College Law School awards the traditional letter grades of A (4.0) through F (0.0). Official class rank is not computed, but the Office of Career Services can provide a statistical chart of approximate percentile ranges (e.g., top 10%, Top-50%) based on grade point average.\(^{867}\)

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>B+</td>
<td>3.3</td>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>A-</td>
<td>1.67</td>
<td>B</td>
<td>3.0</td>
<td>C-</td>
<td>2.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>C-</td>
<td>1.67</td>
<td>D-</td>
<td>.67</td>
</tr>
</tbody>
</table>

\(^{859}\) [http://www.bc.edu/schools/law/admission/profile/](http://www.bc.edu/schools/law/admission/profile/)
\(^{860}\) Id.
\(^{861}\) Id.
\(^{862}\) Id.
\(^{863}\) Id.
\(^{865}\) Id.
\(^{866}\) National Association for Law Placement, National Directory of Law Schools 2002-2003, 26
\(^{867}\) [http://www.bc.edu/schools/law/services/academic/programs/](http://www.bc.edu/schools/law/services/academic/programs/)
HOW THE BEST ARE SEPARATED FROM THE REST.868

Order of the Coif: Top 10%

Summa cum laude: 3.79 or higher

Magna cum laude: 3.606 - 3.789

Cum laude: 3.4 - Top 33%

ACADEMIC AWARDS.869

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>James W. Smith Award</td>
<td>Graduating student with highest academic rank.</td>
</tr>
<tr>
<td>Susan Grant Desmaris Award</td>
<td>Student with public service achievement &amp; leadership.</td>
</tr>
<tr>
<td>William J. O’Keefe Award</td>
<td>For outstanding contribution to law school.</td>
</tr>
<tr>
<td>St. Thomas More Award</td>
<td>For intellectual and moral qualities of St. Thomas More.</td>
</tr>
<tr>
<td>West Publishing Company Awards</td>
<td>For outstanding scholarship and significant contribution.</td>
</tr>
<tr>
<td>Bureau of National Affairs</td>
<td>Student with most satisfactory academic progress.</td>
</tr>
<tr>
<td>John F. Cremens Award</td>
<td>Students with most outstanding work in clinical programs.</td>
</tr>
<tr>
<td>Cornelius J. Moynihan Award</td>
<td>For scholarship and co-curricular leadership.</td>
</tr>
<tr>
<td>Richard S. Sullivan Award</td>
<td>For overall contribution to the law school community.</td>
</tr>
<tr>
<td>Lyne Woodworth &amp; Evarts</td>
<td>For outstanding editorial work on publications.</td>
</tr>
<tr>
<td>Wendell F. Grimes Award</td>
<td>For achievement in advocacy competitions.</td>
</tr>
<tr>
<td>White Inker Aronson Award</td>
<td>For service to the law school and service to others.</td>
</tr>
<tr>
<td>John O’Reilly Award</td>
<td>For contribution to the life of the law school &amp; students.</td>
</tr>
<tr>
<td>Law School Alumni Association</td>
<td>For scholarship &amp; service to the law school and the legal profession.</td>
</tr>
</tbody>
</table>

STUDENT JOURNALS870

Boston College Law offers students considerable opportunities to participate in a journal or review. The school’s law reviews and Uniform Commercial Code Reporter Digest are staffed by about 180 second- and third-year students. Students may gain membership on all publications either by being in the top 10 percent of the first-year class or by success in the writing competition.

The law school treats all the reviews equally. Nonetheless, the requirements for each review vary according to each one’s needs. Second-year review members complete two written assignments and carry out proofreading and fact-checking. Members must compose “an in-depth, comprehensive article of publishable quality on a topic appropriate to that journal’s area of law.” Third-year review members take on the editorial work of the journal.

868 Percentage of class receiving; GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2005-2006, p2
870 http://www.bc.edu/schools/law/lawreviews/membership/; http://www.bc.edu/schools/law/lawreviews/bclawreview/; Additional information provided by Rosalind Kaplan, Manager for Law Review Publications, in a telephone call between Ms. Kaplan and BCG editors on March 23, 2005
• **Boston College Law Review** comes out five times a year. Its articles address national legal issues, but do not cover “third-world issues, environmental or international law, out of deference to the other journals.” Second-year staff members write two pieces, a state of the law paper and a student note. Third-years edit articles to be published. The Review also organizes, sponsors, and publishes articles from academic symposia. The written requirement, which must be completed the first semester of second-year, takes the form of a note usually based on the student’s state of the law paper.

• **Boston College Environmental Affairs Law Review** is the nation’s second oldest law review dedicated solely to environmental law and has maintained a national reputation as one of the country’s leading environmental journals since its inception in 1971. Environmental affairs are defined broadly by the Review, and each issue may address a wide range of topics. Its staff consists of approximately 15 second-year and 15 third-year students who publish three issues during the academic year. During the fall semester, each second-year staff member participates in a unique clinical placement program. The Clinic offers students the opportunity to work in an actual practice environment and to become involved in non-academic research and drafting projects. Placements range from governmental agencies to public interest organizations to Boston law firms.

• **Boston College International & Comparative Law Review** publishes two issues annually, with articles addressing a variety of international and comparative law issues. The Review focuses on far reaching topics that include issues such as money laundering through offshore financial centers, U.S. law and policy on assassination of foreign officials, shark finning in international waters, and bribery in international business and terrorism. Students selected for staff positions are strongly encouraged to register for international and international business law courses. Students also write a small article on international comparative law and a note.

• **Boston College Third World Law Review** is published twice annually and covers “issues affecting underrepresented populations, human and civil rights, immigration, women’s and children’s issues, and issues of disproportionate economic impact” wherever these issues arise and groups are marginalized. Fifteen second-year and 15 third-year students make up the editorial staff. During a member’s first year on the review, he or she begins a book review that is completed during the second year in addition to composing a full-length note in the spring.

• The **Uniform Commercial Code Reporter Digest (UCCRD)** is a quarterly publication of a national commercial service that summarizes and comments on all reported cases under the Uniform Commercial Code. The Digest staff consists of approximately 14 second-year staff writers and 14 third-year editors. As a prerequisite, each member of the Digest staff must register for Secured Transactions in the fall semester of their second year. Each week, second-year members draft annotations on significant Code cases. The Digest is unique in that it is sold commercially through Matthew Bender and Lexis either in hard copy, CD-ROM, or online formats and yet authored by Boston College law students.

**MOOT COURT**

Boston College Law School supports several annual moot court competitions which help students develop writing, courtroom advocacy, and client counseling skills. The moot court competition is an optional activity at Boston College Law School and students who choose to participate write appellate briefs and argue a minimum of four times. The top eight teams go into final rounds. First-year students may take part in the Client Counseling Competition and the Negotiations Competition. Third-year students may participate in the Mock Trial Competition and may be selected for the National Mock Trial Team.

---

871 http://www.bc.edu/schools/law/lawreviews/uccrd/; Additional information provided by Gail Anderson, Digest Administrator, in a telephone call between Ms. Anderson and BCG editors on March 23, 2005.
872 http://www.bc.edu/schools/law/services/academic/programs/advocacy/
The WENDELL F. GRIMES MOOT COURT COMPETITION, designed for second-year students, is an internal competition and a required if one wishes to later compete on external teams. The PHILIP C. JESSUP MOOT COURT team aims to participate in regional, national, and international competitions as they prepare and argue briefs regarding an appeal that could go before the International Court of Justice. The NATIONAL ENVIRONMENTAL MOOT COURT team prepares an appellate brief and competes in mock oral argument regarding an important environmental issue. THE J. BRAXTON CRAVEN MOOT COURT team focuses on issues of constitutional law, at both the regional and national level. The JOHN J. GIBBONS NATIONAL CRIMINAL PROCEDURE MOOT COURT team enters a national competition regarding a criminal procedure problem. The FREDERICK DOUGLAS MOOT COURT team engages in an inter-school competition that focuses on significant minority issues and is sponsored by BALSA. THE SAUL LEFKOWITZ IP MOOT COURT team prepares and presents cases related to trademark law. THE CONRAD B. DUBERSTEIN NATIONAL BANKRUPTCY MOOT COURT employs a mock Supreme Court format as students advocate on either side of a current bankruptcy law issue.873

CLINICAL PROGRAMS874
Boston College School of Law offers its students what is widely regarded as one of the best clinical curricula in the country in a wide range of practice areas. Its in-house clinics include the Civil Litigation Clinic, which allows students the opportunity to work as practicing lawyers representing actual clients at the Boston College Legal Assistance Bureau (LAB), the Criminal Justice Clinic, Homelessness Litigation Clinic, Immigration Law Practicum, Juvenile Rights Advocacy and the Women and the Law Clinic. The externship programs include the Attorney General Program, International Criminal Tribunal for the Former Yugoslavia Program (which offers a unique opportunity to work on-site in The Hague), the London Program (given at King’s College), and the Semester in Practice Program. Observational Clinics include the Judge and the Community Courts, which places students in clerkships like fieldwork, and the Judicial Process, which allows students to intern one day per week with a series of Massachusetts Superior Court Judges (Trial Court).

STUDENT ORGANIZATIONS875
The Law Students Association (LSA) is the elected student government in the law school. The LSA ensures that students are appointed to important law school committees and presents student interests to the faculty and administration. It also offers a broad range of professional, social and recreational activities for students. The LSA sponsors basketball, hockey, softball, soccer, golf, rugby, and volleyball teams.


873 Id.
874 http://www.bc.edu/schools/law/services/academic/programs/clinical/
875 http://www.bc.edu/schools/law/services/studentorgs/
Number of firms interviewing on campus most years: 400+\textsuperscript{876}
Graduates known to be employed at graduation: 71.6\textsuperscript{877}
Graduates known to be employed nine months after graduation: 97.2

WHERE THE GRADUATES GO:\textsuperscript{878}

- Percent of graduates employed by private firms: 67
- Percent of graduates employed as judicial clerks: 15
- Percent of graduates employed by the government: 8
- Percent of graduates employed by a public interest organization: 4
- Percent of graduates employed by private industry (legal and non-legal): 6
- Percent of graduates employed in an academic position: 0

\textsuperscript{876} http://www.bc.edu/schools/law/services/career/employers/
\textsuperscript{877} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03072.php
\textsuperscript{878} Id.
College of William and Mary

Mailing Address
South Henry Street
613 South Henry Street
P.O. Box 8795
Williamsburg, VA 23187

Main Phone
(757) 221-3800

Registrar’s Phone
(757) 221-3785

Admission’s Phone
(757) 221-2800

Career Service’s Phone
(757) 221-2800

Web Site Address
www.wm.edu/law

Some Brief Facts:
The first college planned for the United States, the College of William & Mary, has a more than 300-year history. Only Harvard University can claim an earlier commencement of classes. Under the guidance of Thomas Jefferson the College introduced the first elective system of study and its Honor System.879 The First Chair of Law was established in 1779; it is now located in the heart of historic Williamsburg, Virginia, halfway between Richmond and Virginia Beach, and three hours south of Washington, D.C.

For years, the academic excellence of the College of William and Mary has been widely recognized by the growing raft of magazines and guidebooks that annually rank American colleges and universities. From the U.S. News and World Report to Barron’s, William and Mary and its programs are listed among the nation’s strongest.880 The Law School is currently ranked Number 29 in the annual U.S. News & World Report list of Tier One law schools.881 As the nation’s oldest law school, William & Mary continues its tradition of providing a valuable legal education in an environment that fosters the development of character and leadership in its students. The school’s curriculum reflects its long-standing dedication to professional responsibility and the honing of legal skills beyond the traditional study of law.

With 206 students enrolled in its fall 2004 entering class, the William & Mary School of Law is small and close-knit, but still competitive.882 The school has a student-faculty ratio of 16:1,884 and its library is home to 375,000 volumes, including the Thomas Jefferson Collection and other valuable works.

What It Takes to Get In:
The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 164 25th – 75th Percentile: 160 – 165
- Median GPA: 3.67 25th – 75th Percentile: 3.36 – 3.82
- Approximate number of applications for 2004: 4,243
- Number accepted during 2004: 848
- Percentage accepted during 2004: 19.9%

879. http://www.wm.edu/law/about/historytradition.shtml
880. http://www.wm.edu/law/about/firsts.shtml
882. http://www.wm.edu/law/about/quickfacts.shtml
883. Id.
885. http://www.wm.edu/law/about/quickfacts.shtml
887. http://www.wm.edu/law/about/quickfacts.shtml
889. http://www.wm.edu/law/about/quickfacts.shtml
890. Id.
CLASS RANKING AND GRADES
The law school uses a modified grading scale of A+ (4.3) to F (0.00). Classes with more than 30 students must adhere to a B+/B curve. In classes of more than 30 students, professors may assign one A+.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Students’ cumulative GPAs are rounded to the nearest tenth; students with the same GPA then “share” the same percentage class rank. These percentage ranks do not necessarily correspond to the quality point equivalents (4.00, 3.67, 3.33, etc.) or to predetermined percentages (top 10%, top 25%, top 33%, etc.).

GRADE NORMALIZATION (CURVE)
Each faculty member must adhere to the following grade curve in all classes with 30 students or more unless an exception is given by the Vice Dean:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>1 student</td>
</tr>
<tr>
<td>A/A-</td>
<td>15-25%</td>
</tr>
<tr>
<td>B+**</td>
<td>25-35%</td>
</tr>
<tr>
<td>B</td>
<td>20-30%</td>
</tr>
<tr>
<td>B-</td>
<td>10-20%</td>
</tr>
<tr>
<td>C+ or Lower</td>
<td>5-15%</td>
</tr>
</tbody>
</table>

*Some students surveyed felt that the A’s were more restricted than indicated by this distribution.
**In calculating percentages within the B range, faculty take into consideration the whole class not the total percentage allowed in the B range.

Second- and third-year courses also adhere to the curve, with the exception of small seminars.

CLASS RANK:

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>Top-50%</th>
<th>TOP 75%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP**</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*The school notes that for each student who has completed his or her first year, the school calculates class rank each semester and provides that information to students. The registrar, however, will not verify the student’s information without the student’s permission. In addition, student surveys indicated that a 3.0 GPA roughly corresponds to the Top-50%.

HOW THE BEST ARE SEPARATED FROM THE REST
Order of the Coif: Top 10%
Order of Barristers: Superior abilities in oral advocacy selected from the Moot Court National Trial Team
# Academic Awards

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Bankruptcy Award</td>
<td>Student who has excelled in the area of bankruptcy law.</td>
</tr>
<tr>
<td>ABA-BNA Award for Excellence in Health Law</td>
<td>Student excelling in health law.</td>
</tr>
<tr>
<td>ABA State and Local Government Award</td>
<td>Excellence in land use and local government law.</td>
</tr>
<tr>
<td>Book Awards</td>
<td>Student earning highest grade in each eligible course.</td>
</tr>
<tr>
<td>Dean’s Certificate</td>
<td>Students who exhibited leadership within the law school.</td>
</tr>
<tr>
<td>Drapers’ Scholar</td>
<td>Student selected to represent the law school as Drapers’ Scholar at Queen Mary &amp; Westfield College of the University of London.</td>
</tr>
<tr>
<td>Family Law Book Award</td>
<td>Student showing most promise and potential for practice of family law.</td>
</tr>
<tr>
<td><em>Environmental Law &amp; Policy Review Award</em></td>
<td>Excellence in scholarship.</td>
</tr>
<tr>
<td>Ewell Award</td>
<td>Well-rounded exemplifying a liberal arts education.</td>
</tr>
<tr>
<td>Gambrell Legal Skills Award</td>
<td>Top students in Legal Skills (12).</td>
</tr>
<tr>
<td>William Hamilton Prize</td>
<td>Top independent research paper in legal history.</td>
</tr>
<tr>
<td>Hermann Prize</td>
<td>Student showing most promise in enhancing the administration of justice through technology use.</td>
</tr>
<tr>
<td>L’Anson Award</td>
<td>Evidence of great promise through scholarship, character and leadership.</td>
</tr>
<tr>
<td>Kaufman &amp; Canoles Writing Award</td>
<td>Students producing the best memoranda in Legal Skills (3).</td>
</tr>
<tr>
<td>Kruchko &amp; Fries Award</td>
<td>Performance in labor/employment courses.</td>
</tr>
<tr>
<td>National Association of Women Lawyers Award</td>
<td>Outstanding in contributing to the advancement of women, promotes issues and concerns of women, exhibits motivation, tenacity, enthusiasm, academic achievement, and earns the respect of the dean and faculty.</td>
</tr>
<tr>
<td>Order of Barristers</td>
<td>Excellence in oral arguments (8).</td>
</tr>
<tr>
<td>Rachel Carson Award</td>
<td>Student who has excelled in environmental law.</td>
</tr>
<tr>
<td>Robert R. Kaplan Award</td>
<td>Student excellence in legal writing.</td>
</tr>
<tr>
<td>Spong Alumni Award</td>
<td>Presented to top Gambrell winner.</td>
</tr>
<tr>
<td>Thomas Jefferson Prize</td>
<td>Student publishing best note in Bill of Rights Journal.</td>
</tr>
</tbody>
</table>

---

898. This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
<table>
<thead>
<tr>
<th>Award</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurgood Marshall Award*</td>
<td>Best exhibits the ideals of distinguished public service.</td>
</tr>
<tr>
<td>Virginia Trial Lawyers Award</td>
<td>Best demonstrates skills and integrity of a trial lawyer.</td>
</tr>
<tr>
<td>Wythe Prize</td>
<td>Character, leadership, and service to the law school.</td>
</tr>
<tr>
<td>Wayne M. Lee Endowed Book Award</td>
<td>Highest GPA for first-year class.</td>
</tr>
<tr>
<td>*William &amp; Mary Journal of Women &amp; the Law: Outstanding Member</td>
<td>Third-year student who exhibits outstanding dedication and support to the Journal.</td>
</tr>
</tbody>
</table>

*Student Surveys indicated that the Thurgood Marshall award is considered the most prestigious among the student body.899

**STUDENT JOURNALS**

Membership on William and Mary Journals is based on a writing competition conducted jointly by all four journals at the end of students’ first year of law school. The William and Mary Law Review uses grades as part of its selection process as well.

- **William & Mary Law Review** is published by 70 second- and third-year students and covers a wide array of scholastic topics. The Law Review membership is extended to 36 first-year students every year and grades weigh heavily for this particular journal with the top 15% filling the first available slots. Further, first-year students may vie for the remaining spots by participating in an extensive writing competition held toward the end of their first year. Each selection method is used to select half of the students. All interested students must participate in the writing competition, including those invited on the basis of top academic credentials. Promotion to the editorial board is based upon proficiency in legal writing and editing as well as dedication to the Review.900

- The William & Mary Bill of Rights Journal was ranked seventh in a recent national empirical evaluation of 285 specialized law reviews. It is a scholarly journal of professional and student articles and is edited and operated by students of the William and Mary School of Law. The Journal is published three times per year, in winter, spring, and summer.901 Membership is determined on the basis of a writing competition. According to the student survey, this Journal is considered about equal in prestige with the Law Review due to its great historical reputation.902

- William & Mary Environmental Law & Policy Review is published three times a year by students of the law school and the public policy program and focuses on current environmental law and policy matters. Students compete to gain membership and if selected second-year law students are expected to complete a note on a topic in the field of environmental law and policy.903 Student surveys indicated that this Journal follows the Law Review and the Bill of Rights Journals in prestige and it is well-respected.904

---

899. This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.


902. This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

903. [http://www.wm.edu/law/publications/elpr/about.shtml](http://www.wm.edu/law/publications/elpr/about.shtml)

904. This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
• **William & Mary Journal of Women & the Law** is a relatively young journal at the Law School with a self described goal of facilitating discourse on gender-issues as they relate to the law. The Journal attempts to tackle a wide range of substantive legal fields including criminal law, torts, contracts, wills and trusts among others, but does so with the perspective of gender issues prevalent in each topic. A writing competition is required to gain admittance on this Journal. Founded in the early 1990’s, this Journal is a publication that is still building a reputation for itself.

**MOOT COURT**

William and Mary College of Law purports that their Moot Court program is a great opportunity for students to engage in both trial advocacy and competitive argumentation. The school prides itself on having won several prestigious Moot Court awards. First-year students are required to participate in the Legal Skills program, which provides an opportunity for brief writing and argument. The program is run by the Moot Court Board, which is comprised of third-year students, who have been selected during their second-year to serve in this capacity. Selection to represent William and Mary at a competition is based on a stiff competition which involves the drafting of an appellate brief and argument by around 120 individuals until a winner is selected. Those who achieve outstanding status on Moot Court can be inducted into the Order of the Barristers.

**CLINICAL PROGRAMS**

The William & Mary School of Law offers the following eight clinical programs: Attorney General’s Externship, Court of Appeals Externship, Department of Employee Dispute Resolution Clinic, Domestic Violence Clinic, Federal Tax Practice Externship, Legal Aid Clinic, and the Summer Governmental/Public Interest Externship. Students have indicated that those desiring to work in Virginia benefit the most from the Court of Appeals externship and the Attorney General’s Externship.

**STUDENT ORGANIZATIONS**


**PROGRAMS AND INSTITUTES**

  - Legal Skills Program
  - The Institute of Bill of Rights Law
  - Summer Abroad Program
  - Supreme Court Preview Institute

---

905. [http://www.wm.edu/law/prospective/studentlife/pub_womenlaw.shtml](http://www.wm.edu/law/prospective/studentlife/pub_womenlaw.shtml)

906. Information provided via email correspondence dated March 23, 2004, between Robert E. Kaplan, Associate Dean, and BCG research staff.

907. [http://www.wm.edu/law/about/quickfacts.shtml](http://www.wm.edu/law/about/quickfacts.shtml)


909. This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.


---

The 2005/2006 BCG Attorney Search Guide To Class Ranking Distinctions And Law Review Admission At America’s Top-50 Law Schools
Number of firms interviewing for Class of 2004: 200-225
Percentage of graduates employed at graduation: 80.4
Percentage of graduates employed nine months after graduation: 97.8

WHERE THE GRADUATES GO:

- Percent of graduates employed by private firms: 46
- Percent of graduates employed as judicial clerks: 19
- Percent of graduates employed by the government: 18
- Percent of graduates employed by a public interest organization: 3
- Percent of graduates employed by private industry (legal/non-legal): 13
- Percent of graduates employed in an academic position: 1

Students surveyed praised the Career Center at William and Mary for excellent guidance, yet disagreed with some of the statistics above. Students pointed out that many of their fellow classmates were unemployed upon graduation and some believed that a greater percentage took government jobs due to the recently shrinking private sector.

911. Information provided via email correspondence dated March 23, 2004, between Robert E. Kaplan, Associate Dean, and BCG research staff
913. Id. See also http://www.wm.edu/law/careerservices/grad_profile.shtml
914. This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
**SOME BRIEF FACTS:**

Law students at Fordham relish their school’s Big Apple location. They are afforded a wealth of opportunity, beginning their legal careers in a city that is home to some of the world’s largest law firms, the busiest state and federal courts, a number of state and federal agencies, and Wall Street. The Law School is directly across the street from the Lincoln Center for the Performing Arts, just blocks from Central Park, within walking distance to Times Square, and a subway ride away from the trendy New York neighborhoods of Greenwich Village, SoHo and Tribeca.\(^\text{915}\)

Fordham Law School is currently ranked Number 27 on the annual *U.S. News & World Report* list of Tier One law schools. It has a distinguished, well-published and scholarly faculty. Its strong tradition of public service is evidenced by the annual activities of 700 students who take on pro bono work through the school’s nationally recognized Public Interest Resource Center.\(^\text{916}\) The fall 2004 entering class numbered 318 full-time students, and 164 part time students\(^\text{917}\) and the school has a student/faculty ratio of 16.4:1.

**WHAT IT TAKES TO GET IN:**\(^{918, \text{**}}\)

The following LSAT/GPA data pertains to the fall 2004 full-time entering class:

- Median LSAT: 165\(^{919}\)

- Median GPA: 3.66\(^{920}\)

- 25th – 75th Percentile: 163 – 167\(^{920}\)

- 25th – 75th Percentile: 3.37 – 3.78\(^{922}\)

- Approximately number of applications for 2004: 6,449\(^{923}\)

- Number accepted during one recent sample year: 1,222\(^{924}\)

- Percentage accepted during one recent sample year: 18.9

**CLASS RANKING AND GRADES:**\(^{925}\)

Fordham awards grades on both a letter and a 4.3 scale and offers no official class standings. At the end of the 2002-2003 academic year, a student who attained a true weighted average of 3.463 or better made Dean’s List for that year. Grades are not rounded up when determining Dean’s List or other awards, but GPAs on resumes are often rounded up to the nearest hundredth of a point (i.e., “3.278” can be presented as “3.28”).\(^{926}\) The faculty has adopted a numerical equivalent for letter grades, as follows:


\(^{916}\) Id.

\(^{917}\) Id.

\(^{918}\) Id.

\(^{919}\) Id.

\(^{920}\) Id.

\(^{921}\) Id.

\(^{922}\) Id.

\(^{923}\) Id.

\(^{924}\) Id.

\(^{925}\) Id.

\(^{926}\) Id.
GRADE NORMALIZATION (CURVE):
The Law School and many students report that Fordham adheres to what is called a “hard curve” most classes are graded with a B average, with some professors adhering to a C curve.927

The school offers the following guide regarding its grade distribution:
| 3.70 and above | Approximately top 5% |
| 3.57 and above | Approximately top 10% |
| 3.49 and above | Approximately top 15% |
| 3.38 and above | Approximately top 25% |
| 3.30 and above | Approximately top 33% |
| 3.18 and above | Approximately Top-50% |

In a survey conducted by BCG, A+ grades were found to be very rarely awarded, with the top student in each class usually given a grade of A.

Fordham’s LL.M. program employs an Honors, Very Good, Good, Pass, Fail grading system that corresponds to letter grades as follows:928

<table>
<thead>
<tr>
<th>LL.M. Grades</th>
<th>Description</th>
<th>J.D. Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>Outstanding Performance</td>
<td>A+, A</td>
</tr>
<tr>
<td>Very Good</td>
<td>Above Average Performance</td>
<td>A-, B+</td>
</tr>
<tr>
<td>Good</td>
<td>Above Average Performance</td>
<td>B, B-</td>
</tr>
<tr>
<td>Pass</td>
<td>Performance Worthy of Course Credit</td>
<td>C+, C, C-</td>
</tr>
<tr>
<td>Fail</td>
<td>Performance Worthy of Course Credit</td>
<td>D, F</td>
</tr>
</tbody>
</table>

CLASS RANK:
No official individual rankings are released for students; nevertheless, the Law School provides percentile groupings and for the 2002-2003 academic year a GPA of 3.18 was the cut off for the Top-50%.929 At the time of printing Fordham had as yet to update its information for the 2003-2004 year.

<table>
<thead>
<tr>
<th>PERCENTILE*</th>
<th>TOP 5%</th>
<th>TOP 10%</th>
<th>TOP 15%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>TOP 50%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORDHAM</td>
<td>3.70 &amp; above</td>
<td>3.57 &amp; above</td>
<td>3.49 &amp; above</td>
<td>3.38 &amp; above</td>
<td>3.30 &amp; above</td>
<td>3.18 &amp; above</td>
<td>1.9</td>
</tr>
</tbody>
</table>

*As Fordham has no official class rankings, the law school offers these percentiles to reflect averages.

927. These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on.
HOW THE BEST ARE SEPARATED FROM THE REST  

Order of the Coif: 10% (> or = 3.542)

Summa cum laude: 0.004% (> or = 3.857)

Magna cum laude: 10% (> or = to 3.542)

Cum laude: 25% (> or = 3.393)

Dean’s List: 25% (3.478)

ACADEMIC AWARDS

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Group Outstanding Achievement Award</td>
<td>Highest GPA per section: second, third, fourth year (day &amp; evening sessions). (4)</td>
</tr>
<tr>
<td>Chapin Prize</td>
<td>Highest weighted average throughout the school.</td>
</tr>
<tr>
<td>Class of 1911 Award</td>
<td>Best essay in a legal subject designated by the dean.</td>
</tr>
<tr>
<td>Joseph R. Crowley Award</td>
<td>Academic achievement and volunteer activities.</td>
</tr>
<tr>
<td>Benjamin Finkel Prize</td>
<td>Excellence in bankruptcy law.</td>
</tr>
<tr>
<td>Fordham Law Alumni Association Medal in Constitutional Law</td>
<td>Excellence in constitutional law. (4)</td>
</tr>
<tr>
<td>Whitmore Gray Prize</td>
<td>Excellence in international law courses.</td>
</tr>
<tr>
<td>Edward J. Hawk Prize</td>
<td>LLM (International Business and Trade Law program) with highest cumulative average.</td>
</tr>
<tr>
<td>Int’l Intellectual Property Society Prize</td>
<td>Best paper in the area of intellectual property.</td>
</tr>
<tr>
<td>Hughes R. Jones Award</td>
<td>Highest combined weighted average in the areas of constitutional law, criminal justice, and professional responsibility.</td>
</tr>
<tr>
<td>Eugene Keefe Award</td>
<td>Most important contribution to Fordham Law community.</td>
</tr>
<tr>
<td>Walter B. Kennedy Award</td>
<td>Law Review member with an extraordinary service record.</td>
</tr>
<tr>
<td>Emmet J. McCormack Award</td>
<td>Highest grade in Admiralty Law.</td>
</tr>
</tbody>
</table>

STUDENT JOURNALS

Fordham Law School publishes six journals. Fordham Law Review, Fordham International Law Journal, and Fordham Urban Law Journal are considered the most prestigious, mostly due to their history as the mainstay journals. Fordham Intellectual Property Media and Entertainment Law Journal, Fordham Environmental Law Journal, and Fordham Journal of Corporate and Financial Law are newer publications, providing more niche positions for students interested in specialized practice areas. Students enter into a writing competition to gain admission to all of the journals, including Law Review. A combination of grades and writing is required for all students except the top 35 students of the class who can gain acceptance to Law Review through grades alone.

932. http://law.fordham.edu/publications.htm
933. This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
Fordham Law Review prides itself as “a scholarly journal serving the legal profession and the public by discussing current legal issues.” The review publishes around 40 articles a year and 16 student editors administrate the entire process. The law school sees membership on the review “among the highest scholarly achievements at the law school.”

