

ABA • LSAC

OFFICIAL GUIDE

TO ABA-APPROVED LAW SCHOOLS™

2013 EDITION

Produced by the Law School Admission Council and the American Bar Association Section of Legal Education and Admissions to the Bar

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The Law School Admission Council (LSAC) is a nonprofit corporation that provides unique, state-of-the-art admission products and services to ease the admission process for law schools and their applicants worldwide. More than 200 law schools in the United States, Canada, and Australia are members of the Council and benefit from LSAC's services.

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The school-specific information contained in this edition of the *ABA-LSAC Official Guide to ABA-Approved Law Schools* was collected in 2011. Coverage dates vary within categories:

Bar Passage Data: First-time bar exam takers during the 2010 calendar year.
Academic Attrition: Based on Fall 2010 enrollment.
GPA and LSAT Scores: Fall 2011 entering class.
JD degrees awarded: 2010–2011 academic year.
Tuition and Fees: 2011–2012 academic year.

INTRODUCTION

The *Official Guide to ABA-Approved Law Schools* is a joint effort of the Law School Admission Council (LSAC) and the American Bar Association Section of Legal Education and Admissions to the Bar (ABA).

The Law School Admission Council (LSAC) is a nonprofit corporation whose members are more than 200 law schools in the United States, Canada, and Australia. Headquartered in Newtown, PA, USA, the Council was founded in 1947 to facilitate the law school admission process. The Council has grown to provide unique state-of-the-art admission products and services for law schools and for approximately 85,000 law school applicants each year.

All law schools approved by the American Bar Association (ABA) are LSAC members. Canadian law schools recognized by a provincial or territorial law society or government agency are also members. Accredited law schools outside of the US and Canada are eligible for membership at the discretion of the LSAC Board of Trustees; Melbourne Law School, the University of Melbourne is the first LSAC-member law school outside of North America.

As the largest professional organization in the world, the American Bar Association is the national voice of the legal profession. The Council and the Accreditation Committee of the Section of Legal Education and Admissions to the Bar of the ABA are identified by the US Department of Education as the nationally recognized accrediting agency for professional schools of law. As of March 2012, a total of 201 institutions are approved by the American Bar Association.

The information contained in this book is collected separately by the ABA and LSAC from the ABA-approved law schools that are also members of the Law School Admission Council. One ABA-approved law school, the US Army Judge Advocate General's School, is a specialized law school that is not a member of the Law School Admission Council (see page 31). The two organizations agreed to combine this wealth of information to provide a comprehensive resource for data and descriptions about ABA-approved law schools.

Although no book or website can substitute for direct contact with admission professionals at the law schools, faculty, students, alumni, and prelaw advisors, this guide can inform the process of deciding whether, and where, to attend law school. This guide is designed to provide prospective law school applicants with basic information in a simple format that will facilitate comparisons among schools. In addition to statistics on all ABA-approved law schools, this book contains information intended to help individuals prepare for the rigors and costs associated with attending law school.

The ABA collects quantitative data as part of the accreditation process using questionnaires completed annually during the fall academic semester. Standard 509 of the *Standards and Rules of Procedure for Approval of Law Schools*, as adopted by the ABA House of Delegates in August 1996, states: "A law school shall publish basic consumer information. The information shall be published in a fair and accurate manner reflective of actual practice."

The data collected in the ABA annual questionnaire and published in this guide satisfy a law school's obligation to provide basic consumer information under Standard 509. The data are certified as fair and accurate by the dean of the law school.

The Law School Admission Council collects admission profile data and school descriptions each fall as a service to its member schools and to prospective law school applicants. The information provided by the law schools to LSAC in no way affects the ABA accreditation process and is not meant to satisfy a law school's publication requirements under Standard 509.

Neither LSAC nor ABA condones, approves, or sanctions use of the data contained in this book to rank law schools. Both organizations disapprove of any and all rankings. The deans of 178 law schools have published the following statement regarding rankings:

The idea that all law schools can be measured by the same yardstick ignores the qualities that make you and law schools unique, and is unworthy of being an important influence on the choice you are about to make. As the deans of schools that range across the spectrum of several rating systems, we strongly urge you to minimize the influence of rankings on your own judgment. In choosing the best school for you, we urge you to get information about all the schools in which you might have some interest. ... Law schools may all have met the same standards of quality to become accredited, but they are quite different from each other. The unique characteristics of each law school will inform you why one school may be best for you and another school best for someone else. We want you to make the best choice for you.

The information contained in this edition of the *ABA-LSAC Official Guide to ABA-Approved Law Schools* was collected in fall 2011. Neither the ABA nor LSAC conducts an audit to verify the accuracy of the information submitted by the law schools. Some of the information, including ABA-accreditation status, may change. The LSAC website, LSAC.org, may contain updated information submitted by a law school. You should check the website of the ABA Section of Legal Education and Admissions to the Bar—americanbar.org/legaled—for updates regarding accreditation status, and the websites of the individual law schools for the most current information available.

CHAPTER 1: BEING A LAWYER

LAWYERS AND THEIR SKILLS

Law practice is so diverse that it is not possible to describe the so-called typical lawyer. Each lawyer works with different clients and different legal problems. Ordinarily, certain basic legal skills are required of all lawyers. They must know:

- how to analyze legal issues in light of the existing state of the law, the direction in which the law is headed, and relevant policy considerations;
- how to synthesize material in light of the fact that many issues are multifaceted and require the combination of diverse elements into a coherent whole;
- how to advocate the views of groups and individuals within the context of the legal system;
- how to give intelligent counsel on the law's requirements;
- how to write and speak clearly; and
- how to negotiate effectively.

Reading and Listening

Lawyers must be able to take in a great deal of information, often on topics about which they are unfamiliar. The ability to digest information from lengthy, dense texts is essential. Equally important is the ability to listen to clients and understand their unique issues and concerns.

Analyzing

Lawyers must be able to determine the fundamental elements of problems. They spend much time discerning the nature and significance of the many issues in a particular problem. In every issue, the lawyer must study the relationship between each element in order to arrive at an answer, result, or solution.

Synthesizing

Lawyers must have the ability to organize large amounts of material in a meaningful, focused, cogent manner. The complexities of many issues and the number of laws either directly or tangentially relevant make this kind of organization crucial.

Advocating

As an advocate, the lawyer's role is to represent his or her client's particular point of view and interests as vigorously as possible. The American judicial system assumes that equitable solutions will emerge from the clash of opposing interests. The success of this adversarial system of American law depends upon the talents and training of the lawyers who work as advocates within it, as speakers and as writers. Lawyers must be able to use their advocacy skills—both written and oral—to marshal evidence and present arguments as to why a particular outcome is desirable.

Counseling

Lawyers also spend a good deal of their time giving clients legal advice. Few ventures in the modern world can be undertaken without some understanding of the law. Through their knowledge of what the law involves, lawyers advise clients about partnerships, decisions, actions, and many other subjects. In many cases, the lawyer's role as a counselor serves as much to prevent litigation as to support it.

Writing and Speaking

Whether in the courtroom or the law office, lawyers must be effective communicators. If lawyers could not translate thoughts and opinions into clear and precise English, it would be difficult for the law to serve society. After all, the law is embodied in words, and many of the disputes that give birth to laws begin with language—its meaning, use, and interpretation. Litigation leads to written judicial opinions; congressional enactments are recorded as printed statutes; and even economic transactions must be expressed as formal, written contracts.

Negotiating

One of the lawyer's primary roles is reconciling divergent interests and opinions. When the parties to a proposed transaction disagree, the lawyer, acting as a facilitator, may be able to help them negotiate to a common ground. Although the client's interests are a lawyer's first priority, often those interests are served best after compromise and conciliation have paved the way to an equitable settlement. Because lawyers are trained to see the implications of alternative courses of action, they are often able to break an impasse.

A legal education is also excellent preparation for many other careers, because the course of study provides a framework for organizing knowledge and teaches an analytical approach to problems. Any or all of the skills described here are useful for those law school graduates who choose not to practice law, but to go into another field. Professions such as banking, insurance, real estate, public relations, human resources, government, education, and international trade are significant areas of employment for law school graduates. The fields of health care, media, and publishing have also attracted law school graduates to their ranks. Law school does not train you for any particular kind of law, but rather acts as a springboard into various professional opportunities. Among the skills learned in law school that are basic to a variety of nonlegal positions are ease in dealing with legal terminology and concepts, ability to analyze facts, and facility in persuading others.

FIELDS OF LAW

Lawyers are central figures in the life of a democratic country. They may deal with major courtroom cases or minor traffic disputes, complex corporate mergers or straightforward real estate transactions. Lawyers may work for giant industries, small businesses, government agencies, international organizations, public interest groups, legal aid offices, and universities—or they may work for themselves. They represent both the impoverished and the wealthy, the helpless and the powerful. Lawyers may work solo, in a small group, or in a large law firm.

According to the American Bar Foundation's *2005 Lawyer Statistical Report* (published in January 2012, pp. 7–8): 75 percent of American lawyers are in private practice (62 percent as solo practitioners or in offices of 5 or fewer lawyers; 18 percent solo or in offices of 6 to 50 lawyers; and 20 percent in firms of more than 50 lawyers); 7.5 percent of the profession work for government agencies; 8.5 percent work for private industries and associations as salaried lawyers or as managers; 1 percent work for legal aid or as public defenders; 1 percent work in legal education; 2.5 percent work in the judiciary; and 4.4 percent are retired or inactive. Many lawyers develop expertise in a particular field of law. Large law firms that provide a full range of legal services tend to employ more specialists. The solo practitioner, who must handle a variety of problems alone, may have greater opportunity to work in several areas. Of course, there are lawyers in large firms who

maintain general practices, and lawyers in one-person offices who concentrate on a particular legal issue. Both specialized and general practice can be rewarding. One offers the satisfaction of mastering a particular legal discipline, and the other the challenge of exploring new fields. Following are brief descriptions of selected areas of specialization, though there are many areas of the law that can rightly fall into more than one category.

Civil Rights

Many lawyers entered law school wishing ultimately to work in the field of civil rights—the area of law that is concerned with the balance of governmental power and individual liberties. Although the number of full-time jobs in this field is relatively small, many lawyers whose principal practices are in other fields are able to work in this area by taking cases on a pro bono basis. Full-time civil rights attorneys often work for nonprofit, public interest law firms, or as part of a larger firm with a diverse practice.

Corporate and Securities Law

The corporate lawyer helps clients conduct their business affairs in a manner that is efficient and consistent with the law. The responsibilities of a corporate lawyer can range from preparing the initial articles of incorporation and bylaws for a new enterprise to handling a corporate reorganization under the provisions of federal bankruptcy law. Examples of other areas of corporate law practice include (but are not limited to) contracts, intellectual property, legislative compliance, and liability matters.

Securities law is an extremely complex area that almost always requires the services of a specialist. Lawyers who acquire this specialty are involved with the formation, organization, and financing of corporations through securities such as stock, as well as mergers, acquisitions, and corporate takeovers.

Criminal Law

Criminal defense lawyers represent clients accused of crimes. Their public counterparts are the prosecutors and district attorneys who represent the interests of the state in the prosecution of those accused of crimes. Both types of criminal lawyers deal with fundamental issues of the law and personal liberty. They defend many of the basic rights considered crucial to the preservation of a free and just society.

Education Law

An education law attorney may provide advice, counsel, and representation to a school district or other educational agency in matters pertinent to education law (such as student residency, governance issues, the principal and teacher selection and retention process, student discipline, special-education law, and tuition fraud), and in the development of educational policies. Other education law attorneys may represent parents with special-education or student-expulsion matters against a school district.

Employment and Labor Law

Employment and labor law addresses the legal rights of workers and their employers. Issues might include disputes regarding wages, hours, unlawful termination, child labor, workplace safety, workplace injury and disease, family and related leave, pension and benefit plans, the right to unionize, regulations of and negotiations with union employees, sexual harassment, government civil service systems, and discrimination based upon race, gender, age, and disabilities. Attorneys practicing employment and labor law might represent an individual employee, a group of employees, job applicants, a union, union employees, government workers, a large or small business or organization, a government agency, or interest groups.

Environmental and Natural Resources Law

Environmental law was born out of widespread public and professional concern about the fate of our natural resources. Lawyers in this field may tackle legal and regulatory issues relating to air and water quality, hazardous waste practice, natural gas transportation, oil and gas exploration and development, electric power licensing, water rights, toxic torts, public land use, marine resources, and energy trade regulation. They may work directly for governmental agencies that address environmental problems or represent corporations, public interest groups, and entities concerned about protecting the environment.

Family and Juvenile Law

Family, or domestic relations, law is concerned with relationships between individuals in the context of the family. Many lawyers who practice this kind of law are members of small law firms or are solo practitioners. They specialize in solving problems that arise among family members and in creating or dissolving personal relationships through such means as adoption or divorce.

Health Law

The practice of health law encompasses many different disciplines. Lawyers in this field can be in the private bar or at government agencies. Health lawyers can represent hospitals, physician groups, health maintenance organizations (HMOs), or individual doctors, among many others. Government health lawyers can investigate fraud, deal with Medicare policy and compliance, or oversee public health policy. Many health lawyers are engaged in the business of health care, spending significant time in mergers and acquisitions, tax law, employee benefits, and risk management issues. The impact of technology on health care has been great, with health lawyers helping to guide their clients through intellectual property, biomedicine, and telemedicine issues. Other health lawyers specialize in bioethics and clinical ethics, representing universities and other academic research centers.

Immigration Law

US immigration law deals with legal issues and US policies relating to foreign nationals who come to the United States on a temporary or permanent basis, including the associated legal rights, duties, and obligations of aliens in the United States and the application processes and procedures involved with the naturalization of foreign nationals who wish to become US citizens. US immigration law also deals with legal issues relating to people who are refugees, people who cross US borders by means of fraud or other illegal means, and those who traffic or otherwise illegally transport aliens into the United States. An immigration lawyer may assist clients with all aspects of immigration law, but many choose to specialize in subcategories of immigration law, due to the complexity of the law and the frequency of updates and changes. Specialization areas include asylum/refugee law, business immigration law, and criminal and deportation defense. An attorney practicing in one of the above areas of immigration law may work for the government, a law firm, a community-based organization, or in-house for a company employing foreign nationals.

Intellectual Property Law

Intellectual property law is concerned with the protection of inventors' rights in their discoveries, authors' rights in their creations, and businesses' rights in their identifying marks. Often, an intellectual property lawyer will specialize in a particular area of the law. For example, for those attorneys with a technical background, patent law is a way to combine one's scientific and legal backgrounds into one practice. A copyright attorney counsels authors, composers, and artists on the scope

of their rights concerning their creations and personal identities; negotiates contracts; and litigates to enforce these rights. In recent years, copyright law has also focused on technological advances, particularly developments in electronic publishing. Additionally, in today's global economy, intellectual property issues are at the forefront of international trade negotiations.

International Law

International law has grown significantly as a field of practice, reflecting the increasing interdependence of nations and economies. Immigration and refugee law has also assumed increasing importance as more people move more frequently across national boundaries for business, tourism, or permanent resettlement. Public international law provides a limited range of job opportunities, particularly with national governments, international institutions, and public interest bodies. Private international law may offer more extensive employment opportunities, either through law firms or for corporations, banks, or telecommunications firms. Fluency in another language or familiarity with another culture can be a decided advantage for law school graduates who seek to practice in the international arena.

Real Estate Law

Real estate law generally involves anything dealing with real property (land). These laws are designed to determine who owns land and the buildings on it, who has a right to possess and use land or buildings, the sale and purchase of real property, landlord and tenant issues, the development of real property, and compliance with local, state, or national regulations affecting the use of real property. An attorney practicing real estate law may focus on contractual issues by drafting and reviewing contracts; some real estate attorneys may be more focused on litigation issues, such as determining the ownership of land in court, challenging or enforcing easements, seeking to allow the specific development of property, or trying to prevent or alter a planned development of real property. In addition, an attorney practicing real estate law may focus on a specific type of real estate law or a related area of law, such as oil and gas or natural resources law.

Sports and Entertainment Law

Sports law is divided between amateur and professional sports. At the amateur or university level, sports lawyers ensure that athletes and donors are in compliance with National Collegiate Athletic Association (NCAA) rules. They also work with colleges and universities that receive federal aid and are thus subject to Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender in athletic programs. At the professional level, sports lawyers address contract and antitrust issues. They may serve as agents to individual players or represent team owners. Entertainment law generally consists of legal issues affecting television, films, recordings, live performances, and other aspects of the entertainment industry. Entertainment law may involve employment law issues, such as contracts between actors and studios; labor law issues affecting trade unions; and intellectual property law issues, including the protection of creative works such as new songs and the collection of royalties. Entertainment lawyers may assist their clients in negotiating contracts for a record deal or for appearing in a movie, may ensure that their songwriting client obtains the correct amount of royalties for the songs he or she has written, or may go to court to litigate many issues involving the entertainment industry, including disputes over ideas for movies or songs.

Tax Law

In the past 50 years, the importance and complexity of federal, state, and local taxes have necessitated a specialty in this field of law. It is one area of the law where change is constant. The federal Internal Revenue Code and its associated regulations are now several thousand pages in length. New statutes, court decisions, and administrative rulings are issued frequently, and the tax lawyer must be alert to these changes. Economic planning usually includes attention to taxes, and the tax lawyer often assists clients in understanding and minimizing their tax liabilities.

CHAPTER 2: BECOMING A LAWYER

A legal education is both challenging and rewarding. You will develop your analytical, synthesizing, creative, and logical thinking skills, and you will strengthen your reading and debating abilities. A legal education is necessary to become a lawyer in the United States, but it is also excellent preparation for many other careers, both because of the framework it provides for organizing knowledge and the analytical approach it brings to problems. Many teachers, businesspeople, and writers first obtained a legal education before pursuing careers other than law.

PREPARING FOR LAW SCHOOL

Statement on Prelaw Preparation

Prepared by the Pre-Law Committee of the ABA Section of Legal Education and Admissions to the Bar

No Single Path

There is no single path that will prepare you for a legal education. Students who are successful in law school, and who become accomplished professionals, come from many walks of life and educational backgrounds. Some law students enter law school directly from their undergraduate studies without having had any postbaccalaureate work experience. Others begin their legal education significantly later in life, and they bring to their law school education the insights and perspectives gained from their life experiences. Legal education welcomes and values diversity, and you will benefit from the exchange of ideas and different points of view that your colleagues will bring to the classroom.

Undergraduate Education

The ABA does not recommend any undergraduate majors or group of courses to prepare for a legal education. Students are admitted to law school from almost every academic discipline. You may choose to major in subjects that are considered to be traditional preparation for law school, such as history, English, legal studies, philosophy, political science, economics, or business, or you may focus your undergraduate studies in areas as diverse as art, music, science, mathematics, computer science, engineering, nursing, or education. Whatever major you select, you are encouraged to pursue an area of study that interests and challenges you, while taking advantage of opportunities to develop your research and writing skills. Taking a broad range of difficult courses from demanding instructors is excellent preparation for legal education.

A sound legal education will build upon and further refine the skills, values, and knowledge that you already possess. The student who comes to law school lacking a broad range of basic skills and knowledge will face a difficult challenge.

Prelaw Advisor

Undergraduate institutions often assign a person to act as an advisor to current and former students who are interested in pursuing a legal education. That individual can help you with researching and identifying law schools to which you may want to apply. If you are still attending undergraduate school, your prelaw advisor can be helpful in selecting courses that can help you achieve your goal. Many prelaw programs offer interdisciplinary academic programs in legal studies. You may wish to consult your prelaw advisor to find out if such a program exists at your undergraduate institution.

Core Skills and Values*

There are important skills and values, and significant bodies of knowledge that you can acquire prior to law school and that will provide a sound foundation for a legal education. These include analytic and problem-solving skills, critical reading abilities, writing skills, oral communication and listening abilities, general research skills, task organization and management skills, and the values of serving faithfully the interests of others while also promoting justice. If you wish to prepare adequately for a legal education, and for a career in law or for other professional services that involve the use of lawyering skills, you should seek educational, extracurricular, and life experiences that will assist you in developing those attributes. Some brief comments about each of the listed skills and values follow.

Analytic/Problem-Solving Skills

You should seek courses and other experiences that will engage you in critical thinking about important issues, challenge your beliefs, and improve your tolerance for uncertainty. Your legal education will demand that you structure and evaluate arguments for and against propositions that are susceptible to reasoned debate. Good legal education will teach you to “think like a lawyer,” but the analytic and problem-solving skills required of lawyers are not fundamentally different from those employed by other professionals. Your law school experience will develop and refine those crucial skills, but you must enter law school with a reasonably well-developed set of analytic and problem-solving abilities.

Critical Reading Abilities

Preparation for legal education should include substantial experience in close reading and critical analysis of complex textual material, for much of what you will do as a law student and lawyer involves careful reading and comprehension of judicial opinions, statutes, documents, and other written materials. As with the other skills discussed in this Statement, you can develop your critical reading ability in a wide range of experiences, including the close reading of complex material in literature, political or economic theory, philosophy, or history. The particular nature of the materials examined is not crucial; what is important is that law school should not be the first time that you are rigorously engaged in the enterprise of carefully reading and understanding, and critically analyzing, complex written material of substantial length.

Writing Skills

As you seek to prepare for a legal education, you should develop a high degree of skill at written communication. Language is the most important tool of a lawyer, and lawyers must learn to express themselves clearly and concisely.

Legal education will provide you with good training in writing, and particularly in the specific techniques and forms of written expression that are common in the law. Fundamental writing skills, however, *must* be acquired and refined before you enter law school. You should seek rigorous and analytical writing opportunities, including preparing original pieces of substantial length and revising written work in response to constructive criticism.

Oral Communication and Listening Abilities

The ability to speak clearly and persuasively is another skill that is essential to your success in law school and the practice of law. You must also have excellent listening skills if you are to understand your clients and others with whom you will

interact daily. As with writing skills, legal education provides excellent opportunities for refining oral communication skills, and particularly for practicing the forms and techniques of oral expression that are most common in the practice of law. Before coming to law school, however, you should seek to develop your basic speaking and listening skills by engaging in debate, making formal presentations in class, or speaking before groups in school, the community, or the workplace.

General Research Skills

Although there are many research sources and techniques that are specific to the law, you do not have to have developed any familiarity with these specific skills or materials before entering law school. However, it would be to your advantage to come to law school having had the experience of undertaking a project that requires significant library research and the analysis of large amounts of information obtained from that research. The ability to use a personal computer is also necessary for law students, both for word processing and for computerized legal research.

Task Organization and Management Skills

To study and practice law, you are going to need to be able to organize large amounts of information, identify objectives, and create a structure for applying that information in an efficient way in order to achieve desired results. Many law school courses, for example, are graded primarily on the basis of one examination at the end of the course, and many projects in the practice of law require the compilation of large amounts of information from a wide variety of sources. You are going to need to be able to prepare and assimilate large amounts of information in an effective and efficient manner. Some of the requisite experience can be obtained through undertaking school projects that require substantial research and writing, or through the preparation of major reports for an employer, a school, or a civic organization.

The Values of Serving Others and Promoting Justice

Each member of the legal profession should be dedicated both to the objectives of serving others honestly, competently, and responsibly, and to the goals of improving fairness and the quality of justice in the legal system. If you are thinking of entering the legal profession, you should seek some significant experience, before coming to law school, in which you may devote substantial effort toward assisting others. Participation in public service projects or similar efforts at achieving objectives established for common purposes can be particularly helpful.

General Knowledge

In addition to the fundamental skills and values listed above, there are some basic areas of knowledge that are helpful to a legal education and to the development of a competent lawyer. Some of the types of knowledge that would maximize your ability to benefit from a legal education include:

- A **broad understanding of history**, including the various factors (social, political, economic, and cultural) that have influenced the development of our society in the United States.
- A **fundamental understanding of political thought** and of the contemporary American political system.
- Some **basic mathematical and financial skills**, such as an understanding of basic precalculus mathematics and an ability to analyze financial data.
- A **basic understanding of human behavior** and social interaction.
- An **understanding of diverse cultures** within and beyond the United States, of international institutions and issues, of world events, and of the increasing interdependence of the nations and communities within our world.

Conclusion

The skills, values, and knowledge discussed in this Statement may be acquired in a wide variety of ways. You may take undergraduate, graduate, or even high school courses that can assist you in acquiring much of this information. You may also gain much of this background through self-learning by reading, in the workplace, or through various other life experiences. Moreover, it is not essential that you come to law school having fully developed all of the skills, values, and knowledge suggested in this Statement. Some of that foundation can be acquired during the initial years of law school. However, if you begin law school having already acquired many of the skills, values, and knowledge listed in this Statement, you will have a significant advantage and will be well prepared to benefit fully from a challenging legal education.

*These core skill and value areas are drawn, in substantial part, from the Statement of Skills and Values contained in the 1992 Report of the American Bar Association Task Force on Law Schools and the Profession, *Legal Education and Professional Development—An Educational Continuum*.

OTHER RESOURCES

For a selected list of books, audiocassettes, and video programs pertaining to legal education and the legal profession, go to LSAC's website, LSAC.org. Search on "Resources for the Prelaw Candidate."

THE JURIS DOCTOR DEGREE

ABA-approved law schools generally require three years of full-time study to earn the Juris Doctor (JD) degree. Most schools with part-time programs require four years of part-time study to earn the JD degree. Most law schools share a common approach to training lawyers. However, they differ in the emphasis they give to certain subjects and teaching methods, such as opportunities for independent study, legal internships, participation in clinical programs, and involvement with governmental affairs.

Law school can be an intense, competitive environment. Students have little time for other interests, especially during the first year of law school. The ABA requires that no full-time student hold an outside job for more than 20 hours a week. Most schools encourage their students to become totally immersed in reading, discussing, and thinking about the law.

The First Year

The newness of the first year of law school is exciting for many and anxiety provoking for almost all. Professors expect you to be prepared in class, but in most courses, grades will be determined primarily from examinations administered at the end of the semester or, at some schools, the end of the year. The professor may give little feedback until the final examination.

The Case Method Approach

The "case method" is what first-year law students are likely to find least familiar. By focusing on the underlying principles that shape the law's approach to different situations, you will learn to distinguish among subtly different legal results and to identify the critical factors that determine a particular outcome. Once these distinctions are mastered, you should be able to apply this knowledge to new situations.

The case method involves the detailed examination of a number of related judicial opinions that describe an area of law. You will also learn to apply the same critical analysis to legislative materials and scholarly articles. The role of the law professor is to provoke and stimulate. For a particular case, he or she may ask questions designed to explore the facts presented, to determine the legal principles applied in reaching a decision, and to analyze the method of reasoning used. In this way, the professor encourages you to relate the case to others and to distinguish it from those with similar but inapplicable precedents. In order to encourage you to learn to defend your reasoning, the professor may adopt a position contrary to the holding of the case.

Because this process places much of the burden of learning on the student, classroom discussions can be exciting. They are also demanding. However uninformed, unprepared, or puzzled you may be, you will be expected to participate in these discussions.

The Ability to Think

The case method reflects the general belief that the primary purpose of law school is not to teach substantive law but to teach you to think like a lawyer. Teachers of law are less concerned about rules and technicalities than are their counterparts in many other disciplines. Although the memorization of specifics may be useful to you, the ability to be analytical and literate is considerably more important than the power of total recall. One reason for this approach to

legal education is that in our common-law tradition, the law is constantly evolving and changing; thus, specific rules may quickly lose their relevance.

Law is more an art than a science. The reality lawyers seek in analyzing a case is not always well defined. Legal study, therefore, requires an attentive mind and a tolerance for ambiguity. Because many people believe incorrectly that the study of law involves the memorization of rules in books and principles dictated by learned professors, law schools often attract those people who especially value structure, authority, and order. The study of law does not involve this kind of certainty, however; complex legal questions do not have simple legal solutions.

The Curriculum

As a first-year law student, you will follow a designated course of study that may cover many of the following subjects:

- **Civil procedure**—the process of adjudication in the United States; that is, jurisdiction and standing to sue, motions and pleadings, pretrial procedure, the structure of a lawsuit, and appellate review of trial results.
- **Constitutional law**—the legislative powers of the federal and state governments, and questions of civil liberties and constitutional history, including detailed study of the Bill of Rights and constitutional freedoms.
- **Contracts**—the nature of enforceable promises and rules for determining appropriate remedies in case of nonperformance.
- **Criminal law and criminal procedure**—bases of criminal responsibility, the rules and policies for enforcing sanctions against individuals accused of committing offenses against the public order and well-being, and the rights guaranteed to those charged with criminal violations.
- **Legal method**—introduction to the organization of the American legal system and its processes.
- **Legal writing**—research and writing component of most first-year programs; requires students to research and write memoranda dealing with various legal problems.
- **Property law**—concepts, uses, and historical developments in the treatment of land, buildings, natural resources, and personal objects.
- **Torts**—private wrongs, such as acts of negligence, assault, and defamation, that violate obligations of the law.

In addition to attending classes, you may be required to participate in a moot court exercise in which you take responsibility for arguing a hypothetical court case.

After the first year, you will probably have the opportunity to select from a broad range of courses. Generally, you will take courses in administrative law, civil litigation, commercial law, corporations, evidence, family law, professional responsibility, taxation, and wills and trusts before completing your degree. These universal courses are basic to legal education. Every law school supplements this basic curriculum with additional courses, such as international law, environmental law, conflict of laws, labor law, criminal procedure, and jurisprudence.

Opportunities to Practice What Is Learned

Legal education is primarily academic, in that students devote most of their time to mastering general concepts and principles that shape the law. Most schools offer a variety of

professional skills courses as well. Through clinical programs, law schools offer students direct experience in legal practice. These programs allow second- and third-year students to render counseling, undertake legislative drafting, participate in court trials and appeals, and do other legal work for academic credit. Schools differ in the range and variety of practical education they offer, but the benefits of integrating this experience with theoretical study are well established.

Extracurricular Activities

Student organizations greatly supplement classroom learning. Typically, these organizations are dedicated to advancing the interests of particular groups of law students, such as black, female, Hispanic, or LGBT students; to promoting greater understanding of specific legal fields, such as environmental or international law; or to providing opportunities for involvement in professional, social, and sports activities.

A unique feature of American law schools is that law students manage and edit most of the legal profession's principal scholarly journals. Membership on the editorial staffs of these journals is considered a mark of academic distinction. Selection is ordinarily based on outstanding academic performance, writing ability, or both, as discussed on pages 18–19 of this book.