Fordham Urban Law Journal lays claim to being “the second oldest publication at the law school.” Its six issues a year focus on policy matters related to urban areas. In addition, the Journal’s, ADR & the Law publication, “is the leading reference guide for alternative dispute resolution.”

Fordham International Law Journal has six issues a year carrying articles and other material regarding a wide range of international legal issues. Like the Urban Law Journal, this journal looks beyond its six issues when it contributes to the publication of the Fordham Corporate Law Institute’s annual volume and conference on International Antitrust Law & Policy.

Fordham Intellectual Property Media and Entertainment Law Journal explores patent, copyright, and trademark laws as they affect “the news media and the entertainment and sports industries.” The journal publishes the full array of material from articles to notes covering a wide range of subjects such as First Amendment rights, telecommunications and Internet law, and digital copyright.

Fordham Environmental Law Journal has three issues a year with articles “addressing topics in environmental law, legislation and public policy.” In addition the journal’s annual symposium presents a forum to explore current theories regarding a specific environmental issue.

Fordham Journal of Corporate & Financial Law furthers the discussion of “of business law, including financial law, securities law, banking law, bankruptcy and tax.” The student editors select and edit articles, notes, and other materials for publication. Most members are chosen through the school’s writing competition in combination with an examination of a student’s grades. A few members are given membership through a special fall application process.

Moot Court
At Fordham, first-year students participate in Moot Court as part of the legal writing requirement in which the students prepare and argue an appellate matter. After the first year, students may elect to continue in moot court activities and after a full year of membership may be elected to the board.

The board organizes two competitions each year – The Irving R. Kaufman Moot Court Competition, which focuses on federal securities law, and the Metropolitan Mentor Moot Court Competition. The Mentor Competition allows students from nearly forty New York City high schools to compete as appellate court advocates under the supervision of practicing attorneys. For students interested in potentially becoming litigators, positions are coveted and competitive.

942. This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
**CLINICAL PROGRAMS**

Fordham’s clinical program has three components: live client clinics (“in-house” clinics), simulation courses and externship courses. Essentially, the clinical offerings are mainly divided between the four-credit Mediation Clinic, where students mediate cases in small claims court, and the five-credit Securities Arbitration Clinic, which allows students to represent clients in securities arbitration at the New York Stock Exchange and National Association of Securities Dealers. Other clinical options are Civil Rights, Community Economic Development, Criminal Defense, Housing Rights, Immigration Rights, Tax, and The Child and Family Litigation Clinic. Since clinics are so popular among the students, a very small percentage of the student body actually gets to participate in them.

**STUDENT ORGANIZATIONS**


**CENTERS, PROJECTS, AND INSTITUTES**

Conflict Resolution & ADR Program
Crowley Program in International Human Rights
Corporate Law Institute
European Union Law
Fordham Center for Corporate, Securities, and Financial Law
Interdisciplinary Center for Family and Child Advocacy
Moore Advocacy Center
Public Interest Resource Center
Stein Center for Law and Ethics
Community Service Project
Death Penalty Project
Drug Policy Reform Project

---

945. Email correspondence dated January 10, 2003, from Michael Schiumo, Assistant Dean at Fordham Law School, to A. Harrison Barnes of BCG Attorney Search.
946. This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we have only included this information if the responses we received to our survey warranted their inclusion in some form.
947. [http://law.fordham.edu/centers.htm](http://law.fordham.edu/centers.htm)
Family Court Mediation Project
Fordham Belfast/Dublin Summer Program
Fordham-Ulster Conflict Resolution Program

Number of firms interviewing on campus most years: 200-300
Percentage of graduates employed at graduation: 82.9%
Percentage of graduates employed nine months after graduation: 98.8%

WHERE THE GRADUATES GO:

- Percent of graduates employed by private firms: 77%
- Percent of graduates employed as judicial clerks: 4%
- Percent of graduates employed by the government: 5%
- Percent of graduates employed by a public interest organization: 2%
- Percent of graduates employed by private industry: 10%
- Percent of graduates employed in an academic position: 0%

948. “300 employers representing 200 organizations” interview at Fordham each year; http://law.fordham.edu/careerplanning.htm
### SOME BRIEF FACTS

The University of North Carolina at Chapel Hill School of Law (UNC) is located just about a quarter of a mile from the main campus. Set in the rolling hills of Piedmont County, Chapel Hill is a highly desirable place to live. This university town is in close proximity to Research Triangle Park, the urban centers of Durham and Greensboro, and the state capital of Raleigh. Each year, a fairly small entering class of about 239 students arrives for an unforgettable intellectual experience.

At present, UNC is ranked Number 27 on the annual *U.S. News & World Report* list of Tier One law schools. The entering class is comprised of students from approximately 24 different states. The school maintains a student-faculty ratio of 16.2:1, which allows time for plenty of enlightening office visits with professors. Students graduating from UNC enjoy one of the highest employment rates in the country.

### WHAT IT TAKES TO GET IN

The following LSAT/GPA data pertains to the fall 2004 entering class:

- **Median LSAT:** 162<sup>954</sup>  
  25th – 75th Percentile: 157 - 164<sup>955</sup>
- **Median GPA:** 3.61<sup>956</sup>  
  25th – 75th Percentile: 3.4 - 3.79<sup>957</sup>
- **Approximate number of applications for one recent year:** 3,835<sup>958</sup>
- **Number accepted during one recent sample year:** 613<sup>959</sup>
- **Percentage accepted during one recent sample year:** 16<sup>960</sup>

### Class Ranking and Grades<sup>961</sup>

The University of North Carolina operates on a modified 4-point grade scale, with the range being 4.3 to 0.0, A+ to F respectively. A fairly stringent B to B+ curve is in place, with the average graduating GPA for most students falling between 3.1 and 3.3. First-year and upperclass courses are also required to adhere to a B curve, with summer courses and small seminars being exempt from the curve.<sup>962</sup>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0 or below</td>
</tr>
</tbody>
</table>

---


<sup>953</sup> [http://www.law.unc.edu/admissions/profile.html](http://www.law.unc.edu/admissions/profile.html)

<sup>954</sup> National Association for Law Placement, National Directory of Law Schools 2005-2006, 717


<sup>956</sup> National Association for Law Placement, National Directory of Law Schools 2005-2006, 717


<sup>961</sup> National Association for Law Placement, National Directory of Law Schools 2005-2006, 718

<sup>962</sup> These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on.
The average GPA at graduation is 3.1. This GPA is based on grades used to determine rank and does not include summer grades that are not graded on a curve and are widely known as “GPA boosters.” Therefore, the actual GPA that appears on a graduate’s transcript is usually higher.  

GRADE NORMALIZATION (CURVE)
Student surveys indicated that the first-year courses are graded on a strict 3.0 curve, with deviations only for first-year legal research and writing (which is graded on a pass/fail basis) and a three-hour writing exercise (which has a separate higher curve). After the first year, professors have more leverage in using the curve, and smaller courses and summer courses are not strictly governed by the curve.  

HOW THE BEST ARE SEPARATED FROM THE REST
UNC awards Honors to students with a grade point average in the top third of their class. The faculty may bestow High Honors on students who have demonstrated superior legal scholarship and High Honors may be awarded to students demonstrating exceptional achievement.

Order of the Coif: Top 10%; 3.526 GPA; 23 Students
Summa Cum Laude: Top 0.4%; >3.9 GPA; 1 Student
Magna Cum Laude: Top 4.3%; 3.6 GPA; 10 Students
Cum Laude: Top 25.6%; 3.305 GPA; 59 Students

ACADEMIC AWARDS
In addition to the awards listed below each year the school designates a few entering students as Chancellors Scholars based on their “scholastic ability and achievements, promise of distinction in law, evidence of leadership potential, sensitivity to high ethical standards, and written or communication skills.”

961 National Association for Law Placement, National Directory of Law Schools 2005-2006, 718
964 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
965 Id.
966 2003 GPA for honors distinction received via email correspondence dated March 29, 2004, between Ellen Stark Hill, Deputy Director of Career Services, and BCG research staff.
967 http://www.law.unc.edu/PASstudents/PASstudentsPage.aspx?ID=47&Q=1
969 http://64.245.255.159/CareerServices/Documents/CSOQuickFacts04.pdf
<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order of the Barristers</td>
<td>For outstanding achievement in service to moot court.</td>
</tr>
<tr>
<td>James E. &amp; Carolyn B. Davis Society</td>
<td>Third-years outstanding in academics, leadership, etc (8).</td>
</tr>
<tr>
<td>NC Academy of Trial Lawyers</td>
<td>Third-years in trial advocacy demonstrating improvement.</td>
</tr>
<tr>
<td>Block Improvement Award</td>
<td>Third-year with most improvement since first year.</td>
</tr>
<tr>
<td>Nathan Burkan Memorial Competition</td>
<td>Second-year or third-year; best papers on copyright law each year.</td>
</tr>
<tr>
<td>Millard S. Breckenridge</td>
<td>Third-year: by law faculty for excellence in taxation.</td>
</tr>
<tr>
<td>Judge Heriot Clarkson Award</td>
<td>Students making highest grades in Professional Responsibility.</td>
</tr>
<tr>
<td>Chief Justice Walter Clark Award</td>
<td>Third-years with highest scholastic averages in class (5).</td>
</tr>
<tr>
<td>Investors Title Insurance Co.</td>
<td>Second-year with highest average grade in property class.</td>
</tr>
<tr>
<td>James W. Morrow III Award</td>
<td>Second-year or third-year: outstanding service to Holderness moot court.</td>
</tr>
<tr>
<td>Ferebee Taylor Award</td>
<td>Third-year: outstanding performance, three or more corporate classes.</td>
</tr>
<tr>
<td>West Publishing Company Award</td>
<td>All three classes: outstanding scholastic achievement.</td>
</tr>
<tr>
<td>US Law Week Award</td>
<td>Third-years: most academic progress in final year.</td>
</tr>
<tr>
<td>Certificate of Merit</td>
<td>High grade in each course.</td>
</tr>
</tbody>
</table>

Students surveyed indicated that the Order of the Coif is the most respected award among the student body and the rest of the awards are relatively unknown to the students. 970

**STUDENT JOURNALS** 971

The five journals at UNC choose an equal number of students using three different methods. First, the top academic students (the percentages differ for each journal and are stated below) are invited to join. An equal number are then chosen by the writing competition which is administered as a closed book exercise following second semester finals. Another third of the students are chosen by a combination of grades and the writing exercise. Prior to the writing contest, the students are asked to fill out an application ranking their preference for each journal and their interest in the subject matter. After the writing competition, the editors of each of the journals consult and decide, based on scores and stated interests, which students to invite to become members of their journals. Students estimated that about one-third of the class participates on one of the journals. 972

---

970 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

971 http://64.245.355.159/Welcome.aspx?ID=58&P=5P

972 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
• **North Carolina Banking Institute Journal**\(^{973}\) seeks to advance “academic discourse in banking law.” The annual issue is an outgrowth of the annual Banking Institute meeting, and includes “top-quality, student-written and edited notes and comments on cutting-edge banking law issues” as well as material presented by nationally prominent speakers at the meeting. Offers are extended to the top 15% of students based on GPA.

• **North Carolina Journal of International Law and Commercial Regulation** focuses on “practical information about public international law and the commercial marketplace.” The Journal offers a full range of content from articles to case notes to book reviews authored by academics, professionals, and students. Offers are extended to the top 15%.

• **North Carolina Journal of Law and Technology (JOLT)**\(^{974}\) is a student-edited academic publication at UNC School of Law. JOLT addresses a wide manner of technology-related legal issues. JOLT is published online, in print format and through Westlaw and Lexis-Nexis.

• **North Carolina Law Review** has been in publication since 1922. It articles examine “current legal problems and significant new developments in the law.” The law review has six issues a year that contain “the scholarship of lawyers, judges, and professors from across the country, [and] also the contributions of student staff members.” It accepts the top 13 students for membership and an additional 13 students through a combination of grades and writing.\(^{975}\)

• **First Amendment Law Review (FALR)** is dedicated to advancing “rights and freedoms guaranteed by the First Amendment through publishing scholarly writings on, and promoting discussion of, issues related to the First Amendment to the Constitution of the United States.” FALR publishes both professor and student-authored material in this subject area.\(^{976}\)

**MOOT COURT**\(^{977}\)

Bench Holderness Moot Court is a competitive and academic organization. The School fields seven successful teams that compete in regional, national and international competitions. The Broun National Trial Teams provide students with the opportunity to gain skills and experience in trial and litigation techniques. Twenty students compete in mock trial tournaments in regional and national competitions. Moot Court consists of seven teams: Client Counseling, International, Invitational, Negotiation, Environmental Negotiation, Environmental Appellate Advocacy and a National Team, each with written and oral advocacy elements. Second- and third-year students compete to gain membership on a team.

**CLINICAL PROGRAMS**\(^{978}\)

The University Of North Carolina School Of Law offers the following clinical programs: Criminal Clinic, Community Development Law Clinic, Civil Clinic, Externship Program, Pro Bono Program and the UNC Nonprofit Leadership Certificate Program. Student surveys indicated that the Externship program is the most sought after among the student body in terms of prestige and quality of experience.\(^{979}\)

**PRO BONO PROGRAM**\(^{980}\)

Students in the program work with a variety of practicing attorneys to provide high-quality, low-cost legal services to individuals in need.

---

973 [http://www.unc.edu/ncbank/](http://www.unc.edu/ncbank/)
974 [http://www.jolt.unc.edu/](http://www.jolt.unc.edu/)
975 National Association for Law Placement, National Directory of Law Schools 2005-2006, 718
978 Id.
979 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
980 [http://www.unc.edu/probono/](http://www.unc.edu/probono/)
STUDENT ORGANIZATIONS


CENTERS

The School of Law currently boasts nationally recognized programs in banking and financial services law, civil rights law, and entrepreneurial law.

Center for Civil Rights
Center for Banking and Finance
Center on Poverty, Work, and Opportunity

Number of firms interviewing on campus most years: 350
Percentage of graduates employed at graduation: 67.5
Percentage of graduates employed nine months after graduation: 96.9

WHERE THE GRADUATES GO

• Percent of graduates employed by private firms: 61
• Percent of graduates employed as judicial clerks: 16
• Percent of graduates employed by the government: 10
• Percent of graduates employed by a public interest organization: 5
• Percent of graduates employed by private industry: 7
• Percent of graduates employed in an academic position: 1

Students at UNC stated that the preceding numbers were accurate based on their experience and those of their peers.

---

981 http://www.law.unc.edu/academics/curriculum/orgs.html
983 Correspondence dated January 10, 2003, from Audrey Ward, Director of Communications, The University of North Carolina at Chapel Hill School of Law, to A. Harrison Barnes of BCG Attorney Search
987 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
SOME BRIEF FACTS

The very same things that make Seattle a wonderful place to live make the University of Washington School of Law an excellent place to study an interdisciplinary field like the law. The diversity of the “Emerald City” and the relaxed and friendly attitude common in the Northwest provide an ideal setting in which to study the practical and ideological facets of law. Despite rumors to the contrary, the perpetual rainy season doesn’t turn away too many folks. The school has a long-standing commitment to excellence in teaching, scholarship, and public service and it consistently turns out well-rounded graduates who are both world-class scholars and highly employable practitioners.988

The University Of Washington School Of Law is currently ranked Number 27 on the annual U.S. News & World Report list of Tier One law schools. With the fall 2004 entering class size of 180989 and the student-faculty ratio of 11:1,990 there is easy interaction between students and faculty. In line with the school’s reputation of having something for everyone, its situation on the main campus of the University of Washington, with an enrollment of 33,500 students, fosters an abundance of social and extracurricular activities.

The Law School uses a standard 4-point grading system. Most courses follow a B+ median that sits at a generous 3.3. The school ranks only with letter grade quartiles, rewarding 75% of the class with a B or above.991

WHAT IT TAKES TO GET IN

The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 163992
  25th – 75th Percentile: 159 - 166993
- Median GPA: 3.65994
  25th – 75th Percentile: 3.47 - 3.84995
- Approximate number of applications for one recent year: 2,404996
- Number accepted during one recent sample year: 502997
- Percentage accepted during one recent sample year: 20.9


988 http://www.law.washington.edu/LawSchool/admit/admit_Community.html
989 http://www.law.washington.edu/Admissions/Statistics.html
991 These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on.
992 http://www.law.washington.edu/Admissions/Statistics.html
994 http://www.law.washington.edu/Admissions/Statistics.html
996 http://www.law.washington.edu/Admissions/Statistics.html
### Class Ranking and Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Class</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>At least 5% and less than or equal to 15%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>At least 20% minus (% given A) and less than or equal to 40% minus (% given A)</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>At least 50% minus (% given A or A-) and less than or equal to 75% minus (% given A or A-)</td>
<td>3.4</td>
</tr>
<tr>
<td>B</td>
<td>% Discretionary.</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>% Discretionary.</td>
<td>2.7</td>
</tr>
<tr>
<td>C</td>
<td>% Discretionary. C or D grades are capped at a total of 5% for first-year courses.</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>% Discretionary. This grade indicates that the level of performance is below that which on average is required for the award of the degree. C or D grades are capped at a total of 5% for first-year courses.</td>
<td>1.0</td>
</tr>
<tr>
<td>E</td>
<td>% Discretionary. No credit. This grade indicates unsatisfactory performance and no credit is given for the course.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

### Curve

The school states the following as it grade distribution:

- **A**: At least 5% and less than or equal to 15%
- **A-**: At least 20% minus (% given A) and less than or equal to 40% minus (% given A)
- **B+**: At least 50% minus (% given A or A-) and less than or equal to 75% minus (% given A or A-)
- **B**: % Discretionary
- **B-**: % Discretionary
- **C**: % Discretionary. C or D grades are capped at a total of 5% for first-year courses.
- **D**: % Discretionary. This grade indicates that the level of performance is below that which on average is required for the award of the degree. C or D grades are capped at a total of 5% for first-year courses.
- **E**: % Discretionary. No credit. This grade indicates unsatisfactory performance and no credit is given for the course.

### Class Rank

The school states that it uses class rank only for internal purposes regarding the determination of awards but does not issue rankings for transcripts.

### How the Best Are Separated From the Rest:

- **Order of the Coif**: Top 10%
- **High Honors**: Top 5%
- **Honors**: Top 6-20%

### Academic Awards

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honor Graduate</td>
<td>Top student in graduating class.</td>
</tr>
<tr>
<td>Carkeek Prizez</td>
<td>Best student contribution to Law Review on a point of law of particular interest to Washington lawyers.</td>
</tr>
<tr>
<td>Delta Theta Phi Founders Scholarship</td>
<td>Highest academic achievement for first- and second-year students.</td>
</tr>
</tbody>
</table>

---

998 National Association for Law Placement, National Directory of Law Schools 2005-2006, 824
999 http://www.law.washington.edu/Students/Academics/grading.html
1000 http://www.law.washington.edu/Students/Academics/grading.html
1001 % of class receiving; GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2005-2006, 824
1002 http://www.law.washington.edu/Students/Academics/Awards.html
1003 http://www.law.washington.edu/Students/Academics/Awards.html
1004 National Association for Law Placement, National Directory of Law Schools 2005-2006, 824
<table>
<thead>
<tr>
<th>Award Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hugh Miracle Award</td>
<td>Best opening statement in trial advocacy, trial practice, or moot court/mock trial program.</td>
</tr>
<tr>
<td>Mary Ellen Krug</td>
<td>Demonstrated interest and proficiency in labor and employment law and related subjects.</td>
</tr>
<tr>
<td>Nathan Burkan</td>
<td>Best papers by graduating students on subjects within the field of copyright law.</td>
</tr>
<tr>
<td>Judge Lawless Award</td>
<td>Highest academic achievement in first year.</td>
</tr>
<tr>
<td>George &amp; Barbara Akers Scholarship</td>
<td>Academic achievement and community service.</td>
</tr>
</tbody>
</table>

**STUDENT ACTIVITIES**

**Journals**
- *Washington Law Review* is a quarterly journal comprised of student-written pieces and professional articles on a wide range of legal issues. Membership is competitive and based upon first-year grades, writing competition scores, or a combination thereof.
- *PacRim Law & Policy Journal* was founded in 1990 to expand the dialogue regarding East Asian and trans-Pacific legal and policy-oriented issues. The Journal, the only one featuring translations of East Asian law and related academic material, encourages the debate of issues vital to the Pacific Rim. Membership is competitive and based upon writing competition scores and a personal statement.

**MOOT COURT**
All first-year students engage in moot court competition as part of the school’s first-year writing course (Basic Legal Skills). After the first-year competition, students may engage in other competitions. Based on their performance in the first-year and/or other Moot Court events, students are chosen to serve on the Moot Court Honor Board. Students have the opportunity to participate in a range of moot court activities such as intramural, local, regional, national and international moot court competitions.

**ORGANIZATIONS**

---

1006 [http://www.law.washington.edu/WLR/about.htm](http://www.law.washington.edu/WLR/about.htm)
1007 [http://www.law.washington.edu/WLR/membership.htm](http://www.law.washington.edu/WLR/membership.htm)
1008 [http://www.law.washington.edu/PacRim/](http://www.law.washington.edu/PacRim/)
Number of firms interviewing on campus most years: 100
Percentage of grads employed at graduation: 73.97
Percentage of grads employed nine months after graduation: 98.97

WHERE THE GRADS GO

- Percent of grads employed by private firms: 51.5
- Percent of grads employed as judicial clerks: 14.4
- Percent of grads employed by the government: 13.6
- Percent of grads employed by a public interest organization: 6.1
- Percent of grads employed by private industry: 7.6
- Percent of grads employed in an academic position: 3.8

1011 http://www.law.washington.edu/Career/services.html (in regard to Fall Interview Program)
1012 http://www.law.washington.edu/Career/Profiles.html for 2003 graduate profile; See also http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_03167.php
1014 National Association for Law Placement, National Directory of Law Schools 2005-2006, 824
Emory University

Mailing Address
1301 Clifton Road
Atlanta, GA 30322

Main Phone
(404) 712-8815

Aidmission's Phone
(404) 727-2970

Registrar's Phone
(404) 727-6832

Career Service's Phone
(404) 727-2970

Web Site Address
www.law.emory.edu

**SOME BRIEF FACTS**

Located just miles from the national business and legal center of Atlanta and within sight of its skyline, Emory University provides a pleasant setting for the pursuit of higher learning. Emory prides itself on “Preparing Students for the Practice of Real World Law.” With a total enrollment of approximately six hundred students representing most states in the Union, many foreign countries, and just more than 100 undergraduate institutions, Emory sees the “study of law [as] a process of continuing intellectual development.”

Emory University School of Law is currently ranked Number 32 on the annual *U.S. News & World Report* list of Tier One law schools. Emory has a world-class and readily accessible faculty and a small, diverse student body. The school has a student-faculty ratio of 14:1, and the entering class of 2004 was comprised of 215 students.

**WHAT IT TAKES TO GET IN**

The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 164
  25th – 75th Percentile: 161 – 165

- Median GPA: 3.43
  25th – 75th Percentile: 3.27 – 3.62

- Approximate number of applications for one recent year: 3,852

- Number accepted for 2004: 1,016

- Percentage accepted for 2004: 26.4

**CLASS RANKING AND GRADES**

Emory Law’s grades are on a modified A+ to F scale with an A+ being a 4.3 and a GPA of 3.216 being the cutoff for the Top-50%. Only the top 10% are provided with individual rank and the other students are divided into percentile ranks.

Emory University School of Law uses a letter grading system, with grades ranging from A+ to F.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on.
CLASS RANK

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>Top-50%</th>
<th>TOP 75%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP*1026</td>
<td>3.609</td>
<td>3.454</td>
<td>3.396</td>
<td>3.265</td>
<td>3.040</td>
<td>2.25</td>
</tr>
</tbody>
</table>

HOW THE BEST ARE SEPARATED FROM THE REST1027

Order of the Coif: Top 10%
With High Honors: 3.80 cumulative GPA 1028
With Honors: 3.45 cumulative GPA 1029
Dean’s List: 3.45 semester GPA (36% of class) 1030

ACADEMIC AWARDS1031

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Association of Women Lawyers</td>
<td>For academic achievement, dignity, integrity, service to the law school community, etc.</td>
</tr>
<tr>
<td>CCH Professor’s Award in Taxation</td>
<td>Outstanding students in taxation and accounting.</td>
</tr>
<tr>
<td>Moffett Litigation Award</td>
<td>Outstanding student in trial preparation and litigation.</td>
</tr>
<tr>
<td>The Order of Barristers</td>
<td>Selected from appellate advocacy program. (10)</td>
</tr>
<tr>
<td>Attorneys’ Title Guaranty Fund, Inc.</td>
<td>Students who have excelled in real estate courses.</td>
</tr>
<tr>
<td>State Bar of Georgia Labor and Employment Law</td>
<td>Superior academic performance in labor and employment law.</td>
</tr>
<tr>
<td>Barbara S. Rudisill Award</td>
<td>For academic achievement, compassion toward fellow students, commitment to success in legal education, and financial need.</td>
</tr>
</tbody>
</table>

STUDENT JOURNALS 1032

The Emory University School of Law publishes three journals: Emory Law Journal, Emory International Law Review, and Bankruptcy Developments Journal. The journals offer membership based on a joint writing competition. The competition is open to all members of the Emory University School of Law who will be embarking on their second year of law school. The same writing sample can be submitted to all three journals for consideration; however, each journal will select candidates based on its own grading and selection process.

1026 * Minimum grade required to attain, based on May 2004 graduating class; National Association for Law Placement, National Directory of Law Schools 2005-2006, 164
1027 % of class receiving; GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2005-2006, 164
1028 http://www.law.emory.edu/academics/degrees-cat.html
1029 http://www.law.emory.edu/academics/degrees-cat.html
1030 % of class receiving; GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2005-2006, 164
1032 http://www.law.emory.edu/students/journals-home.php
• **Emory Law Journal (ELJ)**\(^{1033}\) is student-run and publishes four issues a year with articles concerning “a broad range of legal topics.” Candidates for the Board of ELJ are selected in two ways. The 14 first-year students with the highest grades receive offers to join the Journal.\(^{1034}\) The journal also invites up to 14 more students to join based on an evaluation of their grades and writing.\(^{1035}\) A few may join based solely on their written skills but such offers are discretionary.

• **Emory International Law Review** publishes two issues per year and is dedicated to the scholarly discussion of international law. Candidates are selected on the basis of the writing competition.\(^{1036}\)

• **Emory Bankruptcy Developments Journal** selects candidates on the basis of the writing competition.\(^{1037}\) Student members are responsible for writing notes and editing articles written by respected attorneys in the bankruptcy field. The Journal is published twice a year.

**MOOT COURT**\(^{1038}\)

Moot Court is not required at Emory. Rather the school sets several requirements to participate including a minimum cumulative grade point average of 2.35. In addition, students must either compete in two intra-school competitions or if chosen to be on one of the “Special Teams” may substitute success on the team for the intra-mural requirement.\(^{1039}\)

The Moot Court Society’s 40 members are selected based on a combination of their brief-writing and oral advocacy scores. The top 18 students from the fall round are chosen to be Special Team Members and then compete in interschool competitions nationwide. The remaining 22 candidates are from the spring round. After completing the candidacy requirements, all 40 candidates become eligible to be members of the Moot Court Society.

**CLINICAL PROGRAMS**\(^{1040}\)

Emory offers an extensive and well-supervised field placement program. Its litigation program is especially strong.\(^{1041}\) In addition to its Kessler-Eidson Trial Techniques Program, its in-house clinics include the Turner Environmental Law Clinic, the Barton Child Law and Policy Clinic, and the TI:GER Clinic which allows students to work closely with innovators as they develop and then take to market new technologies.

**STUDENT ORGANIZATIONS**

The Emory University School of Law’s student organizations include the Alternate Dispute Resolution Society, American Bar Association/Law Student Division, Asian American Law Students Association, Black Law Students Association, Christian Legal Society, Democratic Law and Policy Research Group, Emory Federalist Society, Emory Gay and Lesbian Advocates, Emory Public Interest Committee, Emory Student Lawyers Guild, Environmental Law Society, Immigrant Assistance Project, Intellectual Property Society, International Law Society, JD/MBA Society, Hispanic Law Student Association, Legal Association for Women Students, Phi Alpha Delta, Phi Delta Phi, Moot Court Society, Sports and Entertainment Law Society, Student Bar Association and Student Legal Services.

---

\(^{1033}\) [http://www.law.emory.edu/students/elj/index.php](http://www.law.emory.edu/students/elj/index.php); [http://www.law.emory.edu/students/elj/eljcandidates.html](http://www.law.emory.edu/students/elj/eljcandidates.html)

\(^{1034}\) [http://www.law.emory.edu/students/elj/eljcandidates.html](http://www.law.emory.edu/students/elj/eljcandidates.html)

\(^{1035}\) Id.

\(^{1036}\) Id.

\(^{1037}\) Id.

\(^{1038}\) Id.

\(^{1039}\) National Association for Law Placement, National Directory of Law Schools 2005-2006, 164

\(^{1040}\) Id.

\(^{1041}\) National Association for Law Placement, National Directory of Law Schools 2005-2006, 163

\(^{1041}\) [http://www.law.emory.edu/students/moot/goals.php](http://www.law.emory.edu/students/moot/goals.php)


\(^{1041}\) This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
CENTERS AND PROGRAMS

Center for the Interdisciplinary Study of Religion
Southern Juvenile Defender Center
Law & Religion Program
World Law Institute of Emory University
Trial Techniques Program
Tax Resources at Emory
Technological Innovation: Generating Economic Result

Number of firms interviewing on campus most years: 126

Percentage of graduates employed at graduation: 61.7
Percentage of graduates employed nine months after graduation: 95.2

WHERE THE GRADUATES GO

- Percent of graduates employed by private firms: 64
- Percent of graduates employed as judicial clerks: 11
- Percent of graduates employed by the government: 13
- Percent of graduates employed by a public interest organization: 1
- Percent of graduates employed by private industry: 10
- Percent of graduates employed in an academic position: 1

http://www.law.emory.edu/cms/site/index.php?id=32

Correspondence dated January 8, 2003, from Sue McAvoy, Emory University Office of Career Services, to A. Harrison Barnes of BCG Attorney Search

Some Brief Facts
The law building of the University of California at Davis is aptly named after the late Dr. Martin Luther King Jr., in recognition of his efforts to bring social and political justice to poor and disadvantaged groups. Located just 15 miles west of Sacramento, Davis boasts the second-highest per capita education level of any city in the nation, where residents are active in political, artistic, and community causes. The city is known for its controlled growth, environmental awareness, energy conservation, and excellent outdoor recreational activities. And if that weren’t enough, regional travel opportunities abound; San Francisco, Napa, and Lake Tahoe are all within reasonable driving distance.

The UC Davis School of Law is currently ranked Number 32 on the annual *U.S. News & World Report* list of Tier One law schools. This small school attracts a well-rounded, talented, and diverse student population in part due to its nationally recognized and exceptional teaching faculty. The small entering class size of 194 students and student-faculty ratio of 14.3:1 create a cozy atmosphere in which to study the law.

What It Takes To Get In
The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 164
- Median GPA: 3.64
- 25th – 75th Percentile: 162 - 166
- 25th – 75th Percentile: 3.46 - 3.77
- Approximate number of applications for 2004: 4,339
- Number accepted during 2004: 825
- Percentage accepted during 2004: 18.6

Class Ranking and Grades
UC Davis uses a standard 4-point grading system, modified to include grades from A+ to F. Fully 75% of the students have a graduating GPA of B- or above, with 50% having GPA’s of B or above.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>
CLASS RANK

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>Top-50%</th>
<th>TOP 75%</th>
<th>MIN GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP*</td>
<td>B+</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B-</td>
<td>C (2.0)</td>
</tr>
</tbody>
</table>

GRADE NORMALIZATION (CURVE)

For first year sectioned classes (excluding legal research and writing courses) professors issue grades so that 20% of a class receives an A- or better; 60% receives a B+, B, or B-; and the remaining 20% receives a C+ or lower.

Student surveys indicated that about 5% to 10% of the grades in a class are in the A range; the average GPA tends to be around 2.7 (B-). A strict curve is in place for the first-year courses and for large second- and third-year courses.1058

HOW THE BEST ARE SEPARATED FROM THE REST1059

Order of the Coif: Top 10%

ACADEMIC AWARDS1060

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Law Medal</td>
<td>Graduating senior with most distinguished academic record after fifth semester.</td>
</tr>
<tr>
<td>Patrick Hopkins Law Prize</td>
<td>Outstanding contributor to UC Davis Law Review. Each student in top 10% with matching qualifiers.</td>
</tr>
<tr>
<td>Witkin Award for Academic Excellence</td>
<td>Top grade in class.</td>
</tr>
<tr>
<td>Order of the Barristers</td>
<td>Based on the number of students annually participating in moot court &amp; mock trial programs. Recognizes graduating students who excel (10).</td>
</tr>
</tbody>
</table>

STUDENT JOURNALS1061

The Law School at U.C. Davis hosts five academic publications; membership is garnered solely on the basis of an applicant’s performance in the writing competition.1062

- *Journal of Juvenile Law and Policy*1063 is a biannual publication that addresses the unique concerns of children in the American legal system. Initially a product of the creativity and activism of a small group of students called the Advocates for the Rights of Children (ARC), the Journal has evolved into a vigorous organization committed to providing practical information regarding current juvenile, family, and educational law issues.

- *Business Law Journal*1064 is the first business law journal in the nation to electronically publish articles written by professionals, academics, and law students using a more concise journalistic style. At this time, BizLawJournal.com offers industry news, reviews of popular business books, useful business law links, a monthly newsletter, and a networking board that allows users to share professional connections and career advice.

1057 * Minimum grade required to attain, based on May 2001 graduating class; National Association for Law Placement, National Directory of Law Schools 2002-2003, 422
1058 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
1061 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
1064 http://blj.ucdavis.edu/
• **Journal of International Law & Policy** is a biannual journal produced by King Hall students with an interest in international law. The Journal of International Law and Policy seeks to promote the study of international law and policy through the academic analysis of timely, controversial, and important international issues. Its submissions primarily come from international law scholars and attorneys, but it sometimes publishes works of philosophers, economists, political and social scientists, and others as well. The Journal’s subscribers include nearly every major law library and many university libraries in the country. Its full text is available in many online databases, including Lexis and Westlaw. The Journal hosts annual symposia on current issues of international significance. Recent symposia have dealt with the following topics: International Criminal Courts, Borders, Trade and Migration, Law and Religion.

• **Environs** is a biannual environmental law and policy journal which supports an open forum for the discussion of current environmental issues. Articles explore environmental issues, particularly those pertaining to the state of California.

• **UC Davis Law Review** publishes four issues annually. Three issues contain scholarly works by professionals and students in the traditional law review format. One issue is a symposium that deals in depth with a selected topic of interest to legal scholars and practicing lawyers. At King Hall, any second-year student may become a Law Review member after successfully completing a competition packet. Acceptance to Law Review is determined by the quality of the work submitted, not by GPA or faculty appointments as in most schools. To become an editor, a student must write a student note or comment of editorship quality, complete twenty-eight office hours per semester, and complete cite-checking assignments.

**MOOT COURT**

King Hall attempts to provide its students with an education that has a unique balance of theory and practice. Virtually every student who graduates from King Hall participates in one or more of the school’s trial and appellate advocacy programs. These programs include appellate advocacy, the various moot court competitions, the trial practice classes and the trial practice competition. Such programs are not only important to a student’s legal education, but showcase the academic excellence of the UC Davis School of Law, contributing to the school’s national reputation and the value of the degrees it confers. The moot court competition, more commonly referred to at UC Davis as “Appellate Advocacy,” is a year-long student-run program offered to second-year and third-year law students, it is not a required part of the first year curriculum and is an elective activity for upper-class students.

**CLINICAL PROGRAMS**

UC Davis’ law faculty provides for the following in-house clinics:

• Family Protection and Legal Assistance Clinic is the newest addition and is funded by a grant from the Domestic Violence Victims’ Civil Legal Assistance Grant Program, the Clinic is the only California program to receive one of the fifty-four grants awarded by the Department of Justice. Established in collaboration with the pre-existing Sexual Assault and Domestic Violence Center it is the model domestic violence court program created by Judge Donna Petre. Students represent domestic violence victims who would not otherwise be able to afford an attorney. Emphasizing the importance and added effectiveness of addressing a complex problem from different perspectives, the program contains three components: student education, direct client representation, and community education.
• **Prison Law Clinic** allows students to use their legal skills to assist prisoners with problems related to incarceration in state prison. Students advocate on their clients’ behalf with officials at the institution where the prisoner is housed, as well as by filing formal grievances with the California Department of Corrections. While the skills learned in the Prison Law Clinic would be of value to any law student, the Clinic is probably of most interest to students who wish to learn the art of negotiating and the intricacies of administrative law. The Prison Law Clinic has seen a significant increase in a number of cases where inmates require assistance from Clinic students in order to obtain medical care. Students have recently advocated for a prisoner’s right to obtain a diagnosis from a physician based on a physical examination, and students maintained contact to ensure that the prisoner actually received the medical treatment ordered by the treating physician.

• Students also assist inmates by providing them with accurate legal information and analysis necessary for the inmate to effectively advocate on his or her own behalf. Students have obtained transfers to remove prisoners from places where they were in immediate, identifiable danger to places of relative safety, a problem more prevalent as prisons grow increasingly overcrowded. Those transfers have enabled weaker prisoners to escape stronger prisoners, non-violent prisoners to get away from gang members, and mentally retarded prisoners to escape more sophisticated predatory individuals.

• **Immigration Law Clinic** was established in 1981 and the year-round Clinic provides community education and free legal services to low income immigrants who may face one or more of the following problems: Deportation without possibility of cancellation (DWOC), deportation, exclusion upon return, ineligibility for immigration benefits, aggravated felonies, divisible statutes and record of conviction, controlled substances, crimes of moral turpitude, crimes against persons or property, property crimes, crimes against the government, public safety or morals, firearms offenses, state remedies, writs of coram nobis, writs of habeas corpus, immigration remedies, cancellation of removal, waivers, voluntary departure, and withholding of removal.

• **Civil Rights Clinic** is a litigation clinic in which students advocate for the civil rights of prisoners and other indigents. Most clients come to the Clinic by way of judicial referrals after the clients file their claims pro se. Cases have included claims of denial of medical or dental care, correctional officer misconduct, denial of freedom of religion, violation of due process, excessive force, and false imprisonment. Students may do client intakes, meet with clients, draft interrogatories, conference with federal judges and opposing counsel, take depositions, draft and file pleadings, interview witnesses, and research legal issues.

**EXTERNSHIPS**

UC Davis law students also gain practical experience in criminal law by working in county, state and federal offices. Students working for county district attorney’s and public defender’s offices are placed in Sacramento, Yolo, San Francisco, Alameda, Santa Clara, Solano, and Stanislaus counties. Other students are placed with the Office of the State Public Defender or with the Special Assistant Attorney General. Students engage in factual investigation, interviewing, counseling, negotiating, motion practice and trials under State Bar rules.

• **Environmental Law Externship** gives students the opportunity to come face-to-face with the tough issues related to environmental problems like water rights, hazardous waste, jurisdictional questions, superfund cleanup, land use planning, flood control, water rights, and landfills. Recently students have worked with a variety of state and federal laws, including the Endangered Species Act, the Williamson Act, the Fifth Amendment, the California Environmental Quality Act, and the California Fish and Game Code.
• **Employment Law Externship** provides students interested in employment discrimination the opportunity to work for California’s Department of Fair Employment and Housing or the San Francisco Regional Office of the Equal Employment Opportunity Commission. Those generally interested in employment law also have the opportunity to work for private firms representing plaintiffs and/or defendants. The majority of students in this externship work at the Department of Fair Employment and Housing in Sacramento. The Department attorneys litigate before the Fair Employment and Housing Commission and in the local Superior Courts. Students review files, draft complaints and prepare for hearings and witness interviews. Students interested in labor law may work at the Department of Personnel Administration, California’s Public Employment Relations Board, the California State Employees Association, or the California Correctional Peace Officers Association. There are further opportunities to work for law firms that represent labor or management.

• **Tax Law Clinic** allows students to work for the District Counsel’s office of the Internal Revenue Service or Franchise Tax Board on substantive and procedural taxation issues. Students learn a great deal about tax court litigation, collection practice, and bankruptcy practice. Students are given a case file and work up the case from start to finish. They investigate factual issues and may even meet with the taxpayer. Those who work for the IRS advise auditors on audit issues and are involved in collections and litigation. Those who work at the Franchise Tax Board may experience a much broader range of issues, and they have the opportunity to assess the litigation strengths of their cases and argue before the Board of Equalization.

• **Judicial Externship** remains one of the most popular externships. Students work as a part of the staff in state and federal courtrooms and gain the valuable experience of viewing the judicial process from the judge’s point of view. They may also work at the State Supreme Court, the Ninth Circuit Court of Appeals, the U.S. District Court, the U.S. Bankruptcy Court, the State Court of Appeal, and state trial courts. While students’ day-to-day assignments may vary somewhat depending on the court, the judge, and the judge’s calendar, a typical judicial externship may involve researching legal issues, evaluating legal arguments, writing judicial memoranda, drafting opinions and orders, and observing trials and law and motion.

• **Legislative Law Externship** is an effective way for law students to learn legislative law partly because it is a twenty-minute drive from the California State Legislature and therefore in the perfect location for students who wish to pursue an interest in the legislative branch of government. Students may work as staffers to legislators or legislative committees or with one of Sacramento’s many lobbying organizations. Students also seek out positions that correlate with their pre-law school experience or unique interests. For example, students with previous careers in teaching or law enforcement might seek out a placement with the Senate Education or Public Safety Committees. Someone with an interest in environmental issues may opt for work with the Natural Resources and Wildlife Committee.

• **Public Interest Externship** has expansive placements which range from government agencies, such as the U.S. Attorneys Office, to nonprofit law firms and legal aid offices, like Legal Services of Northern California, California Rural Legal Assistance, Sacramento Child Advocates, and Equal Rights Advocates. Students are involved in direct legal services, community education, litigation, mediation, and lobbying. Students may choose to work with legal aid offices or nonprofit law firms that handle cases such as welfare rights, landlord-tenant issues, CalOSHA regulations, sexual harassment, or the Family Medical Leave Act. Those placed with the U.S. Attorney’s Office may work on issues on behalf of the federal government, including flood damage, tax summons enforcement cases, jurisdictional questions, federal tort claims, and employment discrimination.
STUDENT ORGANIZATIONS


Number of firms interviewing on campus most years: 200+

Percentage of graduates employed at graduation: 77.8
Percentage of graduates employed nine months after graduation: 94.5

Where the Graduates Go:

- Percent of graduates employed by private firms: 55
- Percent of graduates employed as judicial clerks: 5
- Percent of graduates employed by the government: 14
- Percent of graduates employed by a public interest organization: 8
- Percent of graduates employed by private industry: 6
- Percent of graduates employed in an academic position: 0

*Student survey participants felt the statistics seemed accurate, and a great majority of the graduating class finds employment in the private sector.*

1072 http://www.law.ucdavis.edu/student_index.asp
1074 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03017.php (listing 12% unknown)
1075 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
SOME BRIEF FACTS
The University of Wisconsin Law School is genuinely a national law school. Its central location and situation at one of the world’s leading research universities attracts students from coast to coast and beyond. The beautiful and affordable city of Madison, with a population of more than 200,000, is consistently named one of the top five cities in the nation for quality of life.1076

The University of Wisconsin Law School is currently ranked Number 32 on the annual U.S. News & World Report list of Tier One law schools. The school’s “law-in-action” approach, transcending the traditional ideological approach, to teaching and learning the law encourages students to embrace the far-reaching and practical implications of a legal education.

The school takes pride in its long-standing commitment to diversity.1077 Students of color comprise more than 25 percent of the student body. But what may be even more telling is the fact that the school’s faculty also reflects diversity in race, sexual orientation, religion, and national origin.1078

The University of Wisconsin’s School of Law enrolled 2741079 students in its fall 2004 entering class, and it has a student-faculty ratio of 12.5:1.1080

WHAT IT TAKES TO GET IN
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 1601081
  25th – 75th Percentile: 155 – 1631082
- Median GPA: 3.381083
  25th – 75th Percentile: 3.15 – 3.641084
- Approximate number of applications for one recent year: 3,4111085
- Number accepted during one recent sample year: 7471086
- Percentage accepted during one recent sample year: 21.91087

GRADIES AND RANKING1088
The University of Wisconsin Law School uses a grading scale that ranges from 65 to 95. The first-year law school courses are curved to 82.5-84 and the upper level courses follow a more liberal curve at 81.5-85. Although the University does not formally rank students, it does provide a table for employers. The top 10% of the class usually has a GPA of around 80 or higher.1089
GRADE NORMALIZATION (CURVE)

The Law School grading system awards a number between 65 at the low end and 95 at the high end. For any class with more than 30 students, including first-year classes, apply a curve. The curve does, however, vary for first-year classes and other classes with first-year classes apply a curve range of 82.5 – 84, and upper level classes between 81.5 and 85. While some seminars and classes with fewer students may be letter graded, these grades are not factored into the student’s GPA. The following table is provided for employers by the University to show equivalents to a letter grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>95-87</th>
<th>86-85</th>
<th>84-83</th>
<th>82-80</th>
<th>79-77</th>
<th>76-70</th>
<th>69-65</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>AB</td>
<td>B</td>
<td>BC</td>
<td>C</td>
<td>D</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

CLASS RANK

PERCENTILE | TOP 10% | TOP 25% | TOP 33% | Top-50% | TOP 75% | MIN GRADE | REQ FOR GRAD |
-----------|---------|---------|---------|---------|---------|-----------|--------------|
NALP       | 87.5    | 86.0    | 85      | 84.2    | 82.0    | 77.0      |              |

The University of Wisconsin does not rank the law students unless they are third-year students in the top ten of their class in which case they are given their rank to aid in applying to judicial clerkships. The school provides the following Class Standing Table for use by employers to evaluate the relative position of a student within the class.

<table>
<thead>
<tr>
<th>0-17 Credits</th>
<th>18-30 Credits</th>
<th>31-45 Credits</th>
<th>46-60 Credits</th>
<th>61-79 Credits</th>
<th>80 + Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top</td>
<td>93.0</td>
<td>92.0</td>
<td>92.0</td>
<td>91.8</td>
<td>91.8</td>
</tr>
<tr>
<td>5%</td>
<td>88.5</td>
<td>88.2</td>
<td>88.1</td>
<td>87.7</td>
<td>88.0</td>
</tr>
<tr>
<td>10%</td>
<td>87.3</td>
<td>87.2</td>
<td>87.1</td>
<td>86.9</td>
<td>87.1</td>
</tr>
<tr>
<td>15%</td>
<td>86.8</td>
<td>86.4</td>
<td>86.4</td>
<td>86.5</td>
<td>86.7</td>
</tr>
<tr>
<td>20%</td>
<td>86.3</td>
<td>85.9</td>
<td>85.9</td>
<td>86.1</td>
<td>86.3</td>
</tr>
<tr>
<td>25%</td>
<td>85.8</td>
<td>85.5</td>
<td>85.6</td>
<td>85.6</td>
<td>85.9</td>
</tr>
<tr>
<td>30%</td>
<td>85.3</td>
<td>85.1</td>
<td>85.3</td>
<td>85.3</td>
<td>85.5</td>
</tr>
<tr>
<td>35%</td>
<td>84.8</td>
<td>84.7</td>
<td>84.9</td>
<td>84.8</td>
<td>85.1</td>
</tr>
<tr>
<td>40%</td>
<td>84.3</td>
<td>84.3</td>
<td>84.6</td>
<td>84.5</td>
<td>84.7</td>
</tr>
<tr>
<td>45%</td>
<td>84.0</td>
<td>83.9</td>
<td>84.2</td>
<td>84.2</td>
<td>84.4</td>
</tr>
<tr>
<td>50%</td>
<td>83.5</td>
<td>83.6</td>
<td>83.9</td>
<td>83.9</td>
<td>84.1</td>
</tr>
<tr>
<td>55%</td>
<td>83.3</td>
<td>83.3</td>
<td>83.6</td>
<td>83.6</td>
<td>83.8</td>
</tr>
<tr>
<td>60%</td>
<td>82.8</td>
<td>82.9</td>
<td>83.3</td>
<td>83.3</td>
<td>83.5</td>
</tr>
<tr>
<td>65%</td>
<td>82.3</td>
<td>82.5</td>
<td>83.0</td>
<td>82.9</td>
<td>83.2</td>
</tr>
<tr>
<td>70%</td>
<td>82.0</td>
<td>82.2</td>
<td>82.6</td>
<td>82.5</td>
<td>82.8</td>
</tr>
<tr>
<td>75%</td>
<td>81.6</td>
<td>81.7</td>
<td>82.1</td>
<td>81.9</td>
<td>82.3</td>
</tr>
</tbody>
</table>

1090 http://www.law.wisc.edu/career/infoemployers.htm#students
1091 Minimum grade required to attain, based on May 2004 graduating class; National Association for Law Placement, National Directory of Law Schools 2005-2006, 829
1092 http://www.law.wisc.edu/rtf/rtf4.htm#Toc77719147
1093 http://www.law.wisc.edu/career/gradesystem.htm
The Best are Separated From the Rest

<table>
<thead>
<tr>
<th>Percentage</th>
<th>GPA 80%</th>
<th>GPA 85%</th>
<th>GPA 90%</th>
<th>GPA 95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>81.0</td>
<td>80.5</td>
<td>79.9</td>
<td>78.5</td>
</tr>
<tr>
<td>85%</td>
<td>81.2</td>
<td>81.0</td>
<td>80.2</td>
<td>78.6</td>
</tr>
<tr>
<td>90%</td>
<td>81.6</td>
<td>80.8</td>
<td>79.9</td>
<td>78.7</td>
</tr>
<tr>
<td>95%</td>
<td>81.3</td>
<td>81.4</td>
<td>80.9</td>
<td>78.5</td>
</tr>
</tbody>
</table>

**How the Best Are Separated From the Rest**

Order of the Coif: Top 10%
- *Summa cum laude*: GPA of 90+
- *Magna cum laude*: GPA of 87.5+
- *Cum laude*: GPA of 85.5+
- Dean’s Honor List: GPA of 85 on 14 new credits

**Academic Awards**

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Excellence Award</td>
<td>Student who receives the highest grade in any numerically graded class.</td>
</tr>
<tr>
<td>Abe Sigman Award</td>
<td>Scholarship, character, and contributions to the Law School</td>
</tr>
<tr>
<td>American Academy of Matrimonial Lawyers Award</td>
<td>Dedication to Family Law</td>
</tr>
<tr>
<td>Andre M. Saltoun Award</td>
<td>Special Contributions to <em>Wisconsin Law Review</em></td>
</tr>
<tr>
<td>Mary Kelly Quackenbush Memorial Award</td>
<td>Outstanding student articles in <em>Wisconsin International Law Journal</em></td>
</tr>
<tr>
<td>Mathys Memorial Award</td>
<td>Appellate Advocacy</td>
</tr>
<tr>
<td>State Bar of Wisconsin Environmental Law Essay Price</td>
<td>Best essay on environmental top</td>
</tr>
<tr>
<td>Ford Motor Company Leadership Award</td>
<td>Outstanding student leadership and dedication to promoting respect for all people</td>
</tr>
</tbody>
</table>

**Student Journals**

- **Wisconsin Law Review** has six issues a year and with many articles focused on addressing legal issues of importance to the state of Wisconsin. Students edit all review’s articles which also may cover national and international matters as well as including student-written pieces. Membership is determined through a writing competition administered after the first-year is complete.

- **The Wisconsin International Law Journal** carries articles by academics, professionals, and law students. Since its inception in 1982, student members have been responsible for publishing the journal including editing the journal’s articles running an annual conference addressing current issues in international law. All membership is based on demonstrated writing skills.

- **Wisconsin Women's Law Journal**, admits all students who pass a writing test. The journal “combines the University of Wisconsin’s ‘law in action’ tradition with the interdisciplinary nature of women’s studies.” Entirely student-run, the journal seeks articles covering a range of legal disciplines “including corporate, environmental, and criminal law issues, as well as family law.”

---

1094 http://www.law.wisc.edu/rtf/rtf9.htm#_Toc77739243; % of class receiving; GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2005-2006, 829
1095 http://www.law.wisc.edu/rtf/rtf9.htm#_Toc77739231; Email correspondence dated January 2, 2003, from Jane Heymann of the University of Wisconsin Career Services Office to A. Harrison Barnes of BCG Attorney Search
MOOT COURT

Though it is not required, first- and second-year students may compete to join moot court. It is one of the most competitive activities offered by the school and membership is selective. Students in the program then vote to elect Board members. The program develops specific teams such as “Administrative Law, Chicago Bar, Corporate Law, Criminal Procedure, Evidence, Medical Legal Ethics, Jessup International, Pace, Product Liability, Thomas Tang, and Vanderbilt.”

CLINICAL PROGRAMS

The University of Wisconsin Law School offers the following clinical programs: Legal Assistance to Institutionalized Persons (LAIP), Innocence Project, Family Law Project, Criminal Appeals Project, Restorative Justice Project, Economic Justice Clinic (Consumer Law Clinic & Neighborhood Law Project), Prosecution Project, Public Defender Project, Center for Patient Partnerships and the Legal Defense Program. In addition to the clinics, the school also offers internships and externships that are similar to the clinics, which include: Judicial Internship Program, Labor Law Externship, Department of Justice Clinical Externship Program, Criminal Appellate Practice Externship, Domestic Violence Externship, Externship in Rural America, Thurgood Marshall Externship, and the Wisconsin Coalition for Advocacy. Students consider the clinical program to be one of the strongest programs the school has to offer. Clinical programs involving criminal law are particularly sought after, as criminal law is one of the school’s leading fields.

STUDENT ORGANIZATIONS


1098 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
1100 http://www.law.wisc.edu/clinics/clinicaleducationskillstraining.htm
1101 Email correspondence from Carolyn Lazar Butler, Assistant Dean, University of Wisconsin Law School, to BCG Attorney Search
1102 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
1103 http://students.law.wisc.edu/orgs.htm
CENTERS AND PROGRAMS

- Continuing Legal Education and Outreach
- East Asian Legal Studies Center
- Frank J. Remington Center
- Great Lakes Indian Law Center
- Institute for Legal Studies
- Resource Center on Impaired Driving
- Lawyering Skills Program
- Communication and Advocacy Program
- Center for Patient Partnerships

Number of firms interviewing on campus most years, on average: 110

Percentage of graduates employed at graduation: 77.2
Percentage of graduates employed nine months after graduation: 97.4

WHERE THE GRADUATES GO

- Percent of graduates employed by private firms: 65.4
- Percent of graduates employed as judicial clerks: 8.3
- Percent of graduates employed by the government: 14.3
- Percent of graduates employed by a public interest organization: 1.8
- Percent of graduates employed by private industry: 9.2
- Percent of graduates employed in an academic position: 1

1104 Email correspondence dated January 2, 2003, from Jane Heymann of the University of Wisconsin Career Services Office to A. Harrison Barnes of BCG Attorney Search
1107 http://www.law.wisc.edu/career/salary.htm
1108 http://www.law.wisc.edu/career/salary.htm
SOME BRIEF FACTS
Although it has only been around for 26 years, the J. Reuben Clark Law School at Brigham Young University (BYU) has established itself as a top-tier school with an impressive curriculum, externship program, and alumni with far-reaching accomplishments.

BYU is currently ranked Number 35 on the annual *U.S. News & World Report* list of Tier One law schools. The fairly young school boasts an award-winning moot court team, claims nine graduates who have become clerks to the U.S. Supreme Court, and has an enviable placement record throughout the country and in all branches of the legal profession. Its students have gone on to demonstrate a strong commitment to serving communities.\footnote{http://www.law2.byu.edu/Services/letter_from_dean_hansen.htm}

With an average enrollment of about 150\footnote{http://www.law2.byu.edu/Admissions/} students, the school offers personal, individualized instruction; in fact, the majority of classes are taught in sections of 20 or fewer and the school has a student-faculty ratio of 16:1 that provides opportunities for personal interactions, and many students find mentors and friends among their teachers. The University’s main campus and its some 30,000 students create an abundance of athletic, cultural, and social opportunities.\footnote{http://www.law2.byu.edu/law_school/prospective_students/general_info.htm} Dance, theatre, music, art exhibits, and museums are all available on campus. Surrounded by the majestic Rocky Mountains, BYU offers intensive learning in a stimulating setting—nurturing the mind, body, and spirit is central to the mission of the school.\footnote{http://www.law2.byu.edu/Admissions/degree_requirements.htm#Graduation}

WHAT IT TAKES TO GET IN
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 164
- Median GPA: 3.71
  25th – 75th Percentile: 3.53 - 3.85\footnote{http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_03156.php}
- Number of applications for the incoming class of 2004: 952\footnote{Id.}
- Number accepted during 2004: 247\footnote{http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_03156.php}
- Percentage accepted during 2004: 25.9

CLASS RANKING AND GRADES\footnote{National Association for Law Placement, National Directory of Law Schools 2005-2006, 67}
BYU Law School bases most of its grades on a single final examination, unless the class in question is a seminar, problem-solving, or clinical course.\footnote{http://www.law2.byu.edu/Admissions/degree_requirements.htm#Graduation}
The school adheres to strict medians. All first-year courses use a 3.1 median except Advocacy 1 and 2 where the median is 3.3. Second- and third-year courses have a 3.2 and absent special circumstances such as seminars or an unusually strong or poor class, professors may only deviate from that grade by plus or minus 0.2 of a point.1119

ACADEMIC STANDARDS FOR GRADUATION1120
Superior 3.7 – 4.0
Excellent 3.4 – 3.6
High Pass 3.0 – 3.3*
Pass 2.7 **– 2.9
Low Pass 2.2 – 2.6
Failing 1.6 – 2.1

Class ranking and cumulative grade point average is available to students after each semester but the school only discloses ranking in 10% increments up to the Top-50%, leaving the rest as bottom 50%.1121

* Brigham Young publishes the annual GPA required to make the top 33% of the class. This GPA ranges from 3.33-3.38, depending on the year.
**Students who fail to maintain a grade point average of 2.7 at the end of the second, fourth, and sixth semesters at the Law School may be terminated from the school.

HOW THE BEST ARE SEPARATED FROM THE REST1122
Order of the Coif: Top 10%
Summa cum laude: Top 2%
Magna cum laude: 3.55-3.79
Cum laude: 3.35-3.54

ACADEMIC AWARDS1123

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order of the Barristers</td>
<td>For moot court participation.</td>
</tr>
<tr>
<td>John S. Welch Award</td>
<td>Winners (10) of the co-curricular writing competition.</td>
</tr>
<tr>
<td>A.H. Christensen Award</td>
<td>Oral Advocacy selected by committee.</td>
</tr>
<tr>
<td>Hugh B. Brown Award</td>
<td>Class presentation and performance.</td>
</tr>
<tr>
<td>Achievement and Service Award</td>
<td>Variety of criteria.</td>
</tr>
<tr>
<td>CodeCo Award</td>
<td>For superior writing skills.</td>
</tr>
<tr>
<td>Women Lawyers of Utah</td>
<td>Advancement of women in society.</td>
</tr>
<tr>
<td>National Association of Women Lawyers</td>
<td>Advancement of women in society.</td>
</tr>
<tr>
<td>Utah Bar Foundation</td>
<td>High standards of professional responsibility.</td>
</tr>
<tr>
<td>BYU Research and Writing Award</td>
<td>For outstanding papers.</td>
</tr>
<tr>
<td>J. Reuben Clark Award</td>
<td>For academic excellence, integrity and service.</td>
</tr>
<tr>
<td>High Grade Awards</td>
<td>For excellence in law school.</td>
</tr>
<tr>
<td>Little Brown Award</td>
<td>For academic excellence.</td>
</tr>
<tr>
<td>Scholarly Writing Awards</td>
<td>For superior written work.</td>
</tr>
<tr>
<td>Bureau of National Affairs</td>
<td>For scholastic progress.</td>
</tr>
<tr>
<td>West Publishing Award</td>
<td>For outstanding scholastic achievement.</td>
</tr>
<tr>
<td>Foundation Press Award</td>
<td>For excellence in constitutional law.</td>
</tr>
<tr>
<td>Research Institute of America</td>
<td>For interest and ability in tax law.</td>
</tr>
</tbody>
</table>

1119 http://www.law2.byu.edu/NewStudent/policies.pdf
1120 http://www.law2.byu.edu/Admissions/degree_requirements.htm
1121 http://www.law2.byu.edu/NewStudent/policies.pdf
1122 http://www.law2.byu.edu/NewStudent/policies.pdf, pg. 50; Percentage of class receiving; GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2005-2006, 67.
STUDENT JOURNALS

All members of the journals and reviews at BYU are selected on a combined basis of grades and writing.