ADMISSION TO THE BAR

The Bar Examination*

In order to obtain a license to practice law, law school graduates must apply for bar admission through a state board of bar examiners. Most often this board is an agency of the highest state court in the jurisdiction, but occasionally the board is connected more closely to the state's bar association. The criteria for eligibility to take the bar examination or to otherwise qualify for bar admission are set by each jurisdiction.

Licensing involves a demonstration of worthiness in two distinct areas. The first is **competence**. For initial licensure, competence is ordinarily established by showing that the applicant holds an acceptable educational credential (with some exceptions, a JD degree) from an accredited law school that meets educational standards, and by achieving a passing score on the bar examination as set by each jurisdiction. Bar examinations are administered at the end of February and July, with considerably more applicants taking the summer test because it falls just after graduation from law school.

The most common testing configuration consists of a two-day bar examination, one day of which is devoted to the Multistate Bar Examination (MBE), a standardized 200-item test covering six areas (Constitutional Law, Contracts, Criminal Law, Evidence, Real Property, and Torts). The second day of testing is typically drawn from locally crafted essays covering a broad range of subject matter, or two nationally developed tests, the Multistate Essay Examination (MEE) and the Multistate Performance Test (MPT).

In addition, almost all jurisdictions require that the applicant present an acceptable score on the Multistate Professional Responsibility Examination (MPRE), which is separately administered three times a year. Currently, nine jurisdictions have adopted the Uniform Bar Examination (UBE), the score from which will be portable to other UBE jurisdictions. The UBE consists of the MBE, the MEE, and the MPT.

The second area of inquiry by bar examiners involves the **character and fitness** of applicants for a law license. In this regard, bar examiners seek background information concerning each applicant that is relevant to the

appropriateness of granting a professional credential. Because law is a public profession, and because the degree of harm a lawyer, once licensed, can inflict is substantial, decisions about who should be admitted to practice law are made carefully by bar examining boards.

Boards of bar examiners in most jurisdictions expect to hear from prospective candidates during the final year of law school. Some boards offer or require law student registration at an earlier point in law school. This preliminary processing, where available, permits the board to review character and fitness issues in advance. As state-specific information is so important (and so variable) in the lawyer-licensing process, law students should contact the board of bar examiners in the jurisdictions in which they are most likely to practice law. Links to state boards are available through the National Conference of Bar Examiners website: ncbex.org.

*This section was written by Erica Moeser, President of the National Conference of Bar Examiners (NCBE).

General Information

Lawyers may practice only in the state or states where they are members of the bar in good standing. However, many states will admit a lawyer to its bar if the lawyer has been admitted to the bar of another state and has practiced law actively for a certain number of years. This is known as "admission by motion." Courts often grant temporary bar admission to out-of-state lawyers for the duration of a specific case.

Many states have student practice rules that, in conjunction with students' academic programs, admit advanced law students who are under the close supervision of an admitted lawyer. A few states require law students to register with the board of bar examiners before graduation or, in some cases, soon after they are enrolled in law school, if they intend to practice in those states. So, if you're planning to attend law school, you should check the bar admission requirements for those states in which you may wish to practice after graduation.

Federal courts set their own standards for admission. It is a common requirement for federal district court admission that the lawyer be admitted to the bar in the state in which the federal district is located or that the applicant have one valid state court admission.

Some state bar associations inquire about the law school admission records of those seeking admission to the bar. You should keep and maintain complete copies of all law school application records throughout the admission cycle and your law school career.

All states accept graduation from an ABA-approved law school as meeting the state's education requirement for eligibility to sit for the bar examination. A number of states have special rules that accept other forms of legal education as sufficient. A good source of information regarding bar admission requirements is the latest edition of the *NCBE/ABA's Comprehensive Guide to Bar Admission Requirements*, which is available online at americanbar.org/groups/legal_education. It should also be available in any law school library or can be ordered through the ABA Service Center at 1.800.285.2221. If you would like additional information relating to bar admissions for a specific state, please contact the appropriate authority in that state. Also, you may want to visit the websites for NCBE (ncbex.org), the ABA (americanbar.org/groups/legal_education), and LSAC (LSAC.org).

Distance Education

The Juris Doctor degree represents a professional education of a most distinct variety. During a law school education, a student is expected to participate in a learning community to develop skills and knowledge that will advance the legal system, society, and the student's career. This law school experience involves interaction with faculty and fellow students outside the classroom as well as in class. Students also learn from each other by inquiry and challenge, review, and study groups.

ABA-approved law schools may not offer a JD degree program that is online or done through correspondence study. ABA-approved law schools may grant credit hours for distance education courses, but no more than 4 credit hours in any term, and no more than 12 credit hours toward the JD degree. Students should be aware that studying law by correspondence or other distance education programs would limit their ability to sit for the bar in many states.

Bar Associations

Bar associations are membership organizations designed to raise the standards of the legal profession and to encourage professionalism. Each state has its own bar association. In the majority of states, membership in the state bar association

is mandatory. There are also a variety of national, local, and special-interest bar associations. Many bar associations sponsor programs intended to broaden the availability of legal services and to familiarize the public with the legal profession. They also conduct extensive continuing legal education programs to help members update their skills and their knowledge of the law.

With nearly 400,000 members, the American Bar Association is the largest voluntary professional membership organization in the world. The ABA sponsors a number of programs dealing with legal education, law reform, judicial selection, and professional responsibility. The ABA also promulgates the "Model Rules of Professional Conduct" as an example to the states of the ethics standards that they should enact and enforce in regulating the practice of law in their jurisdiction.

Additionally, there are local and national chapters of bar associations for lawyers from minority groups. Among them are the National Bar Association (nationalbar.org), Hispanic National Bar Association (hnba.com), National Asian Pacific American Bar Association (napaba.org), and National Native American Bar Association (nativeamericanbar.org). You may also find useful information at LSAC.org's Diversity in Law School section (under "Helpful Links").

CHAPTER 3: THE LAW SCHOOL ADMISSION PROCESS

HOW LAW SCHOOLS DETERMINE WHOM TO ADMIT

Nationally, there are more applicants than spaces available in first-year classes. Schools rely heavily upon selection criteria that bear on expected performance in law school and can be applied objectively to all candidates. Law schools consider a variety of factors in admitting their students. The two factors that all candidates present—prior academic performance and the LSAT score—are fundamental to the admission process.

The most difficult admission decisions are those regarding candidates who are neither so well qualified nor so unsatisfactory as to present a clear-cut case for acceptance or denial. These applicants constitute the majority of the applicant pool at many law schools. However, if you assess your credentials accurately, your likelihood of admission to an ABA-accredited law school is strong.

Criteria That May Be Considered by Law School Admission Committees

- Undergraduate grade-point average
- LSAT score
- Undergraduate course of study
- Graduate work, if any
- College attended
- Improvement in grades and grade distribution
- College curricular and extracurricular activities
- Ethnic/racial background
- Individual character and personality
- Letters of recommendation/evaluations
- Writing skills
- Personal statement or essay
- Work experience or other postundergraduate experiences
- Community activities
- Motivation and reasons for deciding to study law
- State of residency
- Obstacles that have been overcome
- Past accomplishments and leadership
- Conditional admission programs
- Anything else that stands out in an application

THE LAW SCHOOL ADMISSION TEST (LSAT)

The Law School Admission Test (LSAT) is a half-day, standardized test administered four times each year at designated testing centers throughout the world. The test is an integral part of the law school admission process in the United States, Canada, and a growing number of other countries.

The test consists of five 35-minute sections of multiple-choice questions. It provides a standard measure of acquired reading and verbal reasoning skills that law schools can use as one of several factors in assessing applicants. Four of the five sections contribute to the test taker's score. The unscored section, commonly referred to as the variable section, typically is used to pretest new test questions or to preequate new test forms. The placement of this section in the LSAT will vary. A 35-minute writing sample is administered at the end of the test. LSAC does not score the writing sample, but copies of the writing sample are sent to all law schools to which you apply.

The score scale for the LSAT is 120 to 180. Some schools place greater weight than others on the LSAT; most law schools do evaluate your full range of credentials.

What the Test Measures

The LSAT is designed to measure skills that are considered essential for success in law school: the reading and comprehension of complex texts with accuracy and insight, the organization and management of information and the ability to draw reasonable inferences from it, the ability to think critically, and the analysis and evaluation of the reasoning and arguments of others.

The three multiple-choice question types in the LSAT are:

Reading Comprehension Questions

These questions measure the ability to read, with understanding and insight, examples of lengthy and complex materials similar to those commonly encountered in law school. The Reading Comprehension section contains four sets of reading questions, each consisting of a selection of reading material followed by five to eight questions that test reading and reasoning abilities.

Analytical Reasoning Questions

These questions measure the ability to understand a structure of relationships and to draw logical conclusions about that structure. You are asked to reason deductively from a set of statements and rules or principles that describe relationships among persons, things, or events. Analytical Reasoning questions reflect the kinds of complex analyses that a law student performs in the course of legal problem solving.

Logical Reasoning Questions

These questions assess the ability to analyze, critically evaluate, and complete arguments as they occur in ordinary language. Each Logical Reasoning question requires the test taker to read and comprehend a short passage, then answer a question about it. The questions are designed to assess a wide range of skills involved in thinking critically, with an emphasis on skills that are central to legal reasoning. These skills include drawing well-supported conclusions, reasoning by analogy, determining how additional evidence affects an argument, applying principles or rules, and identifying argument flaws.

Your Score as a Predictor of Law School Performance

The LSAT, like any admission test, is not a perfect predictor of law school performance. The predictive power of an admission test is limited by many factors, such as the complexity of the skills the test is designed to measure and the unmeasurable factors that can affect students' performances, such as motivation, physical and mental health, or work and family responsibilities. In spite of these factors, the LSAT compares very favorably with admission tests used in other graduate and professional fields of study. Additional information about scoring can be found on the LSAC website, LSAC.org.

Test Preparation

Most law school applicants familiarize themselves with test directions and question types, practice on sample tests, and study the information available on test-taking techniques and strategies. Although it is difficult to say when examinees are sufficiently prepared, very few people achieve their full potential without some preparation.

You should be so familiar with the instructions and question types that nothing you see on the test can delay or distract you from thinking about how to answer a question. At a minimum, you should review the descriptions of the question types on LSAC's website and simulate the day of the test by taking a practice test that includes a writing sample under actual time constraints. Taking a practice test under timed

conditions helps you to estimate the amount of time you can afford to spend on each question in a section and to determine the question types for which you may need additional practice.

LSAC publishes a variety of materials to help you prepare for the LSAT. See the ad toward the back of this book, or visit LSAC's website—LSAC.org.

Academic Record

Undergraduate performance is generally an important indicator of how someone is likely to perform in law school. Hence, many law schools look closely at college grades when considering individual applications.

Course selection also can make a difference in admission evaluations. Applicants who have taken difficult or advanced courses in their undergraduate study often are evaluated in a more favorable light than students who have concentrated on easier or less advanced subjects.

Many law schools consider undergraduate-performance trends along with a student's numerical average. Thus, they may discount a slow start in a student's undergraduate career if he or she performed exceptionally well in the later school years. Similarly, admission committees may see an undergraduate's strong start followed by a mediocre finish as an indication of less potential to do well in law school. Candidates are advised to comment on irregular grade trends in their applications.

Grade Conversion Table

LSAC Conversion		Grades as Reported on Transcripts			
4.0 Scale	A to F	1 to 5	100–0*	Four Passing Grades	Three Passing Grades
4.33	A+	1+	98–100	Highest Passing Grade (4.0)	Highest Passing Grade (4.0)
4.00	A	1	93–97		
3.67	A–	1–	90–92		
3.50	AB				
3.33	B+	2+	87–89	Second Highest Passing Grade (3.0)	Middle Passing Grade (3.0)
3.00	B	2	83–86		
2.67	B–	2–	80–82		
2.50	BC				
2.33	C+	3+	77–79	Third Highest Passing Grade (2.0)	Lowest Passing Grade (2.0)
2.00	C	3	73–76		
1.67	C–	3–	70–72		
1.50	CD				
1.33	D+	4+	67–69	Lowest Passing Grade (1.0)	
1.00	D	4	63–66		
0.67	D–	4–	60–62		
0.50	DE or DF				
0.00	E and F	5	Below 60	Failure (0.0)	Failure (0.0)

*In some instances, a school's numeric grading scale might be converted differently than shown here.

ADDITIONAL ADMISSION DECISION FACTORS

Law schools consider more than academic records and LSAT scores when evaluating applicants. Some of the most important factors are discussed below.

Letters of Recommendation and Evaluations

The most effective letters of recommendation and evaluations are those from professors who have known you well enough to write with candor, detail, and objectivity about your academic and personal achievements and potential. Letters that compare you to your academic peers are often considered the most useful. Work supervisors also can write in support of your application. Most law schools do not consider general, unreservedly praiseworthy letters helpful. Some schools do not require letters at all and may not read letters of recommendation if they receive them. In addition to or instead of letters of recommendation, many law schools are now using an online tool that allows evaluators to rate a candidate's individual attributes in six categories: intellectual skill, personal qualities,

integrity and honesty, communication, task management, and working with others.

Work Experience

Law schools want diverse, interesting classes, representative of a variety of backgrounds. A candidate who applies to law school several years after completing his or her undergraduate education, and who has demonstrated an ability to succeed in a nonacademic environment, is sometimes more motivated than one who continues his or her education without a break. In fact, only about one-third of law students enter directly from college.

Your Personal Essay

Each candidate to law school has something of interest to present. Maybe you've had some experience, some training, or some dream that sets you apart from others. Law schools want to recruit men and women who are qualified for reasons beyond grades and scores. The essay or personal statement in your application is the place to tell the committee about yourself.

In general, your evaluation of actual experiences and past accomplishments has more value to the committee than speculation about future accomplishments. Also, if you have overcome a serious obstacle in your life to get where you are today, by all means let the admission committee know about it. Any noteworthy personal experience or accomplishment may be an appropriate subject for your essay; however, be sure to do more than just state it. Describe your experience briefly but concretely, and why it had value to you, whether it is a job, your family, a significant accomplishment, or your upbringing. You are simultaneously trying to add information and create structure. Be brief, be factual, be comprehensive, and be organized. You are a storyteller here. You want a living person—you—to emerge. The statement is your opportunity to become vivid and alive to the reader, and it is an opportunity to demonstrate your ability to write and present a prose sample in a professional manner.

Graduate or Professional Study

Prior success or failure in other graduate or professional school work, including other law schools, may also be a factor in the admission committee's decision. In any case, you are required to report such work to any law school to which you apply.

Minority Applicants

Racial and ethnic diversity is essential to the study of law, and greatly benefits the law class, the law school, and the legal profession. All law schools actively seek students who are members of underrepresented racial and ethnic groups and strongly encourage those applicants. (See chapter 6 for further details on minority recruitment and enrollment, and visit DiscoverLaw.org.)

International Applicants

Many students from other countries enroll at US law schools, most frequently in graduate programs (usually called LLM programs) that are designed to meet the needs of people who already hold a recognized law degree from another country but want to learn about the legal system of the United States.

Procedures and requirements for international applicants vary from school to school. You should contact the individual schools that interest you to learn about each school's particular requirements. The Law School Admission Test is an integral part of the law school admission process in the United States, Canada, and a growing number of other countries. Most schools will ask applicants for whom English is not their native language to take a standardized test such as the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Each school sets its own standard for required minimal scores on the tests.

Many schools require applicants educated outside the US, its territories, and Canada to use either LSAC's Credential Assembly Service or another evaluation service to authenticate and evaluate an applicant's grades and degrees for US admission committees. The applicant is responsible for the cost of this service, and some law schools will require the use of a specific service.

LSAC offers credential assembly services for the collection, authentication, evaluation, and distribution of all transcripts and TOEFL/IELTS scores as appropriate for each law school to which the applicant applies. Detailed information about the services required by each law school is available at LSAC.org.

International students must also demonstrate the ability to pay for schooling in this country in order to apply for a student visa (F-1 form). You may be asked to complete a certification of finances form from the law school; if the school is satisfied that the student can pay, it will issue a form (I-20) to submit to US Citizenship and Immigration Services (USCIS) as part of your application for a student visa. Because of the time required to process entry visas, international applicants

are encouraged to apply for admission as early in the process as possible.

International students may be eligible for institutional grants and loans, but are ineligible for federal loans, and (in most schools) are required to have a US cosigner for private loans. Contact the financial aid office at the schools to which you are applying for more details.

Interviews

In general, interviews are not a part of the law school admission process. You are encouraged to visit law schools to gather information, and often an appointment with admission personnel will be a part of the visit. The purpose of your conversation with the admission staff usually will be informational rather than evaluative; the conversation will not become a part of your admission file. An occasional school will grant an interview, and some may even request it, but, in general, you should not count on an interview as a means to state your case for admission; this is best done in the personal statement.

ASSESSING YOURSELF REALISTICALLY

When selecting law schools to which you will apply, the general philosophy is that you should have a threefold plan: dream a little, be realistic, and be safe. Most applicants have no trouble selecting dream schools—those that are almost, but not quite, beyond their grasp—or safe schools—those for which admission is virtually certain. A common strategic error made by applicants is failure to evaluate realistically their chances for admission to a particular law school. The admission data and law school admission profile grids in this book and online at LSAC.org are helpful sources, because the data are provided by the law schools directly to the ABA and LSAC.

Use the Admission Profile Grids in This Book

Check your qualifications against the admission profiles of the law schools that interest you. Most schools publish a grid that indicates the number of applicants with LSAT scores and GPAs like yours who were admitted in the most recent admission year. This gives you a general sense of your competitiveness at that school. These charts will help you determine which schools are your dream schools, your realistic schools, and your safe schools. If your profile meets or exceeds that of a school, it is likely that that school will be as interested in admitting you as you are in being admitted. Other statistics are contained in the school's ABA data, so that material should be read with care as well. A few words of caution: First, law schools consider many other factors beyond the LSAT score and GPA, as described in the previous section ("Additional Admission Decision Factors"), and the grids and data about these credentials only give you part of the story. Second, you should make your final decision about where you will apply only after obtaining additional information from each school. Third, the data in the grids are from a previous application year and may not reflect fluctuations in applicant volume that affect admission decisions.

Research Specific Law Schools That Interest You

Other sources of information include:

- **The school's admission office.** This is a good source for general information about the school and your chances for admission. Do not hesitate to request admission counseling. Be sure to obtain current catalogs and visit the websites for each law school you are considering.
- **Your college or university prelaw advisor.** LSAC provides the name of a prelaw advisor at your degree-granting

institution. Your prelaw advisor can often provide you with reliable information about which law schools fit your personal profile. He or she may also be able to tell you which law schools have accepted students from your school in the past and provide you with an overview of the admitted students' credentials. This will help you to determine how law schools have treated applicants from your school in the recent past.

- **Law School Forums.** The Law School Forums, organized by the Law School Admission Council, are excellent opportunities to talk personally with law school representatives from around the country in one central, urban location—usually a hotel exhibit hall. Recent forums have been held in Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New York City, the San Francisco Bay Area, Toronto, and Washington, DC. In 2011, 209 ABA-approved law schools participated in the forums, and about 9,000 people registered as attendees. Because traveling to a number of law schools can be expensive, many prospective law students find the forums to be the most productive means of gathering information and making school contacts. Forum admission is free; for dates and locations of 2012 Law School Forums, see the ad toward the back of this book, or visit LSAC's website—LSAC.org. Forum preregistration is also available on the LSAC website.
- **School representatives and alumni.** Take advantage of opportunities to talk with law school representatives and alumni. When you talk with alumni, remember that law schools sometimes change fairly quickly. Try to talk to a recent graduate or to one who is active in alumni affairs and therefore knowledgeable about the school as it is today.

- **School visits.** Law schools encourage you to visit. You can learn a great deal about a school from talks with students and faculty members. Many law schools have formal programs in which a currently enrolled student will take you on a tour of the campus and answer your questions. Firsthand experience can be quite valuable in assessing how you would fit into the school.

- **The Internet.** The websites of LSAC (LSAC.org) and the ABA (americanbar.org/groups/legal_education) provide links to the websites of ABA-approved law schools. The various avenues of online social networking are likely to provide many opportunities to link up, electronically at least, with students at law schools you are considering. Do keep in mind that a school may be a right (or wrong) fit for one person but not another. As is always true in online relationships, it's best to keep an open mind when it comes to comments from people you have never met in person. There is no substitution for seeing and experiencing a school for yourself.

Keep Your Options Open

Flexibility is a key word in the law school admission process. Keep your options open. Even during the early stages of the admission process, you should continually reevaluate your prospects and prepare alternative plans. For example, don't set your sights on only one law school and one plan of action. You could severely limit your potential and your chance to practice law.

CHAPTER 4: APPLYING TO LAW SCHOOL

WORKING WITH LSAC: REGISTERING FOR THE LSAT AND THE CREDENTIAL ASSEMBLY SERVICE (CAS)

The Law School Admission Council (LSAC) administers the LSAT and serves as a liaison for much of the communication between you and the law schools. The LSAC Credential Assembly Service centralizes and standardizes undergraduate academic records to simplify the law school admission process. This service also prepares a report for each law school to which you apply. The registration fee includes law school report preparation, letter of recommendation/evaluation and transcript processing, and access to electronic applications for all ABA-approved law schools.

Comprehensive information about the LSAT and the Credential Assembly Service can be found at the LSAC website, LSAC.org. The quickest and easiest way to register for both the LSAT and the Credential Assembly Service is online. If you need to obtain a paper registration form, call 215.968.1001.

Planning Ahead for Law School Deadlines

Most law schools have a variety of application requirements and deadlines that you must meet to be considered for admission. If you are applying to a number of schools, the various deadlines and requirements can be confusing. It probably will be helpful if you set up a detailed calendar that

will remind you of when, and what you must do, to complete your applications.

In registering for the LSAT, be sure to give yourself enough time to select a convenient testing location and prepare for the test. You also should determine whether each law school in which you are interested will accept scores from the February LSAT administration, which is the last test date in each admission cycle.

BASIC LSAT DATE AND DEADLINE INFORMATION (2012–2013)

All national test dates, both for regular test takers and test takers who are Saturday Sabbath observers, are listed below, along with corresponding regular registration deadlines. Dates shown represent receipt deadlines for mail, telephone, and online registration. The basic fee for the LSAT is \$160 (published test centers only). Actual test dates for administrations **outside** the US, Canada, and the Caribbean, which are nondisclosed* tests, will vary. That information, as well as complete details regarding other LSAT information—such as accommodated testing, deadlines and fees for late registrations and nonpublished test centers (domestic and foreign), test date and test center changes, and partial refunds—is available at LSAC.org.

National Test Dates

▪ Regular	Monday, June 11, 2012	Saturday, Oct. 6, 2012	Saturday, Dec. 1, 2012	Saturday, Feb. 9, 2013 Nondisclosed*
▪ Saturday Sabbath Observers		Wednesday, Oct. 10, 2012 Nondisclosed*	Monday, Dec. 3, 2012 Nondisclosed*	Monday, Feb. 11, 2013 Nondisclosed*
▪ Score by E-mail	July 6, 2012	Oct. 31, 2012	Jan. 4, 2013	March 6, 2013
▪ Score Report Mailed (approx.)	July 14, 2012	Nov. 8, 2012	Jan. 12, 2013	March 10, 2013

Regular Registration Deadlines (online, mail, and telephone)

▪ United States, Canada, and the Caribbean	May 8, 2012	Sept. 4, 2012	Oct. 29, 2012	Jan. 8, 2013
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*Persons who take a nondisclosed test receive only their scores. They do not receive their test questions, answer key, or individual responses.

THE CREDENTIAL ASSEMBLY SERVICE

The Credential Assembly Service collects the US and Canadian academic records of law school applicants and summarizes the undergraduate work according to a standard 4.0 system to simplify the admission process. Nearly all American Bar Association-approved law schools (and many non-ABA-approved schools) require that applicants use this service. Applicants who have studied for more than a year outside the US or Canada can use the Credential Assembly Service for transcript evaluation and authentication if required by the law schools to which they are applying.

The Credential Assembly Service prepares a report for each law school to which you apply. There is a registration fee for the service, as well as a fee for each law school report (go to LSAC.org for current fees). Your registration includes law school report preparation, letter of recommendation/evaluation and transcript processing, and access to electronic applications for all ABA-approved law schools.

The Credential Assembly Service creates your law school report by combining:

- LSAT scores and writing sample copies;
- an academic summary report;
- copies of all undergraduate, graduate, and law/professional school transcripts; and
- copies of letters of recommendation and evaluations, if applicable.

Canadian law schools receive an LSAT Law School Report containing LSAT scores and writing sample copies.

Fee Waivers

Fee waivers are available for the LSAT, the Credential Assembly Service (CAS), and *The Official LSAT SuperPrep*. For US citizens, US nationals, or permanent resident aliens of the United States with an Alien Registration Receipt Card (I-151 or I-551), fee waivers can be authorized by LSAC or ABA-approved law schools, which are listed on our website. Canadian citizens must submit their fee waiver request to a Canadian LSAC-member law school even if they plan to apply for admission to a US law school. Fee waivers cannot be

granted by financial aid offices of undergraduate institutions, non-ABA-approved law schools, prelaw advisors, or any other individual or organization. Go to LSAC.org or any ABA-approved law school admission office for additional information about fee waivers.

THE ADMISSION PROCESS

Law school applicants can expect that the admission process will be competitive. Nationally, there are more applicants than spaces available in first-year classes; this means that, at some law schools, there will be considerable competition for seats. However, it is probably true that if you assess your credentials accurately, your likelihood of admission to an ABA-accredited law school is strong.

The Importance of Complete Files

Remember that law schools require complete files before making their decisions. A law school will consider your file complete when it has received your application, Credential Assembly Service (CAS) Law School Report (or LSAT Law School Report if the law school does not require the Credential Assembly Service), letters of recommendation or evaluations (if required), personal statement, any requirements unique to the particular school, and application fee.

Rolling Admission

Many law schools operate what is known as a rolling admission process: The school evaluates applications and informs candidates of admission decisions on a continuous basis over several months, usually beginning in late fall and extending to midsummer for wait-listed admission.

Even if you have not yet taken the LSAT, it might be helpful to submit your application early so that your Credential Assembly Service file can be sent to law schools as soon as your test score is available. The earlier you apply, the more seats the school is likely to have available. Most schools try to make comparable decisions throughout the admission season, even those that practice rolling admission. Still, it is disadvantageous to be one of the last applicants to complete a file. Furthermore, the more decisions you receive from law schools early in the process, the better able you will be to make your own decisions, such as whether to apply to more law schools or whether to accept a particular school's offer.

Applying to More Than One School

Last year, 53 percent of all applicants applied to five or fewer law schools. You should be sure to place your applications at schools representing a range of admission standards. Even if you have top qualifications, you should apply to a number of schools where you have an excellent chance of being admitted, based on your review of requirements and admission standards. This is your insurance policy. If you apply to these schools in November, and are accepted to one or more in January or February, you may be disappointed but not panicked if you are later denied admission by your top choices. You should not anticipate that you are assured of acceptance at any particular law school; there are no guarantees. Each year, law schools must choose from among many qualified candidates to create a first-year class.

The Preliminary Review of an Application

Applicants whose qualifications more than fulfill the school's admission standards are usually accepted by an admission committee during the first round of decisions. Candidates whose credentials fall below the school's standards are usually denied admission.

Many applications are not decided upon immediately. They are usually reviewed by a committee that bases its admission

decision on many facets of each application (see "How Law Schools Determine Whom to Admit," page 9).

The length of time it takes the committee to review an application varies; consult the individual law schools to which you apply.

Waiting Lists

If you have strong qualifications, but you do not quite match the competition of those currently being admitted at a particular law school, you may be placed on a waiting list for possible admission at a later date. The law school will send you a letter notifying you of its final decision as early as April or as late as July.

Many schools rank students who are on the waiting list. Some law schools will tell you your rank. If a law school doesn't rank its waiting list, you might ask the admission office how many students have been placed on the waiting list.

Seat Deposits

Many law schools use seat deposits to help keep track of their new classes. For example, a typical fee might be \$200, which is credited to your first-term tuition if you actually register at the school; if you don't register, the deposit may be forfeited or partially returned. A school may require a larger deposit around July 1, which is also credited to tuition. If you decline the offer of admission after you've paid your deposit, a portion of the money may be refunded, depending on the date you actually decline the offer. At some schools, you may not be refunded any of the deposit.

The official position of the Law School Admission Council is:

Except under binding early decision plans or for academic terms beginning in the spring or summer, no law school should require an enrollment commitment of any kind to an offer of admission or scholarship prior to April 1. Admitted applicants who have submitted a timely financial aid application should not be required to commit to enroll by having to make a nonrefundable financial commitment until notified of financial aid awards that are within the control of the law school.

Multiple Deposit Notification

Each year, LSAC provides participating law schools with periodic reports detailing the number of applicants who have submitted seat deposits or commitments at other participating schools, along with identification of those other schools. Beginning May 15 each year, these reports also include the names and LSAC account numbers for all candidates who have deposits/commitments at multiple participating schools.

Ethical Conduct in Applying to Law School

The practice of law is an honorable, noble calling. Lawyers play an important role in society by serving both their clients' needs and the public good.

Your submission of an application for admission to law school is your first step in the process of becoming a lawyer. Now is the time, as you take this first important step, to dedicate yourself to a personal standard for your conduct that consists of the highest levels of honesty and ethical behavior.

The legal profession requires its members to behave ethically in the practice of law at all times, in order to protect the interests of clients and the public. You must understand that those who aspire to join the legal profession will be held to the same high standards for truth, full disclosure, and accuracy that are applied to those who practice law. These standards also apply to those aspiring to further their education with a Master of Laws degree (LLM). The legal profession has set standards for ethical conduct by lawyers. Similarly, law schools have set standards for ethical

conduct by law school applicants through the Law School Admission Council (LSAC). These standards are known as the *LSAC Rules Governing Misconduct and Irregularities in the Admission Process*. Just as lawyers are required to study, understand, and comply with the ABA's ethical standards, law school applicants are expected to read, understand, and comply with LSAC's ethical standards.

If you fail to comply with LSAC's ethical standards, you may be barred from admission to law school. If you fail to disclose required information on your law school application, or if you engage in misconduct during the admission process that is discovered after you enroll in law school or start to practice law, you may face more serious sanctions. In appropriate cases, state and national bar authorities and other affected persons and institutions may also receive notification. Individual law schools and bar authorities determine what action, if any, they will take in response to a finding of misconduct or irregularity. Such action may include the closing of an admission file, revocation of an offer of admission, dismissal from law school through a school's internal disciplinary channels, or disbarment. Thus, a finding of misconduct or irregularity is a very serious matter.

Take the time, right now, to read LSAC's statement on misconduct and irregularities in the admission process presented below.