- **Law Review** is a quarterly publication and the selection criterion is stringent. In order to be selected, a student must be in the top 10% of the first year class and place in the top 60% of the writing competition. Second-year law students who remain in the top 10% of their class may also join the Law Review for the following year and need not participate in the write-on competition. The Law Review publishes a broad spectrum of scholarly writings by professionals and BYU law students.

- **Journal of Public Law** is a scholarly publication that focuses on issues in public law, relations between governments and citizens, governmental interaction, and societal implications. Selection is based on a writing competition and class ranking; all those who comprise the top 20% of the first year class may participate. Transfer students may not use their ranking from their former school and are required to participate in the writing competition or to submit a substantial writing sample in order to gain admission.

- **Education & Law Journal** is published biannually and holds the distinction of being the only student-led publication in the nation dedicated to education law. The journal publishes articles submitted by legal scholars, practitioners, and educators. ELJ publishes notes written by BYU law students and those from students affiliated with other institutions.

- **International Law & Management Review** is an interdisciplinary journal that publishes articles on an array of management issues and international law. Students and faculty from both the law school and Marriott School of Management run the Review.

Moot Court

All students are required to write an appellate brief and give an oral argument as part of the first year curriculum. Moot court membership for second and third year students is by invitation only and is based on performance in the first year competition. Fall competitions determine composition of the law school’s National Moot Court teams which travel the country competing. Recent BYU Moot Court teams include a civil rights team, Native American law team, family law team and an intellectual property team. All Moot Court members may participate in the administration, editing, and judging of the first-year competition.

CLINICAL PROGRAMS

BYU offers clinical programs in the following areas: Civil Trial Practice, Criminal Trial Practice, Courthouse Assistance Domestic Relations Project, Volunteer Immigration Project, Elder Law Project, Domestic Violence Pro Bono Project, Tuesday Night Bar and Child Advocacy.

STUDENT ORGANIZATIONS


PROGRAMS AND CENTERS

American Society of Comparative Law
International Center for Law and Religion Studies at BYU
Foreign and International Law Directory
International Society of Family Law
Marriage and Family Law Research Grant
BYU Law School/Bar Pro Bono Partnership
Society of Biblical Literature - Biblical Law
Symposium on the ALI’s Family Dissolution Principles
The Community Lawyer
World Family Policy Center
Academic Success Program

Number of firms interviewing on campus most years: 100+

Percentage of 2004 graduates employed at graduation: 84
Percentage employed nine months after graduation: 94.3

WHERE THE GRADUATES GO

- Percent of graduates employed by private firms: 58.7
- Percent of graduates employed as judicial clerks: 14.7
- Percent of graduates employed by the government: 11.3
- Percent of graduates employed by a public interest organization: .7
- Percent of graduates employed by private industry and business: 12.0
- Percent of graduates employed in an academic position: 2.7

1131 http://www.law2.byu.edu/Organizations/index.htm
1132 http://www.law2.byu.edu/Career_Services/salary.pdf
1133 Id. Includes part-time employment
1134 Id.
Some brief facts

Indiana University’s campus has been designated as one of the five most beautiful in the country and the *New York Times* has listed Bloomington as one of the nation’s top-ten college towns. Bloomington lives up to its motto “close to everything—nearly perfect,” of course, this depends on your definition of “everything.” Indianapolis, Chicago, Cincinnati, St. Louis, and Louisville are all within reasonable driving distance. Indiana offers a number of outdoor recreational opportunities, and devoted fans of music and basketball will not be disappointed.

Since its founding over 150 years ago, the Indiana University School of Law-Bloomington has prepared students from all across the country and around the world for careers as lawyers in private practice, government, and business, and in academic fields. The Indiana School of Law focuses on providing students with a solid foundation of excellence in the critical skills of reading, listening, reasoning, writing, and speaking with precision, accuracy and persuasive power.

The Indiana University School of Law is currently Number 36 on the annual *U.S. News & World Report* list of Tier One law schools and it offers a number of important specialty areas including some of the nation’s leading programs in environmental, communications and information, global and international law, a strong clinical program, several joint-degree programs, and opportunities for study abroad. The School of Law has an approximate entering class size of 200 students and a student-faculty ratio of 14:1.

What it takes to get in

The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 163
- 25th – 75th Percentile: 158 - 164
- Median GPA: 3.47
- 25th – 75th Percentile: 2.97 - 3.74
- Approximate number of applications for one recent year: 2,724
- Number accepted during one recent sample year: 952
- Percentage accepted during one recent sample year: 34.9
CLASS RANKING AND GRADES

Indiana Law adheres to a standard 4.0 grading scale. Generally, the 50th percentile mark falls around a GPA average of 3.15.

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Class rank PERCENTILE TOP 10% TOP 25% TOP 33% Top-50% TOP 75% MIN GRADE REQ FOR GRAD

| NALP | 3.46 | 3.31 | 3.25 | 3.15 | N/A | 2.3 |

* According to student surveys, Indiana University professors adhere to a strict curve with 3.0 set as the median. The only classes where 3.0 is not the required median are seminars, which some students claim can have medians of up to 3.5. Most students feel that grade inflation does not exist at all.

HOW THE BEST ARE SEPARATED FROM THE REST

Order of the Coif: Top 10% (20 students)
Summa cum laude: 2 students
Magna cum laude: 20 students
Cum laude: 60 students
Dean’s List: 180 students

ACADEMIC AWARDS

Name of Award | Recipient
---|---
Highest Grade Award | Student with highest grade in all classes with more than 10 students.
Scribes Awards | Top first-years in Legal Writing sections.
Merit Scholarships | Merit-based.
Order of the Barristers | Excellence in advocacy.
CALI Excellence for the Future | Top grade in class; faculty choice.
Sig Beck Award | Writing award given to one second-year and one third-year based on an essay contest regarding commercial law.
West Publisher’s Award | Top GPA in each class.
Vice President Scholar | Top second-year student.
JUMP Scholars | For academic achievement.
Moot Court Awards | Merit-based.
John Edwards University Fellowship | Top Indiana University student.
Chancellor’s scholarships | Top merit.

This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

Id.
Student surveys indicated that the nationally recognized Order of the Coif award is the most prestigious and coveted award at the Law School.\textsuperscript{1155}

\textbf{STUDENT JOURNALS}\textsuperscript{1156}

Law Students have the chance to serve on one of the school’s three journals. Students can either grade on or write on to all three of the journals, with different criteria for each one. Student surveys indicated that the \textit{Indiana Law Journal} is the most competitive and most prestigious with the \textit{Communications Law Journal} second, and the \textit{International Law Journal} was said to be the least reputed.\textsuperscript{1157} All three journals have a note writing competition during second year as well.\textsuperscript{1158}

- \textbf{Indiana Law Journal}\textsuperscript{1159} is published quarterly and is one of the nation’s oldest public university law reviews. The top 10\% of the class (approximately 20 people) can automatically grade on, as long as it is their journal of choice. Additionally, students who have exceptional writing ability but are not in the top 10\% may be asked to join based on their writing and Blue Book skills. Those students who write on do not have their grades factored in at all. However because of the automatic extension of membership to all those in the top 10\%, the write-on spots are rare and highly competitive.

- \textbf{Indiana Journal of Global Legal Studies}\textsuperscript{1160} differs from most law journals in that it is faculty-edited and employs peer review of articles. Its articles address the “intersections of global and domestic legal regimes, markets, politics, technologies and cultures.” This is the journal of choice for IU students seeking to practice international law or those with a general interest in the subject. Students gain admittance to this journal through a combination of writing and grades. Students in the top 25\% of the class may elect to be on this Journal without having to submit to the writing contest, as long as they choose this Journal as their first preference. The second year writing contest plays a bigger role in deciding the remaining positions, although grades are a factor for everyone who chooses to apply.

- \textbf{Federal Communications Law Journal}\textsuperscript{1161} is the nation’s oldest and most widely circulated communications law journal and it is the official journal of the Federal Communications Bar Association. Students with an interest in communications law and who are in the top 10\% of their class automatically qualify for this Journal. Due to the prestige of the journal within communications legal circles, positions are very coveted. The rest of the student staff is chosen through the writing competition, with a lesser consideration for their grades.

\textbf{MOOT COURT}\textsuperscript{1162}

Although participation in moot court is not mandatory at Indiana University for first-year students, almost 75\% of the second-year class participates in the intramural Shermon Minton Competition in the fall and spring; both require an oral and a written component. Top students from the intramural competition get to be on the Moot Court Board for the following year where they compete in extramural competitions. Since a large majority of the school chooses to participate, the competition is predictably fierce. The Law School puts a great deal of emphasis on this program making it one of the most successful at Indiana University.

\textsuperscript{1155} Id.
\textsuperscript{1156} http://www.law.indiana.edu/publications/
\textsuperscript{1157} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
\textsuperscript{1158} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
\textsuperscript{1159} http://www.law.indiana.edu/ilj/index.shtml
\textsuperscript{1160} http://ijgls.indiana.edu; National Association for Law Placement, National Directory of Law Schools 2005-2006, 243
\textsuperscript{1161} http://www.law.indiana.edu/bclj/; National Association for Law Placement, National Directory of Law Schools 2005-2006, 243
CLINICAL PROGRAMS
The Community Legal Clinic provides greatly needed assistance on a range of family law issues for the indigent of Monroe County, Indiana.¹¹⁶⁴ In the Child Advocacy Clinic, students are appointed as guardians ad litem.¹¹⁶⁵ Several non-client service opportunities allow second- and third-year students to work on real cases under the supervision of members of the faculty, practicing attorneys, or judges.¹¹⁶⁶ Volunteers in the Protective Order Project work closely with a local shelter for battered women and their children. The Inmate Legal Assistance Project requires volunteers to travel to the federal prison in Terre Haute to meet directly with inmates to resolve their problems with the institution. Legal Services Organization Assistance Project provides legal aid to the indigent through the local office of the Legal Services Organization. Lastly, in the Environmental Law Research Group, students work directly with attorneys on environmental problems.

STUDENT ORGANIZATIONS¹¹⁶⁷

CENTERS AND PROJECTS
- Protective Order Project
- Inmate Legal Assistance Project
- Legal Services Organization Assistance Project
- Outreach for Legal Literacy
- Environmental Law Research Group
- Tenant Assistance Project
- Pro Bono Project
- Public Interest Internship Program

Number of firms interviewing on campus most years: 8¹¹⁶⁸

Percentage of graduates employed at graduation: 86.4¹¹⁶⁹
Percentage of graduates employed nine months after graduation: 98¹¹⁷⁰

¹¹⁶⁴ http://www.law.indiana.edu/curriculum/programs/clinical.shtml
¹¹⁶⁵ http://www.law.indiana.edu/curriculum/programs/clinics/cac.shtml
¹¹⁶⁶ http://www.law.indiana.edu/curriculum/programs/clinical.shtml
¹¹⁶⁷ http://www.law.indiana.edu/students/groups/index.shtml
WHERE THE GRADUATES GO

- Percent of graduate employed by private firms: 55
- Percent of graduates employed as judicial clerks: 10
- Percent of graduates employed by the government: 14
- Percent of graduates employed by a public interest organization: 3
- Percent of graduates employed by private industry: 9
- Percent of graduates employed in an academic position: 6

Some students surveyed felt that the above statistics were inaccurate and that students could not verify if this employment breakdown was actually representative of Indiana graduates; others indicated that the breakdown does not account for the large percentage of unemployed students.
Some Brief Facts

The University of Georgia, School of Law (“UGA”) is currently ranked Number 36 on the annual U.S. News & World Report list of Tier One law schools.¹¹⁷²

Students get a good deal for their investment at UGA. This reasonably priced state school emphasizes practical training, boasts appellate advocacy prowess as well as trial excellence, and virtually guarantees employment with a 98% placement rate for its 2004 graduating class.¹¹⁷³

The University of Georgia, School of Law enrolled 235 full-time law students for its fall 2004 entering class¹¹⁷⁴ and has a student-faculty ratio of 17.4:1.¹¹⁷⁵

What It Takes to Get In

The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 162¹¹⁷⁶
  - 25th - 75th Percentile: 157 - 164¹¹⁷⁷
- Median GPA: 3.65¹¹⁷⁸
  - 25th - 75th Percentile: 3.35 - 3.8²¹¹⁷⁹

- Approximate number of applications for 2004: 2,870¹¹⁸⁰
- Number accepted during 2004: 580
- Percentage accepted during 2004: 20.2

Class Ranking and Grades¹¹⁸¹

UGA Law uses a modified 4-point scale, with a range of 4.3 to 0.00 A+ to F respectively. The class mean for first-year classes must fall between 2.9 and 3.1. The class mean for upper-level courses must fall within the range of 2.9 and 3.2. Variations from these rules must be approved by the Dean. All courses and seminars with 20 or fewer students are not subject to this policy.¹¹⁸²

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

According to NALP, only those students with average GPAs of 3.5 or higher (top 10%) are ranked individually. All other students receive a GPA each semester. Students are placed in grade clusters, which provide employers with the relative standing of individual job candidates. Minimum GPA for graduation is 1.7.¹¹⁸³

¹¹⁷³ http://www.law.uga.edu/career/statistics/empstats03.html
¹¹⁷⁴ http://www.law.uga.edu/admissions/jd/profile/index.html
¹¹⁷⁶ http://www.law.uga.edu/admissions/jd/profile/index.html
¹¹⁷⁷ http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admin_03042.php
¹¹⁷⁸ http://www.law.uga.edu/admissions/jd/profile/index.html
¹¹⁸⁰ Id.
¹¹⁸¹ Id.
¹¹⁸² http://www.law.uga.edu/facstaffstu/students/handbook/adv.html
¹¹⁸³ Minimum grade required to attain, based on May 2001 graduating class; National Association for Law Placement, National Directory of Law Schools 2002-2003, 466
**CLASS RANK**

The chart below "represents the distribution of cumulative grade point averages at the end of Fall Semester 2004." 

<table>
<thead>
<tr>
<th>Class of 2005</th>
<th>Class of 2006</th>
<th>Class of 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 202</td>
<td>n = 247*</td>
<td>n =</td>
</tr>
<tr>
<td>mean = 3.15</td>
<td>mean = 3.04</td>
<td>mean =</td>
</tr>
<tr>
<td>median = 3.18</td>
<td>median = 3.04</td>
<td>median =</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Point Average</th>
<th>Grade Point Average</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 10%</td>
<td>3.61 and above</td>
<td>**</td>
</tr>
<tr>
<td>Top 20%</td>
<td>3.46 and above</td>
<td>**</td>
</tr>
<tr>
<td>Top 33%</td>
<td>3.33 and above</td>
<td>**</td>
</tr>
<tr>
<td>Top-50%</td>
<td>3.18 and above</td>
<td>**</td>
</tr>
<tr>
<td>Top 75%</td>
<td>2.90 and above</td>
<td>**</td>
</tr>
</tbody>
</table>

*Students responding to our survey indicated that the curve, which has a median of a B-, is much stricter during first-year classes than in the following years. Also, grade distributions in smaller classes tend to be more skewed than in larger classes."

**HOW THE BEST ARE SEPARATED FROM THE REST**

Order of the Coif:  Top 10%; 20 students
Summa Cum Laude: Top 2%; 3.8 GPA; 3 students
Magna Cum Laude: Top 8%; 3.5 GPA; 17 students
Cum Laude: Top 35%; 3.0-3.49 GPA; 71 students

NOTE: Per the school’s Web page: "Beginning with the Class of 2005, honors will be distributed on the following basis: top 2% of each graduating class will be awarded the J.D. degree *summa cum laude*; the next 8.5% of the class will be awarded the degree *magna cum laude*; the next 37.5% of the class will be awarded the degree *cum laude.*"

**ACADEMIC AWARDS**

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>MacDougald Award</td>
<td>First Honor Graduate</td>
</tr>
<tr>
<td>Meinhard Award</td>
<td>Graduate with highest cumulative GPA</td>
</tr>
<tr>
<td>Dean Rusk Award</td>
<td>Best paper in international law field</td>
</tr>
<tr>
<td>Class of 1993 Torts Award</td>
<td>Students with highest grade in first-year Torts class (3)</td>
</tr>
<tr>
<td>Shinn Award</td>
<td>Student writer of the best legal article</td>
</tr>
<tr>
<td>Chaffin Award</td>
<td>Excellence in the study of trusts and estates</td>
</tr>
<tr>
<td>Georgia Bankers Association Award</td>
<td>Excellence in the study of bankruptcy</td>
</tr>
<tr>
<td>Georgia Municipal Association Award</td>
<td>Excellence in the study of municipal corporation</td>
</tr>
</tbody>
</table>

---

1184 [http://www.law.uga.edu/facstaffstu/students/semesters/gradedistfa04.html](http://www.law.uga.edu/facstaffstu/students/semesters/gradedistfa04.html)
1185 Id.
1186 [http://www.law.uga.edu/facstaffstu/students/semesters/gradedistfa04.html](http://www.law.uga.edu/facstaffstu/students/semesters/gradedistfa04.html)
1187 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
1188 Percentage of class receiving; GPA required (if calculated); # of students in each category; National Association for Law Placement, National Directory of Law Schools 2002-2003, 466
1189 [http://www.law.uga.edu/facstaffstu/students/handbook/pol.html](http://www.law.uga.edu/facstaffstu/students/handbook/pol.html)
1190 National Association for Law Placement, National Directory of Law Schools 2002-2003, 466
Donald P. Gilmore Jr. Labor Law Award  Excellence in the study of labor law

William King Meadow Award  All-around excellence

Ellen Jordan Environmental Award  Outstanding performance in environmental courses and activities

**STUDENT JOURNALS**

Students at the University of Georgia School of Law publish three highly regarded legal journals. Membership on the journals is limited to second- and third-year students who have demonstrated outstanding writing ability. All positions are garnered on the basis of a writing competition, without the possibility of getting on through grades alone.

- **Georgia Law Review** is published four times a year and is devoted to the study and analysis of contemporary legal issues. The Review has been published continuously since 1966 and is edited by second- and third-year law students chosen on the basis of a writing competition.1194

- **Georgia Journal of International and Comparative Law** was established in 1970 and is published three times a year. It is generally considered the second most prestigious journal at the Law School.1193

- **Journal of Intellectual Property Law** is the nation’s first student-edited law journal devoted solely to the field of intellectual property law, specifically patent law, trademark, trade secrets, copyright, and related topics. The Journal publishes critical and analytical articles from leading academics and practicing attorneys as well as student-written notes on current legal issues. While not as established as the other two journals, its status as the first of its kind makes it highly regarded among students, especially those seeking to practice intellectual property law.1194

**MOOT COURT**

The moot court program at the University of Georgia has been described as a ‘juggernaut.’ UGA has twice been named National Champions (1990 & 1991) and it has won 23 regional championships. In the Philip C. Jessup International Law Moot Court Competitions, UGA has won the International Championship (1990) and it has won four national titles as well. The moot court teams have won one world and nine national championships in the last ten years; the mock trial teams have won one national and five regional and state titles.1196 Due to the teams’ exceptional success, moot court and all related activities are highly regarded at the school, and equal in prestige to journal membership. First-year students are required to participate in one round of competition. Subsequent rounds are optional. Most moot court teams are selected on the basis of the student’s performance during the first-year competition and tryouts during the fall of the second year. Board members are chosen by the outgoing student board at the end of the student’s second year of school.

**CLINICAL PROGRAMS**

The University Of Georgia School Of Law’s clinical programs complement the classroom curriculum by offering diverse practical experiences in a variety of legal settings and practice areas. Nearly three quarters of UGA’s second- and third-year law students gain hands-on experience annually through the law school’s clinical programs: Criminal Practice, Legal Aid and Defender Clinic (established in 1967), Prosecutorial Clinic (established in 1977), Civil Practice Externship Clinic, Family Violence Clinic, Public Interest Practicum and the Etowah Practicum (Law and...
Ecology, Upper Etowah Watershed).

**STUDENT ORGANIZATIONS**


**CENTERS AND PROGRAMS**

- Dean Rusk Center of International, Comparative, and Graduate Legal Studies
- Georgia Law at Oxford
- International Legal Clerkships
- London Law Consortium

Number of firms interviewing on campus most years: 500+

Percentage of graduates employed at graduation: 71.6%
Percentage of graduates employed nine months from graduation: 96.6%

**WHERE THE GRADUATES GO**

- Percent of graduates employed by private firms: 61
- Percent of graduates employed as judicial clerks: 16
- Percent of graduates employed by the government: 10
- Percent of graduates employed by a public interest organization: 4
- Percent of graduates employed by private industry: 6
- Percent of graduates employed in an academic position: 2

---

1198 http://www.law.uga.edu/facstaffstu/students/semesters/studentorganizations.html
1199 http://www.law.uga.edu/facstaffstu/students/handbook/contents.html
1202 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_05042.php (listing 1% as unknown)
Wake Forest University

Some Brief Facts

Located at the foot of the Blue Ridge Mountains in Winston-Salem, the Wake Forest campus is known for its breathtaking beauty. In 2002, the Educational Quality Rankings of U.S. Law Schools ranked the Wake Forest School of Law’s faculty third in the production of books and eleventh in the production of both books and articles per capita among the Top-50 law school faculties. The Law School has distinguished reputation for its trial advocacy program including having won the Emil Gumpert Award from the American College of Trial Lawyers and other awards.

Wake Forest Law School is currently ranked Number 36 on the annual U.S. News & World Report list of Tier One law schools. The school takes pride in its small class sizes, the individualized attention offered to its students, its national-oriented education, great teaching faculty, and outstanding building and technology infrastructure.

Wake Forest boasts of the accessibility of its faculty; not surprisingly, it has an impressive student-faculty ratio of 12:1 and there were just 157 students enrolled in its fall 2004 entering class. The school places a heavy emphasis on the development of skills in written and oral communication and the effective use of informational technology to prepare its students to live and work in a changing world.

What It Takes To Get In

The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: N/A 25th – 75th Percentile: 160 – 165
- Median GPA: N/A 25th – 75th Percentile: 3.15 – 3.6

- Approximate number of applications for one recent year: 2,433
- Number accepted during one recent sample year: 493
- Percentage accepted during one recent sample year: 20.3

Class Ranking and Grades

Wake Forest has established a curve for the majority of its large and/or required law courses. Most students find that the mandatory curve, which is around 81-83 depending on the course, results in low GPAs of around 85-86. In fact, the top 10% of a recent graduating class was recorded as having a GPA as low as 88.54.
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical equivalent</th>
<th>Old grade system</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-88</td>
<td>85 – 94</td>
</tr>
<tr>
<td>B</td>
<td>88-80</td>
<td>75 – 84</td>
</tr>
<tr>
<td>C</td>
<td>79 – 70</td>
<td>65 – 74</td>
</tr>
<tr>
<td>D</td>
<td>69 – 66</td>
<td>60 – 64</td>
</tr>
<tr>
<td>F</td>
<td>below 66</td>
<td>below 60</td>
</tr>
</tbody>
</table>

**GRADE NORMALIZATION (CURVE)**

Wake Forest’s grading scale changed beginning with the class of 1994. Grades are now being measured by a curve of 81 for first-year students and an 83 for classes taken during the second two years of law school. Additionally, smaller classes and some other special cases are exempt from the curve. Students indicated that the requisite curve results in generally low GPAs of around 85-86 even for the top one-third of the class.\(^{1213}\) Professors may not deviate from the curve except in electives or seminars with fewer than 20 students.\(^{1214}\)

**CLASS RANK\(^{1215}\)**

Only students in the Top-50% of their class are individually ranked; all others receive a percentile ranking broken out at 5% break points. In addition, only students may request their class rank and must do so through the Registrar’s Office.

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>Top-50%</th>
<th>TOP 75%</th>
<th>MIN GRADEREQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP(^{1216})</td>
<td>88.1</td>
<td>86.9</td>
<td>86.1</td>
<td>84.1</td>
<td>82.0</td>
<td>73.000</td>
</tr>
</tbody>
</table>

Surveys indicated that students could request their individual rank for employment purposes.

**HOW THE BEST ARE SEPARATED FROM THE REST\(^{1217}\)**

- Order of the Coif: Top 10%
- Order of the Barrister: Outstanding advocacy by third-year students
- Magna cum laude: Cumulative GPA of 91+
- Cum laude: Top 10%
- Dean’s List: Top 10% each semester.

---

1213 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
1214 http://www.law.wfu.edu/prebuilt/Student%20HB2%202004-2005-Ch5.pdf
1215 http://www.law.wfu.edu/prebuilt/Student%20HB2%202004-2005-Ch5.pdf
1216 * Minimum grade required to attain, based on May 2004 graduating class; National Association for Law Placement, National Directory of Law Schools 2002-2003, 658
1217 Percentage of class receiving; GPA required (if calculated); # of students in each category; National Association for Law Placement, National Directory of Law Schools 2005-2006, 858
### ACADEMIC AWARDS

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Academy of Matrimonial Lawyers Award</td>
<td>Graduating student with high professional standards and an interest in family law.</td>
</tr>
<tr>
<td>American Bankruptcy Institute Award</td>
<td>Outstanding student in debtor-creditor law.</td>
</tr>
<tr>
<td>American Bar Assn. Section of Urban, State, and Local Government Award</td>
<td>Highest grade in local government and land use regulation.</td>
</tr>
<tr>
<td>James C. Berkowitz Award for Best Oralist</td>
<td>Winners of the Stanley Moot Court Competition.</td>
</tr>
<tr>
<td>Debbie Parker Moot Court Service Award</td>
<td>Member of the Moot Court Board or a participant in the Walker Moot Court Competition who has a spirit of dedication and service to the School of Law as well as compassion and cooperation with fellow students.</td>
</tr>
<tr>
<td>E. Mcgruder Faris Memorial Award</td>
<td>High standards of character, leadership, and scholarship.</td>
</tr>
<tr>
<td>Robert Goldberg Award in Trial Advocacy</td>
<td>Highest aptitude and ethics in trial advocacy.</td>
</tr>
<tr>
<td>James F. Hoge Memorial Prize</td>
<td>Best student writing in the Wake Forest Law Review.</td>
</tr>
<tr>
<td>I. Beverly Lake Award</td>
<td>Greatest proficiency in the study of constitutional law.</td>
</tr>
<tr>
<td>Law Review Prize</td>
<td>Outstanding note or comment.</td>
</tr>
<tr>
<td>Moot Court Board Awards</td>
<td>Board selects most active third-year students to recognize (6).</td>
</tr>
<tr>
<td>CALI</td>
<td>Outstanding achievement in legal education to students attaining the highest grade in certain academically accredited, non-seminar courses.</td>
</tr>
<tr>
<td>National Association of Women Lawyers Award</td>
<td>Academic Achievement, motivation, tenacity, and drive as well as advancement of women in society and the presentation of a personable and professional image.</td>
</tr>
<tr>
<td>Phi Alpha Delta Scholastic Excellence Award</td>
<td>Member who graduates with highest cumulative GPA.</td>
</tr>
<tr>
<td>West Publishing Company</td>
<td>Scholarly accomplishment.</td>
</tr>
<tr>
<td>North Carolina Academy of Trial Lawyers Award</td>
<td>Most outstanding advocate in each section of trial practice.</td>
</tr>
<tr>
<td>North Carolina Student Pro Bono Award</td>
<td>Awarded by the North Carolina State Bar.</td>
</tr>
<tr>
<td>Edwin M. Stanley Memorial</td>
<td>Open to second- and third-year students to hone their trial advocacy skills; conducted by the moot court board.</td>
</tr>
<tr>
<td>James A. Webster Jr. Faculty Award</td>
<td>Greatest proficiency in property law.</td>
</tr>
<tr>
<td>Zeliff Trial Competition</td>
<td>Open to second- and third-year students &amp; conducted by the Student Trial Bar. Winner receives cash award and a trophy.</td>
</tr>
</tbody>
</table>
STUDENT JOURNALS
- *Wake Forest Law Review* offers students membership based on grades, writing skills, or a combination of the two factors. The top 10% of first-year students as determined by grades gain an immediate offer to join. Another 10% may join based on grades and writing skills combined with writing accounting for two-thirds of the score and grades as one-third of the score. In addition, those who did not make it on the review in their first year but are in the top 10% of their second year class have the option of joining the review. The members edit and publish four issues a year.

- *Wake Forest Intellectual Property Law Journal* has no print edition but rather is only available online. The journal contains the full range of journal material from articles to notes to comments as authored by academics, students, and professionals. A relatively new journal, it is a welcomed addition to the law school for students who seek to practice intellectual property law and those students who feel that one journal option limits them.

MOOT COURT
Wake Forest has a mandatory moot court component to its first-year legal writing class which culminates in an appellate brief and argument in the spring. After first year, students may engage in national and international moot court competitions with other law schools and in the Stanley Prize intramural competition. Board membership is determined based on “academic performance, aptitude for supervisory work, and satisfactory completion of the legal writing and research and appellate advocacy courses.” Board members take on responsibility for choosing the issues for argument and in crafting oral arguments. Students who answered the surveys found Moot Court to be a good experience but not overly competitive due to the small size of the school.

CLINICAL PROGRAMS
Wake Forest University School of Law offers three main clinical programs: Litigation Clinic (with exposure to both civil and criminal law), Clinic for the Elderly, and Judicial externship. Clinics are especially valuable because of the great mentors the students get the opportunity to work with through the program, who were all hand-selected by the highly regarded program director. Students provided that getting a spot on a clinic is not very competitive, though the Criminal and Civil clinics are most highly regarded among the student body.

EXTERNSHIP
Students taking Judicial Externships put in 120 hours with a state or federal judge as well as attending class sessions and preparing a final paper.
STUDENT ORGANIZATIONS


PROGRAMS

Legal Research and Writing Program
Three International Summer Programs

Number of firms interviewing on campus most years: 90+1229

Percentage of graduates employed at graduation: 74.51230
Percentage of graduates employed nine months after graduation: 93.71231

WHERE THE GRADUATES GO1232

- Percent of graduates employed by private firms: 60
- Percent of graduates employed as judicial clerks: 16
- Percent of graduates employed by the government: 7
- Percent of graduates employed by a public interest organization: 1
- Percent of graduates employed by private industry: 11
- Percent of graduates employed in an academic position: 1

1228 http://www.law.wfu.edu/students/index.htm
1229 Provided by Wake Forest University Law School’s Office of Career Services
1232 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_05120.php (listing 1% as unknown)
Some Brief Facts
The Ohio State University, Michael E. Moritz College of Law has played a principal role in the legal profession since its founding in 1891, and has continued in this tradition through the countless contributions made by alumni and faculty. Graduates of the College of Law have gone on to live and practice in all parts of the nation and internationally, and include justices of the Ohio Supreme Court, current and former U.S. Senators and Representatives, managing partners in law firms of all sizes, chief executive officers of Fortune 500 corporations, and attorneys with non-profit organizations and public interest law firms.

The Ohio State University, Michael E. Moritz College of Law is currently ranked Number 39 on the annual U.S. News & World Report list of Tier One law schools. It is located in the capital city of Columbus, Ohio, a Midwestern metropolis with a small-town feel. The Moritz College of Law, as an integral part of the Ohio State University, offers students a wide range of academic, professional, cultural, artistic, and recreational activities. Students may pursue joint degrees with the Ohio State University’s more than 100 graduate programs, or a certificate in the school’s nationally ranked program in the emerging area of alternative dispute resolution. Additionally, students can take part in one of the school’s stellar clinical programs. The College of Law’s fall 2003 entering class numbered in at just 237 students, and the school has a palatable student-faculty ratio of 14:1.

Ohio State uses a 100-point system that equates easily with the traditional 4-point system. The school ranks students once each spring, but does not factor first-year grades as heavily in the final rankings for upperclass students. Ohio also follows a strict bell curve for first-year classes, which is essentially a B curve. However, a sizeable percentage of the grades are C’s and A’s. Only the first-year courses are graded on this mandatory curve.

What It Takes To Get In
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 160 1238
  25th – 75th Percentile: 156 – 162 1239
- Median GPA: 3.58 1240
  25th – 75th Percentile: 3.32 – 3.8 1241
- Approximate number of applications for one recent year: 2,268 1242
- Number accepted during one recent sample year: 634 1243
- Percentage accepted during one recent sample year: 28% 1244

### CLASS RANKING AND GRADES

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Grade</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 93</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>92 – 85</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>84 – 77</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>76 – 69</td>
<td>1.0</td>
</tr>
<tr>
<td>E</td>
<td>68 – 61</td>
<td>0.0</td>
</tr>
</tbody>
</table>

* Only the top 5% of students are ranked once a year in the spring. When calculating rankings, first-year grades are not considered as heavily as second- and third-year grades. First-year classes are all graded on a strict curve with a mandatory grade distribution for each class. A student’s grade often depends greatly upon the caliber of other students in the class. Students in a class with academically excellent classmates can often receive harsher grades than those in a mediocre one.

### GRADE NORMALIZATION (CURVE)

First-year courses:
- A’s = 25%
- B’s = 45%
- C’s = 26%

D’s or E’s may not be assigned to any more than 4% of the class and may only be assigned with there is a clear lack of effort or progress.

For second- and third-year courses, the faculty is provided with a recommended grade distribution based on patterns in past classes. The faculty may elect to adhere to such distributions, either wholly or in part or merely use them as a reference. Thus, a mandatory curve exists only for the first-year courses.

### HOW THE BEST ARE SEPARATED FROM THE REST

- **Order of the Coif:** 10%
- **Summa cum laude:** Top 3%
- **Cum laude:** Top 25%

### ACADEMIC AWARDS

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio State Law Journal Awards</td>
<td>Chosen by faculty advisor &amp; law journal staff (4).</td>
</tr>
<tr>
<td>Journal on Dispute Resolution</td>
<td>Chosen by faculty &amp; JDR staff (2).</td>
</tr>
<tr>
<td>Moot Court Awards</td>
<td>Chosen by faculty advisor (4).</td>
</tr>
<tr>
<td>Leadership Awards</td>
<td>Chosen by dean &amp; faculty (4).</td>
</tr>
<tr>
<td>Clinic Awards</td>
<td>Chosen by dean &amp; clinic faculty (2).</td>
</tr>
<tr>
<td>Tax Award</td>
<td>Highest average in tax course.</td>
</tr>
<tr>
<td>Academic Excellence</td>
<td>Highest cumulative average in each class (10).</td>
</tr>
<tr>
<td>Labor &amp; Employment</td>
<td>Chosen by dean &amp; faculty.</td>
</tr>
<tr>
<td>Bankruptcy</td>
<td>Chosen by dean &amp; faculty.</td>
</tr>
</tbody>
</table>

---

1245 [http://moritzlaw.osu.edu/docs/webhandbook.pdf](http://moritzlaw.osu.edu/docs/webhandbook.pdf)
1246 [http://moritzlaw.osu.edu/admissions/academics/grading.html](http://moritzlaw.osu.edu/admissions/academics/grading.html)
1247 [http://moritzlaw.osu.edu/admissions/academics/grading.html](http://moritzlaw.osu.edu/admissions/academics/grading.html)
1248 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
1249 [http://moritzlaw.osu.edu/admissions/academics/grading.html](http://moritzlaw.osu.edu/admissions/academics/grading.html) [http://moritzlaw.osu.edu/docs/webhandbook.pdf](http://moritzlaw.osu.edu/docs/webhandbook.pdf), pg. 21
1250 Id.
1251 % of class receiving; GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2005-2006, 365
STUDENT ACTIVITIES

JOURNALS

- Ohio State Law Journal draws on the top 20 students of the first-year class in addition to students selected through a writing competition for its editorial staff. Ranked 19th in the country, the Law Journal has a wide readership and enjoys considerable prestige in the legal community. The students are encouraged to edit and author works for publication.

- The Ohio State Journal on Dispute Resolution (JDR) started by students and run by students, is “dedicated to the exploration of alternative dispute resolution (ADR).” The journal publishes two article issues, a symposium, and an annotated bibliography issue. The top two students in each first-year Legal Writing and Analysis section are invited to join as are students who meet the journal’s requirements for passing the annual summer writing competition, held jointly with the Ohio State Law Journal and open to all students.

MOOT COURT

In the fall of their second-year, students must participate in a mandatory appellate advocacy course. In the spring of their second-year, students may participate in a voluntary moot court competition, which is used to select students for interscholastic moot court teams, a very highly regarded honor. Moritz College sends 46 students on 17 teams to interscholastic competitions, and over 200 students participate in moot court, negotiation and trial advocacy competitions beyond the required course. All intramural and interscholastic lawyering skills competitions are administered by the Moot Court and Lawyering Skills Governing Board. Board members are selected by outgoing Board members through a series of interviews. All board members are third-year students who demonstrate the ability, maturity, and judgment to perform such a vital service for the College and its students. The faculty advisor serves as the director of the Moot Court and Lawyering Skills Competition Program.

CLINICAL PROGRAMS

The Ohio State University Moritz College of Law offers the following clinical programs: Civil Law Clinic, Prosecution Clinic, Criminal Defense Clinic, Children’s Rights Clinic, Multi-Party, Complex Claims Mediation Clinic, Small Claims Mediation Clinic, and the Legislation Clinic. These clinical programs earned high marks from students responding to our survey, which indicated that they are very hands-on and provide excellent practical experience outside of the classroom.

ORGANIZATIONS

The Ohio State University, Michael E. Moritz College of Law’s students organizations include the Advocates for Children, American Constitution Society, Appellate Advocacy Council, Asian/Pacific-American Law Students Association, Black Law Students Association, Business Law Society, Christian Legal Society, Criminal Law Society, Cyber, Intellectual Property, Entertainment

---

1253 http://moritzlaw.osu.edu/students/journals.html
1254 http://moritzlaw.osu.edu/students/life/student_orgs_full.html#Journal
1255 http://moritzlaw.osu.edu/students/life/student_orgs_full.html#JDR
1257 Id.
1258 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
1259 http://moritzlaw.osu.edu/students/life/student_orgs.html

Average number of firms interviewing on campus most years: 125
Percentage of grads employed at graduation: 69.3
Percentage of grads employed nine months after graduation: 94.9

WHERE THE GRADS GO

- Percent of grads employed by private firms: 59
- Percent of grads employed as judicial clerks: 10
- Percent of grads employed by the government: 16
- Percent of grads employed by a public interest organization: 3
- Percent of grads employed by private industry: 11
- Percent of grads employed in an academic position: 2

---

1260 Email correspondence dated January 9, 2003, from Amee McKim, Assistant Dean of Professional Development at The Ohio State University School of Law, to A. Harrison Barnes of BCG Attorney Search
1263 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03126.php (listing 1% as unknown)
University of California-Hastings

200 McAllister Street
San Francisco, CA 94102
(415) 565-4600
(415) 565-4623
www.uchastings.edu

Some Brief Facts
UC Hastings College of the Law is currently ranked Number 39 on the annual U.S. News & World Report list of Tier One law schools. Since it’s founding by Serranus Clinton Hastings, the first Chief Justice of California, Hastings College of the Law has been at the center of the West Coast’s legal community. Hastings graduates, while well-prepared for all kinds of practice, sit as judges on the California bench by a 3-to-1 margin over any other law school’s graduates. Hastings is also well known for its exceptional tax program.

The James Edgar Hervey Skyroom student lounge offers a 360-degree panoramic view of San Francisco’s awe-inspiring skyline and serves as a constant reminder of the school’s beautiful environs and the vastness of opportunity awaiting its graduates. Situated in the Bay City’s Civic Center, and in the midst of federal and state courts, Hastings succeeds in providing its students with ample professional prospects. The school’s fall 2004 entering class was comprised of 427 students, and it has a student-faculty ratio of 22.7:1.

What It Takes to Get In
The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 163
- 25th – 75th Percentile: 148 – 180
- Median GPA: 3.57
- 25th – 75th Percentile: 2.59 – 4.07

Number accepted during one recent sample year: 1,398
Percentage accepted during one recent sample year: 19.5

Class Ranking and Grades
UC Hastings adheres to a standard 4-point grading system. Each student’s class rank is based on his/her prior year’s coursework and is available in late July.

A+ 4.0
A 4.0
A- 3.7
B+ 3.3
B 3.0
B- 2.7
C+ 2.3
C 2.0
C- 1.5
D 1.0
F 0

1264 http://www.uchastings.edu/quick_01/#Location
1265 http://www.uchastings.edu/quick_01/#History
1266 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
1267 http://www.uchastings.edu/welcome_01/
1268 http://www.uchastings.edu/?pid=480
1269 http://www.uchastings.edu/?pid=480
1270 Id.
1271 Id.
1272 Id.
1273 Id.
1274 Id.
1277 National Association for Law Placement, National Directory of Law Schools 2005-2006, 574
GRADE NORMALIZATION POLICY\textsuperscript{1279}
UC Hastings divides its grades between GPA and non-GPA courses, students receive letter grades for both GPA and non-GPA courses but classes such as Legal Writing and others that focus on skills or techniques, and where the grade is not based on an anonymously graded final, are not used in GPA computation.

For GPA courses, 65%-80\% of the class receive a grade of B- or higher, whereas 10%-20\% may receive a grade of A- or higher. A faculty member may assign a C- only for work that is wholly unsatisfactory, i.e. there is no mandatory grade of C- or lower. D’s and F’s are only assigned for work that is unsatisfactory and falls substantially below other participants in the class.\textsuperscript{1280}

For Non-GPA courses, 10%-33\% may receive an A or higher with the median being a B.\textsuperscript{1281}

CLASS RANK

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>Top 50%</th>
<th>TOP 75%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP\textsuperscript{1282}</td>
<td>3.467</td>
<td>3.242</td>
<td>3.173</td>
<td>3.050</td>
<td>2.777</td>
<td>2.0</td>
</tr>
</tbody>
</table>

HOW THE BEST ARE SEPARATED FROM THE REST\textsuperscript{1283}

Order of the Coif: Top 10\%

Summa cum laude: Student with the highest GPA after six semesters.

Magna cum laude: Top 5\%

Cum laude: Top 15\%

ACADEMIC AWARDS\textsuperscript{1284}

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milton D. Green Citation</td>
<td>Student with one of the ten highest cumulative averages in a first-year class.</td>
</tr>
<tr>
<td>CALI</td>
<td>Highest grade in every course carrying academic credit.</td>
</tr>
<tr>
<td>Section Scholarship</td>
<td>Student attaining the highest cumulative grade point average in the student’s first-year section and who returns to Hastings for the student’s second year of law study</td>
</tr>
<tr>
<td>Thurston Society</td>
<td>Highest 5% of GPAs after first year, and GPA in the top 10% after second or third year.</td>
</tr>
<tr>
<td>Valedictorian</td>
<td>Highest GPA after five semesters of academic work.</td>
</tr>
</tbody>
</table>

STUDENT JOURNALS

First-year students with a minimum GPA of 2.2 who have completed Legal Research & Writing and Moot Court are eligible to participate in the Inter-Journal Writing Competition.\textsuperscript{1285} The six journals at Hastings select members from participants in the writing competition.

\textsuperscript{1279} http://www.uchastings.edu/regulations_01/PDF/academic_regs03-04.pdf, page 12
\textsuperscript{1280} http://www.uchastings.edu/site_files/academic_regs03-04.pdf
\textsuperscript{1281} http://www.uchastings.edu/site_files/academic_regs03-04.pdf
\textsuperscript{1282} * Minimum grade required to attain, based on May 2004 graduating class. National Association for Law Placement, National Directory of Law Schools 2005-2006, 574
\textsuperscript{1283} http://www.uchastings.edu/site_files/academic_regs03-04.pdf. % of class receiving; GPA required (if calculated); \# of students in each category, National Association for Law Placement, National Directory of Law Schools 2002-2003, 426
\textsuperscript{1284} National Association for Law Placement, National Directory of Law Schools 2005-2006, 574
\textsuperscript{1285} http://www.uchastings.edu/?pid=1715
• **Hastings Law Journal (HLJ)** publishes scholarly articles, essays, book reviews, and student notes on a broad range of legal topics. The Journal publishes six issues annually. Members are chosen in one of six ways: (1) the top three students from each section are asked to join based on grades alone; (2) fifteen students are eligible based on their writing competition scores; (3) twelve students may join based on a combination of writing competition scores and grades; (4) through HLJ’s special admissions program based which examines grades, writing competition scores, Legal Writing & Research grades, and a supplemental personal statement; (5) being in the top 15 of transfer students entering the writing competition; (6) student submission and acceptance for publication a note. Students must generally be in the top 10% of their class to be invited to join.

• **Hastings Constitutional Law Quarterly** lays claim to being “the nation’s oldest law journal devoted to the subject of constitutional law.” One second-year member will be chosen to sit on the editorial board. The Quarterly chooses second-year members solely on the basis of writing competition submissions. The Quarterly is considered one of the most competitive journals next to the Hastings Law Journal.

• **Hastings International and Comparative Law Review (HICLR)** focuses “exclusively to the discussion of international and comparative law.” New members are selected four different ways. The top 15% will be selected on grades alone. The rest are selected based on a combination of grades, performance in the writing competition, and the personal statement. A few students may be selected by submitting a personal statement, a written statement explaining why the student did not participate in the writing competition and a draft of a student note that meets the approval of the editorial board. Students may also be admitted by performing a minimum of 100 hours of volunteer work over the summer. Students must generally be in the top one-third of their class to be invited to join.

• **Hastings Communications & Entertainment Law Journal (COMM/ENT)** considers itself to be “one of the nation’s preeminent journals covering entertainment, intellectual property, the Internet, telecommunications, biotechnology, multimedia, broadcasting, and constitutional law.” COMM/ENT is published three times annually. COMM/ENT selects its members by carefully weighing performance in the writing competition, grades, and information volunteered in a personal statement. Students must generally be in the top one-third of their class to be invited to join. Students with a demonstrated interest in the entertainment and intellectual property law are given favorable consideration.
• **Hastings Women’s Law Journal (HWLJ)** is published twice annually. Topics addressed include feminism, race theory, multiculturalism, animal rights, disability rights, language rights, international human rights, criminal defendants’ rights, and prisoners’ rights. Student members may be invited to join based on performance in the general first year Inter-Journal writing competition. Applicants who desire to apply solely to HWLJ may participate in a writing competition tailored to the HWLJ in mid-summer. Students are invited to join on the basis of the writing competition only and must demonstrate an interest in issues relating to women and minorities.

• **Hastings West-Northwest Journal of Environmental Law and Policy** examines environmental issues facing California, Oregon, Washington, Alaska, Hawaii, and neighboring states. The three primary selection criteria for West-Northwest members are writing ability, a demonstrated interest in environmental law, and a desire to be part of this unusual journal. The required personal statement is given considerable weight. West-Northwest does not consider grades in the application process. Students are invited to join on the basis of the writing competition only and must demonstrate a focus on environmental issues.

**MOOT COURT**

All first year students at Hastings take Moot Court in the spring semester. Second and third year students desiring to be on the Moot Court board must complete the Appellate Advocacy class and then compete to be on the Board. In a typical competition, approximately 200 compete for a place on the Board. Once admitted, members are placed in teams of three, including two oral advocates and a brief editor per team. Moot Court Board members act as teaching assistants and coaches and hold office hours.

**CLINICAL PROGRAMS**

Hastings offers several clinics

• The Civil Justice Clinic provides a chance for students to “interviewing, counseling, fact investigation, case planning, negotiation, trial, and hearing practice skills. Participants in this clinic focus on organizational representation that involves a range of lawyering strategies, including litigation, lobbying, public education, media relations, and community organizing.” Typical cases include “de novo trials of wage-and-hour claims in Superior Court and administrative proceedings involving Social Security disability appeals, rent stabilization petitions, and special education placements and services.”

• The Criminal Practice program has both a classroom and field component. The two-week classroom work aims to provide fundamental training in “client interviews, case planning and investigation, plea negotiations, written and oral motion practice, witness examination in hearings, and trials and trial preparation.” In the field, students work a minimum of 32 hours a week either in a prosecutor’s or public defender’s office and acquire courtroom skills by handling “preliminary hearings, motions to suppress, and trial appearances for misdemeanor offenses and juvenile court matters.”

1299 http://www.uchastings.edu/womenslj/

1300 http://www.uchastings.edu/?pid=1796

1301 Id.

1302 http://www.uchastings.edu/wrnw/

1303 http://www.uchastings.edu/?pid=1795

1304 Id.

1305 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

1306 http://w3.uchastings.edu/mootcourt_01/

1307 http://www.uchastings.edu/?pid=2288

1308 Id.

1309 http://www.uchastings.edu/?pid=2011
• The Environmental Law Clinic allows a student to handle a single case at all stages—“client presentation, consultation with experts, negotiation with opposing counsel, commencement of litigation, and final judgment.” Working with government and public interest agencies students learn how to plan litigation strategy, work with experts, and present complex materials in court.

• The Immigrants Rights Clinic enables students to represent clients “facing removal by the Immigration and Naturalization Service, those seeking asylum, and others who wish to become citizens.” Students appear at hearings before immigration judges and research large-scale, policy issues regarding immigration reform.

• The Local Government Clinic “provides students with academic insights and practical experiences in the law departments of local governments, usually in San Francisco, Berkeley, Oakland, and Palo Alto.” The classroom work focuses on understanding local government, the power structures present between federal, state, and local governments; and the professional responsibility duties of government lawyers.

• The Workers’ Rights Clinic serves pro-bono clients in need of employment representation. Under the supervision of attorneys from the Employment Law Center/Legal Aid Society of San Francisco and the private bar, students interview clients, counsel them and refer them to other counsel as necessary. If students represent clients they will handle administrative hearings under the supervision of clinic coordinators. “Issues students are likely to encounter include employment discrimination, wrongful discharge, sexual, or other types of harassment, unpaid wages and benefits, polygraph and drug testing, whistle blowing, retaliation, health and safety concerns, denial of unemployment compensation, layoffs, and plant closings.”

EXTERNSHIPS

Hastings offers semester-long Judicial Externships “with judges in the U.S. Court of Appeals, U.S. District Courts, U.S. Magistrate Court, California Supreme Court, California Court of Appeal, and San Francisco Superior Court.”

Hastings’ Global Experiences Externship allows five students in its international law concentration to work within the War Crimes Prosecutor’s Office in The Hague, Amnesty International’s National Refugee Office Detention Project in San Francisco, the International Labor Organization in Geneva, Switzerland, and Southern African Environmental Project in Rondebosch, South Africa.

STUDENT ORGANIZATIONS


CENTERs AND INSTITUTEs

- The Center for Gender and Refugee Studies
- The Center for Negotiation and Dispute Resolution
- The Center for State and Local Government Law
- The Public Law Research Institute
- The Expedited Removal Study

Number of firms interviewing on campus for 2004: 400

Percentage of graduates employed at graduation: 56.8
Percentage of graduates employed nine months after graduation: 94.8

WHERE THE GRADUATES GO

- Percent of graduates employed by private firms: 69
- Percent of graduates employed as judicial clerks: 5
- Percent of graduates employed by the government: 9
- Percent of graduates employed by a public interest organization: 5
- Percent of graduates employed by private industry: 6
- Percent of graduates employed in an academic position: 2

Students surveyed pointed out that the percent employed was lower for 2003 than other years, with most people going to private firms. Also some indicated that the breakdown did not account for those starting their own practice.

---

1312 http://www.uchastings.edu/?pid=55
1313 http://www.uchastings.edu/site_files/CSO/2004_fall_recruiting_handbook.pdf; pg. 3
1316 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03015.php (listing 4% as unknown)
1317 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book. http://www.uchastings.edu/?pid=1913
SOME BRIEF FACTS

George Mason University Law School is currently ranked Number 41 on the annual U.S. News & World Report list of Tier One law schools. Located in Arlington, Virginia, George Mason University is just a few miles from downtown Washington, D.C.

Among the many advantages of George Mason’s location are year-round employment opportunities with federal government agencies, “such as the U.S. Department of Justice, the U.S. Department of State, and the Federal Communications Commission.” In addition, the school’s faculty and numerous guest lecturers are drawn from nearby organizations such as the White House, the Congress, the U.S. Supreme Court, the U.S. Court of Federal Claims, the U.S. Department of Justice, the Federal Trade Commission, the U.S. International Trade Commission, and the U.S. Patent and Trademark Office. Besides access to government resources given Fairfax County’s emergence as a leading center for the East Coast’s technology industry, students have direct access to high-tech and global industries and the law firms working with the industry. For the pure litigator, George Mason offers an excellent chance to learn about complex litigation handled on the Eastern District of Virginia’s “Rocket Docket.”

The George Mason University School of Law prides itself on training students in three main skills: “The legal application of economic tools and methods, intensive development of legal writing skills, and specialized substantive preparation for practice.”

George Mason Law School’s fall 2004 entering class was comprised of 138 full-time day students and 71 part-time evening students, and its student-faculty ratio is 14.6:1.

WHAT IT TAKES TO GET IN

The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 165
  - 25th – 75th Percentile: 159 – 166
- Median GPA: 3.62
  - 25th – 75th Percentile: 3.01 – 3.85
- Approximate number of applications for 2004: 4,353
- Number accepted during 2004: 617
- Percentage accepted during 2004: 14.2%

1318 http://www.law.gmu.edu/geninfo/about.html
1319 Id.
1320 Id.
1321 Id.
1324 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_03159.php (full-time students)
1325 http://www.law.gmu.edu/admission/2004profile.php (full- and part-time students)
1326 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_03159.php (full-time students)
1327 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_03159.php (full-time students)
1328 http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_03159.php (full-time students)
CLASS RANKING AND GRADES

The Law School operates on a 4.33 to 0.00 A+-F scale, with a strict bell curve for most classes, resulting in a GPA that is close to 3.1 for most graduating students.

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Grade Distribution

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>Top-50%</th>
<th>TOP 75%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP*1330</td>
<td>3.503</td>
<td>3.321</td>
<td>3.238</td>
<td>3.058</td>
<td>2.821</td>
<td>2.15</td>
</tr>
<tr>
<td>BCG1331</td>
<td>3.000</td>
<td>2.914</td>
<td>2.711</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Student survey responses indicated that George Mason University strictly adheres to a mandatory bell curve for both first-year and non-seminar second- and third-year courses. The mean GPA is less than 3.0 for most class years, resulting in little or no inflation of grades. Further, students indicated that there are fewer than 15% A’s in most classes.1334

CLASS RANK

George Mason ranks based upon cumulative GPA at the end of the fall and spring semesters. That ranking appears on a student’s transcript only if the student requested its addition, in which case both the numerical and percentage ranking information appears.1335

“Final class rankings for the graduating class are done after summer term grades have been recorded. Each graduate is then mailed an individual rank statement and summary, along with a final, unofficial transcript. Final ranks are not posted at the Law School.”1336

HOW THE BEST ARE SEPARATED FROM THE REST

Summa cum laude: Top 1% (2 students)
Magna cum laude: Top 10% (24 students)
Cum laude: Top 25% (59 students)

ACADEMIC AWARDS

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law School Fellowship &amp; Scholarship</td>
<td>Merit-based (granted to up to 20 students).</td>
</tr>
</tbody>
</table>

1329 www.gmu.edu/departments/law/academics/regulations.html. At George Mason students are numerically ranked, based upon GPA at the end of each semester; www.gmu.edu/departments/law/academics/records-FAQ.html#fa; Class rank is added to a student’s transcript only if requested; National Association for Law Placement, National Directory of Law Schools 2002-2003.1334

1330 * Minimum grade required to attain, based on May 2001 graduating class; National Association for Law Placement, National Directory of Law Schools 2005-2006, 193

1331 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.1332

1332 Id.

1333 http://www.law.gmu.edu/academics/records-FAQ.html#fa

1334 http://www.law.gmu.edu/academics/records-FAQ.html

1335 http://www.law.gmu.edu/academics/records-FAQ.html

1336 Percent of class receiving; GPA required (if calculated); # of students in each category; National Association for Law Placement, National Directory of Law Schools 2005-2006, 193


248 The 2005/2006 BCG Attorney Search Guide To Class Ranking Distinctions And Law Review Admission At America’s Top-50 Law Schools
Robert A. Levy Fellowships
Merit-based for students with Ph.D. in Economics, Finance, or Political Science (granted to up to 2 students).

Dean Engle Memorial Scholarship
Merit-based.

George Mason University School of Law Alumni Association Scholarship
Merit-based.

Bendheim Scholarship
Merit-based (awarded to up to 4 students).

Dean’s Service Award
Merit-based (awarded to up to 2 students).

Scott C. Whitney Writing Prize
Merit-based.

Richard S. Murphy Prize
Merit-based.

Greg Bedner/Perot Systems
Merit-based.

Sterne, Kessler Intellectual Property Law Scholarship
Merit-based.

Mary Fischer Doyle Public Service Scholarship
Merit-based.

Giles S. Rich Award in Intellectual Property
Merit-based.

Betty Southard Murphy Award in Constitutional and Labor Law
Merit-based (awarded to up to 4 students).

Ann Southard Award Murphy & Cornelius F. Murphy Jr. Tuition Assistance Award
Merit-based.

C. Young & S. Keisler Scholarship
Need/merit-based

STUDENT JOURNALS
There are four student-edited journals at George Mason. Upon completing their first year of school, students are eligible to join the journals based on grades or a writing competition.

- **George Mason Law Review**[^339] is a traditional student-edited law review published quarterly. It provides students with the opportunity to develop research, writing, and editing skills. Students completing their first year of law school are eligible for membership as long as their GPA is equal to the mean for that year. Those meeting the GPA criterion are allowed to participate in the writing competition for a spot on staff.[^340] Further, the top 10% of the first-year class is given an invitation to join without the writing competition and transfer students, who are in the top 10% of their original ABA approved school, may also join after an abbreviated writing competition.[^341] The Law Review is the most prestigious of the Law School’s publications, and is most well-known for law and economics.[^342]

- **Civil Rights Law Journal (CRLJ)**[^343] is a student-run publication that is published bi-annually. The CRLJ publishes articles that span a wide spectrum of issues relating to civil rights. Recent articles have addressed issues on race, gender, sexual orientation, religion, free speech, abortion rights, cruel and unusual punishment, search and seizure, voting rights, and rights of the disabled. Membership is extended to the top 20% of the first-year class.

4[^1341] Id.
5[^1342] This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
further those who are not in the top 20% but possess at least a 2.5 GPA after their first year may become members through the writing competition.\textsuperscript{1344} CRLJ is the second most prestigious publication at the George Mason University School of Law.\textsuperscript{1345}

- **Federal Circuit Bar Journal (FCBJ).**\textsuperscript{1346} The official journal for the Federal Circuit Bar Association and the United States Court of Appeals for the Federal Circuit, is a national and quarterly publication which carries a subscriber base of over three thousand judges, professors, attorneys and law students. The Journal provides a unique opportunity for students to work with practicing attorneys and former editors and hence provides a more practical education. The scope of the FCBJ consists of all issues within the jurisdiction of the Federal Circuit. The Student Editorial Board consists of 31 students—20 staff members and 11 student editors.\textsuperscript{1347} This publication is most widely known for its treatment of intellectual property issues.\textsuperscript{1348}

- **The Journal of Law, Economics & Policy.**\textsuperscript{1349} (JLEP) is the School of Law’s newest journal. As outlined in their mission statement, the JLEP plans to publish two “innovative, thought-provoking journals on law, economics and policy that will appeal to both academia and the practicing legal community” a year. Student editors will work with a highly distinguished Board of Advisors to review pieces before publication. Of the two issues one issue will cover material from a symposia regarding legal and economic policy, and the other will be a peer-reviewed compendium of articles submitted by individual authors.