Misconduct and Irregularities in the Admission Process

The Law School Admission Council has established procedures for dealing with instances of possible candidate misconduct or irregularities on the LSAT or in the law school admission process. Misconduct or irregularity in the admission process is a serious offense with serious consequences. Intent is not an element of a finding of misconduct or irregularity. This means that an "honest mistake" is not a defense to a charge of misconduct or irregularity. Misconduct or irregularity is defined as the submission, as part of the law school admission process, including, but not limited to, regular, transfer, LLM, and visiting applications, of any information that is false, inconsistent, or misleading, or the omission of information that may result in a false or misleading conclusion, or the violation of any regulation governing the law school admission process, including any violation of LSAT test center regulations.

Examples of misconduct and irregularities include, but are not limited to:

- submission of false, inconsistent, or misleading statements or omission of information requested online or on forms as part of registering for the LSAT or using LSAC's Credential Assembly Service, or on individual law school application forms;
- submission of an altered or a nonauthentic transcript;
- submission of an application containing false, inconsistent, or misleading information;
- submission of an altered, nonauthentic, or unauthorized letter of recommendation;

- falsification of records;
- impersonation of another in taking the LSAT;
- switching of LSAT answer sheets with another;
- taking the LSAT for purposes other than applying to law school;
- copying or sharing information, or any other forms of cheating, on the LSAT;
- obtaining advance access to test materials;
- theft of test materials;
- working on, marking, erasing, reading, or turning pages on sections of the LSAT during unauthorized times;
- bringing prohibited items into the test room;
- falsification of transcript information, school attendance, honors, awards, or employment;
- providing false, inconsistent, or misleading information in the admission and financial aid/scholarship application process; or
- attempt at any of the above.

A charge of misconduct or irregularity may be made prior to a candidate's admission to law school, after matriculation at a law school, or after admission to practice.

When alleged misconduct or irregularity brings into question the validity of the LSAC data about a candidate, the school may be notified of possible data error, and transmission of that data will be withheld until the matter has been resolved by the Law School Admission Council's Misconduct and Irregularities in the Admission Process Subcommittee. The Council will investigate all instances of alleged misconduct or irregularities in the admission process in accordance with the *LSAC Rules Governing Misconduct and Irregularities in the Admission Process*. A subcommittee representative will determine whether misconduct or an irregularity has occurred. If the subcommittee representative determines that a preponderance of the evidence shows misconduct or irregularity, then a report of the determination is sent to all law schools to which the individual has applied, subsequently applies, or has matriculated. Notation that a misconduct or irregularity report is on file is also included on LSAT and LSAC Credential Assembly Service reports to law schools. Such reports are retained indefinitely. More information regarding misconduct and irregularity procedures may be obtained by writing to: LSAC, Misconduct and Irregularities in the Admission Process Subcommittee, 662 Penn Street, Newtown, PA 18940-1802, USA.

CHAPTER 5: CHOOSING A LAW SCHOOL

For some people, the choice of which law school to attend is an easy one. Applicants tend to select the schools they perceive to be the most prestigious or those that offer a program of particular interest or the greatest amount of financial support. Some need to stay in a particular area perhaps because of family or job obligations and will choose nearby schools with part-time programs.

FACTORS TO CONSIDER

The majority of applicants will have to weigh a variety of personal and academic factors to come up with a list of potential schools. Once you have a list, and more than one acceptance letter, you will have to choose a school. Applicants should consider carefully the offerings of each law school before making a decision. The quality of a law school is certainly a major consideration; however, estimations of quality are subjective. You should consider the size, composition, and background of the student body as well as the location, size, and nature of the surrounding community. Remember that the law school is going to be your home for three years. Adjusting to law school and the general attitudes of a professional school is difficult enough without the additional hardship of culture shock. Don't choose a law school in a large city if you can't bear crowds, noise, and a fast pace. And, if you've lived your entire life in an urban environment, can you face the change you will experience in a small town? You also may want to ask yourself if you are already set in an unshakable lifestyle or if you are eager for a new environment.

Other significant factors are the particular strengths or interests of the faculty, the degree to which clinical experience or classroom learning is emphasized, the nature of any special programs offered, the number and type of student organizations, the range of library holdings, and whether a school is public or private. You may wish to consider a school with a strong minority recruitment, retention, and mentoring program, or one with an active student organization for students of your particular ethnic background.

At any rate, you should select more than one law school where you think you could succeed.

Law Schools and Reputation

Many people will tell you to apply to the schools that take students in your GPA and LSAT ranges, and then enroll in the best one that accepts you. However, law school quality can be assessed in a number of ways.

There is a hierarchy of law schools based on reputation, job placement success, strength of faculty, and the prestige of the parent institution (if there is one). In fact, a study done at one university suggests that undergraduate students perceive schools not only in terms of a hierarchy but also in terms of hierarchical clusters. In other words, certain schools are grouped together in terms of equivalent quality and prestige. Also, there are books or magazine articles that assign law schools purported numerical quality rankings.

However, according to the ABA:

No rating of law schools beyond the simple statement of their accreditation status is attempted or advocated by the official organizations in legal education. Qualities that make one kind of school good for one student may not be as important to another. The American Bar Association and its Section of Legal Education and Admissions to the Bar have issued disclaimers of any law school rating system. Prospective law students should

consider a variety of factors in making their choice among schools.¹

Since there is no official ranking authority, you should be cautious in using such rankings. The factors that make up a law school's reputation—strength of curriculum, faculty, career services, ability of students, quality of library facilities, and the like—don't lend themselves to quantification. Even if the rankings were more or less accurate, the school's reputation is only one factor among many for you to consider.

What's in a Name?

While going to a "name" school may mean that you will have an easier time finding your first job, it doesn't necessarily mean that you will get a better legal education than if you go to a lesser-known law school. Some schools that were at their peaks years ago are still riding on the wave of that earlier reputation. Others have greatly improved their programs and have recruited talented faculty but have not yet made a name for themselves.

Once admitted, applicants should consider a variety of factors, such as the contacts you may acquire at a school in the area where you hope to practice, the size of the school, and cost. The substantive differences between schools should be your focus when making this important choice rather than the school's reputed ranking.

The Parent University

About 90 percent of ABA-approved law schools are part of a larger university, and there may be some advantages to attending a law school that is part of a university. Such law schools may have more options for joint-degree programs or for taking a nonlaw school course or two. They also may have more academic and social activities, campus theater groups, sports teams, and everything else that comes with university life. Perhaps most important, the university can act as a support system for the law school by providing a wealth of facilities, including student housing and support for career services.

National, Regional, and Local Schools

A national school will generally have an applicant population and a student body that draws almost indistinguishably from the nation as a whole and will have many international students as well. A regional school is likely to have a population that is primarily from the geographic region of its location, though many regional schools have students from all over the country; a number of regional schools draw heavily from a particular geographical area, yet graduates may find jobs all over the country. Generally speaking, a local school is drawing primarily on applicants who either come from or want to practice in the proximate area in which the school is located. Many local law schools have excellent reputations and compete with the national schools in faculty competence, in research-supporting activities, and in resources generally. Check the school's catalog or talk with the admission and placement staff to get a clear breakdown on where their students come from and where they are finding jobs.

¹ *ABA Standards and Rules of Procedure for Approval of Law Schools 2011–2012*, Council Statement 5, p. 149, American Bar Association, Chicago, IL, 2011.

EVALUATION OF LAW SCHOOLS

The best advice on how to select a law school is to choose the school that is best for you. The law schools invest substantial time and effort in evaluating prospective students, and applicants should evaluate law schools with equivalent care. The following are some features to keep in mind as you systematically evaluate law schools. (Costs and other financial criteria are not included below; they are discussed in chapter 9.)

Each listing in this book provides school-specific information in the following categories as well.

Enrollment/Student Body

The academic qualifications of the student body are important to consider. It's a good idea to select a law school where you will be challenged by your classmates. Use the applicant profile grids in this book to check the LSAT scores and GPAs for the previous year's entering class. Try to select a school where your averages will not be significantly different from those of your fellow law students. Because of the important role of student participation in law school classes, your legal education might not be as rewarding as it could be if you are not challenged by your classmates.

You might also inquire about the diversity of the student body. Are a majority of the students the same age, race, gender, and so on? Remember, differences among students will expose you to various points of view; this will be an important aspect of your law school education.

Find out how many students are in a typical class. Much of the learning in law school depends on the quality of class discussion. Small classes provide essential interaction; large classes (and the Socratic method) provide diversity, challenge, and a good mix of reactions, opinions, and criticism.

It is also important to find out the total number of students enrolled at the school. Not surprisingly, the larger law schools tend to offer a larger selection of courses. Of course, more doesn't always mean better, and no one student has time to take all the courses offered at a large school. However, if you think you want to sample a wide range of courses, you are apt to have more opportunity to do so at a law school with a large faculty.

Part of the law school learning experience takes place after class with fellow students and with members of the faculty. Check to see whether faculty and students are on campus for a substantial part of the day.

Larger schools may also offer more extracurricular programs, greater student services, and a larger library. However, faculties and administrators at smaller schools may be able to give students more attention, and students at smaller schools may experience greater camaraderie. The size of a school is a personal consideration. Some students thrive in large schools; others prefer a smaller student community. Ask yourself which kind of student you are.

Faculty

You will undoubtedly want to assess the faculties of the law schools you are considering. School catalogs and websites will give you some idea of the backgrounds of the full-time faculty—what specialties they have, what they have published, and their public service activities. If the catalog tells you only where degrees were earned, ask for more information. You may also want to check the latest edition of the Association of American Law Schools' *Directory of Law Teachers*, which is available at law school libraries. It may help you to know that some members of the faculty have interests similar to your own.

Is the faculty relatively diverse with respect to race, ethnic background, gender, degrees in other fields, and breadth of

experience? A faculty with diverse backgrounds will have various points of view and experiences. This diversity will enrich your legal education, broaden your own point of view, and help prepare you for the variety of clients you will work with after law school.

How many full-time professors teach how many students—that is, what is the faculty-to-student ratio?

Although some of the most prestigious law schools are famous for their large sections in the introductory courses, they also provide smaller classes, clinics, simulations, and seminars in advanced subjects. According to the *ABA Standards and Rules of Procedure for Approval of Law Schools*, it is not favorable to have a full-time student-to-full-time faculty ratio of 30 to 1, or greater. Some schools may be especially attractive to some students because of their small faculty-to-student ratio.

Are some of the teachers recognized as authorities in their respective fields through their writings and professional activities? Law school catalogs and websites vary widely regarding information about faculty. Some merely list each faculty member's name along with schools attended and degrees earned. Others may provide details about publications, professional activities, and noteworthy achievements, particularly when an individual is an authority in his or her field.

Are there visiting professors, distinguished lecturers and visitors, symposiums, and the like at the schools you are considering? Law school lectureship programs are a good means of presenting the knowledge and views of academics outside of the particular law school you attend.

The Library and Other Physical Facilities

Chances are you will spend a good deal of time in the law library, so be sure to investigate the library and all that it has to offer. There are several factors to consider when assessing a law school library: the quality of the research resources, ease of access to both print and electronic resources, staff, facilities, and hours of operation. It is also good to determine if the library participates in regional or local networks for information retrieval and interlibrary loan.

Knowing that a library has a volume count of 250,000 or 2.5 million by itself does not provide good information about the quality of the library's collection, so it is vital to look at other factors. All ABA-approved law schools must maintain a library that has the research materials considered essential for the study of law; this includes both primary and secondary sources. Determine how many copies of these essential materials are available and if they are also available in an electronic format. Look to see if the library has any special collections or other important historical materials. If you plan to focus on a particular legal area, be sure to inquire about the library's resources on that topic. Find out all of the electronic resources to which the library subscribes (look beyond Westlaw and LexisNexis) and see if it is possible to access them remotely from off campus. If the law school is affiliated with a university, explore the print and electronic resources of the other campus libraries for possible cross-disciplinary research.

Reference librarians and other professional librarians serve a vital role in the law library. Consider how many professional librarians work in the library and what percentage of librarians have a law degree as well as a library and information science degree. Are there a sufficient number of reference librarians for the number of students and faculty being served? Do the reference librarians offer courses and workshops in legal research techniques, and—if so—how many or how often? Is the library staff helpful? Law schools with evening or part-time programs should make professional reference librarians available in the evenings and on weekends, so be sure to look at

the reference desk hours. Also, determine if it is possible to contact the library staff via e-mail or real-time chat.

Since you will need to spend much of your time in the library, make sure its hours will accommodate whatever schedule you might have. While it is not necessary for a library to be open around the clock, it should be open before classes begin each day and remain open well into the night and weekends. Consider if there is a designated area in the library or law school to accommodate 24-hour study after the library closes.

Be sure the library has an adequate number of comfortable seats with at least enough carrels to accommodate a reasonable number of students at any given time. Either in the library or elsewhere in the law building, there should be suitable space for group study and other forms of collaborative work. Does the library have a variety of seating configurations so that students can find a comfortable spot to engage in intense study and research for long periods of time? In addition, consider if there is a food facility within the library, law school, or on campus that maintains generous hours throughout the day, evenings, and weekends.

Access to technology should be available not only in the library, but throughout the law school building and the university. Robust wireless connectivity is essential for efficient research and communication between students and professors, so ask about the quality of the wireless network. Although computer labs are no longer as vital to law students given the proliferation of laptops and netbooks, it may be helpful to determine if there is a computer lab in the library or elsewhere in the law school and whether there is a dedicated information technology department to handle law student technology needs. The information technology department should maintain extensive hours, similar to those of the law library, so that students may conveniently have their technology questions answered.

Curriculum

The range and quality of academic programs is one of the most important factors to consider when choosing a law school.

Almost all law schools follow the traditional first-year core curriculum of civil procedure, criminal law, contracts, legal research and writing, legal methods, torts, constitutional law, and property (see chapter 2). Do not assume that all law schools have programs that suit your personal needs and special interests. If you don't have any specific interests in mind—and many beginning students don't—try to make sure the school offers a wide range of electives so that you will have many options. A thorough grounding in basic legal theory will enable you to apply the principles learned to any area of law to which they pertain.

In fact, you shouldn't overemphasize your search for specialties; most law students are not specialists when they graduate, nor do they need to be. Generally speaking, new lawyers begin to find their specialties only in the second to fifth years of their careers. A well-rounded legal education is the best preparation for almost any career path you take. The schools' individual websites and the descriptions in this book will tell you a good deal about academic programs. You may also wish to ask school representatives questions such as: Does the school offer a variety of courses, or is it especially strong in certain areas; what sizes are the classes; are seminars and small-group classroom experiences available; and are there ample opportunities for developing writing, researching, and drafting skills?

Beyond the content of law school courses, other academic program considerations may be of interest to you as a prospective law student.

Special Programs and Academic Activities

Joint-Degree Programs

Joint-degree programs allow you to pursue law school and graduate degrees simultaneously. Almost every combination is available at some institutions; additionally, many law schools allow you to create your own joint-degree program, even if no such formal program is in place. Among the more popular degrees are the JD/MBA and the JD/MA in areas such as economics or political science. For details, check the individual school listings in this book or check the law school's recruitment materials.

Master of Laws (LLM) and Special-Degree Programs

Many law schools offer advanced degrees that allow students to take graduate-level law courses. The LLM degree is quite common and usually is tailored to individual interests. Some schools offer master of laws degrees with particular concentrations, such as a master of laws in taxation and master of comparative law. Students may enroll in LLM programs only after having received the JD degree.

A few schools also offer very specific, special-degree programs. Some of these specialties include a doctorate in civil law, doctor of juridical science, and doctor of jurisprudence and social policy. Schools also may offer certificate (or otherwise-designated) programs. Finding out what types of advanced degrees a law school offers may help you determine the emphases of the school. (See appendix B for a listing of post-JD programs.)

Part-Time and Evening Programs

Part-time programs may be offered either in the evening or the day. For the last two years, approximately 7 percent of first-year law students have enrolled in law school part time. The conventional wisdom is that if you are financially able to attend law school full time, you ought to do so.

Part-time programs generally take four years to complete instead of three years. While fewer than half of law schools offer part-time programs, if you have economic constraints that make attending a full-time program difficult, then a part-time program offers the opportunity to study law while you are working.

Clinical Programs

Many law schools offer students authentic experiences as lawyers by involving them with clients. The best clinical programs involve students in actual legal situations, simulations of such situations, or a combination of both, either at the school itself or in the community. Clinical programs at some schools offer a team-teaching approach; practical, professional skills are taught along with traditional classroom theory. In this manner, faculty can advise and work closely with students.

Moot Court Competitions

Schools that provide opportunities for students to rehearse trial and appellate advocacy in trial team and moot court competitions help them become adept at using interviewing, counseling, research, advocacy, and negotiation skills.

Student Journals

Most law schools have a law review—a journal of scholarly articles and commentaries on the law—and other student-edited scholarly journals. Writing for the journals of a school can be important to both your legal education and your career in law. Thus, evaluating the journals at a particular law school may be worthwhile when trying to choose the right school to attend.

Traditionally, student journal editors are chosen on the basis of academic standing, but writing ability, regardless of class rank, may also be a criterion. Today, a growing number of schools select journal editors by holding a competition in which students submit a previously assigned writing sample to the current editorial board. If you are on a journal, employers may assume you are either one of the brightest in your class, or an outstanding writer—or both.

If possible, check the journals of the schools you are considering. The character of the journal may be a reflection of the character of the institution that supports it.

Order of the Coif

Many law schools have a chapter of the Order of the Coif, a national honor society for outstanding students. Students are elected to Coif on the basis of scholarship and character. Check to see if the schools you are considering include such a chapter.

Academic Support Programs

Programs for students who need or who are expected to need assistance with legal analysis and writing are offered by most law schools. Students are invited to participate in these programs on the basis of either their entering credentials or their actual law school performance. This assistance may be offered in the summer prior to beginning law school, during the academic year, or both. The aim of academic support programs is to ensure that students have an equal opportunity to compete in law school. For further information about academic assistance programs, consult the admission office at the law school.

Student Organizations

You can also tell something about a law school's intellectual resources and its students by the number and range of student associations and organizations sponsored on campus. Many schools have chapters of the ABA Law Student Division; a student bar association; associations for minority groups, such as the Asian, Black, Hispanic, and Native American law student associations; associations based on religious affiliations; and associations for students with disabilities. Some, but not all, schools sponsor an environmental law society, a gay and lesbian law student society, a legal assistance society, a postconviction assistance project, a civil liberties group, a Federalist Society, a volunteer income-tax assistance program, a law student spouses' club, an international law society, a law and technology society, or a client-counseling society. Through the ABA Commission on Disability Rights (www.americanbar.org/disabilityrights), you can access an online directory that lists resources and student organizations for students with physical or mental disabilities at each ABA-approved law school. Determine which associations are important to you and check individual law school catalogs to see which law schools offer what you need.

Career Services and Employment

One of the tests of a good law school is the effort the institution makes to help its students and graduates understand their career options and find satisfying employment. Planning a career in law requires students to integrate their legal education and personal goals in the context of the employment marketplace. Some students begin law school with a clear idea of how they expect to use their legal education (although they may change their minds along the way). Others are uncertain, or see a number of tempting possibilities. The career services office, faculty, and alumni of the school are valuable resources in the process of understanding and selecting among the many opportunities available to lawyers.

The first role of the career services office is to educate students about career opportunities in all sectors, including government and public service, law firms of all sizes and specialties, corporations, and so forth. To accomplish such a task, a law school may arrange panel presentations, meetings with practicing lawyers in different fields, and a library of career information materials. Career services professionals also collect and distribute vital information and resources; teach students job-search strategies, such as effective interviewing skills and employment research; and discuss students' individual interests, options, and presentation.

In most schools, only a small percentage of the class gets jobs through on-campus interviewing. Therefore, it is important to investigate the additional support provided by the career services staff and the experiences of the school's students and graduates in finding jobs.

Career services offices are concerned about all students, not just those at the top of the class rankings. Most spend a great deal of time and effort working with students individually and marketing the school to potential employers in order to increase students' options. Here are some questions you may want to ask about a school's career services:

- What programs does the school offer to introduce students to career options? Do they seem interesting, relevant, and timely?
- Are the career-counseling professionals accessible, respected, well-qualified, and supportive?
- Are the school's faculty and graduates involved in educating students about their career options?
- What types of employers, and how many, recruit on campus each year? What are the average number of interviews and offers per student? What percentage of students obtain jobs through the on-campus interviewing process?
- What positions have graduates taken in recent years? What jobs do students take during the summers? In what locales do students and graduates work? Are these employment profiles changing?
- What are the average or median salaries for the school's graduates?
- What percentage of students have accepted positions by graduation; within six months of graduation?
- Does the school offer career counseling and information for its graduates?

Pro Bono Programs

Many law schools have programs that offer students the opportunity to put their classroom instruction to work by offering services to the community at no charge. These programs often concentrate on helping indigent and marginalized populations. The programs vary in scope and style, but you should inquire at the law schools to which you are applying about their particular programs.

TRANSFERRING TO ANOTHER LAW SCHOOL

After starting law school, some law students seek to transfer to another law school. This occurs frequently enough to warrant advice and information. There are many reasons that law students seek to transfer, including financial reasons, job relocation of a spouse or partner, or to be closer to family.

Occasionally law students will seek a transfer to another law school that they perceive as having a higher status or ranking.

There are several factors that should be taken into account when considering a decision to transfer to another law school and, frequently, a student contemplating transfer should obtain relevant information concerning the consequences of a transfer. First, many of the strongest and most sustaining relationships between lawyers occur during their first year of law school and these relationships last throughout the law student's career. Students often comment on the loss of community and close friendships they made in their first year when they transfer to another law school. Second, students transferring to another law school are often not eligible for scholarships at the new law school. This factor may be significant for students who are considering forgoing a scholarship award at their home law school when they transfer. Third, many law school law reviews, journals, and moot court programs do not permit transfer students to be considered for membership on the law review and moot court teams until after a year at the new law school. This may preclude transferring law students from being considered for

law review at all or for selection for the editorial board of the law review, or for selection to a moot court team. Fourth, in many schools, course selection for the fall will already have been completed by the time the student's transfer application is accepted. As a result, there may be limited access to courses that are desired or perhaps needed as prerequisites for later advanced offerings. Fifth, many law schools do not include the transferring law student's grades earned at the prior law school in the class ranking, and some do not permit transfer students to be eligible for GPA-based graduation honors such as Order of the Coif.

The decision whether to transfer or remain at the law school of original matriculation is a difficult one. Some law students have no or little choice but to transfer for personal or hardship reasons. Other law students considering a transfer do so to game the law school ranking phenomenon. This may be a dangerous gamble because of the negative aspects of law school transfers. Any law student considering transferring should gather as much information as possible concerning the ramifications of the transfer.

CHAPTER 6: OPPORTUNITIES IN LAW FOR MINORITY MEN AND WOMEN

A CAREER IN LAW FOR RACIALLY AND ETHNICALLY DIVERSE GROUPS

Despite attempts to encourage the legal profession to reflect the population it serves, members of racial and ethnic groups remain underrepresented in the legal profession. Because lawyers must serve clients from diverse populations in a variety of settings, an increase in the number of lawyers from underrepresented minority groups is crucial. Individual clients, government agencies, and large private or public organizations are all better served by lawyers who offer diverse perspectives and experiences, including those of varied racial and ethnic backgrounds.

In addition, a law career can be a rewarding and fulfilling opportunity for men and women from underrepresented minority groups. Legal training provides career flexibility in a world with global professional opportunities in business, government, education, and other areas.

Support for Diversity

Individual law schools and legal organizations are committed to continued progress toward alleviating the historic shortage of underrepresented minority lawyers. For example, the Law School Admission Council has dedicated resources to numerous projects designed to increase the number of underrepresented minority men and women who attend law schools. Both the American Bar Association Section of Legal Education and Admissions to the Bar (the official accrediting body for law schools) and the Association of American Law Schools (the professional organization of law teachers) require law schools to undertake efforts to ensure diverse faculties and students.

Early Preparation and DiscoverLaw.org

Begin preparation early—that is the best advice for people from racial and ethnic minority groups who are interested in pursuing careers in law. There are a number of programs designed to enhance the skills of underrepresented minority students. Go to DiscoverLaw.org, a primary source of information for racially and ethnically diverse students who wish to explore career opportunities in law during their first and second year of undergraduate school, or even earlier. Discovering law when beginning to explore careers makes it easier to choose a path that will lead to a law degree. High school and first- and second-year undergraduates should visit DiscoverLaw.org for more information.

Admission to Law School

Admission to law school is competitive for all candidates, including members of underrepresented minority groups. The key is to carefully select law schools based on solid research, to pay close attention to guidelines for submitting applications, and to apply early. Law schools often have different admission requirements, so it is important to do sufficient research on specific schools, and apply strategically. Read and reread the information in this book. Also, check school websites or catalogs.

Students may choose to seek advice from prelaw advisors, academic counselors, diversity program directors, and practicing attorneys. Carefully filter advice from others. Remember that every law school is different, and the primary source of information should be the admission office of the school to which the student is interested in applying.

Let the law schools you have selected know that you are interested. Often a school will have a specific outreach program targeted to underrepresented minority students, designated

diversity personnel for counseling, or a minority law student organization available to assist applicants. A personal visit is always recommended.

Don't be intimidated by the law school admission process. The schools evaluate every aspect of individual applications, including personal and educational background, undergraduate record, LSAT score, and letters of recommendation and evaluations. It may be advantageous to include information on racial or ethnic identity, especially if it has shaped personal experiences or demonstrated challenges overcome in educational background. Similarly, interesting life experiences and past employment experiences also add to the value of an application.

For information on the number and percentages of specific minority students and specific minority faculty at ABA-approved law schools, consult the individual school data pages and "Key Facts for Minority Law School Applicants" in this publication. Note: New aggregate categories for reporting racial/ethnicity data were adopted in 2011 in accordance with the final guidance issued by the US Department of Education. For more information, see *Federal Register*, Volume 72 (October 19, 2007), "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the US Department of Education," pages 59266–59279 and The Race and Ethnicity Information Center of the Department of Education's Integrated Postsecondary Education Data System (nces.ed.gov/ipeds); on the home page of this site, go to IPEDS Resources. Scroll down and click on Race/Ethnicity Information Center).

Conditional Admission Programs

Law schools recognize that sometimes the numerical qualifiers and other admission credentials do not adequately assess all candidates for admission. Some law schools have developed conditional admission programs for this purpose. Conditional admission programs typically give students a chance to demonstrate their eligibility for admission to a particular school by taking one or two courses in the summer prior to the start of classes. Students who meet the required performance criteria are offered admission to that school. Guidelines for these programs vary, and candidates should contact the individual law school offering conditional programs to find out program requirements. A list of conditional admission programs can be found in the **Future JD Students** section of LSAC.org (select **Racial/Ethnic Diversity** on the right-hand side of the page, and click on **Helpful Links**).

Being in Law School

Once students are in law school, they will encounter a challenging but manageable academic program. Most law schools offer academic assistance programs to students who may need help during law school. Depending on the individual law school, these services may include additional assistance preparing for the bar examination. Very often a variety of services and programs are in place to ensure student success, including minority law student organizations.

Most students admitted to law school, including underrepresented minority students, perform successfully in law school. They gain admission to the state bar of their choice. Most importantly, they are also able to make effective use of their law degrees, whether practicing law or following other career avenues.

For more information on opportunities in law for underrepresented minority men and women, go to the **Future JD Students** section of LSAC.org, select **Racial/Ethnic Diversity** on the right-hand side of the page, and click on **Helpful Links**.