**MOOT COURT.**\textsuperscript{1350} First-year students are introduced to the art of oral advocacy through the Moot Court Competition. The first round of the competition is mandatory and is part of the legal writing curriculum. However, students may voluntarily participate in the advancing rounds. According to student surveys, a student’s performance in the mandatory exercise is the most heavily considered criteria in acquiring a position on the Moot Court Board.\textsuperscript{1351}

**CLINICAL PROGRAMS.**\textsuperscript{1352} Students gain practical experience by participating in one or more of the following clinical programs: the Legal Clinic (where students work in judges’ chambers or another legal office), Law and Mental Illness Clinic (where students locate, interview and represent mental health clients), Public Interest Law Clinic (in conjunction with the Washington Legal Foundation), Telemedicine Clinic (which is an intersection of advanced communications technologies and health care regulation), and the Board of Immigration Appeals Clinic. Student surveys have apprised us of the inception of a new clinic, called the Homeland Security Center, designed to deal with the emerging issues related to this contemporary issue.\textsuperscript{1353}

\textsuperscript{1344} http://www.law.gmu.edu/gmucrlj/pm1.html

\textsuperscript{1345} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

\textsuperscript{1346} http://www.law.gmu.edu/fcbj/fcbj.html.

\textsuperscript{1347} http://www.law.gmu.edu/fcbj/index.shtml

\textsuperscript{1348} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

\textsuperscript{1349} http://www.gmu.edu/org/jlep/

\textsuperscript{1350} http://www.gmu.edu/org/mootcourt/; See also National Association for Law Placement, National Directory of Law Schools 2005-2006, i93.

\textsuperscript{1351} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.

\textsuperscript{1352} http://www.law.gmu.edu/career/clinical_prog.html

\textsuperscript{1353} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
EXTERNSHIPS\textsuperscript{1354}

George Mason “students have undertaken externships in such varied places as the Executive Office of the President, the U.S. Court of Federal Claims, the National Center for Missing and Exploited Children, the Alexandria Commonwealth Attorney’s Office, the U.S. Patent and Trademark Office, and the U.S. Department of Justice.”

STUDENT ORGANIZATIONS\textsuperscript{1355}


CENTERS AND PROGRAMS

- Law and Economics Center
- Center for the Study of Neuroeconomics
- The Tech Center
- Intellectual Property Program
- Law and Economics Program

Number of firms interviewing on campus for 2004: 70

Percentage of graduates employed at graduation: 97.7\textsuperscript{1356}

Percentage of graduates employed nine months after graduation: 99.4\textsuperscript{1357}

WHERE THE GRADUATES GO\textsuperscript{1358}

- Percent of graduates employed by private firms: 49
- Percent of graduates employed as judicial clerks: 10
- Percent of graduates employed by the government: 18
- Percent of graduates employed by a public interest organization: 5
- Percent of graduates employed by private industry: 15
- Percent of graduates employed in an academic position: 5

\textsuperscript{1354} http://www.law.gmu.edu/career/externship.html
\textsuperscript{1355} http://www.law.gmu.edu/students/orgs.html
\textsuperscript{1356} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03159.php
\textsuperscript{1357} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03159.php
\textsuperscript{1358} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03159.php
SOME BRIEF FACTS
While much of any law student’s time is spent attending classes and studying here in Cajun Country, Tulane law students quickly realize that the Law School is a place where things are always happening, both inside and outside the classroom. There are more than 30 student organizations, any of which may be holding business meetings or substantive programs on any given day. Eight different journals offer students writing and editing opportunities, and the Moot Court program oversees both intra-school competitions and as many as 12 teams participating in inter-school competitions. All of that, plus the appealing setting of New Orleans, has earned Tulane its way into the Top-50 Law Schools this year, at Number 41.

Few weeks go by without special programs presented by distinguished scholars or practicing attorneys. Both the Professional Development Office and the Dean of Students regularly host events of interest to students. But there are also ample parties, crawfish boils, softball games and picnics, canoeing expeditions and more. A quick look at the calendar confirms this. In sum, student life at Tulane Law School is dynamic and diverse—much like the student body itself.

In almost no other American city do the past, present, and future co-exist and enrich one another as in New Orleans. New Orleans is the most European of American cities, exuding a continental ambience. Deservedly a popular destination for tourists, New Orleans is regularly the site of Super Bowls and Final Four basketball tournaments. Major conventions and other events are held here almost every day.
With 1.3 million residents, the New Orleans metropolitan area encompasses a third of Louisiana’s population. It is the state’s banking, judicial, medical, and cultural center. Located on the Mississippi River 50 miles above the Gulf of Mexico, New Orleans is one of the world’s largest ports. The shipping industry has been the greatest contributor to the prominence of New Orleans as a center of admiralty law and international trade. As the South’s port of call for 200 years, New Orleans has developed as a city of rich ethnic traditions.

WHAT IT TAKES TO GET IN
The following LSAT/GPA data pertains to the fall 2004 full-time entering class:
-Median LSAT: 160
-Median GPA: 3.50
-Approximate number of applications for 2004: 4,126
-Number accepted during one recent sample year: 1,055
-Percentage accepted during one recent sample year: 25.6
GRADE NORMALIZATION (CURVE)
Many students report that Tulane adheres to what is called a “hard curve.” Most classes are graded with a B average, with some professors adhering to a C curve.

Reports indicate the following statistics for Tulane’s grade distribution:
- 3.70 and above = Approximately top 6%
- 3.57 and above = Approximately top 12%
- 3.49 and above = Approximately top 15%
- 3.38 and above = Approximately top 24%
- 3.30 and above = Approximately top 33%
- 3.18 and above = Approximately top 51%

In a recent survey conducted by us at BCG Attorney Search, A+ grades were found to be very rarely awarded, with the top student in each class at Tulane usually given a grade of A.

Tulane’s LL.M. program continues to grow. The one-year programs leading to the degree of Master of Laws (LL.M.) are offered to eligible candidates already holding the first law degree (J.D. or LL.B. or equivalent). The General LL.M. and four specialized LL.M. programs are offered in Admiralty, American Business Law, Energy and Environmental Law, and International and Comparative Law. Tulane typically receives 400 applications for 75 places in the various LL.M. programs.

Tulane Law School also offers a small number of exceptional candidates the opportunity to pursue the Ph.D.

CLASS RANK
No official individual rankings are released for students; nevertheless, the Law School provides percentile groupings, and for the 2003-2004 academic year, a GPA of 3.18 was the cutoff for the Top-50%. At the time of printing, Tulane had as yet to update its information for the 2004-2005 year.

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 5%</th>
<th>TOP 10%</th>
<th>TOP 15%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>Top-50%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TULANE</td>
<td>3.70 &amp; above</td>
<td>3.57 &amp; above</td>
<td>3.49 &amp; above</td>
<td>3.38 &amp; above</td>
<td>3.30 &amp; above</td>
<td>3.18 &amp; above</td>
<td>1.9</td>
</tr>
</tbody>
</table>

*As Tulane has no official class rankings, the law school offers these percentiles to reflect averages.

How the Best Are Separated from the Rest:

Order of the Coif: Top 10%
- *Summa cum laude*: 0.004% (> or = 3.857)
- *Magna cum laude*: 10% (> or = to 3.542)
- *Cum laude*: 25% (> or = 3.393)
- Dean’s List: 25% (3.478)
GRADUATION AWARDS AND HONORS
These awards and honors are conferred each spring in connection with graduation. We have included descriptions for some of the more prominent awards offered by Tulane.
American Bankruptcy Institute Medal for Excellence in Bankruptcy Studies

Civil Law Studies Award
- Established in 1983 by the Louisiana State Bar Association, this award (consisting of a cash award and plaque) is presented to the graduating student who has the highest grade point average in civil law courses.

Dean’s Medal
Edward A. Dodd Jr. Award

Faculty Medal
- This award is presented by the Tulane Law School faculty to the graduating student who attains the highest grade point average in the entire course of three years in the School.

Lemle & Kelleher Award

Haber J. McCarthy Environmental Law Award

Brian P. McSherry Community Service Award

George Dewey Nelson Memorial Award

Order of the Coif
- The Order of the Coif is a national law school honor society. The faculty selects its members from the top 10 percent of each graduating class.

Tulane Tax Institute Award

John Minor Wisdom Award

James A. Wysocki Award

LAW REVIEW
Published six times each year, the Tulane Law Review is a student-run and student-edited legal periodical with a sizable international circulation. The total circulation of the Tulane Law Review places it among the top ten American law reviews, and it was recently ranked 16th in the country, based on total citations by all courts. The journal is one of only ten American law reviews on the list of minimum holdings for law libraries in the United Kingdom. Annually, more than 1,000 articles are received for 20 available slots. The Board of Student Editors of the Tulane Law Review is composed of approximately 55 upper-classmen chosen for their outstanding scholastic records or demonstrated ability in legal research and writing.
JOURNALS

Tulane Maritime Law Journal
Beginning its 24th year of publication, the Tulane Maritime Law Journal, formerly the Maritime Lawyer, is the preeminent student-edited admiralty law journal in the world. The Journal has a circulation of more than 1,000, spanning 38 countries on six continents and including private law firms, marine insurance companies, shipping lines, federal agencies, federal judges, and the United States Supreme Court. Members of the journal have the opportunity to interact with local, national, and international admiralty attorneys. The Journal publishes two issues each year consisting of practical and scholarly works written by academics, practitioners, and students. The Journal recently began publishing student works in an electronic format, which is accessible via the Internet. Members of the Journal, numbering between 40 and 45, are selected on the basis of a summer writing competition and academic performance.

Tulane European & Civil Law Forum
The Tulane European & Civil Law Forum is a journal devoted to topics related to European, comparative, and civil law. Manuscripts are selected by faculty editors and edited with the assistance of student editors, who are chosen by the faculty based on demonstration of interest in the area. Historically, the board has included a student editor-in-chief and five or six student editors. The Forum’s circulation is both national and international, and as of 2002, 17 volumes have been published. Those students with foreign language skills are especially encouraged to apply. The Forum has published translations of new works by distinguished European and civil law scholars and has a prestigious board of 70 contributing editors from Belgium, France, Germany, Greece, Israel, Italy, Luxembourg, The Netherlands, Scotland, the United Kingdom, and the United States.

Tulane Environmental Law Journal
Founded in 1986, the Tulane Environmental Law Journal is a student-run and student-edited law review devoted to environmental issues. It is published twice each year and has a national circulation. The Journal publishes articles by scholars and practitioners, as well as student work. Past volumes of the Journal have focused on topics such as hazardous waste and coastal zone management. The Journal has also sponsored symposium and colloquium issues on toxic torts, fisheries, biodiversity, and developments in international environmental law. Members of the Journal are chosen through a summer writing competition and have both editorial and writing responsibilities.

Law & Sexuality
Law & Sexuality: A Review of Lesbian, Gay, Bisexual, and Transgender Legal Issues was founded in 1989 by a group of gay and non-gay students to provide a national forum for discourse on legal matters related to sexual orientation. It is the first and only student-edited law review in the United States to be devoted to issues of concern to the lesbian, gay, bisexual, and transgender community. This journal is published every year and has a broad, national circulation. The review publishes articles by scholars and lawyers on a wide variety of subjects, including constitutional law, corporate law, employment law, family law, health law, insurance, military law, and trusts and estates. The review also publishes traditional student writing.

Membership on the review is open to all second- and third-year law students. Members are chosen through summer and fall writing competitions. The responsibilities of the staff members include editing articles and student work and writing comments and recent developments material on any subjects related to lesbian, gay, bisexual, and transgender legal issues.
**Tulane Journal of International & Comparative Law**  
This journal comprises over 40 members and focuses predominantly on current topics in international law. Because of Tulane Law School’s ability to offer both common and civil law courses and its international academic reputation, the Journal is in an enviable position to receive scholarly and practical articles from authors around the world. Past issues have included articles on the jury trial in Russia, Chinese foreign investment laws, the role of the UN Security Council in protecting human rights, the UNIDROIT principles, international efforts to combat money-laundering, the Central American Bank for Economic Integration, and international regulation of the Internet.

**Sports Lawyers Journal**  
The Sports Lawyers Journal was first published in 1993, primarily through the efforts of Professor Gary Roberts, who serves as the journal’s faculty advisor. Published annually by the Sports Lawyers Association (SLA) and edited by Tulane law students, the SLJ is the most widely read legal sports journal in the United States. All officers and directors of the SLA serve on the journal’s advisory board, and each member of the SLA—currently more than 1,000 practicing attorneys, agents, law faculty, students, and other industry professionals—receives a copy of the journal. The Journal provides a unique view of sports issues and an excellent opportunity for students to have their writing published and recognized by industry professionals.

The Journal’s editorial board includes up to ten Tulane students, with a slightly larger junior staff. Junior membership is granted to upper-level law students on the basis of a brief submitted during the summer or fall write-on competition.

**MOOT COURT**  
The Law School’s moot court program is designed to develop students’ advocacy skills at both trial and appellate levels. The program is organized and directed by the Moot Court Board, students with superior scholastic standing and demonstrated skill in oral and written advocacy. The Board oversees both intra- and inter-school competitions, as well as non-competitive “open events.”

The Moot Court Board organizes teams for inter-school competitions in a variety of trial and appellate areas, including international law, constitutional law, mediation, corporate law, environmental law, and admiralty law. Our BLSA chapter sponsors a team at the Frederick Douglass Moot Court Competition, our European Legal Studies program sends a team to a commercial arbitration competition in Vienna, and other student organizations also send teams to special-interest competitions. The Moot Court competitive teams have historically brought great pride and prestige to Tulane and have had considerable success at the national level.

Participation in inter-school competitions is open to 2L, 3L, and LL.M. students. 1L participation in is limited to intra-school competition the second semester (on an uncredited basis).

**STUDENT ORGANIZATIONS**  
The following are only a few examples of the types of student organizations available to different students at Tulane:

- Alternative Dispute Resolution Law Society
- American Bar Association/Law Student Division
- American Civil Liberties Union, Tulane Chapter
American Constitution Society
Asian-Pacific-American Law Students Association
Association of Trial Lawyers of America
Black Law Student Association
Business Law Society
Criminal Law Society
Cuban Detainee Program
DICTA
Eberhard P. Deutsch - International Law Society
Entertainment & Art Law Society
Environmental Law Society
Federalist Society
Foreign Lawyers at Tulane
Honor Board
Human Rights Law Society
Jewish Law Students Association
La Alianza del Derecho
Lambda Law Alliance
Law & Philosophy
Law Women’s Association
Maritime Law Society
Military Law Society
Moot Court
Phi Alpha Delta
Phi Delta Phi
Project for Older Prisoners
Public Interest Law Foundation
Real Estate Law Society
Schoolmates
Sports Law Society
Student Animal Legal Defense Fund
Student Bar Association
Technology and Intellectual Property
Tulane Child Advocates
Tulane Italian-American Law Student Association
Tulane University Legal Assistance Program

* All information gathered from http://www.law.tulane.edu
University of Alabama

Mailing Address
Box 870382
Tuscaloosa, AL 35487

Main Phone
(205) 348-5117

Admission’s Phone
(205) 348-5440

Registrar’s Phone
(205) 348-4870

Web Site Address
www.law.ua.edu

Some Brief Facts:
Established in 1872, the University of Alabama School of Law is the only public law school in the state of Alabama. For over 120 years, the school has educated leaders in the legal profession, business, and government. The University of Alabama School of Law is currently ranked Number 41 on the annual U.S. News & World Report list of Tier One law schools and ranked among the Top 17 public law schools in the nation.\(^{1359}\)

Tuscaloosa is a friendly, beautiful, and relatively inexpensive place to live; and its almost 100,000 residents enjoy small-town quaintness along with big-city activities, culture, and entertainment.\(^{1360}\) Alabama provides its students with a nationally recognized, progressive legal education.\(^{1361}\) The Law School offers a diverse curriculum, including traditional courses, cutting-edge classes in emerging areas of the law, and skills training. Alabama has two international programs, ten trial and appellate advocacy teams, six clinical programs, numerous externships, and three endowed lectures-one that brings U.S. Supreme Court justices to lecture at the Law School.\(^{1362}\)

Alabama’s professors are actively engaged in scholarly research and writing, but give priority to teaching and advising as they remain accessible to students outside of the classroom.\(^{1363}\) There were 171 students in the school’s fall 2004 entering class,\(^{1364}\) and the student-faculty ratio is 12:1.\(^{1365}\)

What It Takes To Get In
The following LSAT/GPA data pertains to the fall 2004 entering class:
- Median LSAT: 162
- Median GPA: 3.5
- 25th – 75th Percentile: 159 – 163\(^{1366}\)
- 25th – 75th Percentile: 3.1 – 3.7\(^{1367}\)
- Number accepted during 2004: 319\(^{1368}\)
- Percentage accepted during 2004: 23.8

\(^{1359}\) http://www.law.ua.edu/admissions/
\(^{1360}\) http://www.law.ua.edu/admissions/tusc.html
\(^{1362}\) http://www.law.ua.edu/prospective/info.php?re=dean
\(^{1363}\) http://www.law.ua.edu/deansmessage.html
\(^{1364}\) http://www.law.ua.edu/info.php?re=quickfacts
\(^{1365}\) Id.
\(^{1366}\) http://www.law.ua.edu/info.php?re=quickfacts
\(^{1367}\) Id.
\(^{1368}\) Id.
\(^{1369}\) Id.
CLASS RANKING AND GRADES

The University of Alabama uses a standard 4-point GPA scale, with a recommended B curve for most large courses. Even though the curve is not mandatory and only a recommendation, a majority of the class grades adhere to such a curve, as the mean graduating GPA tends to fall in the B range, with 3.1 being at the 50th percentile mark.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Norm (% of students receiving grade)</th>
<th>Range (% of students who may receive this grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5%</td>
<td>2.5%-5%</td>
</tr>
<tr>
<td>A-</td>
<td>7.5%</td>
<td>7.5%-10%</td>
</tr>
<tr>
<td>B+</td>
<td>12.5%</td>
<td>10%-15%</td>
</tr>
<tr>
<td>B</td>
<td>15%</td>
<td>12.5%-17.5%</td>
</tr>
<tr>
<td>B-</td>
<td>20%</td>
<td>15%-25%</td>
</tr>
<tr>
<td>C+</td>
<td>15%</td>
<td>12.5%-17.5%</td>
</tr>
<tr>
<td>C</td>
<td>12.5%</td>
<td>10%-15%</td>
</tr>
<tr>
<td>C- F</td>
<td>12.5%-0.00</td>
<td>0%-15%</td>
</tr>
</tbody>
</table>

Classes of 40 or more

<table>
<thead>
<tr>
<th>Grade</th>
<th>Norm (% of students receiving grade)</th>
<th>Range (% of students who may receive this grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5%</td>
<td>2.5%-5%</td>
</tr>
<tr>
<td>A-</td>
<td>7.5%</td>
<td>7.5%-10%</td>
</tr>
<tr>
<td>B+</td>
<td>12.5%</td>
<td>10%-15%</td>
</tr>
<tr>
<td>B</td>
<td>15%</td>
<td>12.5%-17.5%</td>
</tr>
<tr>
<td>B-</td>
<td>20%</td>
<td>15%-25%</td>
</tr>
<tr>
<td>C+</td>
<td>15%</td>
<td>12.5%-17.5%</td>
</tr>
<tr>
<td>C - F</td>
<td>25%</td>
<td>15%-30%</td>
</tr>
</tbody>
</table>
CLASS RANK
The University of Alabama School of Law does rank its students, but in the National Association for Law Placement, National Directory of Law Schools 2005-2006, the school’s entry does not reflect the ranking breakdown. Employers may ask the career services office to see and/or verify a student’s grades and/or ranking but the office will not verify unless the student signs a release form.\textsuperscript{137}

HOW THE BEST ARE SEPARATED FROM THE REST\textsuperscript{134}
- **Order of the Coif**: Top 10%
- **Summa cum laude**: Top 5%
- **Magna cum laude**: Next 10%
- **Cum laude**: Next 25%

ACADEMIC AWARDS\textsuperscript{135}

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean M. Leigh Harrison</td>
<td>Top 5% of class after fifth semester of law school.</td>
</tr>
<tr>
<td>Hugo L. Black Scholar</td>
<td>Top 10% of each class section after third semester of law school.</td>
</tr>
<tr>
<td>West Publishing Company Scholastic</td>
<td>Achievement</td>
</tr>
<tr>
<td></td>
<td>First in second- and third-year class sections (4).</td>
</tr>
</tbody>
</table>

STUDENT JOURNALS\textsuperscript{136}
The University of Alabama publishes three law journals:
- **Alabama Law Review** is nationally recognized, and it is edited by students; it examines both national and state issues. The student staff and 13-member editorial board edit and manage the publication. The top 10% of students beginning their second year of law study are automatically eligible for membership. Students in the top half of their class at the beginning of the second year may compete in a write-on competition for membership on the Law Review.\textsuperscript{137}
- **Law and Psychology Review** has been and continues to be a pioneer in the intersection of law and behavioral science, having “received national and international acclaim for its legal-psychological analyses.” Subjects covered by the review include “the jury’s decision-making process, consent to treatment, capital punishment, psychological aspects of expert testimony and character evidence, and the rights of juveniles.”\textsuperscript{138}
- **Journal of the Legal Profession** claims title as the country’s first journal addressing legal ethics and problems confronting the profession. In operation for more than 25 years, the journal draws its staff from the top 25% of students after their first year in law school. The journal enjoys an international readership.

MOOT COURT\textsuperscript{139}
First-year moot court is required in the second semester for all students. In addition, second-year students may elect to participate in the John A. Campbell Moot Court Competition. From this competition, 24 are selected to be members of the next year’s John A. Campbell Moot Court.
Board. These students conduct the next year’s competitions and assist the legal writing lecturers in the first-year moot court class. The Frederick Douglas Moot Court Competition Team participates in an intra-law school appellate competition sponsored annually by the Black Law Students Association. Teams compete in the Duberstein Bankruptcy Moot Court Competition, Muger Tax Moot Court Competition, Robert F. Wagner National Labor and Employment Moot Court Competition, and the National Environmental Law Competition. The School of Law’s team for the Phillip C. Jessup International Law Moot Court Competition has enjoyed much recent success. In the last eight School of Law’s team for the Phillip C. Jessup International Law Moot Court Competition has won four regional championships, advanced to the international rounds of the competition, and merited several Best Brief awards and numerous individual honors. In 2000, the Law School’s team won the prestigious Baxter Award for the Best Applicant Memorial in the World.

CLINICAL PROGRAMS\(^\text{1380}\)\(^\text{1381}\)
The University of Alabama offers six clinical programs, including Disability Litigation Clinic, Elder Law Clinic, Children’s Rights Clinic, Public Defender Program, Pension Counseling Clinic, and the Student Legal Clinic. The university’s clinical program was started in the early 1970s to provide legal assistance to low income clients while at the same time providing students with an opportunity to obtain practical experience before graduation from law school.

STUDENT ORGANIZATIONS\(^\text{1381}\)

Number of firms interviewing on campus most years: 80\(^\text{1382}\)

Percentage of graduates employed at graduation: 70.2\(^\text{1383}\)
Percentage of graduates employed nine months after graduation: 97.5\(^\text{1384}\)

Where the Graduates Go\(^\text{1385}\)
The school groups by job types.
- Percent of graduates employed in positions requiring or anticipating a J.D. (firms, judicial clerks, corporate counsel): 91
- Percent of graduates employed in positions preferring a J.D. (corporate contracts administrator, government regulatory analyst): 4
- Percent of graduates employed as professionals where a J.D. is not required or preferred (accountant, teacher, business manager): 5

\(^\text{1380}\) http://www.law.ua.edu/clinics.html
\(^\text{1381}\) http://www.law.ua.edu/careers/StudentOrgs.pdf
\(^\text{1382}\) http://www.law.ua.edu/cso/oci.html
\(^\text{1384}\) http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carer_03001.php
Some Brief Facts
The University of Arizona James E. Rogers College of Law is located in Tucson, a culturally rich Southwestern city of 750,000 inhabitants. Tucson’s desert rains, breathtaking sunsets, and distinctive cacti provide a spectacular backdrop for the pursuit of a legal education. The area gets more than 300 days of sunshine per year, more than any other region in the United States and enough to drive away even the most stubborn of first-year required reading doldrums.

The James E. Rogers College of Law is currently ranked Number 41 on the annual U.S. News & World Report list of Tier One law schools. It has a distinguished and creative faculty, strong interdisciplinary and advanced degree course programs, and a friendly and congenial atmosphere inspired by its well-rounded students. The school enrolled 155 students for its fall 2004 entering class and has a student-faculty ratio of 13:1.

The University of Arizona—a top-tier AAU institution—is at the forefront in examining issues involving Mexico-U.S. relations and Indigenous Peoples law, policy, and culture. The College of Law plays a major role in that distinction; it offers LL.M. degrees in International Trade Law and Indigenous Peoples Law and Policy, as well as joint degrees in many fields, including business, philosophy, and psychology, among others.

The Law School uses a five scale grading system that mirrors the standard 4-point scale, however Arizona does not assign decimal point numerical values, with each whole number point value corresponding to each letter grade value, i.e., A=4. Further the system replaces E’s for F’s where no credit is earned. The school also follows a B curve, with almost 55% of the grades in the B range.

What It Takes to Get In
The following LSAT/GPA data pertain to the fall 2004 entering class:
- Median GPA: 3.47  25th – 75th Percentile: 3.27 – 3.69
- Approximate number of applications for one recent year: 2,376
- Number accepted during one recent sample year: 471
- Percentage accepted during one recent sample year: 19.8

CLASS RANKING AND GRADES

The University of Arizona, School of Law uses a five scale grading system with the numerical values assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
</tr>
</tbody>
</table>

GRADE NORMALIZATION (CURVE)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>*25%</td>
</tr>
<tr>
<td>B</td>
<td>55%</td>
</tr>
<tr>
<td>C</td>
<td>20%</td>
</tr>
<tr>
<td>D</td>
<td>10%</td>
</tr>
<tr>
<td>E</td>
<td>0%</td>
</tr>
</tbody>
</table>

*The school applies the preceding grade curve for classes of 21 or more. The faculty is not permitted to deviate more than 2.5% above or below the grade curve points displayed on the left, except in extraordinary circumstances.

In addition, for classes with fewer that 21 students, unless the class is for a substantial paper, the mean GPA must not be more than 3.5.

HOW THE BEST ARE SEPARATED FROM THE REST

Order of the Coif: Top 10% of the class with 75% of the courses graded
Summa cum laude: Top 7%
Magna cum laude: Next 7%
Cum laude: Next 11%
Dean’s List: GPA of 3.30 (for full-time students with 10+ graded units per semester)

ACADEMIC AWARDS

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ralph W. Aigler</td>
<td>The senior student who has made the most significant scholarly and professional contribution to the school.</td>
</tr>
<tr>
<td>Order of the Barrister</td>
<td>Top 8-10 students in graduating class who have excelled in advocacy.</td>
</tr>
<tr>
<td>Ares Fellows</td>
<td>Selected by first-year small section professor based on writing ability, academic achievement, and interpersonal skills. Ares Fellows act as teaching assistants for first-year research and writing programs.</td>
</tr>
</tbody>
</table>

35 other academic achievement awards are offered in the following areas: Trial Advocacy, Damages Argument, Advocacy, First-Year Student, Outstanding Minority Student, Tax, Service, Public Interest, International and Business Law, Outstanding Senior, Public Service, Best Law Review Note, Second-Year Law Review Writing Award, and Outstanding Law Review Editor/Writer.
STUDENT ACTIVITIES

Journals

- Arizona Law Review\footnote{399} is printed quarterly and is ranked number 26 out of 122 nationally ranked law reviews. The publication covers topics of general interest to legal scholars, professionals and students. Top 10% of the class is automatically invited to join one of the two Journals at UAL, the Law Review, being the more prestigious of the two is more readily chosen. Aside from the automatic invitation, students may compete in a writing competition to gain a spot on this journal.

- Arizona Journal of International & Comparative Law\footnote{400} covers a wide array of topics relating to comparative law, including issues of Indian tribes and tribunals. The Journal uses the same method as the Law Review for membership however; a greater number of the top 10% of the students chose the Law Review, making the writing competition a greater factor in gaining membership on this journal.

Moot Court\footnote{401}

All upper-level students may participate in the moot court program held each spring. There is no official moot court requirement. The College also offers extensive pre-trial and trial practice course offerings in a nationally ranked program designed by Professor Tom Mauet.\footnote{1402}

Clinical Programs\footnote{1403}

The College of Law currently operates four in-house legal clinics in: Child Advocacy, Domestic Violence, Immigration, and Tribal Law, and sponsors several programs involving placements with lawyers in the public sector and trial court judges, including the Criminal Prosecution Clinic and the Criminal Defense Clinic. The clinics served more than 450 clients during the 2001-2002 school year.\footnote{1404}

Organizations\footnote{1405}


Number of firms interviewing on campus most years: \footnote{1406}100+ Percentage of grads employed at graduation: \footnote{1407}68.5\% Percentage employed nine months after graduation: \footnote{1408}93.3\%
Where the Grads Go

- Percent of grads employed by private firms: 43
- Percent of grads employed as judicial clerks: 22
- Percent of grads employed by the government: 24
- Percent of grads employed by a public interest organization: 5
- Percent of grads employed by private industry: 5
- Percent of grads employed in an academic position: 2

The University of Florida, Levin College of Law

Some Brief Facts

Founded in 1909, the University of Florida, Levin College of Law, considers itself to be “one of the nation’s most comprehensive public law schools.” The school offers numerous certificate programs (Intellectual Property, Family Law, Environmental and Land Use, and International and Comparative Law, Estates and Trust Law), more than 30 joint-degree programs, and post-J.D. programs for Taxation and Comparative Law for foreign lawyers.

The University of Florida, Levin College of Law, is currently ranked Number 41 on the annual U.S. News & World Report list of Tier One law schools. The school has a reputation for academic excellence and takes pride in its impressively large and diverse teaching faculty and distinguished alumni. The school had previously divided its enrollments into fall and spring but is phasing this system out. As such, for the 2005-2006 academic year the school has enrolled 200 students for the fall term and 100 students for the spring term but the spring students will be part of an accelerated program such that by the fall of 2006 they will be second-year students. The school intends to enroll 400 students in fall 2006.

The College of Law is housed in two buildings on the west side of the University of Florida campus. The well-endowed university and surrounding city offer ample opportunities for outdoor recreation, intercollegiate athletics, and world-class cultural events. Gainesville, with a population of about 100,000, is consistently rated as one of America’s most livable cities.

The College of Law uses a standard 4-point grading scheme with slight modification. E’s are given instead of F’s and there is no capacity for A+. However, “+” grades are given in all other grade categories, but no “−” grades are given. The courses are curved based on a standard bell curve. Originally, the curve was a low 2.8, making the mean somewhere between a C+ and a B. Starting with the class of 2003, the curve has been raised several points to a 3.15-3.25 range, raising the mean between a B and a B+ average. Florida Law provides percentile rankings up to the top 33rd percentile with individual ranks available to the top 15% by request.

These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on.
WHAT IT TAKES TO GET IN

The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 160
- Median GPA: 3.69
- Approximate number of applications for one recent year: 3,782
- Number accepted during one recent sample year: 504
- Percentage accepted during one recent sample year: 13.3


CLASS RANKING AND GRADES

A 4.0  B 3.0  C 2.0  D 1.0
B+ 3.5  C+ 2.5  D+ 1.5  E 0.0

GRADE NORMALIZATION (CURVE)

Beginning in 2003, the University implemented a new mean grade of 3.15-3.25 (the old mean was 2.85) for all course sections. Student surveys indicated that A grades are a rare occurrence, with 5-10 A grades per 100 students in a curved course and some professors refraining from handing out any at all.

CLASS RANK

The University of Florida provides percentile rank based on the overall grade point averages of students. Each entering class is subject to a separate rank. Additionally, students in the top 15% of their class may request their individual numerical rank within their class.

The following statistics were reported after spring 2003 grades:

PERCENTILES FOR THE FALL 2002 ENTERING CLASS
AFTER FALL 2003 GRADES REPORTED

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 5%</th>
<th>TOP 10%</th>
<th>TOP 15%</th>
<th>TOP 20%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.FLORIDA</td>
<td>3.79</td>
<td>3.66</td>
<td>3.57</td>
<td>3.48</td>
<td>3.43</td>
<td>3.36</td>
</tr>
</tbody>
</table>

PERCENTILES FOR THE SPRING 2003 ENTERING CLASS
AFTER FALL 2004 GRADES POSTED

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 5%</th>
<th>TOP 10%</th>
<th>TOP 15%</th>
<th>TOP 20%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.FLORIDA</td>
<td>3.72</td>
<td>3.64</td>
<td>3.55</td>
<td>3.52</td>
<td>3.46</td>
<td>3.42</td>
</tr>
</tbody>
</table>

PERCENTILES FOR THE FALL 2003 ENTERING CLASS
AFTER FALL 2004 GRADES REPORTED

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 5%</th>
<th>TOP 10%</th>
<th>TOP 15%</th>
<th>TOP 20%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.FLORIDA</td>
<td>3.76</td>
<td>3.66</td>
<td>3.58</td>
<td>3.51</td>
<td>3.46</td>
<td>3.37</td>
</tr>
</tbody>
</table>

1421 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
1422 http://www.law.ufl.edu/students/percentiles.shtml
PERCENTILES FOR THE SPRING 2004 ENTERING CLASS
AFTER FALL 2004 GRADES REPORTED

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 5%</th>
<th>TOP 10%</th>
<th>TOP 15%</th>
<th>TOP 20%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.FLORIDA</td>
<td>3.68</td>
<td>3.59</td>
<td>3.53</td>
<td>3.50</td>
<td>3.46</td>
<td>3.40</td>
</tr>
</tbody>
</table>

HOW THE BEST ARE SEPARATED FROM THE REST

Order of the Coif: Top 10%
Highest Honors: 3.9 GPA
High Honors: 3.7 GPA
Honors: 3.3 GPA
Dean’s List: 3.1

ACADEMIC AWARDS

Approximately 25 awards are given based on various factors, including grades and writing competitions, among others. Survey participants pointed to the Book Award, which is given for the best grade in the class to be among the most well known honors.

STUDENT ACTIVITIES

Journals

- The Florida Law Review publishes five times yearly. All editing and production is undertaken exclusively by students. Articles either are solicited by the Law Review Staff or submitted in hopes of publication by legal scholars and practitioners. Staffers generally provide the case comments and notes. Unlike other Florida law journals, only the top 5% of each first-year section is offered an editorship. Invitations to join come at the beginning of a student’s third semester. It is also possible to do a write-on: Authors of the best papers get invited. Law Review candidates must complete three major projects during the second year, one of which is a case comment of publishable quality (Case comments written for the Open Writing Competition satisfy this requirement.) During the first two semesters on Law Review, candidates are given short trials working on each specific phase of Law Review editing and production. During the second full semester of the second year, candidates write a scholarly note exploring a topic pertinent to legal questions and concerns currently at the forefront of legal research. Recently, candidates have had the option to write such a case note during their entire first year on the Review instead of writing a separate case comment and note. The Florida Law Review is generally acknowledged to be the most prestigious journal, although for unknown reasons, Florida law students seem to take a more casual approach to the school’s journals than at other top universities. Anecdotally, students have told us that The Review is famous for publications related to Taxation.
• The Florida Journal of International Law (FJIL)\textsuperscript{434} Whereas law review membership is known by law firms around the world as one way of identifying a law student who has excelled academically in relationship to his peers, these same law firms, in the case of the Florida Law School, probably would be unaware that there are two highly impressive law journals at the school, Law Review being just one of them. The other is FJIL. Only the top 10% of Florida’s first year class is eligible for this Journal’s editorial board in addition to the winners of the open writing competitions held at least twice a year. FJIL publishes one volume of two issues each year.

• The Journal of Law & Public Policy\textsuperscript{435} devotes itself to interdisciplinary study and analysis of contemporary legal and social issues. An Open Writing Competition gives second, third, and fourth semester students the opportunity to become candidates for membership. To participate, competitors must be in good academic standing (GPA of 2.0 or higher) and have received a grade of S or S+ in Legal Research & Writing.

• The Journal of Technology Law and Policy\textsuperscript{436} is a forum for discussing relevant technology issues involving patents, copyrights, trademarks, trade secrets, antitrust, and computer law. Outstanding academic achievement or demonstrated writing ability is a membership prerequisite, as is a “Book Award” earned in one four core courses needed to receive an Intellectual Property Certificate. Students also can compete for a write-on slot by submitting a case comment. Students earn up to three graduation credits by their acceptance to and subsequent participation in this journal.

MOOT COURT\textsuperscript{437}

The Justice Campbell Thornal Moot Court Team competes in intramural as well as in state and national appellate competitions. Participation is optional, but membership remains highly competitive (surveyed students said about 10 to 15% of those who try out make it), coveted by students who wish to eventually be litigators and ranks with Law Review as a prestigious accomplishment. Students in Appellate Advocacy attend Moot Court Final Four competition judged in the fall by Florida Supreme Court Justices and in the spring by federal DCA judges.\textsuperscript{438}

CLINICAL PROGRAMS\textsuperscript{439}

The Florida Law School prides itself on the variety of different clinical program opportunities available for students. These include the Conservation Clinic, one of two Public Defender and State Attorney sections of the Criminal Law Clinic, and the Virgil Hawkins Civil Clinics (Full-Representation, Gator Team Child Juvenile Law, Mediation, or Pro Se Clinic). Unlike in many other law schools, each of these clinics is generally competitive to get into as there are not enough slots for every student who applies. Because of this, students have been known to defer graduation and place themselves in what is called ‘externship status’ in order to gain admittance to a specific clinic. The downside is that this situation forces many students to graduate without any clinical work if they do not participate in an externship opportunity.\textsuperscript{440}

\textsuperscript{434} http://lic.law.ufl.edu/~fjil/
\textsuperscript{435} http://grove.ufl.edu/~jlpp/about.htm; http://grove.ufl.edu/~jlpp/competitionlaw.htm.
\textsuperscript{436} http://dogwood.circa.ufl.edu/~techlaw/
\textsuperscript{438} Linda Calvert Hanson, Esq., Assistant Dean for Career Services, via email correspondence dated March 26, 2004
\textsuperscript{440} This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
ORGANIZATIONS


Number of firms interviewing on campus most years: 200+
Percentage of grads employed at graduation: 65.1
Percentage of grads employed nine months after graduation: 95.8

WHERE THE GRADS GO

The school groups by job types.

- Percent of graduates employed in positions requiring or anticipating a J.D. (firms, judicial clerks, corporate counsel): 88
- Percent of graduates employed in positions preferring a J.D. (corporate contracts administrator, government regulatory analyst): 3
- Percent of graduates employed as professionals where a J.D. is not required or preferred (accountant, teacher, business manager): 3
- Percent of graduates employed in positions not requiring professional training or not intended to be part of a career: 2

---

1441  http://www.law.ufl.edu/students/organizations/; Per Associate Dean Sasnett, provided via email correspondence with Linda Calvert Hanson, Esq., Assistant Dean for Career Services, dated March 26, 2004
1442  http://www.law.ufl.edu/career/
1445  Id.
Some Brief Facts

The University of Maryland School of Law is notable among first-tier law schools, in that it permits students to enroll either as day or evening students. Both categories of acceptance are based on the same rigorous median LSAT and GPA admissions criteria. The school prides itself on offering only a J.D. degree, so as to provide a concentrated effort into producing lawyers.\textsuperscript{1446}

The law school made its appearance on the rankings last year and this year moves up to number 41. Maryland boasts an exceptionally favorable student/faculty ratio of 11.1:1,\textsuperscript{1447} which facilitates a lot of one-on-one time between individual students and their professors. Even the large first year courses only contain 50 to 75 students. Further the Law School provides several specialization programs with a Healthcare law program that ranks third in the nation and an Environmental law program which ranks fourth nationally.\textsuperscript{1448}

University of Maryland School of Law uses a modified 4-point scale with a range of 4.3 to 0.67, A+ to F respectively. The Law School releases an individual rank for each student, which is available upon request, and the 50th percentile falls at 3.14, squarely in the middle of a B and B+.\textsuperscript{1449}

What It Takes To Get In

The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 160\textsuperscript{1450} 25th – 75th Percentile: 155-162\textsuperscript{1451}
- Median GPA: 3.36\textsuperscript{1452} 25th – 75th Percentile: 3.31 – 3.75\textsuperscript{1453}
- Approximate number of applications for one recent year: 3,782\textsuperscript{1454}
- Number accepted during one recent sample year: 438
- Percentage accepted during one recent sample year: 11.6


Class Ranking and Grades\textsuperscript{1455}

<table>
<thead>
<tr>
<th>Grade</th>
<th>4.33-4.17</th>
<th>3.49-3.17</th>
<th>2.49-2.17</th>
<th>1.49-1.17</th>
<th>0.49 and below</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>B+</td>
<td>C+</td>
<td>D+</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>B-</td>
<td>C-</td>
<td>D-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\textsuperscript{1446} National Association for Law Placement, National Directory of Law Schools 2005-2006, 619
\textsuperscript{1447} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_05072.php
\textsuperscript{1448} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_05071.php
\textsuperscript{1449} These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on.

\textsuperscript{1450} National Association for Law Placement, National Directory of Law Schools 2005-2006, 619
\textsuperscript{1451} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_05071.php
\textsuperscript{1452} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_05070.php
\textsuperscript{1453} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_05071.php
\textsuperscript{1454} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_05070.php; See also http://www.law.umaryland.edu/dept/admissions/profile.asp (listing full- and part-time numbers as 4,303 applied, 497 resulting in a 11.5% acceptance rate)
Though professors have discretion in awarding grades the school encourages them to “strive to maintain both a grade distribution pattern and an average grade consistent with those being employed by others grading examinations in similar courses.” The school emphasizes this point regarding required and multi-section courses.

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>Top 50%</th>
<th>TOP 75%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP</td>
<td>3.59</td>
<td>3.35</td>
<td>3.26</td>
<td>3.11</td>
<td>2.90</td>
<td>1.67</td>
</tr>
</tbody>
</table>

Although Maryland does not publish a class rank on the transcript, students may request their individual class rank from the registrar after all first year grades are recorded. Students may also list such a rank on their resume if they desire. In addition, students may list their rank as a percentile i.e., a student ranked 19 out of 100 would be able to state a percentile of 20.

**HOW THE BEST ARE SEPARATED FROM THE REST**

**Order of the Coif:** Top 10% (usually 3.56 and above)

**Summa cum laude:** N/A

**Magna cum laude:** N/A

**Cum Laude:** Top third (usually 3.00 and above)

**ACADEMIC AWARDS**

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Prizes</td>
<td>Students graduating #1 and #2 (2).</td>
</tr>
<tr>
<td>Larry B. Shoda Award</td>
<td>Evening student demonstrating academic excellence.</td>
</tr>
<tr>
<td>Joseph Bernstein Fund Prizes</td>
<td>Best work in each student journal.</td>
</tr>
<tr>
<td>Hoffberger Clinical Law Prizes</td>
<td>Students excelling in Clinical Law Program (4).</td>
</tr>
</tbody>
</table>

**STUDENT ACTIVITIES**

**Journals**

The number, quality, and diversity of journals associated with the University of Maryland is exceptional. Generally, students are chosen based on their written petitions submitted at the end of their first year for day students and their second year for evening students. The process is entirely grade blind for two of the journals—Margins and the Journal of Health Care Law and Policy. Grades do impact the choice of editors for The Maryland Law Review and The Business Lawyer. Approximately 25% of all available positions are determined by a combination of petition scores and grades.

- *The Maryland Law Review* is published quarterly and is arguably the law school’s major legal publication. One issue annually is dedicated exclusively to Maryland law. The editorial board typically numbers 60-70 at one time, and is responsible for both layout and content. Leading scholars and practitioners provide most if not all of the content, although the issue featuring Maryland law contains comments and case notes by students as well as professionals.

---

1456 http://www.law.umaryland.edu/dept/osa/documents/policies/handbook.pdf, pg. 60
1457 http://www.law.umaryland.edu/dept/osa/documents/policies/handbook.pdf, pg. 60
1458 Minimum grade required to attain, based on May 2001 graduating class, National Association for Law Placement, National Directory of Law Schools 2002-2003, 506
1460 http://www.law.umaryland.edu/dept/osa/documents/policies/handbook.pdf; pg. 51; % of class receiving; GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2002-2003, 507
1462 www.law.umich.edu/JournalsAndOrgs/orgs.htm; http://www.law.umich.edu/currentstudents/studentervices/handbook/handbook.pdf#page=46
1463 Journal admission standards provided by Tricia O’Neil, Assistant Dean for Student Affairs, by way of email correspondence dated April 2, 2004, between Mary Alice Hohing, Operations Manager, and BCG Staff.
• **The Business Lawyer**, an official journal of the ABA’s business law section, is also edited and produced by Maryland law students. It claims its print run of over 58,000 is the largest of any law journal/review in the world. (By comparison, Harvard Law Review is estimated to distribute approximately 8,000 copies.) Its subscribers include practitioners, academics and judges nationwide. The journal publishes articles by legal practitioners and academics, with materials submitted directly to the ABA. Students have published work on this journal after entering an ABA contest to find publishable student works.

• **The Journal of Health Care Law and Policy (JHCLP)** offers attorneys, law students and others high-level policy dialogue and a platform for interdisciplinary discussion concerning health policy and is known to be one of the more cited journals in this field.

• **Margins Law Journal** focuses on cultural issues of class, gender, race and religion, their interplay within American culture and the legal questions raised as a result of this interplay. The Journal’s focus tends to gravitate more to the impact of law on individuals and communities with marginal status than it does on traditional case and statutory analysis.

**MOOT COURT**

Competition for Moot Court Board membership is only for 2nd and 3rd year students achieving exceptional Appellate Advocacy scores or top 20 Moot Court competition scores. The board of upper class law students that oversees the Moot Court competition is chosen based on grades which typical fall in the top 10% of the class, appellate-brief writing ability plus demonstrated superior oral advocacy. Two internal competitions are held in which second-year day and evening students compete for membership.

**CLINICAL PROGRAMS**

The University of Maryland’s clinical program ranks 7th on The *U.S. News & World Report* list of top clinical training programs. The University of Maryland’s Clinical Programs is exceptional, boasting 24 different and distinct clinical opportunities and thus allowing every student an opportunity to participate in at least one clinic during his or her Law School years. For starters, the Environmental Law Program includes a leading-edge curriculum of standard courses plus seminars taught by leading experts. The *U.S. News & World Report* Annual Survey ranks this clinic as one of America’s best. Another nationally recognized clinical program is Law and Health Care (L&HCP), which began in the late 1980s in response to problems encountered by health-care professionals struggling to make sense of a myriad of national and state statutory and other laws regarding health care in general. Students tackle sophisticated issues and analyze them from legal, interdisciplinary, and cultural perspectives. Finally, the Law Asper Fellowship Program gives study credit for supervised work with state and federal judges, government attorneys, and not-for-profits. The Program is exceptionally rigorous: Students must perform 140 hours in a semester to fulfill their obligations to this clinical program. The Classroom component of the program brings attorneys and judges from the field in for lectures and discussions regarding the issues students face in their projects.
ORGANIZATIONS

As was true with journals and clinical programs, the choice of special-interest campus organizations on campus is considerable, to include: Asian/Pacific American Law Students Association, Black Law Students Association, Criminal Law Association, Intellectual Property Association, Jewish Law Students Association, Latino Law Students Association, Law Students for Animal Rights, Literary and Debate Society, several fraternities, the Student Bar Association, the University Student Government Association and the Women’s Bar Association.

Percentage of grads employed at graduation: 73.9
Percentage of grads employed nine months after graduation: 97.4

WHERE THE GRADS GO

- Percent of grads employed by private firms: 36
- Percent of grads employed as judicial clerks: 25
- Percent of grads employed by the government: 18
- Percent of grads employed by a public interest organization: 3
- Percent of grads employed by private industry: 15
- Percent of grads employed in an academic position: 3

1469 http://www.law.umaryland.edu/osa_studorg.asp
American University (Washington College of Law)

Mailing Address
4801 Massachusetts Avenue NW
Washington, DC 20016-8192

Main Phone
(202) 274-4101

Admission’s Phone
(202) 274-4101

Registrar’s Phone
(202) 274-4080

Career Service’s Phone
(202) 274-4101

Web site address
www.wcl.american.edu

Some Brief Facts
Washington, DC, the center of the nation’s legal institutions, is also the nation’s legal home, with federal and state agencies, courts, trade associations, public interest groups, corporations, and hundreds of private firms. With a lawyer population of 1 in 12, Washington is a lawyer’s city unlike any other.

Washington is without peer as a law student’s city. As a law student in Washington, you will find countless opportunities for externships, clinics, and independent study. Many of your classes will address contemporary national issues, and your professors represent the entire spectrum of the profession, public as well as private.

Washington is also an international center. Legal education today has to prepare you for practice well into the twenty-first century, including the need to work increasingly across national boundaries. Our institutions and communities offer unparalleled opportunities to study international and transnational issues.

The American University is located in the northwest edge of Washington, DC, near the Maryland state line. The law school is 15 minutes from the White House, yet it is set within the green boundaries of a residential neighborhood. In short, American offers the best of Washington, DC.

American University makes its 2006 appearance on the U.S. News & World Report list of Tier One law schools at Number 47. There were 1,193 students enrolled full time as of fall 2004,1473 with a faculty-to-student ratio of 15.4:1.1474

What it Takes to Get In
The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: N/A 25th – 75th Percentile: 159-162
- Median GPA: N/A 25th – 75th Percentile: 3.22-3.61
- Approximate number of applications for one recent year: 8,159
- Number accepted during one recent sample year: 2,002
- Percentage accepted during one recent sample year: 24.5


CLASS RANKING AND GRADES

Approximate Class Rank after Fall 2004 Grades

<table>
<thead>
<tr>
<th>Third Year Students</th>
<th>Second Year Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 10%: 3.66</td>
<td>Top 10%: 3.67</td>
</tr>
<tr>
<td>Top 25%: 3.54</td>
<td>Top 25%: 3.53</td>
</tr>
<tr>
<td>Top 33%: 3.48</td>
<td>Top 33%: 3.47</td>
</tr>
<tr>
<td>Top-50%: 3.39</td>
<td>Top-50%: 3.32</td>
</tr>
</tbody>
</table>

HOW THE BEST ARE SEPARATED FROM THE REST

Summa cum laude: Top 3%
Magna cum laude: Top 7%
Cum laude: Remaining 30%

STUDENT ACTIVITIES

Law Review

The American University Law Review is both the oldest and the largest journal at American University’s Washington College of Law. For more than fifty years, the Law Review has made valuable contributions to both the law school and the larger legal community. Each year, the Law Review’s approximately one hundred student team publishes six books that are distributed nationwide and abroad to law school libraries, private law firms, public legal organizations, and individual subscribers. The Law Review is also accessible on Westlaw® and Lexis®.

Rather than focus on a particular area of law, the Law Review publishes articles, essays, and student notes and comments on a broad range of issues. Recent years, we have addressed a broad range of topics, including First Amendment freedom of speech; the death penalty; ERISA; electronic copyright infringement; attorney-client privilege; immigration law; international trade law; and a host of other timely legal issues. Also, the American University Law Review is the only journal in the nation to publish annually an issue dedicated to decisions of the Federal Circuit Court of Appeals regarding patent law, international trade, government contracts, and Native American law.

MOOT COURT

The Moot Court Honor Society at American University Washington College of Law (“WCL”) sponsors a wide-range of activities designed to provide students opportunities to practice their oral advocacy and brief writing skills.

Each year the Moot Court Honor Society administers intra-school Moot Court Competitions, held at WCL for WCL students only, and trains WCL students to compete in and win national trial and appellate advocacy tournaments other law schools administer. The Moot Court Honor Society also hosts both the Burton D. Wechsler First Amendment Moot Court Tournament, at which over 30 law schools from across the nation compete, and the National High School Moot Court Tournament, the first and only such tournament in the country.

1475 http://www.wcl.american.edu/registrar/classrank.cfm
1476 http://www.wcl.american.edu/registrar/regs.cfm
1477 http://www.wcl.american.edu/journal/lawrev/about.cfm
1478 http://www.wcl.american.edu/org/mootcourt/
The Moot Court Honor Society is under the control and direction of its Executive Board Members. The Executive Board Members administer the curricular and extracurricular components of the Moot Court Honor Society, second and third year students at WCL, and are elected by their predecessors. First- and Second-year students at WCL may serve as Assistants to the Moot Court Executive Board.

**CLINICAL PROGRAMS**

Civil Practice Clinic, Community & Economic Development Law Clinic, Criminal Justice Clinic, D.C. Law Students in Court, Domestic Violence Clinic, Intellectual Property Law Clinic, International Human Rights Law Clinic, Federal Tax Clinic, and Women and the Law Clinic

**ORGANIZATIONS**


Graduates known to be employed at graduation: 83.9
Graduates known to be employed nine months after graduation: 97.4

WHERE THE GRADS GO

- Percent of grads employed by private firms: 43
- Percent of grads employed as judicial clerks: 11
- Percent of grads employed by the government: 18
- Percent of grads employed by a public interest organization: 5
- Percent of grads employed by private industry: 21
- Percent of grads employed in an academic position: 2

---

1479 http://www.wcl.american.edu/clinical/
1480 http://www.wcl.american.edu/org/
1482 Id.
University of Colorado-Boulder

Mailing Address
Fleming Law Building
401 UCB
Boulder, CO 80309

Main Phone
(303) 492-8047

Admission’s Phone
(303) 492-7203

Registrar’s Phone
(303) 492-7203

Web Site Address
www.colorado.edu/law

Some Brief Facts
The University of Colorado at Boulder, School of Law is currently ranked Number 48 on the annual U.S. News & World Report list of Tier One law schools. Located at the foot of the Rocky Mountains, on the southwestern corner of the University of Colorado’s 1,094-acre campus, the School of Law boasts some of the most scenic panoramas in the country. The campus’ beauty is enhanced by its buildings, a majority of which are constructed with sandstone and red-tile-roof in the rural Italian Renaissance style.

The University Of Colorado School Of Law has a long and dynamic history of excellence, is national in its orientation, and is also one of the country’s truly great bargains for legal education. Its tuitions and fees are among the lowest in the nation, even for out-of-state students. The school takes pride in its library’s comprehensive collection and modern facilities and its nationally recognized programs in natural resources and constitutional law work.

There were only 166 students enrolled in the University Of Colorado School Of Law’s fall 2004 entering class. With a student-faculty ratio of 13:1, students are sure to catch the attention of their professors both inside and outside the classroom.

Colorado Law School grades on an A-F scale, with a 100-point system. There are no A+ grades awarded, but + and – distinctions are found in all other grade categories. The Faculty has adopted an 84 median grade for each course, with the 50th percentile GPA also falling close to an 84.

What It Takes To Get In
The following LSAT/GPA data pertains to the fall 2003 entering class:
- Median LSAT: 162
  25th – 75th Percentile: 159 – 164
- Median GPA: 3.64
  25th – 75th Percentile: 3.45 – 3.84
- Approximate number of applications for one recent year: 2,899
- Number accepted during one recent sample year: approximately 676
- Percentage accepted during one recent sample year: 23.3

CLASS RANKING AND GRADES

Colorado Law School employs a grade point system but uses an internal 100 point scale as well.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grade Point</th>
<th>Internal Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89</td>
</tr>
<tr>
<td>B*</td>
<td>3.0</td>
<td>83-85</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-75</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>66-69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>63-68</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>00-59</td>
</tr>
</tbody>
</table>

*Effective summer 1994, the faculty recommended an 84 median grade in each law school class.

Class Rank

<table>
<thead>
<tr>
<th>PERCENTILE</th>
<th>TOP 10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>Top 50%</th>
<th>TOP 75%</th>
<th>MIN GRADE REQ FOR GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP*</td>
<td>89.55</td>
<td>87.51</td>
<td>86.65</td>
<td>84.64</td>
<td>82.46</td>
<td>72.00</td>
</tr>
</tbody>
</table>

GRADE NORMALIZATION (CURVE)

Professors must grade on a curve with a median of 84 and it is recommended that professors not hand out grades higher than a 96. Unlike other schools that have hard curves, the median grade at Colorado seems to fall almost exactly in line with the 50th GPA percentile or a B with only 10% of the class receiving A’s. All classes with over 20 students are graded on the B curve, even second and third year courses. This could be an indication that there is less grade inflation than at other schools and perhaps the grading curve is more universal and not for core classes only.

HOW THE BEST ARE SEPARATED FROM THE REST

Order of the Coif: Top 10% of graduating class
Dean’s List: Top 10% each semester

1495 http://www.colorado.edu/law/about/rules/Rules10-1-04.htm#3-3-4
1496 * Minimum grade required to attain, based on May 2000 graduating class; National Association for Law Placement, National Directory of Law Schools 2005-2006, 588
1497 http://www.colorado.edu/law/about/rules/Rules10-1-04.htm#32
1498 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
1499 Id.
1500 % of class receiving; GPA required (if calculated); # of students in each category, National Association for Law Placement, National Directory of Law Schools 2005-2006, 588
Academic Awards

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin W. Scott Award</td>
<td>Appellate advocacy oral argument award.</td>
</tr>
<tr>
<td>Chase Fellowship</td>
<td>Commitment to human rights issues</td>
</tr>
<tr>
<td>Colorado Int’l Environmental Law Journal</td>
<td>Leadership and writing awards (2).</td>
</tr>
<tr>
<td>DeSouchet Award</td>
<td>Best individual performance in trial advocacy.</td>
</tr>
<tr>
<td>Don W. Sears Award</td>
<td>Greatest contribution to class learning experience.</td>
</tr>
<tr>
<td>Dufford &amp; Brown Writing Comp. Award</td>
<td>Outstanding legal writing</td>
</tr>
<tr>
<td>Edward C. King Award</td>
<td>Outstanding leadership and achievement.</td>
</tr>
<tr>
<td>Irving P. Andrews Award</td>
<td>Outstanding achievement by black graduate.</td>
</tr>
<tr>
<td>Jim R. Carrigan Cup</td>
<td>Trial advocacy awards (2).</td>
</tr>
<tr>
<td>Joel H. Greenstein Award</td>
<td>Outstanding students in trial advocacy.</td>
</tr>
<tr>
<td>Law Review Awards</td>
<td>Scholarship, leadership and contribution/outstanding comment.</td>
</tr>
<tr>
<td>Legal Aid and Defender Award</td>
<td>Outstanding service and commitment to program.</td>
</tr>
<tr>
<td>Meritorious Student Award</td>
<td>Contributed most to law school community.</td>
</tr>
<tr>
<td>Natural Resources Law Center Award</td>
<td>Outstanding scholarship and service in natural resources.</td>
</tr>
<tr>
<td>Outstanding Latino Graduate</td>
<td>Outstanding graduating Hispanic student.</td>
</tr>
<tr>
<td>Sutcliffe Distinguished Service Award</td>
<td>Outstanding dedication and service to law school community.</td>
</tr>
<tr>
<td>West Publishing Book Award</td>
<td>Highest scholastic average for academic year.</td>
</tr>
<tr>
<td>Women’s Law Caucus Award</td>
<td>Contributed most to women’s issues during school.</td>
</tr>
</tbody>
</table>

STUDENT ACTIVITIES

Journals

Students surveyed indicated that law review membership is fairly competitive, with 8-100 applicants vying for about 30 spots available on Law Review. Applicants are scored on five different criteria for the write-on submissions. Students ranked in the top 10% of their class have their lowest scores dropped. The selection process for the other journals mirrors the Law Review, except the other journals also require a statement of interest. Students predictably responded that Law Review gets the first pick of students wishing to get journal membership, with those not making the cut writing on the other journals.

---

1501 National Association for Law Placement, National Directory of Law Schools 2005-2006, 588
1502 http://www.colorado.edu/law/students/journals.htm
1503 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
• The *University of Colorado Law Review* comes out four times a year. The students editors handle the entire operation of the journal “including editing, writing case comments and reviews for books and faculty articles.” This is the main publication of the school and encompasses broad topics of legal interest. The students gain membership through a writing competition, and or on the basis of their class standing. Transfer students may also participate by entering a writing competition.

• The *Colorado Journal of International Environmental Law & Policy* focuses on “examining the legal and policy implications of international environmental issues.” Read by many in the field, the journal addresses serious issues in this area including “global climate change, trans-boundary water pollution, protection of biological diversity, and international environmental conventions.” Second- and third-year students operate the journal and see that its two issues a year are published.