	Number and Percentage of Minority Students													Number and Percentage of Minority Faculty											
	Total # and Part-Time Students (Full-Time and Part-Time)													Total Full-Time Faculty, Fall			Total Full-Time Faculty, Spring								
	#	%	All Hispanics	American Indian/Alaska Native	Asian	Black/African American	Native Hawaiian/Pacific Islander	2 or More Races	Nonresident Alien	Unknown	Total # and % Minority Students	#	%	Total # and % Full-Time Faculty, Fall	#	%	Total # and % Full-Time Faculty, Spring	#	%						
ALABAMA																									
Alabama	509	8	1.6	2	0.4	7	1.4	46	9.0	3	0.6	6	1.2	0	0.0	72	14.1	45	48	5	11.1	6	12.5	1	2
Faulkner	335	5	1.5	4	1.2	5	1.5	26	7.8	2	0.6	0	0.0	0	0.0	42	12.5	20	19	2	10.0	3	15.8	0	0
Samford	489	11	2.2	3	0.6	11	2.2	26	5.3	1	0.2	14	2.9	5	1.0	66	13.5	23	22	4	17.4	4	18.2	2	1
ARIZONA																									
Arizona	440	33	7.5	12	2.7	31	7.0	6	1.4	0	0.0	15	3.4	14	3.2	97	22.0	39	39	7	17.9	8	20.5	2	3
Arizona State	602	64	10.6	28	4.7	21	3.5	10	1.7	0	0.0	16	2.7	5	0.8	139	23.1	52	54	8	15.4	8	14.8	0	1
Phoenix	969	137	14.1	11	1.1	49	5.1	70	7.2	3	0.3	18	1.9	8	0.8	288	29.7	35	30	12	34.3	9	30.0	7	5
ARKANSAS																									
Arkansas	401	19	4.7	7	1.7	10	2.5	33	8.2	1	0.2	1	0.2	1	0.2	71	17.7	28	28	2	7.1	3	10.7	0	0
Arkansas-Little Rock	476	18	3.8	5	1.1	10	2.1	47	9.9	0	0.0	9	1.9	9	1.9	89	18.7	21	21	3	14.3	5	23.8	3	7
CALIFORNIA																									
California-Berkeley	869	122	14.0	14	1.6	168	19.3	47	5.4	0	0.0	0	0.0	36	4.1	351	40.4	86	87	15	17.4	14	16.1	7	9
California-Davis	601	43	7.2	7	1.2	121	20.1	12	2.0	0	0.0	0	0.0	8	1.3	183	30.4	46	47	18	39.1	16	34.0	3	4
California-Hastings	1,244	126	10.1	8	0.6	249	20.0	51	4.1	5	0.4	46	3.7	17	1.4	485	39.0	68	68	12	17.6	13	19.1	9	8
California-Irvine	235	27	11.5	1	0.4	50	21.3	7	3.0	1	0.4	5	2.1	6	2.6	91	38.7	28	23	7	25.0	6	26.1	1	2
California-Los Angeles	987	84	8.5	18	1.8	146	14.8	39	4.0	1	0.1	27	2.7	15	1.5	219	31.9	87	89	15	17.2	13	14.6	1	5
California-Western	827	103	12.5	8	1.0	91	11.0	23	2.8	3	0.4	25	3.0	12	1.5	253	30.6	46	42	5	10.9	5	11.9	9	5
Chapman	532	21	3.9	3	0.6	28	5.3	2	0.4	33	6.2	48	9.0	0	0.0	79	14.8	44	49	6	13.6	5	10.2	1	1
Golden Gate	684	62	9.1	3	0.4	117	17.1	14	2.0	5	0.7	15	2.2	12	1.8	216	31.6	39	38	9	23.1	9	23.7	14	11
La Verne	274	56	20.4	2	0.7	36	13.1	5	1.8	5	1.8	3	1.1	6	2.2	0	0.0	19	19	6	31.6	7	36.8	4	5
Loyola Marymount	1,279	163	12.7	8	0.6	259	20.3	51	4.0	4	0.3	4	0.3	0	0.0	73	5.7	69	66	12	17.4	11	16.7	7	5
Pacific, McGeorge	908	63	6.9	19	2.1	150	16.5	18	2.0	0	0.0	0	0.0	13	1.4	250	27.5	49	46	9	18.4	7	15.2	4	9
Pepperdine	629	39	6.2	0	0.0	48	7.6	20	3.2	0	0.0	28	4.5	13	2.1	112	17.8	36	39	5	13.9	6	15.4	2	2
San Diego	982	107	10.9	3	0.3	155	15.8	15	1.5	2	0.2	47	4.8	5	0.5	48	4.9	63	62	5	7.9	4	6.5	7	7
San Francisco	712	88	12.4	5	0.7	92	12.9	55	7.7	2	0.3	41	5.8	0	0.0	66	9.3	38	38	13	34.2	13	34.2	4	5
Santa Clara	967	86	8.9	7	0.7	240	24.8	20	2.1	6	0.6	25	2.6	43	4.4	3	0.3	68	68	12	19.0	13	19.1	6	7
Southern California	648	69	10.6	2	0.3	122	18.8	42	6.5	1	0.2	22	3.4	13	2.0	258	39.8	47	43	5	10.6	6	14.0	7	9

	Number and Percentage of Minority Students															Number and Percentage of Minority Faculty											
	Total # Students (Full-Time and Part-Time)		All Hispanics		American Indian/Alaska Native		Asian		Black/African American		Native Hawaiian/Pacific Islander		2 or More Races		Nonresident Alien		Unknown		Total # and % Minority Students		Total Full-Time Faculty, Fall		Total Full-Time Faculty, Spring				
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
SOUTHWESTERN	1,121	14.6	5	0.4	144	12.8	53	4.7	4	0.4	29	2.6	8	0.7	98	8.7	399	35.6	60	14	23.3	15	25.0	5	10		
Stanford	571	7.3	1	0.2	58	10.2	42	7.4	0	0.0	40	7.0	11	1.9	26	4.6	214	37.5	65	10	15.4	12	17.1	3	8		
Thomas Jefferson	1,066	14.1	11	1.0	40	3.8	63	5.9	89	8.3	0	0.0	15	1.4	0	0.0	353	33.1	42	9	21.4	10	23.3	0	2		
Western State	511	8.3	5	1.0	82	16.0	25	4.9	2	0.4	6	1.2	12	2.3	13	2.5	203	39.7	23	7	30.4	4	22.2	1	3		
Whittier	700	12.3	6	0.9	140	20.0	23	3.3	0	0.0	0	0.0	0	0.0	30	4.3	292	41.7	33	3	9.1	1	3.7	3	5		
COLORADO																											
Colorado	540	9.6	17	3.1	34	6.3	20	3.7	0	0.0	6	1.1	1	0.2	2	0.4	129	23.9	50	11	22.0	9	18.8	2	3		
Denver	946	7.3	9	1.0	30	3.2	22	2.3	0	0.0	23	2.4	0	0.0	32	3.4	157	16.6	68	17	25.0	14	20.3	4	4		
CONNECTICUT																											
Connecticut	616	4.9	4	0.6	58	9.4	24	3.9	1	0.2	0	0.0	10	1.6	54	8.8	136	22.1	47	51	4	8.5	8	15.7	2	4	
Quinnipiac	438	2.0	2	0.5	23	5.3	8	1.8	0	0.0	6	1.4	1	0.2	45	10.3	59	13.5	35	33	2	5.7	4	12.1	0	0	
Yale	638	5.1	8.0	1	0.2	87	13.6	38	6.0	0	0.0	26	4.1	37	5.8	17	2.7	203	31.8	70	9	12.9	7	9.5	4	2	
DELAWARE																											
Widener	947	2.8	3.0	3	0.3	45	4.8	68	7.2	1	0.1	10	1.1	2	0.2	22	2.3	155	16.4	55	9	16.4	9	17.6	4	3	
DISTRICT OF COLUMBIA																											
American	1,499	22.9	15.3	14	0.9	125	8.3	137	9.1	5	0.3	16	1.1	45	3.0	121	8.1	526	35.1	117	23	19.7	24	19.8	15	16	
Catholic	768	3.4	4.4	3	0.4	64	8.3	68	8.9	3	0.4	5	0.7	26	3.4	199	25.9	177	23.0	56	8	14.3	9	16.1	5	7	
District of Columbia	359	3.1	8.6	1	0.3	27	7.5	105	29.2	0	0.0	11	3.1	0	0.0	43	12.0	175	48.7	20	10	50.0	10	50.0	15	16	
George Washington	1,753	12.3	7.0	6	0.3	166	9.5	89	5.1	4	0.2	1	0.1	43	2.5	179	10.2	389	22.2	91	13	14.3	15	16.0	12	22	
Georgetown	1,932	8.9	4.6	1	0.1	94	4.9	155	8.0	2	0.1	36	1.9	60	3.1	381	19.7	377	19.5	137	17	12.4	13	10.0	8	9	
Howard	427	1.8	4.2	2	0.5	7	1.6	351	82.2	9	2.1	1	0.2	12	2.8	7	1.6	388	90.9	25	18	72.0	17	77.3	22	24	
FLORIDA																											
Ave Maria	489	6.2	12.7	2	0.4	7	1.4	22	4.5	0	0.0	10	2.0	4	0.8	15	3.1	103	21.1	26	2	7.7	1	3.4	1	0	
Barry	708	8.5	12.0	7	1.0	40	5.6	47	6.6	2	0.3	6	0.8	17	2.4	53	7.5	187	26.4	33	9	27.3	8	23.5	4	3	
Florida A&M	701	7.9	11.3	6	0.9	24	3.4	383	54.6	0	0.0	8	1.1	0	0.0	3	0.4	500	71.3	34	23	67.6	20	69.0	5	4	
Florida Coastal	1,753	18.7	10.7	20	1.1	96	5.5	235	13.4	4	0.2	6	0.3	32	1.8	141	8.0	548	31.3	75	65	9.3	9	13.8	3	4	
Florida	976	11.3	11.6	12	1.2	52	5.3	62	6.4	0	0.0	5	0.5	0	0.0	50	5.1	244	25.0	70	69	12	17.1	11	15.9	1	1
Florida International	551	21.5	39.0	6	1.1	14	2.5	58	10.5	0	0.0	17	3.1	3	0.5	4	0.7	310	56.3	32	13	40.6	16	51.6	8	10	
Florida State	729	7.4	10.2	2	0.3	24	3.3	55	7.5	0	0.0	0	0.0	4	0.5	31	4.3	155	21.3	41	7	17.1	5	11.4	2	3	

	Number and Percentage of Minority Students											Number and Percentage of Minority Faculty															
	Total # Students (Full-Time and Part-Time)		All Hispanics		American Indian/Alaska Native		Asian		Black/African American		Native Hawaiian/Pacific Islander		2 or More Races		Nonresident Alien		Unknown		Total # and % Minority Students		Total Full-Time Faculty, Fall		Total Full-Time Faculty, Spring				
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
Miami	1,361	218	16.0	9	0.7	47	3.5	84	6.2	1	0.1	10	0.7	24	1.8	84	6.2	369	27.1	82	18	22.0	17	20.7	16	21	
Nova Southeastern	1,050	227	21.6	3	0.3	49	4.7	60	5.7	4	0.4	5	0.5	0	0.0	66	6.3	348	33.1	60	17	28.3	14	23.7	9	9	
St. Thomas	719	268	37.3	6	0.8	21	2.9	46	6.4	0	0.0	32	4.5	9	1.3	0	0.0	373	51.9	39	9	23.1	7	18.9	9	10	
Stetson	1,080	124	11.5	14	1.3	29	2.7	62	5.7	1	0.1	0	0.0	12	1.1	82	7.6	230	21.3	59	9	15.3	8	14.0	8	2	
Thomas M. Cooley	3,628	203	5.6	19	0.5	173	4.8	527	14.5	9	0.2	95	2.6	214	5.9	100	2.8	1026	28.3	104	13	12.5	13	13.0	20	26	
GEORGIA																											
Atlanta's John Marshall	732	39	5.3	11	1.5	9	1.2	177	24.2	46	6.3	0	0.0	3	0.4	12	1.6	282	38.5	42	13	31.0	10	27.8	2	3	
Emory	810	65	8.0	6	0.7	86	10.6	42	5.2	0	0.0	22	2.7	33	4.1	51	6.3	221	27.3	63	6	9.5	6	9.2	0	0	
Georgia	691	6	0.9	5	0.7	32	4.6	87	12.6	0	0.0	7	1.0	0	0.0	59	8.5	137	19.8	53	6	11.3	6	12.0	0	2	
Georgia State	657	11	1.7	2	0.3	51	7.8	65	9.9	0	0.0	4	0.6	0	0.0	47	7.2	133	20.2	61	8	13.1	8	13.8	4	3	
Mercer	451	10	2.2	6	1.3	26	5.8	39	8.6	0	0.0	0	0.0	1	0.2	48	10.6	81	18.0	26	3	11.5	3	11.1	1	1	
HAWAII'I																											
Hawai'i	361	27	7.5	3	0.8	115	31.9	5	1.4	27	7.5	89	24.7	6	1.7	21	5.8	266	73.7	32	16	50.0	19	46.3	13	15	
IDAHO																											
Idaho	358	24	6.7	7	2.0	7	2.0	1	0.3	1	0.3	9	2.5	3	0.8	15	4.2	49	13.7	22	3	13.6	2	9.5	0	0	
ILLINOIS																											
Chicago	624	46	7.4	1	0.2	55	8.8	39	6.3	0	0.0	33	5.3	16	2.6	85	13.6	174	27.9	77	14	18.2	9	12.2	0	0	
Chicago-Kent	933	82	8.8	0	0.0	56	6.0	38	4.1	18	1.9	16	1.7	33	3.5	133	14.3	210	22.5	65	6	9.2	7	10.6	6	9	
DePaul	1,020	92	9.0	7	0.7	65	6.4	68	6.7	1	0.1	0	0.0	18	1.8	112	11.0	233	22.8	54	9	16.7	7	11.9	5	4	
Illinois	639	45	7.0	3	0.5	64	10.0	48	7.5	0	0.0	22	3.4	24	3.8	39	6.1	182	28.5	51	10	19.6	10	20.0	5	5	
John Marshall	1,479	103	7.0	11	0.7	99	6.7	120	8.1	2	0.1	2	0.1	9	0.6	79	5.3	337	22.8	75	15	20.0	13	17.1	13	9	
Loyola-Chicago	869	63	7.2	2	0.2	42	4.8	80	9.2	0	0.0	16	1.8	6	0.7	15	1.7	203	23.4	55	10	18.2	7	13.2	10	7	
Northern Illinois	321	23	7.2	1	0.3	15	4.7	24	7.5	1	0.3	2	0.6	0	0.0	19	5.9	66	20.6	20	6	30.0	7	36.8	1	1	
Northwestern	801	54	6.7	5	0.6	143	17.9	59	7.4	0	0.0	34	4.2	40	5.0	0	0.0	295	36.8	94	7	7.4	7	7.1	4	10	
Southern Illinois	376	5	1.3	4	1.1	11	2.9	5	1.3	1	0.3	0	0.0	0	0.0	30	8.0	26	6.9	23	4	15.4	3	13.0	1	1	
INDIANA																											
Indiana-Bloomington	692	34	4.9	7	1.0	32	4.6	44	6.4	0	0.0	0	0.0	0	0.0	32	4.6	117	16.9	56	6	10.7	8	14.3	0	0	
Indiana-Indianapolis	962	25	2.6	6	0.6	56	5.8	63	6.5	0	0.0	0	0.0	26	2.7	0	0.0	150	15.6	44	6	13.6	6	14.6	3	2	

	Number and Percentage of Minority Students												Number and Percentage of Minority Faculty																	
	Total # and Part-Time Students (Full-Time and Part-Time)		All Hispanics		American Indian/Alaska Native		Asian		Black/African American		Native Hawaiian/Pacific Islander		2 or More Races		Nonresident Alien		Unknown		Total # and % Minority Students		Total Full-Time Faculty, Fall		Total Full-Time Faculty, Spring							
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%						
Notre Dame	563	12.4	9	1.6	47	8.3	33	5.9	0	0.0	0	0.0	13	2.3	9	1.6	32	5.7	172	30.6	49	44	5	10.2	6	13.6	2	1		
Valparaiso	566	8.8	5	0.9	27	4.8	65	11.5	3	0.5	3	0.5	13	2.3	4	0.7	11	1.9	163	28.8	29	34	5	17.2	6	17.6	1	2		
IOWA																														
Drake	447	21	4.7	0	0.0	8	1.8	18	4.0	0	0.0	0	0.0	3	0.7	3	0.7	14	3.1	50	11.2	27	27	5	18.5	5	18.5	1	3	
Iowa	556	30	5.4	6	1.1	39	7.0	16	2.9	1	0.2	1	0.2	0	0.0	8	1.4	0	0.0	92	16.5	42	42	4	9.5	6	14.3	0	0	
KANSAS																														
Kansas	463	31	6.7	9	1.9	15	3.2	12	2.6	0	0.0	0	0.0	11	2.4	12	2.6	19	4.1	78	16.8	33	34	4	12.1	3	8.8	0	2	
Washburn	413	17	4.1	12	2.9	10	2.4	17	4.1	1	0.2	1	0.2	0	0.0	8	1.9	12	2.9	57	13.8	31	31	6	19.4	6	19.4	0	0	
KENTUCKY																														
Kentucky	415	6	1.4	3	0.7	12	2.9	38	9.2	0	0.0	0	0.0	3	0.7	2	0.5	4	1.0	62	14.9	24	23	3	12.5	3	13.0	0	1	
Louisville-Brandeis	389	9	2.3	0	0.0	4	1.0	17	4.4	0	0.0	0	0.0	3	0.8	3	0.8	2	0.5	33	8.5	25	24	3	12.0	3	12.5	2	0	
Northern Kentucky	569	8	1.4	3	0.5	9	1.6	20	3.5	1	0.2	1	0.2	1	0.2	0	0.0	26	4.6	42	7.4	28	31	4	14.3	4	12.9	2	1	
LOUISIANA																														
Louisiana State	687	29	4.2	5	0.7	20	2.9	71	10.3	0	0.0	0	0.0	23	3.3	5	0.7	29	4.2	148	21.5	40	37	5	12.5	5	13.5	1	2	
Loyola-New Orleans	813	86	10.6	9	1.1	29	3.6	102	12.5	1	0.1	0	0.0	0	0.0	5	0.6	51	6.3	227	27.9	52	52	13	25.0	11	21.2	2	0	
Southern	729	74	10.2	1	0.1	4	0.5	394	54.0	1	0.1	0	0.0	0	0.0	0	0.0	8	1.1	474	65.0	39	36	26	66.7	23	63.9	19	7	
Tulane	775	38	4.9	5	0.6	10	1.3	48	6.2	7	0.9	7	0.9	7	0.9	12	1.5	74	9.5	115	14.8	52	56	5	9.6	4	7.1	1	2	
MAINE																														
Maine	280	10	3.6	3	1.1	2	0.7	4	1.4	9	3.2	0	0.0	0	0.0	3	1.1	0	0.0	28	10.0	16	17	0	0.0	0	0.0	0	0	
MARYLAND																														
Baltimore	1,098	39	3.6	1	0.1	56	5.1	89	8.1	1	0.1	17	1.5	2	0.2	70	6.4	203	18.5	59	49	10	16.9	7	14.3	5	7			
Maryland	956	86	9.0	2	0.2	93	9.7	96	10.0	1	0.1	25	2.6	11	1.2	21	2.2	303	31.7	64	65	16	25.0	14	21.5	5	7			
MASSACHUSETTS																														
Boston College	784	55	7.0	3	0.4	74	9.4	27	3.4	0	0.0	14	1.8	11	1.4	98	12.5	173	22.1	52	51	9	17.3	10	19.6	1	1			
Boston	799	67	8.4	2	0.3	78	9.8	32	4.0	0	0.0	26	3.3	29	3.6	49	6.1	205	25.7	58	58	6	10.3	6	10.3	8	10			
Harvard	1,679	135	8.0	10	0.6	180	10.7	177	10.5	0	0.0	30	1.8	108	6.4	165	9.8	532	31.7	137	138	17	12.4	18	13.0	2	4			
New England	1,141	31	2.7	1	0.1	41	3.6	19	1.7	0	0.0	28	2.5	9	0.8	176	15.4	120	10.5	38	37	4	10.5	4	10.8	9	5			
Northeastern	656	75	11.4	4	0.6	61	9.3	67	10.2	0	0.0	18	2.7	2	0.3	88	13.4	225	34.3	37	35	9	24.3	9	25.7	8	9			
Suffolk	1,681	64	3.8	6	0.4	128	7.6	47	2.8	1	0.1	54	3.2	37	2.2	33	2.0	300	17.8	76	80	11	14.5	12	15.0	2	3			

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	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Western New England	439	2.7	7	1.6	17	3.9	15	3.4	0	0.0	0	0.0	0	0.0	1	0.2	29	6.6	51	11.6	28	27	5	17.9	4	14.8	0	1	
MICHIGAN																													
Detroit Mercy	669	2.4	1	0.1	23	3.4	69	10.3	0	0.0	0	0.0	0	0.0	157	23.5	0	0.0	109	16.3	37	37	4	10.8	3	8.1	2	4	
Michigan	1,149	4.6	5	0.4	109	9.5	33	2.9	0	0.0	42	3.7	30	2.6	102	8.9	242	21.1	90	92	10	92	10	11.1	12	13.0	2	2	
Michigan State	915	4.9	17	1.9	31	3.4	71	7.8	4	0.4	24	2.6	52	5.7	45	4.9	192	21.0	55	51	8	51	8	14.5	8	15.7	1	1	
Thomas M. Cooley	3,628	203	5.6	19	0.5	173	4.8	527	14.5	9	0.2	95	2.6	214	5.9	100	2.8	1026	28.3	104	100	13	12.5	13	13.0	20	26		
Wayne State	570	17	3.0	3	0.5	38	6.7	34	6.0	0	0.0	0	0.0	14	2.5	40	7.0	92	16.1	38	39	4	10.5	4	10.3	2	1		
MINNESOTA																													
Hamline	617	29	4.7	4	0.6	33	5.3	25	4.1	0	0.0	11	1.8	0	0.0	17	2.8	102	16.5	36	35	2	5.6	2	5.7	1	3		
Minnesota	752	19	2.5	8	1.1	53	7.0	27	3.6	2	0.3	36	4.8	34	4.5	31	4.1	145	19.3	61	67	7	11.5	7	10.4	3	10		
St. Thomas-Minneapolis	483	18	3.7	4	0.8	26	5.4	12	2.5	1	0.2	6	1.2	1	0.2	50	10.4	67	13.9	30	28	5	16.7	6	21.4	7	7		
William Mitchell	1,004	28	2.8	7	0.7	37	3.7	23	2.3	18	1.8	18	1.8	9	0.9	139	13.8	131	13.0	41	37	6	14.6	5	13.5	29	25		
MISSISSIPPI																													
Mississippi	531	15	2.8	5	0.9	6	1.1	62	11.7	0	0.0	1	0.2	0	0.0	6	1.1	89	16.8	23	27	4	17.4	5	18.5	1	1		
Mississippi College	576	7	1.2	3	0.5	5	0.9	48	8.3	0	0.0	0	0.0	0	0.0	24	4.2	63	10.9	26	28	3	11.5	5	17.9	8	6		
MISSOURI																													
Missouri	431	13	3.0	1	0.2	9	2.1	31	7.2	0	0.0	13	3.0	2	0.5	16	3.7	67	15.5	28	28	2	7.1	3	10.7	0	0		
Missouri-Kansas City	466	15	3.2	3	0.6	13	2.8	20	4.3	0	0.0	1	0.2	4	0.9	29	6.2	52	11.2	37	32	3	8.1	4	12.5	0	0		
St. Louis	930	32	3.4	2	0.2	33	3.5	45	4.8	1	0.1	24	2.6	5	0.5	13	1.4	137	14.7	65	64	8	12.3	7	10.9	4	3		
Washington University	851	19	2.2	3	0.4	80	9.4	92	10.8	0	0.0	29	3.4	74	8.7	75	8.8	223	26.2	67	63	10	14.9	6	9.5	8	7		
MONTANA																													
Montana	252	7	2.8	8	3.2	2	0.8	1	0.4	0	0.0	9	3.6	2	0.8	0	0.0	27	10.7	14	14	2	14.3	4	28.6	0	0		
NEBRASKA																													
Creighton	442	17	3.8	0	0.0	17	3.8	13	2.9	0	0.0	2	0.5	5	1.1	16	3.6	49	11.1	24	23	3	12.5	3	13.0	0	1		
Nebraska	393	9	2.3	4	1.0	5	1.3	6	1.5	0	0.0	0	0.0	2	0.5	0	0.0	24	6.1	29	26	3	10.3	2	7.7	0	0		
NEVADA																													
Nevada	465	52	11.2	8	1.7	50	10.8	26	5.6	3	0.6	0	0.0	0	0.0	23	4.9	139	29.9	33	26	7	21.2	5	19.2	1	0		
NEW HAMPSHIRE																													
New Hampshire	394	15	3.8	0	0.0	35	8.9	17	4.3	0	0.0	8	2.0	13	3.3	1	0.3	75	19.0	35	33	1	2.9	1	3.0	2	0		

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	#	%	All Hispanics	American Indian/Alaska Native	Asian	Black/African American	Native Hawaiian/Pacific Islander	2 or More Races	Nonresident Alien	Unknown	Total # and % Minority Students	#	%	Total # Full-Time Faculty, Fall	#	%	Total # Full-Time Faculty, Spring	#	%								
NEW JERSEY																											
Rutgers-Camden	865	6.9	1	0.1	56	6.5	49	5.7	1	0.1	9	1.0	4	0.5	47	5.4	176	20.3	49	57	5	10.2	6	10.5	0	3	
Rutgers-Newark	800	90	11.3	3	0.4	97	12.1	122	15.3	1	0.1	11	1.4	9	1.1	0	0.0	324	40.5	35	37	10	28.6	11	29.7	2	4
Seton Hall	983	68	6.9	3	0.3	74	7.5	39	4.0	0	0.0	7	0.7	10	1.0	0	0.0	191	19.4	55	57	10	18.2	9	15.8	8	9
NEW MEXICO																											
New Mexico	363	100	27.5	30	8.3	9	2.5	10	2.8	1	0.3	1	0.3	1	0.3	35	9.6	151	41.6	33	34	13	39.4	12	35.3	6	8
NEW YORK																											
Albany	686	18	2.6	1	0.1	33	4.8	20	2.9	0	0.0	20	2.9	11	1.6	117	17.1	92	13.4	44	45	8	18.2	8	17.8	4	4
Brooklyn	1,376	80	5.8	1	0.1	165	12.0	56	4.1	0	0.0	35	2.5	11	0.8	64	4.7	337	24.5	68	68	6	8.8	6	8.8	6	9
Cardozo	1,140	84	7.4	2	0.2	48	4.2	55	4.8	40	3.5	21	1.8	17	1.5	174	15.3	250	21.9	59	65	4	6.8	5	7.7	7	6
CUNY	480	80	16.7	1	0.2	57	11.9	41	8.5	1	0.2	16	3.3	5	1.0	3	0.6	196	40.8	35	35	15	42.9	15	42.9	2	2
Columbia	1,332	92	6.9	8	0.6	205	15.4	105	7.9	0	0.0	25	1.9	129	9.7	35	2.6	435	32.7	129	112	17	13.2	16	14.3	8	12
Cornell	612	65	10.6	12	2.0	88	14.4	45	7.4	0	0.0	19	3.1	45	7.4	0	0.0	229	37.4	53	46	9	17.0	7	15.2	0	0
Fordham	1,496	152	10.2	3	0.2	150	10.0	62	4.1	1	0.1	7	0.5	39	2.6	180	12.0	375	25.1	85	85	16	18.8	17	20.0	20	19
Hofstra	1,074	64	6.0	2	0.2	114	10.6	93	8.7	0	0.0	57	5.3	43	4.0	37	3.4	330	30.7	56	57	9	16.1	9	15.8	2	5
New York Law	1,765	232	13.1	4	0.2	66	3.7	126	7.1	1	0.1	19	1.1	0	0.0	181	10.3	448	25.4	79	64	14	17.7	8	12.5	7	7
New York	1,464	107	7.3	1	0.1	156	10.7	100	6.8	0	0.0	9	0.6	49	3.3	240	16.4	373	25.5	163	143	23	14.1	18	12.6	5	9
Pace	776	40	5.2	3	0.4	56	7.2	27	3.5	0	0.0	26	3.4	5	0.6	66	8.5	152	19.6	48	48	3	6.3	5	10.4	2	1
St. John's	935	91	9.7	0	0.0	72	7.7	42	4.5	0	0.0	24	2.6	12	1.3	18	1.9	229	24.5	56	47	10	17.9	9	19.1	3	9
SUNY	641	18	2.8	4	0.6	24	3.7	30	4.7	0	0.0	17	2.7	22	3.4	36	5.6	93	14.5	54	49	3	5.6	7	14.3	4	7
Syracuse	645	21	3.3	3	0.5	49	7.6	18	2.8	1	0.2	29	4.5	18	2.8	38	5.9	121	18.8	54	56	9	16.7	11	19.6	0	0
Touro	805	74	9.2	2	0.2	50	6.2	87	10.8	1	0.1	0	0.0	8	1.0	39	4.8	214	26.6	40	38	2	5.0	3	7.9	5	5
NORTH CAROLINA																											
Campbell	475	17	3.6	2	0.4	9	1.9	19	4.0	0	0.0	0	0.0	0	0.0	0	0.0	47	9.9	23	23	2	8.7	1	4.3	2	3
Charlotte	1,151	50	4.3	20	1.7	33	2.9	193	16.8	1	0.1	8	0.7	9	0.8	0	0.0	305	26.5	39	36	14	35.9	13	36.1	6	5
Duke	683	37	5.4	1	0.1	74	10.8	44	6.4	0	0.0	4	0.6	14	2.0	29	4.2	160	23.4	66	67	10	15.2	10	14.9	3	8
Elon	365	5	1.4	5	1.4	9	2.5	31	8.5	2	0.5	2	0.5	0	0.0	31	8.5	54	14.8	22	18	3	13.6	3	16.7	1	3
North Carolina	772	73	9.5	9	1.2	46	6.0	58	7.5	3	0.4	27	3.5	12	1.6	59	7.6	216	28.0	44	43	6	13.6	8	18.6	6	4

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	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
North Carolina Central	532	2.3	5	0.9	9	1.7	271	50.9	0	0.0	0	0.0	0	0.0	2	0.4	6	1.1	297	55.8	38	38	24	63.2	23	60.5	13	13
Wake Forest	506	30	5.9	8	1.6	14	2.8	46	9.1	1	0.2	6	1.2	1	0.2	53	10.5	105	20.8	48	47	8	16.7	6	12.8	0	0	
NORTH DAKOTA																												
North Dakota	251	0	0.0	8	3.2	3	1.2	6	2.4	0	0.0	3	1.2	7	2.8	59	23.5	20	8.0	12	10	1	8.3	1	10.0	0	0	
OHIO																												
Akron	536	20	3.7	2	0.4	21	3.9	31	5.8	0	0.0	5	0.9	0	0.0	34	6.3	79	14.7	31	32	3	9.7	3	9.4	0	1	
Capital	633	15	2.4	1	0.2	10	1.6	45	7.1	0	0.0	7	1.1	2	0.3	27	4.3	78	12.3	34	33	3	8.8	4	12.1	2	2	
Case Western	605	17	2.8	4	0.7	57	9.4	30	5.0	0	0.0	2	0.3	48	7.9	0	0.0	110	18.2	45	46	3	6.7	1	2.2	1	1	
Cincinnati	409	12	2.9	0	0.0	25	6.1	28	6.8	0	0.0	0	0.0	2	0.5	0	0.0	65	15.9	32	28	7	21.9	6	21.4	1	5	
Cleveland State	557	17	3.1	1	0.2	14	2.5	55	9.9	0	0.0	1	0.2	6	1.1	0	0.0	88	15.8	38	39	6	15.8	6	15.4	4	1	
Dayton	488	7	1.4	2	0.4	14	2.9	28	5.7	0	0.0	8	1.6	0	0.0	7	1.4	59	12.1	25	27	5	20.0	5	18.5	1	1	
Ohio Northern	311	5	1.6	3	1.0	7	2.3	18	5.8	0	0.0	0	0.0	0	0.0	20	6.4	33	10.6	20	19	4	20.0	4	21.1	0	0	
Ohio State	680	28	4.1	8	1.2	54	7.9	45	6.6	2	0.3	0	0.0	9	1.3	42	6.2	137	20.1	46	43	7	15.2	6	14.0	3	4	
Toledo	437	14	3.2	3	0.7	11	2.5	16	3.7	0	0.0	0	0.0	6	1.4	96	22.0	44	10.1	28	23	3	10.7	3	13.0	0	0	
OKLAHOMA																												
Oklahoma	530	21	4.0	43	8.1	20	3.8	23	4.3	1	0.2	1	0.2	1	0.2	13	2.5	109	20.6	35	32	5	14.3	5	15.6	2	3	
Oklahoma City	605	33	5.5	29	4.8	16	2.6	23	3.8	0	0.0	25	4.1	6	1.0	2	0.3	126	20.8	31	31	5	16.1	4	12.9	2	5	
Tulsa	361	10	2.8	40	11.1	5	1.4	11	3.0	0	0.0	14	3.9	2	0.6	25	6.9	80	22.2	27	27	4	14.8	4	14.8	1	1	
OREGON																												
Lewis & Clark	738	56	7.6	24	3.3	61	8.3	21	2.8	1	0.1	10	1.4	14	1.9	39	5.3	173	23.4	55	57	8	14.5	8	14.0	2	6	
Oregon	505	12	2.4	4	0.8	29	5.7	14	2.8	2	0.4	16	3.2	5	1.0	19	3.8	77	15.2	32	32	8	25.0	8	25.0	0	2	
Willamette	406	23	5.7	8	2.0	27	6.7	2	0.5	0	0.0	0	0.0	9	2.2	24	5.9	60	14.8	29	31	5	17.2	6	19.4	1	1	
PENNSYLVANIA																												
Duquesne	642	6	0.9	3	0.5	17	2.6	15	2.3	0	0.0	0	0.0	3	0.5	0	0.0	41	6.4	24	26	3	12.5	4	15.4	2	4	
Earle Mack, Drexel	450	32	7.1	2	0.4	20	4.4	35	7.8	0	0.0	0	0.0	3	0.7	32	7.1	89	19.8	29	29	7	24.1	6	20.7	2	5	
Pennsylvania	806	32	4.0	1	0.1	118	14.6	59	7.3	1	0.1	35	4.3	30	3.7	54	6.7	246	30.5	69	72	10	14.5	8	11.1	4	7	
Pennsylvania State	596	6	1.0	1	0.2	30	5.0	33	5.5	0	0.0	13	2.2	20	3.4	17	2.9	83	13.9	55	57	7	12.7	8	14.0	1	1	
Pennsylvania	806	32	4.0	1	0.1	118	14.6	59	7.3	1	0.1	35	4.3	30	3.7	54	6.7	246	30.5	69	72	10	14.5	8	11.1	4	7	
Pittsburgh	701	16	2.3	1	0.1	25	3.6	58	8.3	0	0.0	3	0.4	0	0.0	195	27.8	103	14.7	44	47	5	11.4	4	8.5	3	4	