• The *Journal on Telecommunications and High Technology Law (JTHTL)* is the most recent addition to the school’s tradition of student publications. JTHTL is connected to the University of Colorado’s Silicon Flatirons Telecommunications Program and “is committed to providing a meaningful experience to students who have an interest in telecommunications, technological convergence, intellectual property, and regulatory law.”

**MOOT COURT**

Moot Court competition is a voluntary program for second- and third-year students. Practice course requirement is fulfilled through either Trial Advocacy or the Legal Aid and Defender Program. Appellate Court Advocacy is required for first-year students. Due to the amount of time and effort participants have to put in, as well as the prestige involved, many students feel that this is an option for students who did not want to be on a journal and that few students could handle both.

**CLINICAL PROGRAMS**

The University Of Colorado School Of Law offers the following clinical programs: Legal Aid and Defender Program, Natural Resources Litigation Clinic, American Indian Law Clinic, Legal Negotiation and Dispute Resolution, Trial Competition, Trial Advocacy, Advanced Trial Advocacy, Motions Advocacy, Appellate Advocacy Clinic, Entrepreneurial Law Clinic and the externship program. Clinical programs received high praise from almost all of the students responding to our survey.

**ORGANIZATIONS**


1504 http://www.colorado.edu/law/lawreview/index.htm
1506 http://www.colorado.edu/law/jthtl/index.htm
1508 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
1510 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
1511 http://www.colorado.edu/law/studentorg.html
Number of firms interviewing on campus most years: 85-100

* The exact number of firms is not released, but the law school continually hosts on-campus interviews each year, upon request from employers.

Percentage of grads employed at graduation: 65
Percentage of grads employed nine months after graduation: 92.3

WHERE THE GRADS GO

- Percent of grads employed by private firms: 42
- Percent of grads employed as judicial clerks: 24
- Percent of grads employed by the government: 16
- Percent of grads employed by a public interest organization: 5
- Percent of grads employed by private industry: 10
- Percent of grads employed in an academic position: 3

1512 Phone conversation with Tony Bastone, Assistant Dean of Career Services, on March 16, 2004
Case Western Reserve University

SOME BRIEF FACTS
Case Western Reserve School of Law prides itself on creating a community of learning in which students and faculty can study and learn in comfort, have easy access to resources, and interact with each other not only in the classroom, but also casually in common areas devoted to student use.

Our facility itself fosters an atmosphere of collegiality. Built in 1971, enhanced in 1994 with a 20,000-square-foot addition, and remodeled in 2000, the law school is spacious, inviting, and comfortable. The older classrooms have been updated and all now offer outstanding acoustics, lighting, electrical outlets for laptop computers, and seating. Throughout the building, there is a feeling of openness and hospitality that enhances learning and the exchange of ideas. Students and faculty are often seen chatting over a cup of coffee on “The Bridge” or in one of our student lounges.

The law school is located on the north side of our university campus, which encompasses 128 acres in University Circle, a 450-acre farm in Hunting Valley, 2 astronomy observatories, and 87 buildings. University Circle, home to Case Western Reserve University, is an intellectual, scientific, cultural, and health care district—the concentration of institutions within its one-square-mile, park-like setting is unsurpassed in the world.

Case Western Reserve makes its debut appearance on the U.S. News & World Report list of Tier One law schools at Number 49 in the 2006 rankings. There were 689 full-time students enrolled at Case Western Reserve in the fall of 2004, with a faculty-to-student ratio of 14.2:1.

WHAT IT TAKES TO GET IN
The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: N/A  
  25th – 75th Percentile: 157-161
- Median GPA: N/A  
  25th – 75th Percentile: 3.04-3.53
- Approximate number of applications for one recent year: 2,851
- Number accepted during one recent sample year: 808
- Percentage accepted during one recent sample year: 28.3

ACADEMIC AWARDS

In an effort to recognize excellence, an abundance of awards are available to students.

The Ohio Chapter of the American Academy of Matrimonial Lawyers presents an award to a student who has excelled in family law. The American Bankruptcy Institute Medal of Excellence is awarded for outstanding performance in bankruptcy studies. The Anderson Publishing Company book award is presented to the top graduating student in selected courses. The Jack Cronquist Award goes to the student in the Milton A. Kramer Law Clinic who demonstrates outstanding performance and commitment to clients. The Richard A. and Brandon S. Collier Law-Medicine Award honors outstanding achievement in the law-medicine curriculum. The Duvin, Cahn & Hutton Labor Law Award goes to a student who has excelled in the study of labor and employment law. The West Group presents its Corpus Juris Secundum Award to the top student in each section of Civil Procedure, Constitutional Law, Contracts, Criminal Law, Property, and Torts. The Federal Bar Association Award is given by the Cleveland Chapter to the top student in each section of Constitutional Law I. The Sherman S. Hollander Award is presented to the student who earns the highest grade in each section of Evidence. The Arthur E. Petersilge Award is presented to students who have excelled in the study of wills and trusts. The Frederick K. Cox Service Award is given to the top students in Trial Tactics. The International Academy of Trial Lawyers presents an award to the outstanding student in the trial advocacy program. The William H. Wallace Award is given to a student demonstrating excellent litigation skills. The Outstanding Scholastic Achievement Book Award is presented by the West Group to the graduating student with the highest overall grade point average.

WRITING COMPETITIONS

The following awards and prizes are based on written essays. Most awards are determined by a faculty committee. Some include first, second, and third prizes. Cash prizes vary from year to year. In addition to awards established or administered at this law school, we also have information about many other writing competitions across the country. New competitions are announced almost every week and are added to a database maintained in the Career Services Office. Updated lists are posted regularly outside that office, and full information on all competitions is maintained in a notebook. All students enrolled in the law school and in good standing are eligible to compete for these awards. Papers prepared for a seminar or for the writing requirement may be submitted. The Stanley I. and Hope S. Adelstein Environmental Law Award is presented to the student who prepares the best essay in the field of environmental law. The Nathan Burkan Award is presented by the American Society of Composers, Authors, and Publishers to the student who writes the best paper on copyright law. The essay is entered in the national competition. The Lesbian and Gay Law Alliance Award goes to the student who prepares the best paper on gay/lesbian issues. The Sindell Brothers Tort Prize is presented to the student who prepares the best essay on tort law. The Student Note Award, established by the editorial board of the Law Review, honors excellence in legal scholarship.
MISCELLANEOUS OTHER AWARDS
The Case School of Law Leadership Award is presented to those students, as determined by the Student Bar Association, who have demonstrated leadership in making significant contributions to student organizations and to fostering community within the school. Cum Studiis tum Moribus Principes, the Society of Benchers Award, goes to a member of the graduating class who, in the opinion of the faculty, has shown eminence in academic work and character. The Stanley I. and Hope S. Adelstein Environmental Law Grant is awarded to a rising second- or third-year student who is committed to working in environmental public interest law during the summer. The Ruth and Jack Grant Day Family Award is presented to a second-year student who will work during the coming summer for a local chapter of the American Civil Liberties Union. The Diane Ethics Award is presented to the graduating student who has demonstrated (in academic, professional, and extracurricular activities) the best understanding of the ethics and ideals of the legal profession. The Shelley Halpern Memorial Award goes to the student who ranks the highest in the first-year class. The John Wragg Kellogg Prize goes to the highest-ranking student in the first-year class. The Martin Luther King Award, established by the Student Bar Association, is given to a student who, in the judgment of classmates, follows in character and conduct the spirit of the Reverend Martin Luther King, Jr. The Student Bar Association presents the Student of the Year Award to the graduating student who, in the judgment of classmates, best exemplifies outstanding scholarship and excellence in extracurricular activities. The Dean’s Community Service Award goes to a graduating student and to a student organization whose commitment to enriching the lives of others in Greater Cleveland serves as an example to those within and outside the legal profession. The Outstanding Woman Law Graduate Award is presented by the National Association of Women Lawyers to a woman graduate who has achieved academic distinction and promises contribution to society and to the profession.

MOOT COURT AND MOCK TRIAL AWARDS
Mock Trial tryouts are held in the spring prior to the next academic year. The Order of Barristers, a national honor society, honors students for excellence in advocacy and for their overall contribution to the school’s moot court and advocacy programs. The Jonathan M. Ault Prize is given to the team whose overall performance is judged best at the National Mock Trial Team Night. The William E. Davis Prize goes to the team judged second. The following awards are given to participants in the Dean Dunmore Competition: Dean Dunmore Award for best overall performance; Dean’s Brief-Writing Award; A.E. Bernsteen Award for best oral advocate; Dean Dunmore Tournament Award; Dean Dunmore Distinguished Advocate Award to the 16 competition finalists.

STUDENT ACTIVITIES
Law Review
The Case Western Reserve Law Review (cite as CASE W. RES. L. REV.) is a student edited, scholarly publication dealing with subjects of general interest in the legal profession. It is published by the Case Western Reserve University School of Law. Originally founded in 1895, the Law Review was subsequently reorganized in its present form as the Western Reserve Law Review in 1949. The Law Review publishes one volume, comprised of four issues per year. In addition to the publication of general interest issues, the Law Review publishes topic-specific symposia. Those who have demonstrated interest and ability are invited to become associates of the Law Review at the beginning of their second year. They write a scholarly paper on a topic of their choice, honing their legal analytical and writing skills while deeply exploring their interest in legal issues. In addition, they help select and edit articles submitted by judges, scholars, and other authorities.

1519 http://www.law.case.edu/student_life/journals/content.asp?id=113
Health Matrix: Journal of Law-Medicine is the only student-edited health law journal in the country. It publishes two issues per year dedicated to thematic topics. Students contribute articles and work with submissions from outside authors representing such professions as law, medicine, and social work.

The Journal of International Law devotes three issues per year to timely and appropriate global themes. Second-year students are eligible to become associates, taking an active role in the editorial process.

MOOT COURT AND MOCK TRIAL
Our Moot Court Board sponsors both intramural and interschool competitions. Interested students refine their brief-writing and oral advocacy skills through second-year competition; the most outstanding candidates represent the school in national competition during their third year.

Those interested in litigation receive intensive training in trial procedure and tactics by competing for membership on the Jonathan M. Ault Mock Trial Team. The team represents the law school in several interscholastic formats, including the National Mock Trial Competition. In 2001, our Niagara moot court team achieved tremendous success, winning half of all awards at its tournament in Windsor, Ontario.

Both of these co-curricular activities offer intense simulations of real-life cases under the guidance of faculty and experts from the legal community, further allowing students to develop the skills that will be so vital to their success as practitioners.

ORGANIZATIONS

Graduates known to be employed at graduation: 76.5%
Graduates known to be employed nine months after graduation: 98.81469

http://www.law.case.edu/student_life/content.asp?id=126
http://www.law.case.edu/student_life/student_orgs.asp
WHERE THE GRADS GO

Percent of grads employed by private firms: 58
Percent of grads employed as judicial clerks: 5
Percent of grads employed by the government: 11
Percent of grads employed by a public interest organization: 5
Percent of grads employed by private industry: 12
Percent of grads employed in an academic position: 4
SOME BRIEF FACTS

All law schools have their own unique ways of differentiating the legal education they offer. The University of Connecticut School of Law, founded relatively recently in 1921, hangs its hat not just on its competitive entry standards but also on a philosophy that maintains that legal minds are best stimulated and refined by high quality civil discourse among students and faculty conducted in small and intimate settings.\(^\text{1524}\) Thus, the focus at Connecticut is on small class size and the presumption that as a result, professor-student dialogue will indeed not only be encouraged but enhanced. In a perfect world, this results in free-flowing, collaborative dialogue in which professors, by example, teach and train the mind to think in rigorous legal fashion. There is strong evidence that Conn Law goes a long way towards attaining this vision. For example, the entering class at Conn Law is comprised of 204\(^\text{1525}\) students. (The student-faculty ratio is an impressively low 12.3:1,\(^\text{1526}\) which, in line with the University of Connecticut Law School’s stated objective, facilitates the intense dialogue desired. In fact, the school, due to this relatively low student-faculty ratio, is able to offer many of its courses in seminar format, with 70 percent of advanced courses conducted with 20 or fewer students.\(^\text{1527}\)

The University of Connecticut School of Law is currently ranked Number 49 on the annual U.S. News & World Report 2006 list of Tier One law schools. The school’s recently completed law library is likely among the largest legal and research technology centers in the world, housing more than 480,000 volumes in a 120,000-square-foot space.\(^\text{1528}\) Another advantage the school offers is proximity to the Connecticut State Capitol, courts and agencies, and Hartford’s numerous law firms and corporations.\(^\text{1529}\)

The Law School utilizes a standard four-point grading system with an A being a 4.0, no A+ grades are given. A standard B curve is in place for all mandatory courses and other courses with over 19 students. Individual ranks are provided for the top quartile, while the rest of the class is ranked by quartiles only.\(^\text{1530}\)

\(^{1524}\) http://www.law.uconn.edu/about/
\(^{1525}\) http://www.law.uconn.edu/admissions/admsfn/profile.html; See also http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/acad_05026.php (listing 126 full-time and 64 part-time students).
\(^{1526}\) http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/acad_05026.php
\(^{1528}\) Id.
\(^{1529}\) http://www.law.uconn.edu/about/
\(^{1530}\) These statements are designed to provide an overview of grading at University of Connecticut Law School. Information is received from a combination of sources, including the school Web page, student surveys, and the NALP directory. Statements are elaborated upon in the Grades and Ranking section and each assertion footnoted to the exact source.
WHAT IT TAKES TO GET IN\textsuperscript{1531}

The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 162
  25th – 75th Percentile: 159 - 164
- Median GPA: 3.33
  25th – 75th Percentile: 3.11 - 3.58
- Approximate number of applications for one recent year: 2,229
- Number accepted during one recent sample year: 461\textsuperscript{1532}
- Percentage accepted during one recent sample year: 20.7\textsuperscript{1533}


CLASS RANKING AND GRADES\textsuperscript{1534}

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
</tbody>
</table>

GRADE NORMALIZATION (CURVE)

The School of Law uses a B median for all required courses, all courses with more than one section, and all courses having more than 19 students. As such, in those three types of courses, 50% of students will receive a B or higher grade and 50% will receive a B or lower grade.\textsuperscript{1535}

CLASS RANK

<table>
<thead>
<tr>
<th>Percentile</th>
<th>TOP 10%</th>
<th>TOP 25%</th>
<th>TOP 33%</th>
<th>Top-50%</th>
<th>TOP 75%</th>
<th>MIN GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP*</td>
<td>3.60</td>
<td>3.461</td>
<td>3.395</td>
<td>3.303</td>
<td>3.112</td>
<td>2.3</td>
</tr>
<tr>
<td>BCG</td>
<td>3.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"Students are ranked at the end of each Spring Semester, to include July graduates and 1L students in the four-year day and evening divisions. Students in the top quintile are ranked numerically by cumulative grade point average. All other students are ranked by quintiles only."\textsuperscript{1536}

HOW THE BEST ARE SEPARATED FROM THE REST\textsuperscript{1537}

- Highest Honors (a.k.a. Summa cum laude): Top 1%
- High Honors (a.k.a. Magna cum laude): Next 5%
- Honors (a.k.a. Cum laude): Next 24%

\textsuperscript{1531} http://www.law.uconn.edu/admissions/admsfin/profile.html
\textsuperscript{1532} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_03026.php (reflects full-time numbers)
\textsuperscript{1533} http://www.law.uconn.edu/students/handbook/grades.htm; National Association for Law Placement, National Directory of Law Schools 2005-2006
\textsuperscript{1534} http://www.law.uconn.edu/students/handbook/grades.htm
\textsuperscript{1535} Minimum grade required to attain, based on May 2004 graduating class; National Association for Law Placement, National Directory of Law Schools 2005-2006, 593
\textsuperscript{1536} http://www.law.uconn.edu/students/handbook/grades.htm
\textsuperscript{1537} % of class receiving; GPA required (if calculated); # of students in each category; National Association for Law Placement, National Directory of Law Schools 2005-2006, 593
<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allstate Foundation Scholarship</td>
<td>Outstanding scholarly achievement in Contracts &amp; Torts.</td>
</tr>
<tr>
<td>Honorable Herbert Barall Family Law Award</td>
<td>Excellence in the academic study of family law.</td>
</tr>
<tr>
<td>Honorable M. Joseph Blumenfeld Prize</td>
<td>Outstanding service as an advocate as part of a clinic (2).</td>
</tr>
<tr>
<td>Nathan Burkan Memorial Competition</td>
<td>First/Second place awards for essay on copyright law.</td>
</tr>
<tr>
<td>Ralph Colucci Award</td>
<td>Highest grade in Arts and the Law or Copyright Law.</td>
</tr>
<tr>
<td>CBA Labor &amp; Employment Law Section Award</td>
<td>Outstanding achievement in Labor or Employment Law.</td>
</tr>
<tr>
<td>CBA Real Property Section Award</td>
<td>Outstanding contribution to legal writing in Real Property (2).</td>
</tr>
<tr>
<td>CT Conference of Municipalities Prize</td>
<td>Greatest contribution of excellence to Municipal Law.</td>
</tr>
<tr>
<td>CT Law Review, Alumni Association Award</td>
<td>Best case note or comment in Connecticut Law Review.</td>
</tr>
<tr>
<td>Joseph Glick Prize</td>
<td>Excellence in the academic study of international law.</td>
</tr>
<tr>
<td>Grotius Prize</td>
<td>Distinguished scholarship in international studies.</td>
</tr>
<tr>
<td>Hartford County Federal Bar Foundation Award</td>
<td>Outstanding achievement in Federal Law.</td>
</tr>
<tr>
<td>Milton W. Horowitz Memorial Prize</td>
<td>Academic excellence in Torts.</td>
</tr>
<tr>
<td>Flemings James, Jr. Award</td>
<td>Academic excellence in Labor Law.</td>
</tr>
<tr>
<td>Aaron Nassau Award</td>
<td>Academic excellence in Property.</td>
</tr>
<tr>
<td>National Association of Women Lawyers Award</td>
<td>Outstanding achievement and advancement of women.</td>
</tr>
<tr>
<td>Joseph F. Noonan Memorial Award</td>
<td>Outstanding legal scholarship and commitment to public service.</td>
</tr>
<tr>
<td>Alvin Pudlin Memorial First Amendment Award</td>
<td>Excellence in the academic study of the First Amendment.</td>
</tr>
<tr>
<td>George &amp; Lorraine Schatzi Award</td>
<td>Outstanding service to the school of law.</td>
</tr>
<tr>
<td>Milton Sorokin Award</td>
<td>Excellence in the study of First Amendment Rights.</td>
</tr>
<tr>
<td>William F. Starr Fellowship Award</td>
<td>Highest GPA in graduating class.</td>
</tr>
<tr>
<td>Gerald F. Stevens Award</td>
<td>Academic excellence in Environmental Law.</td>
</tr>
<tr>
<td>Cornelius W. Wickersham, Jr. Award</td>
<td>Excellence in Constitutional Law.</td>
</tr>
<tr>
<td>Women Law Students Association Award</td>
<td>Community legal service that promotes women’s interests.</td>
</tr>
<tr>
<td>Thomas F. Gallivan, Jr. Memorial Prize</td>
<td>Outstanding scholastic achievement in Property.</td>
</tr>
</tbody>
</table>
Edward L. Stephenson Memorial Prize
Outstanding scholastic achievement in Civil Procedure.

Honorable M. Joseph Blumenfeld Fellow
Recognition for student research.

J. Rene Frechette Memorial Fellow
Recognition for student research.

Isabel & John R. Jewett '68 Fellow
Recognition for student research.

Law School Foundation Awards
Outstanding service to school.

Exceptional achievement in scholarship.

*27 scholarships and 7 additional prizes and awards are presented annually.

STUDENT ACTIVITIES
Journals
The University of Connecticut School of Law has another interesting distinction. All four of the journals it publishes—Connecticut Law Review, Connecticut Insurance Law Journal, and Connecticut Journal of International Law—hold write-ons to determine membership. Students wishing to participate in the Connecticut Public Interest Law Journal submit a separate entry which addresses an approved aspect of public interest law. Students can also submit writing to join any of the three remaining journals. Most students rank the Connecticut Law Review first, followed by other two journals based on their individual interests. What follows is a brief description of the journal choices available:

- Connecticut Law Review is the oldest, largest, arguably most prestigious and most active student-run organization. Members handle the entire production process from article selection and editing through the layout of the final copy.

- The Connecticut Insurance Law Journal is the world’s only known academic law review focused exclusively on the airing of original research on law relating to insurance, risk, and responsibility. As with the Law Review, students write and edit their own notes and commentaries.

- The Connecticut Journal of International Law is committed to scholarly work on aspects of international, transnational, and international commercial law. Second- and third year law students at the School of Law serve as members and editors. Publication occurs twice annually.

- Connecticut Public Interest Law Journal is a peer-reviewed scholarly journal designed to focus from a legal perspective on furthering discussion of public interest issues relating to the many crucial political, economic, and social issues facing what are defined as ‘underrepresented people.’

MOOT COURT
Every first-year student must join the moot court program during four-weeks in the Spring Semester. Later, and if they wish, students can apply for membership on the Connecticut Moot Court Board. This membership is predicated on outstanding performance in the board’s Alva P.

1541 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have included survey responses in 37 of the 51 schools we discuss in this book.
1542 http://connecticutlawreview.org/
1543 http://www.insurancejournal.org/frames.html
1544 http://www.law.uconn.edu/journals/cjil/
1545 http://www.law.uconn.edu/journals/cpilj/
Loiselle Competition and William H. Hastie Memorial Competition. The Board annually fields teams for a number of interscholastic contests, including the National Moot Court Competition and the Willem C. Vis International Moot Court Competition.

**CLINICAL PROGRAMS**

A wide and interesting assortment of clinical programs are available: Civil Rights, Criminal Law, Civil Appellate Advocacy, Health Law, Tax, and Women’s Rights, Administrative Law, Environmental Law, Poverty Law, Children’s Advocacy, Mediation, Judicial Clerkship, Legislative Process, Urban Problems, Intellectual Property Law and Political Asylum. The work can be somewhat daunting. Students work with their own clients and do whatever research and planning is required on a case-by-case basis.

**ORGANIZATIONS**


**Number of firms interviewing on campus most years: 70+**

**Percentage of grads employed at graduation: 65.7**

**Percentage of grads employed nine months after graduation: 95.3**

**WHERE THE GRADS GO**

- Percent of grads employed by private firms: 49
- Percent of grads employed as judicial clerks: 19
- Percent of grads employed by the government: 11
- Percent of grads employed by a public interest organization: 4
- Percent of grads employed by private industry: 16
- Percent of grads employed in an academic position: 1

---

1547 Id.
1548 This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have included survey responses in 37 of the 51 schools we discuss in this book.
1549 Id.
1550 http://www.law.uconn.edu/careersvcs/employer-list.htm
SOME BRIEF FACTS

Founded in 1913\textsuperscript{1554} and recently renamed, the University of Utah, S.J. Quinney College of Law, offers a nationally recognized and progressive legal education in a collegial, surprisingly cosmopolitan, and historically rich setting. Located only minutes from downtown Salt Lake City, the College of Law is ripe with diverse professional and social opportunities. Salt Lake City was recently voted one of the country’s most livable cities and the University of Utah hosted the 2002 Winter Olympics.\textsuperscript{1555}

The University of Utah, S.J. Quinney College of Law, is currently ranked Number 49 on the annual \textit{U.S. News & World Report} list of Tier One law schools. The law school has a curriculum that emphasizes all practice areas, but is particularly strong in the area of environmental law, with a solid certificate program in environmental law and natural resources.\textsuperscript{1556}

The College of Law takes pride in its modern facilities, the diversity of its student body, and the friendlier, less hectic “Western lifestyle” that permeates the Utah experience.\textsuperscript{1557} There were only 132 students enrolled in the school’s Fall 2004 entering class,\textsuperscript{1558} and with a student-faculty ratio of 13:1,\textsuperscript{1559} the strong sense of community between faculty and students is a given.

Law school classes abide by a grading scale between 4.0 and 1.0. The top 10\% of a recent class received GPA’s of 3.56 or higher.\textsuperscript{1560}

WHAT IT TAKES TO GET IN

The following LSAT/GPA data pertains to the fall 2004 entering class:

- Median LSAT: 161\textsuperscript{1561} 25th – 75th Percentile: 156 – 162\textsuperscript{1562}
- Median GPA: 3.65\textsuperscript{1563} 25th – 75th Percentile: 3.37 – 3.78\textsuperscript{1564}
- Approximate number of applications for one recent year: 1,263\textsuperscript{1565}
- Number accepted during one recent sample year: 321\textsuperscript{1566}
- Percentage accepted during one recent sample year: 25.4\textsuperscript{1567}

\textsuperscript{1554} http://www.law.utah.edu/prospective/profile.html
\textsuperscript{1556} 2001 student statistics received via fax correspondence between BCG research staff and Reyes Aguilar Associate Dean of Student Services, S.J. Quinney College of Law, on March 24, 2004
\textsuperscript{1557} http://www.law.utah.edu/prospective/why_utah.html
\textsuperscript{1558} http://www.law.utah.edu/prospective/profile.html
\textsuperscript{1559} http://www.law.utah.edu/prospective/profile.html
\textsuperscript{1560} These statements are designed to provide an overview of the school’s grading system and are explained in the “Ranking and Grades” section in detail. Unless otherwise indicated, the information is received via a combination of student surveys, or volunteered on the school’s Web page, or found in the NALP directory. Each assertion is explained and fully footnoted later on.
\textsuperscript{1561} http://www.law.utah.edu/prospective/profile.html
\textsuperscript{1562} http://www.law.utah.edu/prospective/profile.html
\textsuperscript{1563} Id.
\textsuperscript{1564} Id.
\textsuperscript{1565} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_03157.php
\textsuperscript{1566} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_03157.php
\textsuperscript{1567} http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/admis_03157.php
CLASS RANKING AND GRADES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
</tbody>
</table>

CLASS RANK

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Top 10%</th>
<th>Top 25%</th>
<th>Top 33%</th>
<th>Top 50%</th>
<th>Top 75%</th>
<th>MIN GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NALP</td>
<td>3.6</td>
<td>3.354</td>
<td>3.289</td>
<td>3.151</td>
<td>2.974</td>
<td>2.0</td>
</tr>
</tbody>
</table>

The school states that it does not rank students. The school maintains a book with median course grades and mean averages, but it is available only to students. In addition, the fall semester GPA distributions for the classes of 2005-2007 show that the variance between the bottom third of a given class versus the top third is small on the four point scale: .231 for the class of 2005, .289 for the class of 2006, and .367 for the class of 2007.

HOW THE BEST ARE SEPARATED FROM THE REST

- Leary Scholar: Top 20% (each semester for 2Ls and 3Ls, each year for 1Ls)
- Order of the Coif: Top 10%

ACADEMIC AWARDS

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding Achievement Award</td>
<td>Student with most outstanding performance in a specific course.</td>
</tr>
<tr>
<td>Various writing awards</td>
<td>For submitted papers.</td>
</tr>
</tbody>
</table>

STUDENT ACTIVITIES

Journals
- The Utah Law Review is a journal of critical analysis and commentary on current legal problems. A writing competition and the student’s cumulative law school GPA determine selection at the completion of the first year. The Law Review is the school’s most prestigious publication.
- The Journal of Law & Family Studies (JLFS) publishes pieces using empirical and doctrinal analysis to examine “topics concerning families, family relationships and the law.” JLFS publishes a minimum of two issues a year and students gain membership via a writing competition.
• The *Journal of Land, Resources and Environmental Law (JLREL)*\(^{1579}\) comes out twice a year with articles seeking to “stimulate innovative thinking in the areas of energy, natural resources, and the environment.” Students may join the journal only by competing in a writing evaluation. The Journal is the school’s second-most prestigious publication.\(^{1580}\)

**MOOT COURT**\(^{1581}\)
The S.J. Quinney College of Law’s Moot Court offerings provide “a comprehensive program in appellate litigation and trial advocacy.” Students take a required first-year writing program which incorporates a moot court component and later may engage in the Traynor Moot Court Competition, the National Moot Court team competition, Advanced Appellate Litigation, and Trial Advocacy. Participation in the upper levels of the competition is highly coveted.\(^{1582}\)

**CLINICAL PROGRAMS**\(^{1583}\)
The S.J. Quinney College of Law offers the following clinical programs: Mediation Clinic, Environmental Clinic, Criminal Defender & Criminal Prosecutor Clinic, Judicial Clinic, Legislative Clinic, Health Clinic and the Civil Clinic.

**ORGANIZATIONS**\(^{1584}\)
The S.J. Quinney College of Law’s active student organizations include the Student Bar Association, Federalist Society, Phi Delta Phi, International Law Society, LDS Law Student Association, Minority Law Caucus, Native American Law Student Association, Public Interest Law Organization, Women’s Law Caucus, Gun Rights Advocates, Natural Resources Law Forum and the American Constitution Society.

**Number of firms interviewing on campus most years:** 40\(^{1585}\)

**Percentage of grads employed at graduation:** 83.9\(^{1586}\)
**Percentage of grads employed nine months after graduation:** 96.4

**WHERE THE GRADS GO**\(^{1587}\)
• Percent of grads employed by private firms: 55
• Percent of grads employed as judicial clerks: 9
• Percent of grads employed by the government: 17
• Percent of grads employed by a public interest organization: 2
• Percent of grads employed by private industry: 17
• Percent of grads employed in an academic position: 1

---

\(^{1579}\) http://www.law.utah.edu/programs/journals/jlrel.html
\(^{1580}\) This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
\(^{1581}\) http://www.law.utah.edu/programs/moot.html
\(^{1582}\) This information was gathered from a survey of current students and recent graduates of the law school. In all instances, we at BCG have only included this information if the responses we received to our survey warranted their inclusion in some form. We have used survey responses in 37 of the 51 schools we discuss in this book.
\(^{1584}\) http://www.law.utah.edu/current/orgs.html
\(^{1585}\) Provided by the University of Utah, S.J. Quinney College of Law’s Office of Career Services
\(^{1586}\) http://www.usnews.com/usnews/edu/grad/directory/dir-law/premium/carre_03157.php
\(^{1587}\) Id.