	Number and Percentage of Minority Students															Number and Percentage of Minority Faculty												
	Total # Students (Full-Time and Part-Time)		All Hispanics		American Indian/Alaska Native		Asian		Black/African American		Native Hawaiian/Pacific Islander		2 or More Races		Nonresident Alien		Unknown		Total # and % Minority Students		Total Full-Time Faculty, Fall		Total Full-Time Faculty, Spring					
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%				
Temple	902	8.5	9	1.0	73	8.1	68	7.5	0	0.0	0	0.0	0	0.0	11	1.2	240	26.6	58	60	13	22.4	15	25.0	14	18		
Villanova	725	54	7.4	2	0.3	42	5.8	19	2.6	0	0.0	0	0.0	31	4.3	130	17.9	40	40	4	10.0	5	12.5	6	8			
Widener	419	22	5.3	2	0.5	16	3.8	13	3.1	1	0.2	4	1.0	0	0.0	10	2.4	58	13.8	25	2	8.0	4	16.0	0	0		
PUERTO RICO																												
Inter American	890	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	890	100.0	25	25	0	0.0	0	0.0	0	0
Pontifical Catholic	850	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	850	100.0	26	26	100.0	22	100.0	25	28	
Puerto Rico	708	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	708	100.0	27	36	26	96.3	32	88.9	58	52
RHODE ISLAND																												
Roger Williams	555	37	6.7	2	0.4	14	2.5	17	3.1	0	0.0	8	1.4	5	0.9	56	10.1	78	14.1	29	26	4	13.8	3	11.5	2	2	
SOUTH CAROLINA																												
Charleston	709	14	2.0	7	1.0	7	1.0	49	6.9	2	0.3	0	0.0	0	0.0	17	2.4	79	11.1	31	30	6	19.4	6	20.0	1	0	
South Carolina	666	14	2.1	4	0.6	11	1.7	53	8.0	0	0.0	19	2.9	2	0.3	3	0.5	101	15.2	34	37	3	8.8	4	10.8	2	0	
SOUTH DAKOTA																												
South Dakota	237	3	1.3	6	2.5	3	1.3	3	1.3	0	0.0	4	1.7	0	0.0	0	0.0	19	8.0	1	11	0	0.0	0	0.0	1	0	
TENNESSEE																												
Memphis	421	7	1.7	3	0.7	10	2.4	40	9.5	0	0.0	0	0.0	0	0.0	0	0.0	60	14.3	18	18	2	11.1	3	16.7	5	5	
Tennessee	487	30	6.2	2	0.4	20	4.1	49	10.1	1	0.2	19	3.9	2	0.4	4	0.8	121	24.8	30	31	3	10.0	3	9.7	0	0	
Vanderbilt	586	25	4.3	1	0.2	26	4.4	47	8.0	0	0.0	15	2.6	24	4.1	84	14.3	114	19.5	41	32	8	19.5	5	15.6	3	1	
TEXAS																												
Baylor	442	25	5.7	1	0.2	20	4.5	8	1.8	0	0.0	24	5.4	6	1.4	2	0.5	78	17.6	28	27	3	10.7	3	11.1	1	3	
Houston	830	82	9.9	10	1.2	113	13.6	60	7.2	0	0.0	0	0.0	1	0.1	15	1.8	265	31.9	51	74	8	15.7	8	10.8	11	16	
St. Mary's	899	239	26.6	6	0.7	28	3.1	35	3.9	1	0.1	3	0.3	0	0.0	0	0.0	312	34.7	38	35	6	15.8	6	17.1	9	8	
SMU Dedman	866	77	8.9	12	1.4	68	7.9	43	5.0	1	0.1	10	1.2	4	0.5	47	5.4	211	24.4	41	44	8	19.5	9	20.5	2	2	
South Texas	1,267	196	15.5	5	0.4	111	8.8	48	3.8	2	0.2	35	2.8	3	0.2	0	0.0	397	31.3	44	42	7	15.9	4	9.5	6	3	
Texas	1,136	171	15.1	4	0.4	59	5.2	54	4.8	1	0.1	28	2.5	21	1.8	109	9.6	317	27.9	85	93	8	9.4	10	10.8	10	8	
Texas Southern	573	162	28.3	3	0.5	44	7.7	262	45.7	0	0.0	0	0.0	2	0.3	0	0.0	471	82.2	33	32	28	84.8	24	75.0	5	16	
Texas Tech	690	118	17.1	4	0.6	39	5.7	17	2.5	0	0.0	0	0.0	9	1.3	0	0.0	178	25.8	33	35	6	18.2	6	17.1	2	2	
Texas Wesleyan	730	69	9.5	6	0.8	33	4.5	33	4.5	1	0.1	18	2.5	0	0.0	18	2.5	160	21.9	32	28	7	21.9	3	10.7	1	2	

CHAPTER 7: THE ACCREDITATION PROCESS

The Role of the ABA Section of Legal Education and Admissions to the Bar

Under Title 34, Chapter VI, §602 of the Code of Federal Regulations, the Council and the Accreditation Committee of the ABA Section of Legal Education and Admissions to the Bar are recognized by the United States Department of Education (DOE) as the accrediting agency for programs that lead to the JD degree. In this function, the Council and the Section are separate and independent from the ABA, as required by DOE regulations.

The Council of the Section promulgates the Standards and Rules of Procedure for Approval of Law Schools with which law schools must comply in order to be ABA-approved. The Standards establish requirements for providing a sound program of legal education. The law school approval process established by the Council is designed to provide a careful and comprehensive evaluation of a law school and its compliance with the Standards.

The Council is comprised of 21 voting members, no more than 10 of whom may be law school deans or faculty members. Other members of the Council include judges, practicing attorneys, one law student, and at least three public members. By tradition, the Chair rotates among a judge, an academic, and a practicing lawyer.

To assist in its accreditation function, the Council has created three Standing Committees, with a similar mix of membership. The Accreditation Committee (19 members) assists the Council in evaluating schools seeking provisional or full approval and monitoring approved schools. It meets five times per year, typically for two-and-a-half days at each meeting. The Standards Review Committee (14 members) assists in reviewing the Standards to assure that they are transparent and that they focus on matters that are central to quality legal education. The Council has established an extensive process to seek comment on current and proposed Standards. The Standards Review Committee meets four times a year, typically for a day-and-a-half. The Questionnaire Committee (10 members) assists in gathering and maintaining the vast information database concerning ABA-approved law schools and their programs. It meets three times each year for a one-day meeting.

The Council and the Accreditation Committee are assisted by the staff of the Office of the Consultant on Legal Education and Admissions to the Bar. As of September 1, 2006, Hulett H. ("Bucky") Askew is the Consultant on Legal Education.

The Standards for Approval of Law Schools, the associated Rules of Procedure, additional information about the accreditation process, and other information about legal education may be found on the website of the Section of Legal Education and Admissions to the Bar: americanbar.org/legaled.

ABA-Approved Schools

As of March 2012, a total of 201 institutions are approved by the Council: 199 confer the first degree in law (the JD degree); the other approved school is the US Army Judge Advocate General's School, which offers an officer's resident graduate course, a specialized program beyond the first degree in law. As of March 2012, two of the 201 approved law schools are provisionally approved: University of California, Irvine School of Law and University of La Verne College of Law.

With an increase in the number of approved law schools, total JD enrollment in approved schools has gone from approximately 98,042 students in 1972 to 146,288 in the fall of 2011. In that same period, enrollment of women increased

from 11,878 to 68,262 and minority enrollment increased from 6,730 to 35,859.

The complete list of ABA-approved law schools can be viewed online at americanbar.org/legaled.

The Approval Process

Provisional Approval

A law school may not apply for provisional approval by the ABA until it has been in operation for one year. Schools considering applying for provisional approval are strongly encouraged to contact the Office of the Consultant as early as possible, and well before the year in which the school applies for provisional approval. The Consultant or other senior members of the Consultant's Office staff will meet with representatives of schools seeking provisional approval and provide them with extensive information about the Standards for Approval of Law Schools, the Rules of Procedure, and the accreditation process.

A school must apply for provisional approval after classes have begun in the fall term and before October 15, so that a full site evaluation can be properly scheduled for late in the fall or early in the spring term. The site evaluation process is described on page 32. The school is required to develop an extensive Self-Study, which describes the school in detail, contains a critical evaluation of the school's strengths and weaknesses, establishes goals for the school's future progress, and identifies the means of achieving those goals. The school also completes a Site Evaluation Questionnaire that provides much of the information that a site evaluation team needs to ascertain the basic facts concerning the school and its operation.

The fact-finding report of the initial site evaluation team is sent to the Accreditation Committee, which holds a hearing at which representatives of the school applying for provisional approval appear. After the hearing, the Accreditation Committee makes its recommendation concerning provisional approval to the Council.

A school that applies for provisional approval must establish that it "is in substantial compliance with each of the Standards" and must present "a reliable plan for bringing the school into full compliance with the Standards within three years after receiving provisional approval." The burden is on the school to establish that it fulfills these requirements. If the Accreditation Committee concludes that a school is in substantial compliance with the Standards and that the school has a reliable plan for coming into full compliance, the Committee will recommend that the Council grant provisional approval. If the Committee concludes that either the school is not in substantial compliance or does not have a reliable plan to come into full compliance in three years, it will recommend against provisional approval.

When a school seeks provisional approval, the final decision on the school's application is made by the Council. The Accreditation Committee's findings of fact are binding on the Council unless those findings are not supported by substantial evidence in the record, but the Accreditation Committee's conclusions and recommendations are not binding on the Council.

If the decision of the Council is to grant provisional approval, that decision is final and effective immediately upon notice to the school. If the decision of the Council is to deny provisional approval, the school has the right of appeal to an Appeals Panel appointed annually by the Council.

From an accreditation perspective, a school that is provisionally approved is entitled to all the rights of a fully

approved law school. Similarly, from an ABA perspective, graduates of provisionally approved law schools are entitled to the same recognition that is accorded graduates of fully approved schools.

Obtaining Full Approval

Once a school has obtained provisional approval, it remains in provisional status for at least three years. Unless extraordinary circumstances justify an extension, a school may not remain in provisional status for more than five years. In order to be granted full approval, a school must demonstrate that it is in full compliance with each of the Standards; substantial compliance does not suffice. Again, the burden is upon the school to establish full compliance.

During a school's provisional status, the progress of the school is closely monitored. A visit to the school by a full site evaluation team is conducted in years two, four, and five after provisional approval, and a limited site evaluation by one or two site evaluators is conducted during years one and three. After each such site visit, a site evaluation report is submitted to the school and the Accreditation Committee. The Committee reviews the site report and the school's response and sends the school a letter summarizing its findings and indicating any areas where the Committee needs further information or where the school may be out of compliance with one or more Standards.

In the year in which a school is considered for full approval, the process is identical to that undertaken in connection with an application for provisional approval. Decisions on full approval are made only by the Council, by reviewing the findings, conclusions, and recommendations of the Accreditation Committee. If the decision of the Council is to grant full approval, that decision is final and effective immediately upon notice to the school. If the decision of the Council is to deny full approval, the school has the right of appeal to the Appeals Panel.

Oversight of Fully Approved Schools

Schools undergo a full site evaluation in the third year after full approval, and then a full sabbatical site evaluation every seven years.

Each law school is required to complete a comprehensive Annual Questionnaire, which inquires into facts relevant to continued compliance with accrediting Standards. The questionnaire elicits information and data regarding curriculum, faculty, facilities, fiscal and administrative capacity, technology resources, student profiles, bar passage rates, and student placement. Information obtained is reported to the Accreditation Committee on a fact sheet prepared by the Consultant's Office. For schools undergoing a sabbatical review, additional information is reported on a Site Evaluation Questionnaire and both questionnaires are reviewed by the site evaluation team and the Accreditation Committee.

The Accreditation Committee's actions upon review of a site report on a fully approved school are likely to take one of three forms. If the Committee concludes that the school fully complies with all the Standards, it writes the school with that conclusion and indicates that the school remains on the list of approved schools. In the remainder of the cases, the Committee will conclude either that the school does not appear to comply with one or more of the Standards, or that the Committee lacks sufficient information to determine whether or not the school complies. In either case, the Committee's action letter will indicate with specificity the Standard or Standards with which the school does not comply, or for which the Committee lacks sufficient information to determine compliance. The school will then be required, by a specific time, to indicate what steps it has taken to bring itself

into compliance or to provide the information necessary to enable the Committee to determine compliance.

If facts indicating possible noncompliance are presented from any source, the Accreditation Committee may, in its discretion, send a special fact finder to ascertain facts for the Accreditation Committee's consideration on whether the school is in compliance. In addition, major changes in the program or organizational structure of the school may constitute grounds for a special site visit and action by the Accreditation Committee.

Once a finding of noncompliance is made, the school is required to appear at a show cause hearing and demonstrate that it complies with the Standards and that no remedial action is necessary. If the Accreditation Committee finds that the school is, in fact, out of compliance, then it gives the school no more than two years to come into compliance, absent a finding of good cause for extending that time period. If the school fails to come into compliance during that two-year period, the Accreditation Committee initiates action to remove the school from the list of approved law schools.

Site Evaluation Process

Site Evaluation Visits

When a site evaluation is required under the Rules of Procedure, the Office of the Consultant appoints a site evaluation team, typically of six or seven persons, to undertake a site evaluation of the school. The team chairperson is always an experienced site evaluator and frequently a present or former law school dean. The team usually consists of one or two academic law school faculty members, a law librarian, one faculty member with an expertise in professional skills instruction (clinic, simulation skills, or legal writing), one judge or practitioner, and, except on teams visiting a law school that is not affiliated with a university or college, one university administrator who is not a member of a law faculty.

The Site Team is responsible for submitting to the Accreditation Committee a report that addresses the factual information relevant to each of the Standards so that the Accreditation Committee can determine whether a school is in compliance with the Standards. The Section conducts annual workshops to train evaluators and chairs of site evaluation teams. Workshops are also conducted to prepare schools for site evaluation visits.

The site evaluation team carefully reviews the materials the school has provided and visits the school for a three-day period, often from Sunday afternoon through Wednesday morning, following the schedule as outlined in the Section's Conduct Memo (available on the Accreditation page of the Section website: americanbar.org/legaled). During that visit, the team meets with the dean and other leaders of the faculty and law school administration, and with the president and other university administrators (or, in the case of an independent law school, with the leadership of the board of trustees), and tries to have one member of the team meet individually with every member of the faculty. The team also visits as many classes as it can during its site evaluation in order to make judgments concerning the quality of instruction, holds an open meeting with students, and meets with student leaders. In addition, the team meets with alumni and members of the bar and judiciary who are familiar with the school.

At the end of the visit, the team meets with the dean and the president or, in the case of independent law schools, the board chair, to provide an oral report of the team's findings. Shortly after leaving the school, the team drafts and finalizes an extensive written site evaluation report. The report covers all aspects of the school's operation as outlined in the Format Memo (available on the Accreditation page of the Section

website: americanbar.org/legaled), including faculty and administration, the academic program, the student body and its success on the bar examination and in job placement, student services, library and information resources, financial resources, and physical facilities and technological capacities. The team's report should be candid in its evaluation of the school and its program and in reporting facts bearing on the school's compliance with the Standards.

The site report and any response by the school, as well as historical information and responses to the Questionnaires, are

sent to the Accreditation Committee, and, where appropriate, to the Council to make compliance determinations.

Confidentiality

The Rules of Procedure for the Approval of Law Schools make clear that, in general, all matters relating to the accreditation of a law school are confidential.

CHAPTER 8: PRO BONO LEGAL SERVICES

Written by the ABA Standing Committee on Pro Bono and Public Service

When society confers the privilege to practice law on an individual, he or she accepts the responsibility to promote justice and to make justice equally accessible to all people. Thus, all lawyers should render some legal services without fee or expectation of fee for the good of the public (pro bono publico). Prospective students should be mindful of this responsibility when considering law as a career. The ABA Standards and Rules of Procedure for Approval of Law Schools require schools to provide substantial opportunities for students to participate in pro bono activities. Many schools offer a range of curricular and noncurricular pro bono opportunities and provide career-related public interest law resources, funding, and support. When choosing a law school, it is important to evaluate the law school's public interest and pro bono programs and curricula to find the law school that best matches the student's career-related goals and interests.

What Is Pro Bono?

The term "pro bono" comes from the Latin *pro bono publico*, which means "for the public good." The American Bar Association has described the parameters of pro bono for practicing lawyers in the *Annotated Model Rules of Professional Conduct*. Nearly every state has an ethical rule that calls upon lawyers to render pro bono services. For those states in which the ABA Model Rules of Professional Conduct have been adopted in whole or part, the pro bono responsibility is usually defined in Rule 6.1. Model Rule 6.1, the full text of which is located on this page, states that lawyers should aspire to render—without fee—at least 50 hours of pro bono publico legal services per year, with an emphasis that these services be provided to people of limited means or nonprofit organizations that serve the poor. The rule recognizes that only lawyers have the special skills and knowledge needed to secure access to justice for low-income people, whose enormous unmet legal needs are well documented.

In the law school setting, pro bono generally refers to student provision of voluntary, law-related services to people of limited means or to community-based nonprofit organizations, for which the student does not receive academic credit or pay. Law students who do pro bono work accomplish more than satisfying much-needed legal needs. They also enhance their career development and make themselves more attractive to potential employers.

Pro Bono Opportunities in Law School

Some schools have formal pro bono programs, staffed by professionals who help match students with outside organizations that do pro bono work. Other schools provide administrative support for student groups engaged in pro bono work while others lack an organized school-wide program, but rely on student groups to form and run projects. Typically, the opportunities cover a wide range of legal needs, such as family law, children's issues, consumer fraud, AIDS-related problems, housing, immigration, taxation, environmental law, criminal defense, elder law, and death penalty appeals. At least 39 law schools require students to engage in pro bono or public service as a condition of graduation. These schools may require a specific number of hours of pro bono legal service as a condition of graduation (e.g., 20–75 hours) or they may require a combination of pro bono legal service, clinical work, and community-based volunteer work. Law schools with voluntary rather than mandatory pro bono service policies encourage students to assist lawyers and legal aid organizations by

offering incentives, such as awards at graduation or special notations on law school transcripts, or by making pro bono an important part of a school's culture.

Benefits of Pro Bono Programs in Law School

Pro bono programs help students develop professionalism and an understanding of a lawyer's responsibility to the community. Participation facilitates student involvement in the community and increases the availability of legal services to needy populations. Students benefit by being able to connect the legal theory learned in their classes with the practical legal issues faced by low-income individuals. They also gain valuable experience and legal skills that can enhance their career development and marketability.

Support for Pro Bono and Public Service in Law School

A number of organizations support pro bono and public service in law school, including the ABA Center for Pro Bono (www.abaprobono.org), the Public Service Law Network Worldwide (www.pslawnet.org), Equal Justice Works (www.equaljusticeworks.org), the Association of American Law Schools (www.aals.org/probono/index.html), and NALP—The Association for Legal Career Professionals (www.nalp.org/publicservice).

For a complete list of law school pro bono-related resources, see the ABA Center for Pro Bono website at www.abaprobono.org.

ABA Model Rules of Professional Conduct Rule 6.1 Voluntary Pro Bono Publico Service

Every lawyer has a professional responsibility to provide legal services to those unable to pay. A lawyer should aspire to render at least (50) hours of pro bono publico legal services per year. In fulfilling this responsibility, the lawyer should:

- (a) provide a substantial majority of the (50) hours of legal services without fee or expectation of fee to:
 - (1) persons of limited means or
 - (2) charitable, religious, civic, community, governmental, and educational organizations in matters that are designed primarily to address the needs of persons of limited means; and
- (b) provide any additional services through:
 - (1) delivery of legal services at no fee or substantially reduced fee to individuals, groups or organizations seeking to secure or protect civil rights, civil liberties or public rights, or charitable, religious, civic, community, governmental, and educational organizations in matters in furtherance of their organizational purposes, where the payment of standard legal fees would significantly deplete the organization's economic resources or would be otherwise inappropriate;
 - (2) delivery of legal services at a substantially reduced fee to persons of limited means; or
 - (3) participation in activities for improving the law, the legal system or the legal profession.

In addition, a lawyer should voluntarily contribute financial support to organizations that provide legal services to persons of limited means.

CHAPTER 9: FINANCING YOUR LEGAL EDUCATION

An Overview

Legal education is an investment in your future and is a serious financial investment as well. As with any investment, it is important to consider the pros and cons of entering into such a large expenditure of effort, time, and money. Particularly in uncertain financial times, a realistic assessment of why you are seeking a legal education and how you will pay for it is critical.

The single best source of information about financing a legal education is the financial aid office (or the website) of any LSAC-member law school. LSAC.org provides links to many law schools as well as several good sources of financial aid information.

The cost of a law school education could exceed \$150,000. Tuition alone can range from a few thousand dollars to more than \$50,000 a year. When calculating the total cost of attending law school, you also have to include the cost of housing, food, books, transportation, and personal expenses. Law schools will set up a "Cost of Attendance" that includes the maximum financial aid you may receive for tuition and living expenses. Today, approximately 80 percent of law school students rely on education loans as their primary, but not exclusive, source of financial aid for law school. These loans must be paid back, and the more a student borrows, the longer the debt will have an impact on a student's life after graduation. Loans from government and private sources at low and moderate interest rates may be available to qualified students. Both federal and private loans are based on the law school's estimate of your need and the overall cost of attendance. Credit history is a factor for private loans and the Federal GradPLUS loan. Students must have excellent credit to be approved for most private loans. Typically, the lowest interest rates are associated with federal loans; private education loans may be available at higher (and often variable) rates. Institutional loans may be available from the school. Scholarships, grants, and fellowships exist, but are limited. Some students are offered part-time employment through the federal work-study program in their second and third years of law school. First-year students are expected to concentrate fully on schoolwork with an ABA-mandated limitation on the number of hours full-time law students are permitted to work.

Changes in financial aid rules and regulations are ongoing, and law school policies vary. Therefore, it is your responsibility to stay current and to educate yourself about financial aid in much the same way that you research law schools when deciding where to apply.

Determining Eligibility

The law school's financial aid office will review your application and calculate your eligibility for the various forms of financial aid from all sources. It is important to carefully review your package and to understand the terms and conditions of all aid offered to you. All applicants for federal student loans must complete the Free Application for Federal Student Aid (FAFSA). If you plan on attending law school on or after July 1, you can apply for federal financial aid through the FAFSA form (FAFSA.gov) after January 1 of the same calendar year.

Your financial need is the difference between your resources and the total cost of attendance. Your unmet financial need is determined by subtracting the amount of your federally calculated Estimated Family Contribution (EFC), as well as any scholarships and/or grants you receive, from the total Cost of Attendance (COA). The budget used for determining need includes tuition, books and supplies, as well as living

expenses, transportation, and personal expenses. The Student Expense Budget is set by the law school and will vary by school. Consumer debt is not included in your Student Expense Budget and should be paid before you attend law school.

If your financial circumstances change after you complete and file your financial aid forms, notify the financial aid office so that your need analysis may be revised.

Independent/Dependent Status. All graduate and professional school students are considered independent for the purposes of determining federal aid eligibility. This means that for the purpose of applying for federal aid (including federal loans), submission of parental information is not required. Law schools, however, may require parental income information for institutional grants, loans, and scholarships. You should be aware that the law schools have specific policies and procedures regarding independent status for the allocation of institutional funds. These guidelines will vary by school.

The law school financial aid office will send you a letter explaining your financial aid eligibility. You may be eligible for several different types of aid, which may be available to bring the cost of attending law school within reach. The amount of aid you receive in each category will depend on your own resources and the financial aid policy and resources of each law school.

Credit. Graduate PLUS and private loans are approved on the basis of your credit. Lenders will analyze your credit report before approving a private loan. Most offer prequalification services on the Internet or by phone. If you have a poor credit history, you may be denied a loan. If there is a mistake on your credit report—and there are sometimes mistakes—you will want adequate time to correct the error. It is essential to clear up errors or other discrepancies before you apply for a private or Graduate PLUS loan.

You may want to obtain a copy of your credit report so that you can track and clear up any problems. You can order your free copy from one of the major credit reporting agencies by calling 877.322.8228, or you can go to www.annualcreditreport.com. You may also mail a request to: Annual Credit Report Request Service, PO Box 105283, Atlanta, GA 30348-5283.

Financial Aid Options

Scholarships and Grants

A scholarship or grant is an award that does not have to be repaid. It may be given on the basis of need, or merit, or both. Most scholarships are conferred by individual law schools for attendance at that school. Some organizations may also have scholarships to offer. Among them are local bar associations; fraternities, sororities, and other social clubs; religious or business organizations; and the US Department of Veterans Affairs (gibill.va.gov). The availability of scholarships and grants is limited, but worth researching. Law school admission and financial aid offices can provide information about the resources available. Be aware that many scholarships and grants are merit-based and may require a certain level of academic performance for continuation. Some schools award merit money shortly after admission, while others require separate forms. Some schools award need-based institutional aid. Confirm with each school what their individual school requirements are. Apply early for all institutional aid from law schools. A number of companies offer tuition reimbursement benefits to their employees and to their employees' dependents as well.

Federal Loans

(Unsubsidized) Direct Stafford Loan. A student may borrow a total of \$20,500 in Federal Stafford Loans. The interest rate for these loans is 6.8 percent annually and a 1 percent loan fee is deducted at disbursement. Interest starts accruing as soon as the loan is disbursed. These loans have a six-month grace period before repayment begins; they have federal forbearance and deferment options, may be consolidated, and may be repaid under Income-Based Repayment (IBR). These loans may be eligible for inclusion under the federal Public Service Loan Forgiveness (PSLF) program.

Graduate PLUS Loans for Law Students. Students with an absence of bad credit may be eligible to secure a Graduate PLUS loan. The Graduate PLUS is federally guaranteed. Interest accrues while the student is in school, and repayment begins following disbursement. The interest rate is 7.9 percent and a 4 percent loan fee is deducted from the disbursement. The interest rate is fixed for the life of the loan. These loans have federal forbearance and deferment options, may be consolidated, and may be repaid under IBR. These loans may be eligible for inclusion under the federal PSLF program.

Federal Perkins Loan. This loan may be available to students at some schools. Each student's award is determined by the school based on information obtained from the FAFSA. The maximum annual loan is \$8,000. These loans may be eligible for inclusion under the federal PSLF program.

For more information about Federal Direct Stafford Loans, the Federal Perkins Loan, Income-Based Repayment, and the Federal Public Service Loan Forgiveness program, go to studentaid.ed.gov.

Private Loans

There are a number of private loan programs available to credit-worthy borrowers. Additionally, some lenders make available postgraduate loans for bar-review study. Eligibility for these bar loans is based on the borrower's credit history and the lending institution's willingness to lend.

The terms and conditions of these programs vary greatly. Pay careful attention to the explanations found in loan application brochures and consumer information. You can also contact the individual programs or visit their websites for further details.

Federal Work-Study

Federal work-study is a program that provides funding for full-time students to work part time during the school year and full time during the summer months. Students sometimes work on campus in a variety of settings or in off-campus nonprofit agencies. ABA standards limit a law student's paid employment to no more than 20 hours per week. Additional information is available from participating law school financial aid offices. Not all schools participate in the federal work-study program.

Veterans Educational Assistance

The US Department of Veterans Affairs administers a number of educational benefit programs for veterans (gibill.va.gov). These include, but are not limited to, the Montgomery GI Bill and the Post-9/11 GI Bill (9/11 GI Bill). The 9/11 GI Bill assists eligible individuals with tuition and fees, a monthly housing allowance, annual books and supplies stipend, and a one-time rural benefit payment for eligible individuals. In addition to the 9/11 GI Bill providing an education benefit for eligible veterans, the education benefit may also be transferred to dependents under certain conditions.

The 9/11 GI Bill also has a provision that established the Yellow Ribbon Program. This program assists with funding tuition and fee expenses not covered by the 9/11 GI Bill. The benefits of this particular program are exclusively for eligible veterans; the Yellow Ribbon benefits cannot be transferred to dependents. For more information on veterans educational assistance, check with the US Department of Veterans Affairs and the Offices of Veterans Affairs on the campuses of the law schools to which you are applying.

Before Law School: Careful Planning

Plan a financial strategy before you enter law school. If possible, pay off any outstanding consumer debt. Save as much money as you can to reduce the amount you will borrow. Have a plan for meeting the expenses of your legal education and anticipate what portion of the plan will be based on borrowing. It is also important that you have a good credit history.

Because most of your financial aid is likely to come from loans, you are likely to graduate from law school with debt to repay. Currently, the average law school debt is about \$100,000. Keep accurate records of all loans you receive during your enrollment in law school; this will help you manage your repayments when you complete your education.

Federal loan recipients will be required to attend an entrance interview during the first few weeks of law school and an exit interview before leaving school. During these sessions, your financial aid officer will review with you the terms of your loan, sample repayment schedules, and repayment options.

While in Law School: Living on a Budget

While loans may be available to students with good credit histories, the question of how much to borrow is often asked. The maxim "Live like a student now or you will live like a student later" is a good one to remember. Consult an individual school's Student Expense Budget for estimates of living expenses, and budget accordingly. Track your current spending habits and compare them to the budget at schools of your choice. Share housing; learn to cook. Food expenses are often budget busters. Bring a lunch rather than buying one. While law school may be an excellent long-term investment, paying loans in the short term can be a real burden. Remember, not all lawyers will earn the highest salaries.

Most federal loans allow you to defer payment while you attend law school at least half time. Interest on federal unsubsidized, GradPLUS, and private loans accrues from the date they are disbursed. Be aware that the Student Expense Budget does not allow the use of federal education loan funds to pay for prior consumer debt.

Repayment Options

Your income after law school is an important factor in determining what constitutes manageable payments on your education loans. Although it may be difficult to predict what kind of job you will get (or want) after law school, or exactly what kind of salary you will receive, it is important that you make some assessment of your goals for the purpose of sound debt management. The money you borrow will be paid out of your future earnings and may have a significant effect on that lifestyle. In addition to assessing expected income, you must also create a realistic picture of how much you can afford to pay back on a monthly basis while maintaining the lifestyle that you desire.

You may have to adjust your thinking about how quickly you can pay back your loans, or how much money you can afford to borrow, or just how extravagantly you expect to live in the years following your graduation from law school.

Your education loan debt represents a serious financial commitment which must be repaid. A default on any loan engenders serious consequences, including possible legal action against you by the lender, the government, or both.

Law school graduate debt of \$100,000 amounts to almost \$1,187 a month on a standard 10-year repayment plan. Federal loans offer graduated and income-sensitive repayment plans that lower monthly payment amounts but increase the number of years of repayment. The Federal Direct Consolidation Loan allows students to repay their Federal Stafford, Ford Federal Direct, and Graduate PLUS loans on an extended repayment schedule, lasting up to 30 years. This repayment allows borrowers to pay a small amount monthly toward their loans, depending on income and the loan amounts. There also may be forgiveness after 25 years, and federal loan forgiveness for government and nonprofit employees after 10 years. The federal government (www.ed.gov) and many lenders have websites with loan repayment and budget calculators.

Graduates Seeking Public Interest Careers. Students who seek to work in public service or the public interest sector of the profession face special challenges in financing their legal educations because salaries for such jobs are comparatively low. Students graduating from law school with the average amount of indebtedness may find that the average entry-level public service or public interest salary (\$43,000 for 2009 graduates) will not provide the resources needed to repay their law school loans and cover their basic living expenses.

Students can employ a number of strategies to make it easier (or possible) to pursue a career in the public service or public interest sectors. First, students can borrow less during law school (e.g., attend a lower-tuition institution; follow some of the debt management strategies mentioned in this chapter). Students may also take advantage of programs developed at some law schools to relieve the debt burden for those interested in public interest careers, including

fellowships, scholarships, and loan repayment assistance programs (LRAPs). LRAPs provide financial assistance to law school graduates working in the public interest sector, government, or other lower-paying legal fields. In most cases, this aid is given to graduates in the form of a forgivable loan to help them repay their annual educational debt. Upon completion of the required service obligation, schools will forgive or cancel these loans for program participants. The number of law schools sponsoring LRAPs is limited. Most schools are unable to provide assistance to all applicants.

LRAPs are also administered by state bar foundations, public interest legal employers, and federal and state governments to assist law graduates in pursuing and remaining in public interest jobs. The federal government offers some options to assist graduates seeking legal careers in public service, including the new income-based repayment (IBR) option for federal loan repayment and the Federal Loan Forgiveness Program. The IBR allows any federal education loan borrower the opportunity to make low monthly payments on their federal loans (including, but not limited to, those employed in public service positions), provided that income qualifications are met. The Federal Loan Forgiveness Program allows borrowers who work in government or nonprofits the opportunity to make payments under the IBR, then have their outstanding balances forgiven after 120 eligible payments. Please check with your school or directly with the Department of Education for details on these new programs.

For more information about loan repayment assistance programs or the income-based repayment program, visit ambar.org/studentloans or equaljusticeworks.org.

Note: All figures and calculations are based on current interest rates, loan terms, and fees, and are subject to change.

CHAPTER 10: FINDING A JOB

EMPLOYMENT PROSPECTS

For the past several years, employment of new law school graduates has been negatively affected by the national and regional economic situations. All prospective law students should research and think carefully about prospects after graduation.

Even in times of relative economic weakness, members of each graduating class acquire full- and part-time jobs with an array of public and private, legal and nonlegal organizations. However, future lawyers may have to devote considerable time and energy to secure a first job that they consider acceptable. Opportunities will vary from locality to locality and among legal disciplines, and future demand for people with legal training is almost impossible to predict. Demand for legal services is substantially influenced by the state of the economy. Many parts of the country are underserved by lawyers. Opportunities definitely exist, but the traditional recruiting and hiring models may not apply.

TYPES OF EMPLOYMENT

Law graduates typically obtain legal, nonlegal, and full- and part-time jobs in the following general types of employment settings: private practice, public interest, government and the courts, business and industry, and academia.

Private practice includes all positions within a law firm, including solo practitioner, associate, law clerk, paralegal, and administrative or support staff.

Public interest includes positions funded by the Legal Services Corporation (lsc.gov) and others providing civil, legal, and indigent services. It also includes public defenders as well as positions with unions, nonprofit advocacy groups, and cause-related organizations.

Government jobs include all levels and branches of government, including prosecutor positions and positions with the military and all other agencies, such as the US Small Business Administration, state or local transit authorities, congressional committees, law enforcement, and social services.

Judicial clerkship is a one- or two-year appointment clerking for a judge on the federal, state, or local level. These jobs provide invaluable experience in the court system.

Business and industry jobs may include positions in accounting firms; insurance companies; banking and financial institutions; corporations, companies, and organizations of all sizes, such as private hospitals, retail establishments, and consulting and public relations firms; political campaigns; and trade associations.

Academic jobs might include work in admissions or administration in higher education or other academic settings.

Law-trained individuals also pursue a wide variety of nonlegal careers outside the practice of law itself. Lawyers also work in the media and public relations; as teachers at colleges, graduate schools, and law schools; and in politics and administration.

PLANNING YOUR CAREER

A job-search strategy requires careful self-assessment in much the same way as a school-search strategy does. A legal career should meet the interests, abilities, capacities, and priorities of the individual lawyer. Career satisfaction is a result of doing what one likes to do and being continually challenged by it. It is up to each job seeker to determine the best match of skills and specialties or types of practice.

Networking is an important strategy for finding job leads. Incorporate it into every aspect of your life. Take steps to expand your circle of acquaintances. Consciously seek to make solid contacts and, once you make these contacts, stay in touch. Maintain ties with former professors and former employers. Join your local bar association; volunteer for a committee. Develop reciprocal relationships that will benefit both you and your contact.

All students should take advantage of any programs and workshops offered by the career services office at their law school and should maintain contact with career services staff even after graduation. (See page 19 for more on the role of the career services office.)

RESOURCES FOR JOB SEEKERS

Here is a sampling of the job-seeking and career books that are listed on LSAC.org.

- American Bar Association.** *Dear Sisters, Dear Daughters: Strategies for Success from Multicultural Women Attorneys.* Chicago: ABA Publishing, 2009.
- Bradley, Heather, and Miriam Bamberger Grogan.** *Judge for Yourself: Clarity, Choice, and Action in Your Legal Career.* Chicago: American Bar Association, produced in cooperation with the Minority Corporate Counsel Association, 2006.
- Epstein, Phyllis Horn.** *Women-at-Law: Lessons Learned Along the Pathways to Success.* Chicago: American Bar Association, 2004.
- Fontaine, Valerie A.** *The Right Moves: Job Search and Career Development Strategies for Lawyers.* Washington, DC: NALP, 2006.
- Furi-Perry, Ursula.** *Fifty Unique Legal Paths: How to Find the Right Job.* Chicago: American Bar Association, 2008.
- Gerson, Donna.** *Building Career Connections: Networking Tools for Law Students and New Lawyers.* Washington, DC: NALP, 2007.
- _____. *Choosing Small, Choosing Smart: Job Search Strategies for Lawyers in the Small Firm Market.* Rev. 2nd ed. Washington, DC: NALP, 2005.
- Kaplan, Ari L.** *The Opportunity Maker: Strategies for Inspiring Your Legal Career Through Creative Networking and Business Development.* St. Paul, MN: Thomson-West, 2008.
- Melcher, Michael F.** *The Creative Lawyer: A Practical Guide to Authentic Professional Satisfaction.* Chicago: American Bar Association, 2007.
- Munneke, Gary A., and William D. Henslee.** *Nonlegal Careers for Lawyers.* 5th ed. Chicago: American Bar Association, 2006.
- Munneke, Gary A., William D. Henslee, and Ellen Wayne.** *The Legal Career Guide: From Law Student to Lawyer.* 5th ed. Chicago: American Bar Association, 2008.

You may also find useful information on the following websites. For up-to-date employment data, go to employmentsummary.abaquestionnaire.org on the American Bar Association's website.

americanbar.org/resources_for_lawyers.html

americanbar.org/lawstudent

nalp.org/nalpdirectoryoflegalemployers

nalp.org/recentgraduates

usajobs.gov

bls.gov/opub/

lsc.gov

CHAPTER 11: GEOGRAPHIC GUIDE TO LAW SCHOOLS IN THE UNITED STATES

(by region)

New England



Maine

1. **Portland—Population: 66,194**
Maine—Enrollment: 270/10

Vermont

2. **South Royalton—Population: 694**
Vermont—Enrollment: 566/0

New Hampshire

3. **Concord—Population: 42,695**
New Hampshire—Enrollment: 392/2

Massachusetts

4. **Boston—Population: 617,594**
Boston College—Enrollment: 782/2
Boston University—Enrollment: 799/0
Harvard (Cambridge, MA)—Enrollment: 1,679/0
New England—Enrollment: 815/326
Northeastern—Enrollment: 656/0
Suffolk—Enrollment: 1,101/580

5. **Springfield—Population: 153,060**
Western New England—Enrollment: 320/119

Connecticut

6. **Hamden—Population: 60,960**
Quinnipiac—Enrollment: 356/82
7. **Hartford—Population: 124,775**
Connecticut—Enrollment: 461/155
8. **New Haven—Population: 129,779**
Yale—Enrollment: 638/0

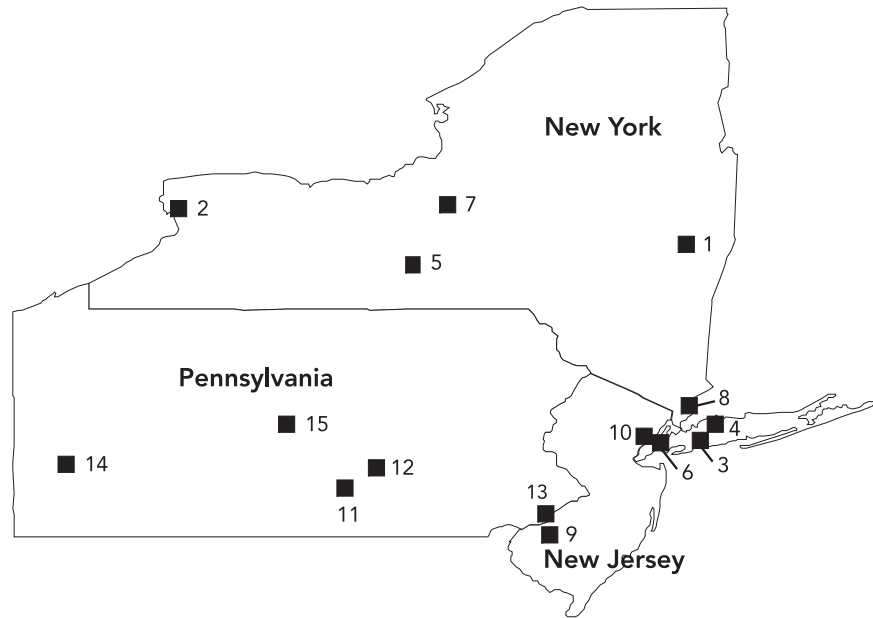
Rhode Island

9. **Bristol—Population: 22,954**
Roger Williams—Enrollment: 555/0

“Enrollment” represents the numbers of total full-time/total part-time students unless otherwise indicated.

Population information is derived from the US Bureau of the Census, Population Division, Washington, DC. Data are accurate as of the 2010 Census. City populations reflect the number of people residing in the city proper, not the metropolitan area, which would include outlying suburbs as well.

Northeast



New York

1. **Albany—Population: 97,856**
Albany—Enrollment: 670/16
2. **Buffalo—Population: 261,310**
SUNY—Enrollment: 637/4
3. **Hempstead—Population: 53,891**
Hofstra—Enrollment: 1,004/70
4. **Huntington—Population: 18,046**
Touro—Enrollment: 580/225
5. **Ithaca—Population: 30,014**
Cornell—Enrollment: 612/0
6. **New York City—Population: 8,175,133**
Brooklyn—Enrollment: 1,204/172
Cardozo, Yeshiva University—Enrollment: 1,038/102
CUNY—Enrollment: 478/2
Columbia—Enrollment: 1,331/1
Fordham—Enrollment: 1,244/252
New York Law School—Enrollment: 1,365/400
New York University—Enrollment: 1,464/0
St. John's (Jamaica, NY)—Enrollment: 787/148
7. **Syracuse—Population: 145,170**
Syracuse—Enrollment: 640/5
8. **White Plains—Population: 56,853**
Pace—Enrollment: 644/132

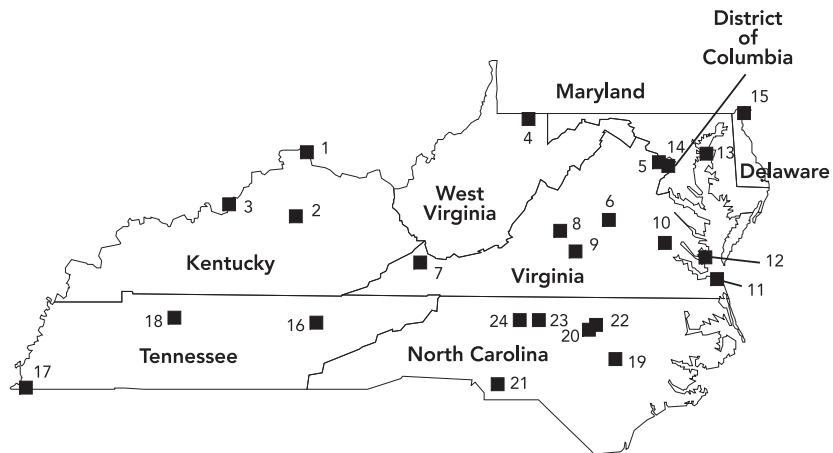
New Jersey

9. **Camden—Population: 77,344**
Rutgers—Camden—Enrollment: 647/218
10. **Newark—Population: 277,140**
Rutgers—Newark—Enrollment: 585/215
Seton Hall—Enrollment: 673/310

Pennsylvania

11. **Carlisle—Population: 18,682**
Penn State, Dickinson—Enrollment: 596/0
(Enrollment numbers for Penn State, Dickinson represent the total for the Carlisle and University Park campuses.)
12. **Harrisburg—Population: 49,528**
Widener—Enrollment: 336/83
13. **Philadelphia—Population: 1,526,006**
Earl Mack, Drexel—Enrollment: 450/0
Pennsylvania—Enrollment: 805/1
Temple—Enrollment: 722/180
Villanova (Villanova, PA)—Enrollment: 725/0
14. **Pittsburgh—Population: 305,704**
Duquesne—Enrollment: 448/194
Pittsburgh—Enrollment: 701/0
15. **University Park (State College)—Population: 42,034**
Penn State, Dickinson—Enrollment: 596/0
(Enrollment numbers for Penn State, Dickinson represent the total for the Carlisle and University Park campuses.)

Midsouth



Kentucky

1. **Highland Heights—Population: 6,923**
Northern Kentucky—Enrollment: 352/217
2. **Lexington—Population: 295,803**
Kentucky—Enrollment: 415/0
3. **Louisville—Population: 597,337**
Louisville’s Brandeis—Enrollment: 363/26

West Virginia

4. **Morgantown—Population: 29,660**
West Virginia—Enrollment: 411/7

Virginia

5. **Arlington—Population: 207,627**
George Mason—Enrollment: 510/204
6. **Charlottesville—Population: 43,475**
Virginia—Enrollment: 1,093/0
7. **Grundy—Population: 1,021**
Appalachian—Enrollment: 332/0
8. **Lexington—Population: 7,042**
Washington and Lee—Enrollment: 395/0
9. **Lynchburg—Population: 75,568**
Liberty—Enrollment: 286/0
10. **Richmond—Population: 204,214**
Richmond—Enrollment: 452/2
11. **Virginia Beach—Population: 437,994**
Regent—Enrollment: 414/20
12. **Williamsburg—Population: 14,068**
William & Mary—Enrollment: 637/0

Maryland

13. **Baltimore—Population: 620,961**
Baltimore—Enrollment: 738/360
Maryland—Enrollment: 735/221

District of Columbia

14. **Washington, DC—Population: 601,723**
American—Enrollment: 1,239/260
Catholic—Enrollment: 506/262
District of Columbia—Enrollment: 252/107
George Washington—Enrollment: 1,430/323
Georgetown—Enrollment: 1,671/261
Howard—Enrollment: 427/0

Delaware

15. **Wilmington—Population: 70,851**
Widener—Enrollment: 639/308

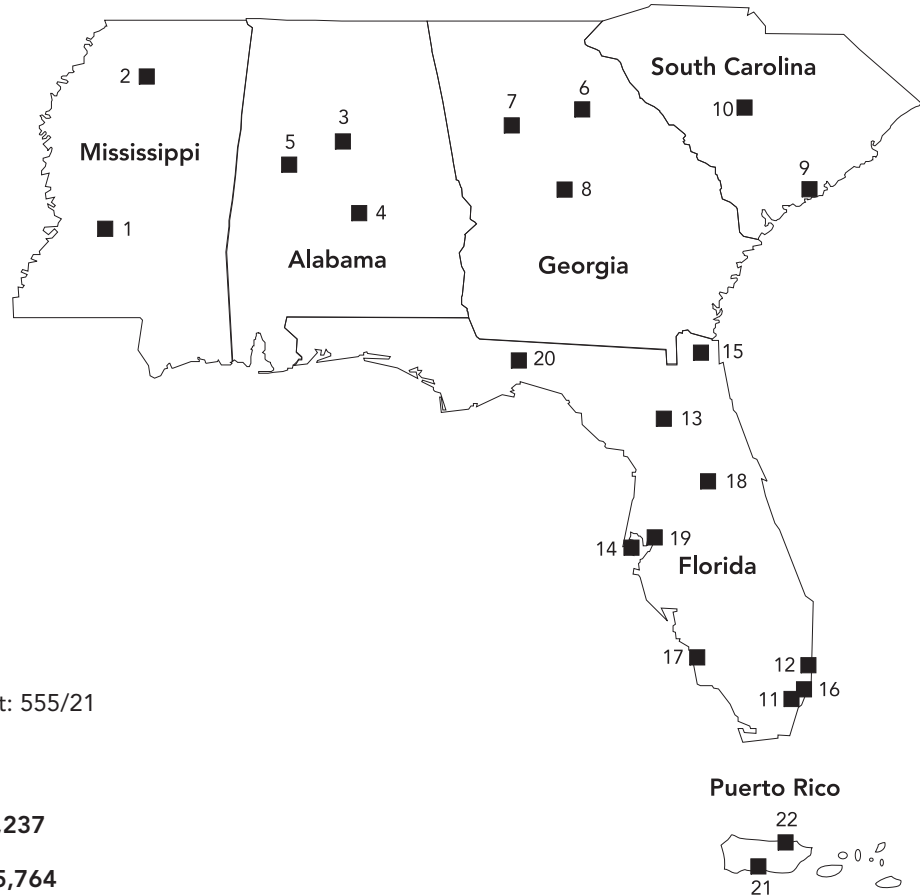
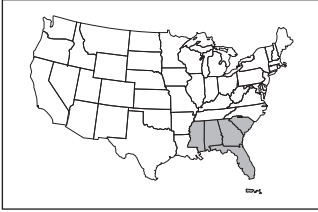
Tennessee

16. **Knoxville—Population: 178,874**
Tennessee—Enrollment: 486/1
17. **Memphis—Population: 646,889**
Memphis—Enrollment: 394/27
18. **Nashville—Population: 601,222**
Vanderbilt—Enrollment: 586/0

North Carolina

19. **Buies Creek—Population: 2,942**
Campbell—Enrollment: 475/0
20. **Chapel Hill—Population: 57,233**
North Carolina—Enrollment: 772/0
21. **Charlotte—Population: 731,424**
Charlotte—Enrollment: 953/198
22. **Durham—Population: 228,330**
Duke—Enrollment: 644/39
North Carolina Central—Enrollment: 437/95
23. **Greensboro—Population: 269,666**
Elon—Enrollment: 365/0
24. **Winston-Salem—Population: 229,617**
Wake Forest—Enrollment: 487/19

Southeast



Mississippi

1. **Jackson—Population: 173,514**
Mississippi College—Enrollment: 555/21
2. **Oxford—Population: 18,916**
Mississippi—Enrollment: 531/0

Alabama

3. **Birmingham—Population: 212,237**
Samford—Enrollment: 489/0
4. **Montgomery—Population: 205,764**
Faulkner—Enrollment: 334/1
5. **Tuscaloosa—Population: 90,468**
Alabama—Enrollment: 509/0

Georgia

6. **Athens—Population: 115,452**
Georgia—Enrollment: 691/0
7. **Atlanta—Population: 420,003**
Atlanta's John Marshall—Enrollment: 528/204
Emory—Enrollment: 810/0
Georgia State—Enrollment: 466/191
8. **Macon—Population: 91,351**
Mercer—Enrollment: 451/0

South Carolina

9. **Charleston—Population: 120,083**
Charleston—Enrollment: 518/191
10. **Columbia—Population: 129,272**
South Carolina—Enrollment: 665/1

Florida

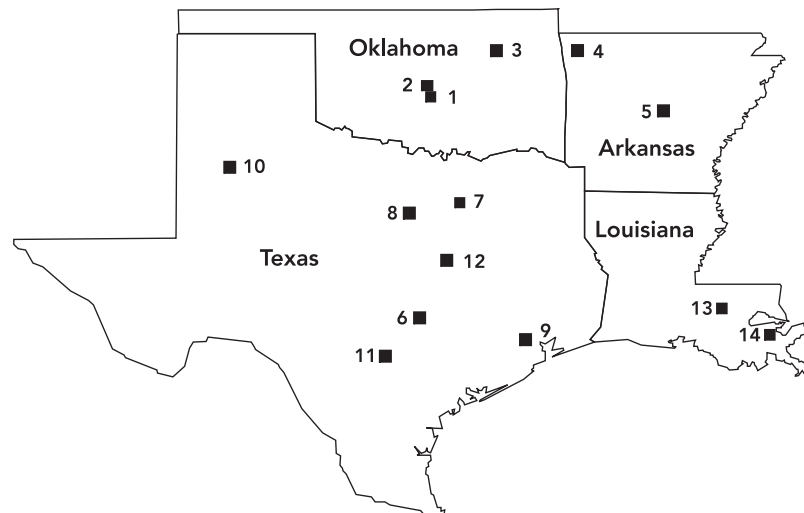
11. **Coral Gables—Population: 46,780**
Miami—Enrollment: 1,290/71
12. **Ft. Lauderdale—Population: 165,521**
Nova Southeastern—Enrollment: 855/195
13. **Gainesville—Population: 124,354**
Florida—Enrollment: 976/0

14. **Gulfport—Population: 12,029**
Stetson—Enrollment: 855/225
15. **Jacksonville—Population: 821,784**
Florida Coastal—Enrollment: 1,702/51
16. **Miami—Population: 399,457**
Florida International—Enrollment: 369/182
St. Thomas—Enrollment: 719/0
17. **Naples—Population: 19,537**
Ave Maria—Enrollment: 489/0
18. **Orlando—Population: 238,300**
Barry—Enrollment: 528/180
Florida A&M—Enrollment: 509/192
19. **Riverview—Population: 71,050**
Thomas M. Cooley—Enrollment: 737/2,891
(Enrollment numbers for Thomas Cooley represent the total for the Florida and Michigan campuses.)
20. **Tallahassee—Population: 181,376**
Florida State—Enrollment: 729/0

Puerto Rico

21. **Ponce—Population: 166,327**
Pontifical Catholic—Enrollment: 607/243
22. **San Juan—Population: 395,326**
Inter American—Enrollment: 476/414
Puerto Rico—Enrollment: 523/185

South Central



Oklahoma

1. **Norman—Population: 110,925**
Oklahoma—Enrollment: 530/0
2. **Oklahoma City—Population: 579,999**
Oklahoma City—Enrollment: 527/78
3. **Tulsa—Population: 391,906**
Tulsa—Enrollment: 322/39

Arkansas

4. **Fayetteville—Population: 73,580**
Arkansas—Fayetteville—Enrollment: 401/0
5. **Little Rock—Population: 193,524**
Arkansas—Little Rock—Enrollment: 325/151

Texas

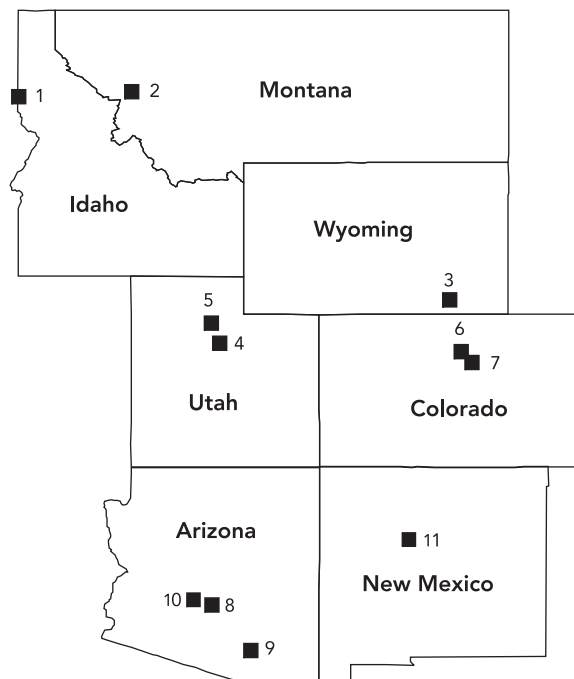
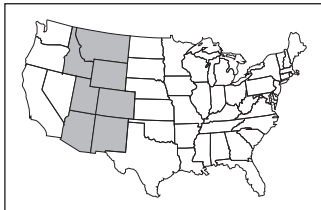
6. **Austin—Population: 790,390**
Texas—Enrollment: 1,136/0
7. **Dallas—Population: 1,197,816**
SMU Dedman—Enrollment: 540/326
8. **Fort Worth—Population: 741,206**
Texas Wesleyan—Enrollment: 431/299
9. **Houston—Population: 2,099,451**
Houston—Enrollment: 676/154
South Texas—Enrollment: 996/271
Texas Southern—Enrollment: 573/0

10. **Lubbock—Population: 229,573**
Texas Tech—Enrollment: 690/0
11. **San Antonio—Population: 1,327,407**
St. Mary's—Enrollment: 664/235
12. **Waco—Population: 124,805**
Baylor—Enrollment: 435/7

Louisiana

13. **Baton Rouge—Population: 229,493**
Louisiana State—Enrollment: 663/24
Southern—Enrollment: 481/248
14. **New Orleans—Population: 343,829**
Loyola—New Orleans—Enrollment: 685/128
Tulane—Enrollment: 775/0

Mountain West



Idaho

1. **Moscow—Population: 23,800**
Idaho—Enrollment: 358/0

Montana

2. **Missoula—Population: 66,788**
Montana—Enrollment: 252/0

Wyoming

3. **Laramie—Population: 30,816**
Wyoming—Enrollment: 226/0

Utah

4. **Provo—Population: 112,488**
Brigham Young—Enrollment: 430/13
5. **Salt Lake City—Population: 186,440**
Utah—Enrollment: 398/0

Colorado

6. **Boulder—Population: 97,385**
Colorado—Enrollment: 540/0
7. **Denver—Population: 600,158**
Denver—Enrollment: 769/177

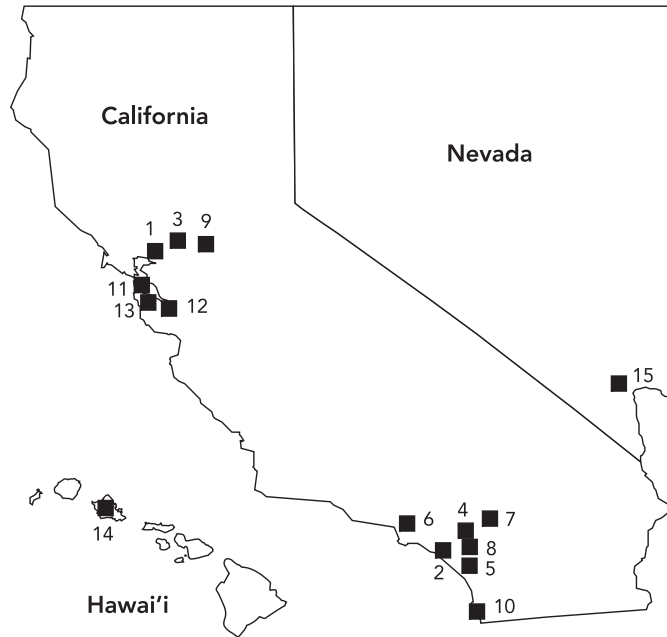
Arizona

8. **Tempe—Population: 161,719**
Arizona State—Enrollment: 602/0
9. **Tucson—Population: 520,116**
Arizona—Enrollment: 440/0
10. **Phoenix—Population: 1,455,632**
Phoenix—Enrollment: 697/272

New Mexico

11. **Albuquerque—Population: 545,852**
New Mexico—Enrollment: 362/1

Far West



California

1. **Berkeley—Population: 112,580**
California–Berkeley—Enrollment: 869/0
2. **Costa Mesa—Population: 109,960**
Whittier—Enrollment: 564/136
3. **Davis—Population: 65,622**
California–Davis—Enrollment: 601/0
4. **Fullerton—Population: 135,161**
Western State—Enrollment: 376/135
5. **Irvine—Population: 212,375**
California–Irvine—235/0
6. **Los Angeles—Population: 3,792,621**
California–Los Angeles—Enrollment: 987/0
Loyola Marymount—Enrollment: 1,021/258
Pepperdine—Enrollment: 629/0
Southern California—Enrollment: 648/0
Southwestern—Enrollment: 738/383
7. **Ontario—Population: 163,924**
La Verne—Enrollment: 181/93
8. **Orange—Population: 136,416**
Chapman—Enrollment: 506/26
9. **Sacramento—Population: 466,488**
Pacific, McGeorge—Enrollment: 653/255

10. **San Diego—Population: 1,307,402**
California Western—Enrollment: 681/146
San Diego—Enrollment: 840/142
Thomas Jefferson—Enrollment: 759/307
11. **San Francisco—Population: 805,235**
California–Hastings—Enrollment: 1,241/3
Golden Gate—Enrollment: 568/116
San Francisco—Enrollment: 582/130
12. **Santa Clara—Population: 116,468**
Santa Clara—Enrollment: 738/229
13. **Stanford—Population: 13,809**
Stanford—Enrollment: 571/0

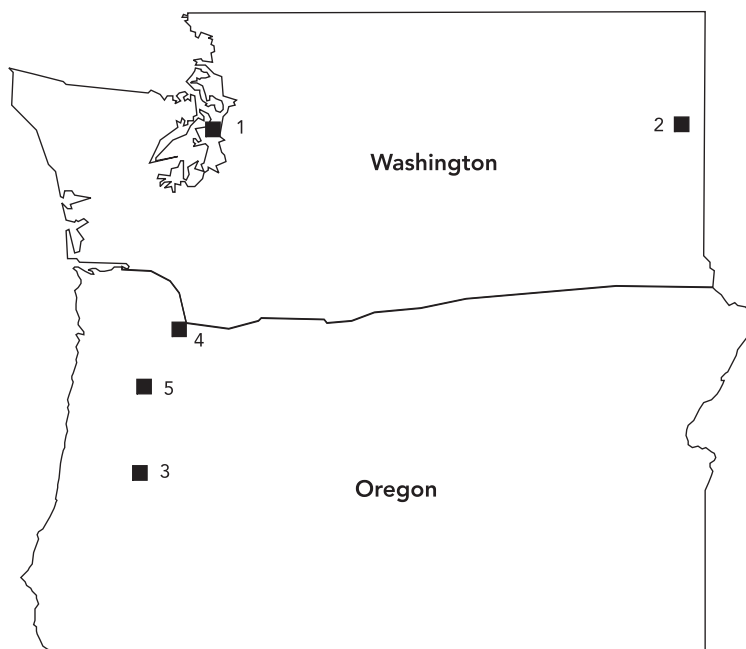
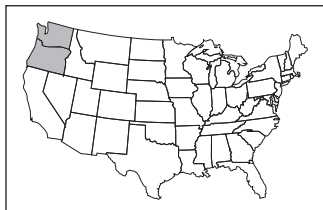
Hawai'i

14. **Honolulu—Population: 337,256**
Hawai'i—Enrollment: 276/85

Nevada

15. **Las Vegas—Population: 583,756**
Nevada–Las Vegas—Enrollment: 324/141

Northwest



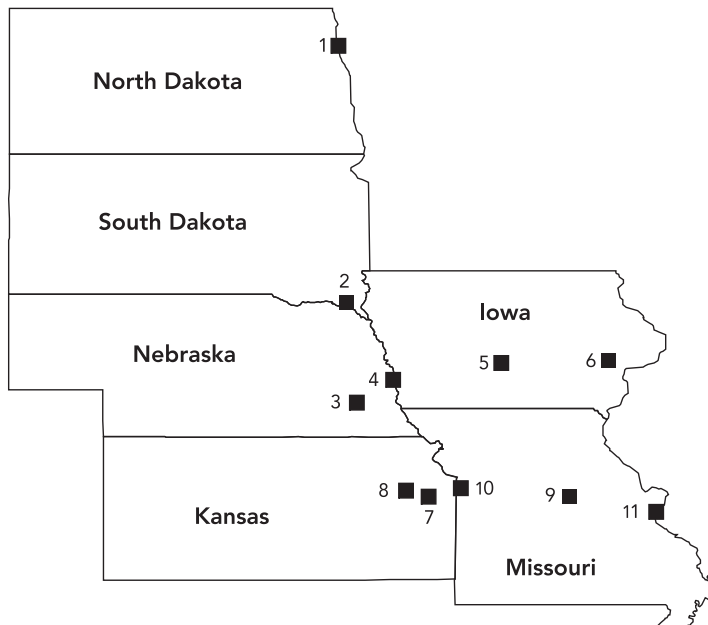
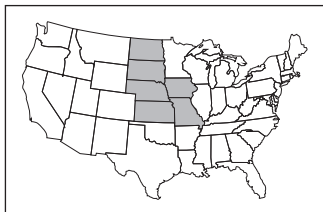
Washington

1. **Seattle—Population: 608,660**
Seattle—Enrollment: 806/196
Washington—Enrollment: 545/0
2. **Spokane—Population: 208,916**
Gonzaga—Enrollment: 506/0

Oregon

3. **Eugene—Population: 156,185**
Oregon—Enrollment: 505/0
4. **Portland—Population: 583,776**
Lewis & Clark—Enrollment: 493/245
5. **Salem—Population: 154,637**
Willamette—Enrollment: 405/1

Midwest



North Dakota

1. **Grand Forks—Population: 52,838**
North Dakota—Enrollment: 251/0

South Dakota

2. **Vermillion—Population: 10,571**
South Dakota—Enrollment: 236/1

Nebraska

3. **Lincoln—Population: 258,379**
Nebraska—Enrollment: 392/1
4. **Omaha—Population: 408,958**
Creighton—Enrollment: 431/11

Iowa

5. **Des Moines—Population: 203,433**
Drake—Enrollment: 434/13
6. **Iowa City—Population: 67,862**
Iowa—Enrollment: 550/6

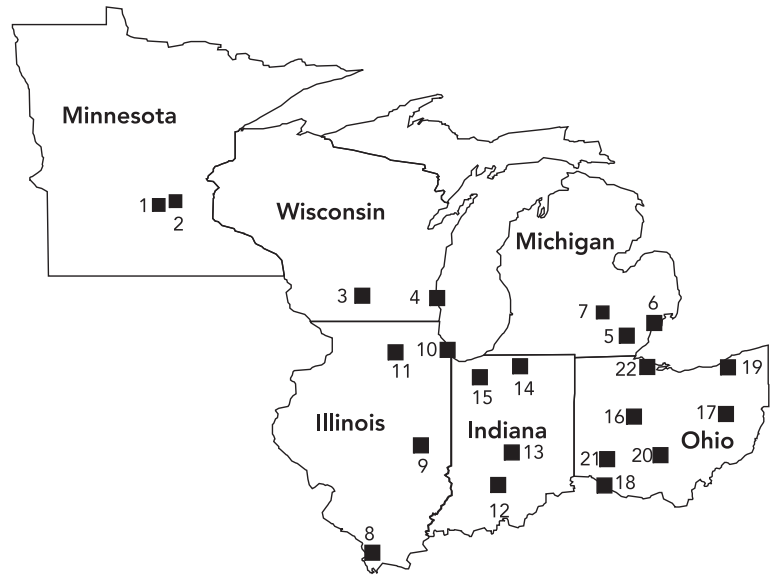
Kansas

7. **Lawrence—Population: 87,643**
Kansas—Enrollment: 463/0
8. **Topeka—Population: 127,473**
Washburn—Enrollment: 413/0

Missouri

9. **Columbia—Population: 108,500**
Missouri—Columbia—Enrollment: 425/6
10. **Kansas City—Population: 459,787**
Missouri—Kansas City—Enrollment: 438/28
11. **St. Louis—Population: 319,294**
St. Louis—Enrollment: 806/124
Washington University—Enrollment: 847/4

Great Lakes



Minnesota

1. **Minneapolis—Population: 382,578**
Minnesota—Enrollment: 752/0
St. Thomas—Enrollment: 481/2
2. **St. Paul—Population: 285,068**
Hamline—Enrollment: 480/137
William Mitchell—Enrollment: 698/306

Wisconsin

3. **Madison—Population: 233,209**
Wisconsin—Enrollment: 748/44
4. **Milwaukee—Population: 594,833**
Marquette—Enrollment: 586/144

Michigan

5. **Ann Arbor—Population: 113,934**
Michigan—Enrollment: 1,149/0
6. **Detroit—Population: 713,777**
Detroit Mercy—Enrollment: 556/113
Wayne State—Enrollment: 462/108
7. **Lansing—Population: 114,297**
Michigan State—Enrollment: 716/199
Thomas M. Cooley—Enrollment: 737/2,891
(Enrollment numbers for Thomas Cooley represent the total for the Florida and Michigan campuses.)

Illinois

8. **Carbondale—Population: 25,902**
Southern Illinois—Enrollment: 373/3
9. **Champaign—Population: 81,055**
Illinois—Enrollment: 639/0
10. **Chicago—Population: 2,695,598**
Chicago—Enrollment: 624/0
Chicago–Kent—Enrollment: 755/178
DePaul—Enrollment: 828/192
John Marshall—Enrollment: 1,200/279
Loyola–Chicago—Enrollment: 731/138
Northwestern—Enrollment: 801/0
11. **DeKalb—Population: 43,862**
Northern Illinois—Enrollment: 315/6

Indiana

12. **Bloomington—Population: 80,405**
Indiana–Bloomington—Enrollment: 692/0
13. **Indianapolis—Population: 820,445**
Indiana–Indianapolis—Enrollment: 638/324
14. **South Bend—Population: 101,168**
Notre Dame—Enrollment: 563/0
15. **Valparaiso—Population: 31,730**
Valparaiso—Enrollment: 541/25

Ohio

16. **Ada—Population: 5,952**
Ohio Northern—Enrollment: 311/0
17. **Akron—Population: 199,110**
Akron—Enrollment: 318/218
18. **Cincinnati—Population: 296,943**
Cincinnati—Enrollment: 409/0
19. **Cleveland—Population: 396,815**
Case Western Reserve—Enrollment: 600/5
Cleveland State—Enrollment: 425/132
20. **Columbus—Population: 787,033**
Capital—Enrollment: 456/177
Ohio State—Enrollment: 680/0
21. **Dayton—Population: 141,527**
Dayton—Enrollment: 488/0
22. **Toledo—Population: 287,208**
Toledo—Enrollment: 357/80

CHAPTER 12: KEY FACTS ABOUT ABA-APPROVED LAW SCHOOLS

ADMISSION DATA

	Admission Fall 2011																																		
	Full-Time									Part-Time									Total																
	Application Fee (\$)	75% GPA	Median GPA	25% GPA	75% LSAT	Median LSAT	25% LSAT	# of Applicants	# of Offers	# of Matriculants	75% GPA	Median GPA	25% GPA	75% LSAT	Median LSAT	25% LSAT	# of Applicants	# of Offers	# of Matriculants	75% GPA	Median GPA	25% GPA	75% LSAT	Median LSAT	25% LSAT	Total # of Offers	Total # of Matriculants								
Alabama																																			
Alabama	40	3.94	3.83	3.42	167	165	158	1,872	473	160	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3.94	3.83	3.42	167	165	158	473	160
Faulkner	50	3.36	3.04	2.66	152	149	146	717	406	124	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3.36	3.04	2.66	152	149	146	406	124
Samford	50	3.53	3.29	2.97	157	155	152	1,405	588	152	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3.53	3.29	2.97	157	155	152	588	152
Arizona																																			
Arizona	65	3.76	3.54	3.24	163	161	158	1,530	552	137	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3.76	3.54	3.24	163	161	158	552	137
Arizona State	60	0.00	0.00	0.00	0	0	0	2,334	664	168	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3.77	3.62	3.43	165	162	160	664	168
Phoenix	50	3.32	3.04	2.70	151	148	146	2,039	1,512	371	3.39	3.09	2.53	152	148	146	260	165	79	3.32	3.05	2.70	151	148	146	1,677	450								
Arkansas																																			
Arkansas	0	3.71	3.47	3.19	158	156	153	1,309	412	136	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	3.71	3.47	3.19	158	156	153	412	136	
Arkansas-Little Rock	0	3.69	3.46	3.08	158	156	153	1,382	432	84	3.46	3.23	2.88	154	152	149	147	43	55	3.63	3.32	2.99	158	154	151	475	139								
California																																			
California-Berkeley	75	3.88	3.79	3.62	169	167	164	7,253	920	254	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	3.88	3.79	3.62	169	167	164	920	254	
California-Davis	75	3.79	3.63	3.47	165	164	161	3,863	983	192	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	3.79	3.63	3.47	165	164	161	983	192	
California-Hastings	75	3.73	3.60	3.38	165	162	157	5,167	1,491	414	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	3.73	3.60	3.38	165	162	157	1,491	414	
California-Irvine	0	3.69	3.49	3.25	167	165	163	920	219	89	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	3.69	3.49	3.25	167	165	163	219	89	
California-Los Angeles	75	3.88	3.78	3.55	169	168	164	7,328	1,471	319	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	3.88	3.78	3.55	169	168	164	1,471	319	
California Western	55	3.49	3.22	2.94	156	153	150	2,034	1,176	255	3.55	3.15	2.73	154	150	149	174	86	28	3.50	3.21	2.93	156	153	150	1,262	283								
Chapman	75	3.71	3.55	3.31	160	158	154	2,592	938	153	3.76	3.44	3.28	168	156	153	230	32	7	3.71	3.56	3.31	160	158	154	970	160								
Golden Gate	60	3.41	3.10	2.73	155	153	150	1,957	1,218	182	3.21	2.93	2.72	155	152	150	312	139	47	3.41	3.05	2.73	155	152	150	1,357	229								
La Verne	50	3.23	3.02	2.71	155	153	150	978	415	29	3.25	3.05	2.77	157	153	150	204	69	26	3.25	3.05	2.73	156	153	150	484	55								
Loyola Marymount	65	3.68	3.55	3.32	163	161	158	4,643	1,507	339	3.63	3.54	3.32	161	159	155	2,138	104	52	3.67	3.55	3.32	163	161	158	1,611	391								
Pacific, McGeorge	50	3.56	3.41	3.11	160	158	155	3,282	1,318	176	3.63	3.38	3.01	158	156	152	273	78	49	3.57	3.40	3.09	160	158	155	1,396	225								
Pepperdine	60	3.78	3.63	3.33	165	163	158	3,192	1,078	202	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	3.78	3.63	3.33	165	163	158	1,078	202	
San Diego	50	3.60	3.44	3.24	162	160	158	4,009	1,554	273	3.48	3.31	3.07	162	159	156	280	72	27	3.59	3.43	3.24	162	160	158	1,626	300								
San Francisco	60	3.60	3.49	3.17	160	158	155	3,719	1,467	189	3.38	3.20	2.88	158	156	153	496	136	57	3.57	3.40	3.08	159	157	155	1,603	246								
Santa Clara	75	3.48	3.25	3.07	162	160	158	3,360	1,210	215	3.43	3.22	2.73	160	157	157	329	128	72	3.47	3.24	3.02	161	160	157	1,338	287								
Southern California	75	3.77	3.69	3.54	167	167	165	5,987	1,528	199	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	3.77	3.69	3.54	167	167	165	1,528	199	
Southwestern	60	3.50	3.34	3.10	157	155	153	2,879	1,019	285	3.37	3.16	2.95	154	152	150	504	188	119	3.48	3.29	3.04	157	154	152	1,207	404								
Stanford	100	3.93	3.85	3.72	172	170	167	3,783	372	180	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	3.93	3.85	3.72	172	170	167	372	180	
Thomas Jefferson	50	3.25	3.00	2.77	153	151	149	2,321	1,280	338	3.30	3.02	2.74	150	148	146	376	198	102	3.26	3.01	2.76	153	151	148	1,478	440								
Western State	60	3.35	3.09	2.88	154	151	149	1,501	913	191	3.24	3.14	2.94	156	150	149	381	155	46	3.33	3.09	2.89	155	151	149	1,068	237								
Whittier	60	3.22	2.99	2.69	154	152	149	1,947	1,103	222	3.06	2.74	2.58	155	152	150	298	141	52	3.21	2.95	2.66	154	152	149	1,244	274								
Colorado																																			
Colorado	65	3.80	3.64	3.33	165	164	158	3,175	956	163	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	3.80	3.64	3.33	165	164	158	956	163	
Denver	65	3.64	3.50	3.16	162	160	155	2,161	893	239	3.66	3.48	3.28	159	157	153	264	93	58	3.64	3.49	3.17	161	159	155	986	297								
Connecticut																																			
Connecticut	60	3.64	3.48	3.21	163	161	158	1,897	589	133	3.63	3.43	3.23	158	157	154	854	222	48	3.64	3.45	3.21	163	159	157	811	181								
Quinnipiac	65	3.55	3.29	3.08	158	157	154	1,858	905	104	3.52	3.38	3.22	154	153	150	179	54	19	3.54	3.33	3.09	158	156	154	959	123								
Yale		3.96	3.90	3.83	177	173	170	3,173	252	205	0.00	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	0	0	3.96	3.90	3.83	177	173	170	252	205	

	Admission Fall 2011																										
	Application Fee (\$)	Full-Time									Part-Time									Total							
		75% GPA	Median GPA	25% GPA	75% LSAT	Median LSAT	25% LSAT	# of Applicants	# of Offers	# of Matriculants	75% GPA	Median GPA	25% GPA	75% LSAT	Median LSAT	25% LSAT	# of Applicants	# of Offers	# of Matriculants	75% GPA	Median GPA	25% GPA	75% LSAT	Median LSAT	25% LSAT	Total # of Offers	Total # of Matriculants
Delaware																											
Widener	60	3.40	3.14	2.81	154	152	150	1,735	967	227	3.40	3.03	2.67	153	150	148	458	206	86	3.43	3.12	2.81	153	152	149	1,173	313
District of Columbia																											
American	70	3.59	3.45	3.24	163	162	159	6,741	1,900	388	3.59	3.44	3.14	162	160	157	780	175	87	3.59	3.44	3.22	163	162	159	2,075	475
Catholic	65	3.46	3.30	3.11	160	157	151	2,407	817	162	3.44	3.22	3.00	159	156	152	595	167	70	3.45	3.28	3.07	160	157	151	984	232
District of Columbia	35	3.28	3.10	2.78	154	152	150	1,248	332	82	3.34	3.01	2.76	155	153	150	395	95	49	3.28	3.02	2.76	155	153	151	427	131
George Washington	80	3.90	3.82	3.44	168	167	162	7,846	2,255	435	3.91	3.57	3.15	168	167	159	806	100	39	3.90	3.82	3.43	168	167	161	2,355	474
Georgetown	85	3.80	3.71	3.44	171	170	167	9,413	2,542	510	3.80	3.70	3.37	170	167	163	1,781	139	69	3.80	3.71	3.44	171	170	167	2,681	579
Howard	60	3.39	3.13	2.92	155	153	150	1,705	464	137	0.00	0.00	0.00	0	0	0	0	0	0	3.39	3.13	2.92	155	153	150	464	137
Florida																											
Ave Maria	50	3.48	3.04	2.79	153	150	146	1,633	878	151	0.00	0.00	0.00	0	0	0	0	0	0	3.48	3.04	2.79	153	150	146	878	151
Barry		3.27	2.96	2.55	152	149	147	2,066	1,224	218	3.23	2.90	2.59	152	149	147	258	123	49	3.26	2.95	2.55	152	149	147	1,347	267
Florida A&M	33	3.30	3.11	2.80	151	148	145	1,580	600	206	3.42	3.09	2.83	152	149	146	311	111	75	3.34	3.10	2.81	151	148	145	711	281
Florida Coastal	0	3.34	3.09	2.83	151	147	145	4,982	3,362	659	2.96	2.90	2.64	146	145	145	295	131	12	3.33	3.08	2.83	151	147	145	3,493	671
Florida	30	3.82	3.64	3.43	164	162	160	3,024	875	295	0.00	0.00	0.00	0	0	0	0	0	0	3.82	3.64	3.43	164	162	160	875	295
Florida International	20	3.77	3.63	3.26	158	155	152	1,960	427	115	3.79	3.57	3.07	157	152	148	410	58	36	3.77	3.62	3.22	157	155	152	485	151
Florida State	30	3.68	3.47	3.18	163	162	160	2,650	716	200	0.00	0.00	0.00	0	0	0	0	0	0	3.68	3.47	3.18	163	162	160	716	200
Miami	60	3.57	3.38	3.19	160	158	156	4,670	2,195	447	0.00	0.00	0.00	0	0	0	0	0	0	3.57	3.38	3.19	160	158	156	2,195	447
Nova Southeastern	53	3.44	3.25	3.02	152	150	148	1,930	828	297	3.34	3.08	2.77	151	148	147	368	103	57	3.43	3.22	2.98	152	150	148	931	354
St. Thomas	60	3.32	3.03	2.66	153	150	148	2,040	938	251	0.00	0.00	0.00	0	0	0	0	0	0	3.32	3.03	2.66	153	150	148	938	251
Stetson	55	3.58	3.36	3.13	158	155	153	2,814	1,095	277	3.52	3.26	2.98	157	154	152	378	115	67	3.57	3.34	3.11	157	155	153	1,210	344
Thomas M. Cooley	0	3.42	3.07	2.74	154	150	145	3,433	2,795	188	3.35	2.99	2.59	149	145	142	599	435	973	3.35	3.02	2.61	151	146	143	3,230	1,161
Georgia																											
Atlanta's John Marshall	50	3.14	2.79	2.50	152	150	148	1,543	779	191	3.20	2.89	2.53	153	150	148	324	130	73	3.16	2.82	2.52	152	150	148	909	264
Emory	80	3.79	3.70	3.40	166	165	159	3,951	1,287	246	0.00	0.00	0.00	0	0	0	0	0	0	3.79	3.70	3.40	166	165	159	1,287	246
Georgia	50	3.76	3.59	3.30	166	165	162	3,186	814	225	0.00	0.00	0.00	0	0	0	0	0	0	3.76	3.59	3.30	166	165	162	814	225
Georgia State	50	3.62	3.45	3.24	162	160	158	2,234	358	170	3.67	3.36	3.00	161	159	158	331	65	53	3.63	3.43	3.21	162	160	158	423	223
Mercer	50	3.66	3.40	3.07	158	155	151	1,434	634	149	0.00	0.00	0.00	0	0	0	0	0	0	3.66	3.40	3.07	158	155	151	634	149
Hawai'i																											
Hawai'i	75	3.55	3.37	3.15	160	157	154	1,119	218	88	3.53	3.32	3.07	156	153	150	110	39	28	3.55	3.36	3.11	160	156	153	257	116
Idaho																											
Idaho	50	3.57	3.25	2.87	157	154	149	664	371	130	0.00	3.67	0.00	0	159	0	1	1	0	3.57	3.25	2.87	157	154	149	372	130
Illinois																											
Chicago	75	3.94	3.87	3.71	173	171	167	4,783	837	191	0.00	0.00	0.00	0	0	0	0	0	0	3.94	3.87	3.71	173	171	167	837	191
Chicago-Kent	0	3.67	3.53	3.10	162	160	155	3,255	1,331	262	3.64	3.34	3.08	161	158	153	464	110	46	3.66	3.52	3.09	162	160	155	1,441	308
DePaul	60	3.59	3.42	3.13	160	158	155	4,166	1,807	247	3.57	3.44	3.02	158	154	151	577	193	51	3.58	3.42	3.13	160	158	154	2,000	298
Illinois	0	3.85	3.70	3.38	168	163	156	4,219	853	184	0.00	0.00	0.00	0	0	0	0	0	0	3.85	3.70	3.38	168	163	156	853	184
John Marshall	0	3.52	3.29	2.98	156	153	149	3,228	1,675	426	3.43	3.21	2.94	155	151	148	555	211	86	3.51	3.28	2.98	156	153	149	1,886	512
Loyola-Chicago	0	3.57	3.40	3.15	162	160	158	4,590	1,605	244	3.42	3.27	3.11	157	154	150	450	91	30	3.57	3.37	3.13	162	160	156	1,696	274
Northern Illinois	50	3.43	3.19	3.00	155	152	150	998	460	102	3.28	3.28	3.28	155	155	155	60	15	1	3.42	3.20	3.00	155	152	150	475	103
Northwestern	100	3.85	3.75	3.35	171	170	165	4,548	864	264	0.00	0.00	0.00	0	0	0	0	0	0	3.85	3.75	3.35	171	170	165	864	264
Southern Illinois		3.62	3.30	2.96	156	153	151	699	353	120	0.00	0.00	0.00	0	0	0	0	0	0	3.62	3.30	2.96	156	153	151	353	120

	Admission Fall 2011																										
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Indiana																											
Indiana-Bloomington	50	3.89	3.75	3.38	167	166	158	2,751	925	240	0.00	0.00	0.00	0	0	0	0	0	0	3.89	3.75	3.38	167	166	158	925	240
Indiana-Indianapolis	50	3.72	3.55	3.25	160	157	154	1,381	654	212	3.52	3.30	3.04	156	152	149	259	151	102	3.68	3.44	3.19	159	156	152	805	314
Notre Dame	65	3.74	3.64	3.45	167	166	162	3,059	640	183	0.00	0.00	0.00	0	0	0	0	0	0	3.74	3.64	3.45	167	166	162	640	183
Valparaiso	60	3.48	3.19	2.96	152	149	147	1,313	953	210	3.29	2.96	2.59	148	148	147	78	37	8	3.46	3.19	2.95	151	149	147	990	218
Iowa																											
Drake	50	3.64	3.40	3.06	158	156	153	996	554	142	0.00	0.00	0.00	0	0	0	30	3	0	3.64	3.40	3.06	158	156	153	557	142
Iowa	60	3.81	3.64	3.51	164	161	158	1,872	729	180	0.00	0.00	0.00	0	0	0	0	0	0	3.81	3.64	3.51	164	161	158	729	180
Kansas																											
Kansas	55	3.74	3.51	3.15	159	157	154	819	401	134	0.00	0.00	0.00	0	0	0	0	0	0	3.74	3.51	3.15	159	157	154	401	134
Washburn	40	3.61	3.20	2.86	158	155	152	883	352	124	0.00	0.00	0.00	0	0	0	0	0	0	3.61	3.20	2.86	158	155	152	352	124
Kentucky																											
Kentucky	50	3.80	3.57	3.32	161	159	155	1,114	456	130	0.00	0.00	0.00	0	0	0	0	0	0	3.80	3.57	3.32	161	159	155	456	130
Louisville-Brandeis	50	3.68	3.42	3.20	158	156	152	1,405	443	123	3.61	3.18	2.46	153	151	146	90	23	9	3.68	3.42	3.20	158	156	152	466	132
Northern Kentucky	40	3.56	3.39	3.17	156	154	152	746	389	128	3.58	3.13	2.82	158	153	150	145	74	50	3.56	3.35	3.07	156	154	151	463	178
Louisiana																											
Louisiana State	50	3.66	3.39	3.10	160	158	155	1,418	626	236	0.00	0.00	0.00	0	0	0	0	0	0	3.66	3.39	3.10	160	158	155	626	236
Loyola-New Orleans	45	3.51	3.23	2.98	156	153	151	1,667	1,002	199	3.42	3.15	2.70	155	152	149	127	69	43	3.48	3.22	2.97	156	153	151	1,071	242
Southern	25	3.21	2.91	2.59	149	146	143	738	270	152	3.06	2.79	2.48	146	144	142	311	133	106	3.11	2.85	2.50	148	145	142	403	258
Tulane	60	3.68	3.53	3.31	163	161	158	2,780	1,050	259	0.00	0.00	0.00	0	0	0	0	0	0	3.68	3.53	3.31	163	161	158	1,050	259
Maine																											
Maine	50	3.57	3.36	3.16	158	155	153	988	474	91	0.00	0.00	0.00	0	0	0	0	0	0	3.57	3.36	3.16	158	155	153	474	91
Maryland																											
Baltimore	60	3.51	3.31	3.05	159	156	152	1,619	706	236	3.35	3.15	2.66	157	154	150	486	147	92	3.46	3.25	2.97	158	156	151	853	328
Maryland	70	3.71	3.53	3.31	163	162	156	3,504	712	225	3.83	3.71	3.30	162	157	153	490	76	51	3.75	3.60	3.31	163	162	156	788	276
Massachusetts																											
Boston College	75	3.77	3.66	3.50	166	165	162	5,685	1,366	268	0.00	0.00	0.00	0	0	0	0	0	0	3.77	3.66	3.50	166	165	162	1,366	268
Boston	75	3.78	3.72	3.50	167	167	163	7,073	1,396	242	0.00	0.00	0.00	0	0	0	0	0	0	3.78	3.72	3.50	167	167	163	1,396	242
Harvard	85	3.97	3.89	3.78	176	173	171	6,335	842	559	0.00	0.00	0.00	0	0	0	0	0	0	3.97	3.89	3.78	176	173	171	842	559
New England	65	3.42	3.19	2.96	154	152	149	2,529	1,845	291	3.24	3.02	2.72	152	149	148	635	389	94	3.39	3.15	2.92	153	151	149	2,234	385
Northeastern	75	3.64	3.48	3.24	163	162	154	3,670	1,349	217	0.00	0.00	0.00	0	0	0	0	0	0	3.64	3.48	3.24	163	162	154	1,349	217
Suffolk	60	3.47	3.26	2.92	157	155	152	2,391	1,673	360	3.55	3.26	2.97	155	152	150	543	365	178	3.49	3.26	2.94	157	154	151	2,038	538
Western New England		3.48	3.18	2.92	156	153	151	996	530	84	3.37	3.10	2.77	154	152	150	174	60	22	3.42	3.17	2.85	156	153	151	590	106
Michigan																											
Detroit Mercy	50	3.38	3.13	2.91	156	153	149	1,305	570	189	3.59	3.28	3.01	152	147	145	156	57	34	3.40	3.16	2.92	156	152	147	627	223
Michigan	75	3.87	3.76	3.59	170	169	167	5,424	1,162	359	0.00	0.00	0.00	0	0	0	0	0	0	3.87	3.76	3.59	170	169	167	1,162	359
Michigan State	60	3.74	3.55	3.23	160	157	152	3,551	1,147	306	2.88	2.88	2.88	156	156	156	181	38	1	3.74	3.54	3.22	160	157	152	1,185	307
Thomas M. Cooley	0	3.42	3.07	2.74	154	150	145	3,433	2,795	188	3.35	2.99	2.59	149	145	142	599	435	973	3.35	3.02	2.61	151	146	143	3,230	1,161
Wayne State	50	3.65	3.40	3.12	160	157	155	991	481	164	3.64	3.36	3.10	159	154	152	96	30	17	3.65	3.39	3.11	159	157	155	511	181
Minnesota																											
Hamline	35	3.61	3.40	3.20	156	153	149	1,017	614	141	3.47	3.20	2.81	156	152	146	215	131	64	3.58	3.36	3.13	156	153	148	745	205
Minnesota	75	3.90	3.80	3.41	167	167	157	3,546	880	246	0.00	0.00	0.00	0	0	0	0	0	0	3.90	3.80	3.41	167	167	157	880	246
St. Thomas-Minneapolis	0	3.54	3.30	3.07	161	156	153	1,283	711	171	0.00	0.00	0.00	0	0	0	0	0	0	3.54	3.30	3.07	161	156	153	711	171
William Mitchell	0	3.62	3.41	3.21	159	155	151	1,196	834	260	3.53	3.20	2.92	158	152	148	340	101	49	3.62	3.39	3.16	159	155	150	935	309

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Mississippi																												
Mississippi	40	3.69	3.49	3.24	157	155	151	1,656	534	180	0.00	0.00	0.00	0	0	0	0	0	0	0	3.69	3.49	3.24	157	155	151	534	180
Mississippi College	0	3.44	3.19	2.78	152	149	147	1,714	987	212	4.00	3.79	3.79	153	152	152	3	3	2	3.44	3.19	2.78	152	149	147	990	214	
Missouri																												
Missouri	60	3.70	3.49	3.18	161	158	156	851	348	133	0.00	0.00	0.00	0	0	0	0	0	0	0	3.70	3.49	3.18	161	158	156	348	133
Missouri-Kansas City	60	3.66	3.35	3.00	157	155	153	846	350	146	3.71	3.53	3.36	164	163	159	46	7	3	3.66	3.35	3.01	157	155	153	357	149	
St. Louis	55	3.61	3.39	3.14	158	154	151	1,738	1,023	268	3.49	3.29	2.90	156	153	149	302	93	27	3.58	3.39	3.13	158	154	151	1,116	295	
Washington University	70	3.80	3.66	3.22	169	168	162	3,847	979	243	0.00	0.00	0.00	0	0	0	0	0	0	0	3.80	3.66	3.22	169	168	162	979	243
Montana																												
Montana	60	3.62	3.44	3.23	157	155	152	429	196	85	0.00	0.00	0.00	0	0	0	0	0	0	0	3.62	3.44	3.23	157	155	152	196	85
Nebraska																												
Creighton	50	3.52	3.19	2.94	155	152	150	1,162	691	131	3.21	3.14	3.03	150	147	145	52	14	4	3.51	3.19	2.94	155	152	150	705	135	
Nebraska	50	3.79	3.51	3.33	159	157	153	825	400	128	0.00	0.00	0.00	0	0	0	0	0	0	0	3.79	3.51	3.33	159	157	153	400	128
Nevada																												
Nevada	50	3.63	3.43	3.18	162	159	157	1,149	246	104	3.66	3.29	2.91	157	156	153	232	48	36	3.64	3.39	3.12	161	159	157	294	140	
New Hampshire																												
New Hampshire	55	3.57	3.25	3.00	158	154	151	1,247	627	146	0.00	0.00	0.00	0	0	0	0	0	0	0	3.57	3.25	3.00	158	154	151	627	146
New Jersey																												
Rutgers-Camden	65	3.70	3.40	3.00	161	161	158	1,663	649	137	3.65	3.24	3.00	161	159	155	0	0	145	3.62	3.32	3.00	161	159	156	649	282	
Rutgers-Newark	65	3.61	3.43	3.17	160	158	155	2,218	697	174	3.39	3.04	2.74	159	157	155	579	102	50	3.59	3.36	3.06	160	158	155	799	224	
Seton Hall	65	3.67	3.52	3.31	162	160	157	2,779	1,494	203	3.56	3.23	2.96	155	152	149	660	170	63	3.66	3.50	3.22	161	159	155	1,664	266	
New Mexico																												
New Mexico	50	3.69	3.33	3.05	161	157	152	921	237	113	0.00	0.00	0.00	0	0	0	0	0	0	0	3.69	3.33	3.05	161	157	152	237	113
New York																												
Albany	70	3.53	3.31	3.05	157	153	151	2,153	1,113	235	0.00	0.00	0.00	0	0	0	0	0	0	0	3.53	3.31	3.05	157	153	151	1,113	235
Brooklyn	0	3.55	3.38	3.20	165	163	161	5,174	1,586	316	3.44	3.31	3.14	162	159	157	844	150	74	3.54	3.36	3.19	165	163	160	1,736	390	
Cardozo	75	3.73	3.60	3.41	166	164	160	4,241	1,315	269	3.72	3.59	3.38	161	159	157	674	184	110	3.73	3.60	3.40	165	162	158	1,499	379	
CUNY	60	3.54	3.29	3.04	158	155	153	1,883	563	171	0.00	0.00	0.00	0	0	0	0	0	0	0	3.54	3.29	3.04	158	155	153	563	171
Columbia	85	3.82	3.72	3.60	175	172	170	7,459	1,175	406	0.00	0.00	0.00	0	0	0	0	0	0	0	3.82	3.72	3.60	175	172	170	1,175	406
Cornell	80	3.77	3.63	3.50	169	168	166	5,556	1,152	204	0.00	0.00	0.00	0	0	0	0	0	0	0	3.77	3.63	3.50	169	168	166	1,152	204
Fordham	70	3.71	3.53	3.35	167	165	163	6,431	1,833	399	3.71	3.52	3.39	165	163	160	1,120	166	80	3.71	3.53	3.36	167	165	163	1,999	479	
Hofstra	0	3.56	3.32	2.95	160	159	155	4,154	1,907	364	3.65	3.32	3.06	160	158	156	412	49	6	3.56	3.32	2.95	160	159	155	1,956	370	
New York Law	0	3.45	3.25	3.01	157	154	152	5,054	2,294	375	3.39	3.13	2.93	154	152	149	943	310	113	3.44	3.22	2.98	156	154	151	2,604	488	
New York	75	3.85	3.71	3.57	174	172	170	7,280	1,759	450	0.00	0.00	0.00	0	0	0	0	0	0	0	3.85	3.71	3.57	174	172	170	1,759	450
Pace	65	3.65	3.42	3.12	156	154	151	2,439	1,042	226	3.57	3.28	3.05	155	151	149	296	59	16	3.65	3.42	3.12	156	154	151	1,101	242	
St. John's	60	3.68	3.48	3.16	162	160	154	3,429	1,496	242	3.75	3.53	3.30	157	154	150	628	143	51	3.69	3.49	3.18	162	160	154	1,639	293	
SUNY	75	3.70	3.57	3.36	158	157	154	1,507	583	175	0.00	0.00	0.00	0	0	0	0	0	0	0	3.70	3.57	3.36	158	157	154	583	175
Syracuse	75	3.56	3.36	3.10	157	155	153	2,484	1,190	255	0.00	0.00	0.00	0	0	0	0	0	0	0	3.56	3.36	3.10	157	155	153	1,190	255
Touro	60	3.40	3.17	2.93	153	151	149	1,340	706	195	3.47	3.19	2.88	153	149	147	313	145	65	3.42	3.18	2.91	153	151	148	851	260	
North Carolina																												
Campbell	50	3.55	3.32	3.10	159	156	153	1,227	517	191	0.00	0.00	0.00	0	0	0	0	0	0	0	3.55	3.32	3.10	159	156	153	517	191
Charlotte		3.33	3.01	2.61	151	149	146	3,605	2,512	446	3.16	2.92	2.53	150	147	143	350	216	83	3.31	3.00	2.60	151	148	145	2,728	529	
Duke	70	3.84	3.75	3.62	171	170	167	6,099	934	211	0.00	0.00	0.00	0	0	0	0	0	0	0	3.84	3.75	3.62	171	170	167	934	211
Elon	50	3.47	3.20	2.87	156	153	150	854	400	130	0.00	0.00	0.00	0	0	0	0	0	0	0	3.47	3.20	2.87	156	153	150	400	130

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North Carolina	75	3.69	3.51	3.33	165	163	161	2,576	462	248	0.00	0.00	0.00	0	0	0	0	0	0	3.69	3.51	3.33	165	163	161	462	248
North Carolina Central	50	3.47	3.19	2.91	151	148	145	1,820	366	139	3.62	3.33	3.08	158	151	147	586	79	27	3.49	3.20	2.94	151	148	145	445	166
Wake Forest	60	3.76	3.57	3.20	164	163	160	2,632	948	185	0.00	0.00	0.00	0	0	0	0	0	0	3.76	3.57	3.20	164	163	160	948	185
North Dakota																											
North Dakota	35	3.62	3.33	2.93	154	151	148	457	197	83	0.00	0.00	0.00	0	0	0	0	0	0	3.62	3.33	2.93	154	151	148	197	83
Ohio																											
Akron	0	3.63	3.32	3.12	157	155	152	1,363	685	100	3.63	3.41	3.14	153	151	149	284	198	75	3.63	3.35	3.12	156	153	151	883	175
Capital	40	3.51	3.22	2.99	154	151	148	915	605	162	3.49	3.12	2.89	156	151	146	140	77	44	3.50	3.20	2.95	154	151	148	682	206
Case Western	40	3.67	3.48	3.22	160	158	153	1,651	768	192	0.00	0.00	0.00	0	0	0	0	0	0	3.67	3.48	3.22	160	158	153	768	192
Cincinnati	35	3.80	3.57	3.36	162	160	155	1,572	737	119	0.00	0.00	0.00	0	0	0	0	0	0	3.80	3.57	3.36	162	160	155	737	119
Cleveland State	0	3.52	3.27	3.02	157	155	152	1,332	542	130	3.66	3.38	2.83	157	153	150	225	73	37	3.52	3.28	3.00	157	154	152	615	167
Dayton	50	3.37	3.10	2.78	152	149	148	1,751	1,233	177	0.00	0.00	0.00	0	0	0	0	0	0	3.37	3.10	2.78	152	149	148	1,233	177
Ohio Northern	0	3.66	3.36	3.03	156	154	149	1,228	502	112	0.00	0.00	0.00	0	0	0	0	0	0	3.66	3.36	3.03	156	154	149	502	112
Ohio State	60	3.81	3.63	3.45	165	163	159	2,300	898	211	0.00	0.00	0.00	0	0	0	0	0	0	3.81	3.63	3.45	165	163	159	898	211
Toledo	0	3.57	3.35	3.05	155	153	151	1,301	578	118	3.49	3.25	3.12	156	153	150	139	48	18	3.57	3.33	3.05	155	153	150	626	136
Oklahoma																											
Oklahoma	50	3.75	3.48	3.23	161	158	155	1,105	347	153	0.00	0.00	0.00	0	0	0	0	0	0	3.75	3.48	3.23	161	158	155	347	153
Oklahoma City	50	3.46	3.13	2.86	155	151	149	1,116	607	185	3.38	3.04	2.79	151	149	148	88	35	16	3.45	3.13	2.85	154	151	149	642	201
Tulsa	30	3.58	3.32	3.06	157	155	152	1,466	582	108	0.00	0.00	0.00	0	0	0	0	0	0	3.58	3.32	3.06	157	155	152	582	108
Oregon																											
Lewis & Clark	50	3.70	3.51	3.25	164	162	158	2,706	1,052	187	3.66	3.35	3.12	161	157	153	201	91	39	3.68	3.49	3.20	163	161	157	1,143	226
Oregon	50	3.60	3.39	3.17	160	159	157	2,178	887	183	0.00	0.00	0.00	0	0	0	0	0	0	3.60	3.39	3.17	160	159	157	887	183
Willamette	50	3.42	3.15	2.86	157	155	152	1,092	538	141	0.00	0.00	0.00	0	0	0	0	0	0	3.42	3.15	2.86	157	155	152	538	141
Pennsylvania																											
Duquesne	60	3.67	3.36	3.15	155	153	151	659	391	145	3.53	3.27	3.02	155	153	149	205	85	46	3.62	3.35	3.12	155	153	151	476	191
Earl Mack, Drexel	0	3.66	3.38	3.09	161	159	157	2,464	858	147	0.00	0.00	0.00	0	0	0	0	0	0	3.66	3.38	3.09	161	159	157	858	147
Pennsylvania	80	3.93	3.86	3.58	171	170	166	4,952	863	266	0.00	0.00	0.00	0	0	0	0	0	0	3.93	3.86	3.58	171	170	166	863	266
Pennsylvania State	60	3.77	3.55	3.31	161	159	156	4,820	1,466	185	0.00	0.00	0.00	0	0	0	0	0	0	3.77	3.55	3.31	161	159	156	1,466	185
Pittsburgh	55	3.66	3.45	3.14	161	159	157	2,379	868	230	0.00	0.00	0.00	0	0	0	0	0	0	3.66	3.45	3.14	161	159	157	868	230
Temple	60	3.54	3.39	3.16	163	161	158	3,739	1,465	215	3.62	3.39	3.16	160	158	157	405	109	55	3.56	3.39	3.16	163	160	158	1,574	270
Villanova	75	3.69	3.57	3.36	161	160	157	3,014	1,475	218	0.00	0.00	0.00	0	0	0	0	0	0	3.69	3.57	3.36	161	160	157	1,475	218
Widener	60	3.44	3.15	2.86	152	149	148	1,186	658	130	3.81	3.28	2.99	152	150	148	200	89	25	3.46	3.15	2.85	152	149	148	747	155
Puerto Rico																											
Inter American	63	3.58	3.32	2.98	143	140	135	581	246	139	3.57	3.12	2.93	141	138	134	364	147	107	3.58	3.28	2.95	142	138	135	393	246
Pontifical Catholic		3.57	3.25	2.99	138	136	129	406	260	208	3.54	3.26	2.89	139	134	131	170	114	96	3.57	3.25	2.97	138	135	132	374	304
Puerto Rico	20	3.83	3.59	3.38	151	146	143	377	149	145	3.85	3.58	3.32	149	146	142	174	51	49	3.84	3.59	3.36	151	146	143	200	194
Rhode Island																											
Roger Williams	60	3.55	3.30	3.07	155	151	149	1,388	922	194	0.00	0.00	0.00	0	0	0	0	0	0	3.55	3.30	3.07	155	151	149	922	194
South Carolina																											
Charleston	50	3.42	3.20	2.91	155	153	150	1,784	911	173	3.30	2.84	2.50	151	147	145	270	107	51	3.38	3.13	2.80	154	152	148	1,018	224
South Carolina	60	3.63	3.35	3.08	160	158	155	1,986	725	213	0.00	0.00	0.00	0	0	0	0	0	0	3.63	3.35	3.08	160	158	155	725	213
South Dakota																											
South Dakota	35	3.53	3.27	3.05	148	150	152	400	236	90	0.00	0.00	0.00	0	0	0	0	0	0	3.53	3.27	3.05	148	150	152	236	90

	Admission Fall 2011																										
	Application Fee (\$)	Full-Time									Part-Time									Total							
		75% GPA	Median GPA	25% GPA	75% LSAT	Median LSAT	25% LSAT	# of Applicants	# of Offers	# of Matriculants	75% GPA	Median GPA	25% GPA	75% LSAT	Median LSAT	25% LSAT	# of Applicants	# of Offers	# of Matriculants	75% GPA	Median GPA	25% GPA	75% LSAT	Median LSAT	25% LSAT	Total # of Offers	Total # of Matriculants
Tennessee																											
Memphis	25	3.64	3.42	3.10	158	155	153	861	293	136	3.43	3.37	2.92	150	149	145	0	9	8	3.62	3.42	3.09	157	155	153	302	144
Tennessee	15	3.75	3.53	3.24	162	160	156	1,277	435	160	0.00	0.00	0.00	0	0	0	0	0	0	3.75	3.53	3.24	162	160	156	435	160
Vanderbilt	50	3.84	3.73	3.48	170	169	165	3,987	1,054	193	0.00	0.00	0.00	0	0	0	0	0	0	3.84	3.73	3.48	170	169	165	1,054	193
Texas																											
Baylor	40	3.88	3.69	3.37	163	162	159	5,257	807	142	0.00	0.00	0.00	0	0	0	0	0	0	3.88	3.69	3.37	163	162	159	807	142
Houston	70	3.61	3.43	3.22	164	162	159	2,774	807	199	3.53	3.28	2.90	162	160	156	583	96	53	3.60	3.42	3.16	163	161	157	903	252
St. Mary's	55	3.43	3.11	2.82	156	154	152	1,389	654	212	3.32	2.90	2.67	154	152	151	215	70	43	3.42	3.08	2.79	156	154	151	724	255
SMU Dedman	75	3.84	3.72	3.34	166	165	158	2,146	463	157	3.74	3.57	3.16	162	160	152	663	115	75	3.81	3.67	3.31	165	163	157	578	232
South Texas	55	3.49	3.23	2.92	157	154	152	1,972	896	358	3.42	3.26	2.92	153	151	149	335	125	66	3.48	3.24	2.92	157	154	152	1,021	424
Texas	70	3.80	3.69	3.56	170	167	165	4,759	1,303	370	0.00	0.00	0.00	0	0	0	0	0	0	3.80	3.69	3.56	170	167	165	1,303	370
Texas Southern	55	3.37	3.07	2.76	149	147	144	1,911	677	219	0.00	0.00	0.00	0	0	0	0	0	0	3.37	3.07	2.76	149	147	144	677	219
Texas Tech	50	3.66	3.49	3.25	158	155	152	1,420	661	236	0.00	0.00	0.00	0	0	0	0	0	0	3.66	3.49	3.25	158	155	152	661	236
Texas Wesleyan	55	3.51	3.21	2.95	156	153	151	1,506	649	164	3.44	3.23	2.88	154	152	150	317	115	72	3.48	3.22	2.94	155	153	151	764	236
Utah																											
Brigham Young	50	3.87	3.74	3.51	167	163	160	755	207	145	0.00	0.00	0.00	0	0	0	0	0	0	3.87	3.74	3.51	167	163	160	207	145
Utah	60	3.72	3.54	3.41	163	161	157	1,230	378	114	0.00	0.00	0.00	0	0	0	0	0	0	3.72	3.54	3.41	163	161	157	378	114
Vermont																											
Vermont	60	3.54	3.26	3.00	159	154	151	1,020	704	151	0.00	0.00	0.00	0	0	0	0	0	0	3.54	3.26	3.00	159	154	151	704	151
Virginia																											
Appalachian	60	3.32	2.99	2.66	148	144	142	1,177	910	146	0.00	0.00	0.00	0	0	0	0	0	0	3.32	2.99	2.66	148	144	142	910	146
George Mason	35	3.78	3.73	3.27	165	163	157	4,092	996	154	3.76	3.59	3.14	165	164	155	1,262	75	32	3.78	3.72	3.24	165	164	157	1,071	186
Liberty	50	3.53	3.27	2.98	153	150	148	414	200	99	0.00	0.00	0.00	0	0	0	0	0	0	3.53	3.27	2.98	153	150	148	200	99
Regent	50	3.62	3.29	2.99	158	153	150	1,135	435	148	3.15	2.97	2.92	151	149	147	45	10	6	3.60	3.28	2.96	158	153	150	445	154
Richmond	50	3.66	3.50	3.13	164	162	158	2,371	563	154	0.00	0.00	0.00	0	0	0	0	0	0	3.66	3.50	3.13	164	162	158	563	154
Virginia	80	3.94	3.86	3.49	171	170	165	7,379	688	357	0.00	0.00	0.00	0	0	0	0	0	0	3.94	3.86	3.49	171	170	165	688	357
Washington and Lee	0	3.8	3.65	3.5	165	164	159	3,972	964	121	0.00	0.00	0.00	0	0	0	0	0	0	3.80	3.65	3.50	165	164	159	964	121
William & Mary	50	3.82	3.73	3.46	167	165	161	5,937	1,306	217	0.00	0.00	0.00	0	0	0	0	0	0	3.82	3.73	3.46	167	165	161	1,306	217
Washington																											
Gonzaga	50	3.51	3.33	3.15	157	155	153	1,389	739	176	0.00	0.00	0.00	0	0	0	0	0	0	3.51	3.33	3.15	157	155	153	739	176
Seattle	60	3.52	3.33	3.12	160	157	155	2,034	947	263	3.44	3.22	2.90	158	156	153	192	84	59	3.52	3.32	3.10	159	157	154	1,031	322
Washington	60	3.82	3.67	3.44	166	164	161	2,656	586	182	0.00	0.00	0.00	0	0	0	0	0	0	3.82	3.67	3.44	166	164	161	586	182
West Virginia																											
West Virginia	50	3.70	3.41	3.15	157	154	152	1,107	506	141	0.00	0.00	0.00	0	0	0	0	0	0	3.70	3.41	3.15	157	154	152	506	141
Wisconsin																											
Marquette	50	3.54	3.37	3.03	159	157	154	1,803	881	188	3.57	3.29	2.94	157	156	152	202	43	25	3.55	3.35	3.03	159	157	154	924	213
Wisconsin	56	3.78	3.67	3.34	165	163	158	2,864	755	242	3.78	3.67	3.34	165	163	158	0	0	0	3.78	3.67	3.34	165	163	158	755	242
Wyoming																											
Wyoming	50	3.60	3.38	3.13	157	153	150	540	243	69	0.00	0.00	0.00	0	0	0	0	0	0	3.60	3.38	3.13	157	153	150	243	69

STUDENTS, FACULTY, TUITION

	Admission Fall 2011														
	Student Body					Faculty				Tuition (\$)				Other	
	# Full-Time	# Part-Time	% Men	% Women	% Minorities	# Full-Time and Other	% Men	% Women	Student/Faculty Ratio	Resident, Full-Time	Nonresident, Full-Time	Resident, Part-Time	Nonresident, Part-Time	Official Guide Page #	Grid Included •
Alabama															
Alabama	509	0	58.7	41.3	14.1	45	60.0	40.0	10.5	\$18,030	\$30,950			70	•
Faulkner	334	1	60.0	40.0	12.5	20	85.0	15.0	14.6	\$32,187	\$32,187			278	•
Samford	489	0	58.1	41.9	13.5	23	73.9	26.1	18.0	\$34,848	\$34,848	\$20,714	\$20,714	646	•
Arizona															
Arizona	440	0	58.9	41.1	22.0	39	53.8	46.2	10.0	\$26,089	\$41,051			86	•
Arizona State	602	0	60.5	39.5	23.1	52	69.2	30.8	9.9	\$24,471	\$38,595			90	•
Phoenix	697	272	52.7	47.3	29.7	35	40.0	60.0	18.3	\$37,764		\$30,540		586	•
Arkansas															
Arkansas	401	0	57.9	42.1	17.7	28	57.1	42.9	11.9	\$11,933	\$24,528			94	
Arkansas-Little Rock	325	151	55.7	44.3	18.7	21	57.1	42.9	18.3	\$12,176	\$24,772	\$8,507	\$16,904	98	•
California															
California-Berkeley	869	0	43.0	57.0	40.4	86	60.5	39.5	10.9	\$50,163	\$54,370			138	
California-Davis	601	0	53.1	46.9	30.4	46	56.5	43.5	11.1	\$46,485	\$54,622			142	•
California-Hastings	1241	3	46.1	53.9	39.0	68	57.4	42.6	15.1	\$40,836	\$49,336			146	•
California-Irvine	235	0	49.8	50.2	38.7	28	57.1	42.9	6.9	\$43,280	\$53,125			150	
California-Los Angeles	987	0	53.0	47.0	31.9	87	62.1	37.9	10.9	\$44,922	\$54,767			154	•
California Western	681	146	47.0	53.0	30.6	46	63.0	37.0	17.0	\$42,700	\$42,700	\$30,020	\$30,020	158	•
Chapman	506	26	50.6	49.4	25.4	44	54.5	45.5	9.6	\$41,873	\$41,873	\$33,263	\$33,263	182	•
Golden Gate	568	116	46.1	53.9	31.6	39	48.7	51.3	14.1	\$40,515	\$40,515	\$31,135	\$31,135	326	•
La Verne	181	93	52.9	47.1	39.1	19	42.1	57.9	13.2	\$40,732	\$40,732	\$32,102	\$32,102	394	
Loyola Marymount	1021	258	50.0	50.0	38.2	69	53.6	46.4	15.3	\$43,060	\$43,060	\$28,845	\$28,845	414	•
Pacific, McGeorge	653	255	52.9	47.1	27.5	49	57.1	42.9	15.0	\$41,393		\$27,533		570	•
Pepperdine	629	0	49.4	50.6	21.5	36	69.4	30.6	14.3	\$42,840	\$42,840			582	•
San Diego	840	142	50.7	49.3	33.5	63	68.3	31.7	14.0	\$42,754	\$42,754	\$30,874	\$30,874	650	•
San Francisco	582	130	45.4	54.6	39.7	38	50.0	50.0	14.8	\$40,544	\$40,544	\$28,945	\$28,945	654	•
Santa Clara	738	229	52.6	47.4	39.7	63	49.2	50.8	11.9	\$41,790	\$41,790	\$29,254	\$29,254	658	•
Southern California	648	0	51.4	48.6	39.8	47	63.8	36.2	12.5	\$50,591	\$50,591			686	•
Southwestern	738	383	49.2	50.8	35.6	60	55.0	45.0	14.3	\$42,200	\$42,200	\$28,200	\$28,200	698	•
Stanford	571	0	57.3	42.7	37.5	65	63.1	36.9	7.8	\$49,179	\$49,179			702	
Thomas Jefferson	759	307	56.3	43.7	33.1	42	50.0	50.0	19.3	\$41,000	\$41,000	\$30,000	\$30,000	750	
Western State	376	135	52.4	47.6	39.7	23	56.5	43.5	22.9	\$37,284	\$37,284	\$25,030	\$25,030	826	•
Whittier	564	136	51.9	48.1	41.7	33	45.5	54.5	18.9	\$39,140	\$39,140	\$26,110	\$26,110	830	•
Colorado															
Colorado	540	0	51.7	48.3	23.9	50	58.0	42.0	9.8	\$31,044	\$37,452			214	•
Denver	769	177	50.7	49.3	16.6	68	55.9	44.1	11.7	\$38,502	\$38,502	\$28,382	\$28,382	238	•
Connecticut															
Connecticut	461	155	56.7	43.3	22.1	47	59.6	40.4	10.8	\$22,052	\$45,548	\$15,392	\$31,812	222	•
Quinnipiac	356	82	51.8	48.2	13.5	35	60.0	40.0	12.6	\$45,050	\$45,050	\$31,780	\$31,780	602	•
Yale	638	0	50.6	49.4	31.8	70	75.7	24.3	8.5	\$52,525	\$52,525			860	•

	Admission Fall 2011														
	Student Body					Faculty				Tuition (\$)				Other	
	# Full-Time	# Part-Time	% Men	% Women	% Minorities	# Full-Time and Other	% Men	% Women	Student/Faculty Ratio	Resident, Full-Time	Nonresident, Full-Time	Resident, Part-Time	Nonresident, Part-Time	Official Guide Page #	Grid Included •
Delaware															
Widener	639	308	56.0	44.0	16.4	55	50.9	49.1	14.2	\$36,450	\$36,450	\$26,754	\$26,754	834	•
District of Columbia															
American	1239	260	44.6	55.4	35.1	117	52.1	47.9	11.1	\$45,096	\$45,096	\$31,622	\$31,622	78	
Catholic	506	262	46.9	53.1	23.0	56	51.8	48.2	11.5	\$41,995	\$41,995	\$31,975	\$31,975	178	•
District of Columbia	252	107	41.8	58.2	48.7	20	50.0	50.0	12.9	\$9,480	\$18,330	\$7,230	\$13,830	250	
George Washington	1430	323	54.5	45.5	22.2	91	60.4	39.6	15.2	\$45,750	\$45,750	\$35,376	\$35,376	310	•
Georgetown	1671	261	53.5	46.5	19.5	137	59.1	40.9	11.9	\$46,865	\$46,865	\$33,500	\$33,500	314	
Howard	427	0	40.3	59.7	90.9	25	60.0	40.0	18.7	\$29,131	\$29,131			354	•
Florida															
Ave Maria	489	0	54.8	45.2	21.1	26	65.4	34.6	19.3	\$36,448	\$36,448			106	
Barry	528	180	53.1	46.9	26.4	33	54.5	45.5	15.5	\$33,630	\$33,630	\$25,380	\$25,380	114	•
Florida A&M	509	192	46.5	53.5	71.3	34	47.1	52.9	20.5	\$12,424	\$32,327	\$8,892	\$23,016	282	•
Florida Coastal	1702	51	49.1	50.9	31.3	75	44.0	56.0	21.6	\$36,968	\$36,968	\$29,912	\$29,912	286	•
Florida	976	0	56.3	43.8	25.0	70	47.1	52.9	13.7	\$18,710	\$38,075			290	•
Florida International	369	182	49.9	50.1	56.3	32	46.9	53.1	14.4	\$16,585	\$30,370	\$12,258	\$22,367	294	
Florida State	729	0	60.5	39.5	21.3	41	61.0	39.0	14.4	\$18,343	\$37,905			298	•
Miami	1290	71	57.2	42.8	27.1	82	54.9	45.1	13.2	\$39,848	\$39,848			446	•
Nova Southeastern	855	195	48.2	51.8	33.1	60	53.3	46.7	16.0	\$33,250	\$33,250	\$25,060	\$25,060	542	•
St. Thomas	719	0	50.8	49.2	51.9	39	59.0	41.0	16.1	\$34,618	\$34,618			642	•
Stetson	855	225	50.4	49.6	21.3	59	52.5	47.5	14.1	\$35,466	\$35,466	\$24,582	\$24,582	706	•
Thomas M. Cooley	737	2891	51.3	48.7	28.3	104	59.6	40.4	22.4	\$34,340	\$34,340	\$22,090	\$22,090	746	
Georgia															
Atlanta's John Marshall	528	204	49.7	50.3	38.5	42	38.1	61.9	14.0	\$34,810	\$34,810	\$21,074	\$21,074	102	•
Emory	810	0	56.8	43.2	27.3	63	54.0	46.0	10.6	\$45,098	\$45,098			274	•
Georgia	691	0	57.5	42.5	19.8	53	54.7	45.3	12.3	\$17,624	\$34,732			318	•
Georgia State	466	191	54.5	45.5	20.2	61	52.5	47.5	10.1	\$14,770	\$34,834	\$11,638	\$26,686	322	•
Mercer	451	0	56.1	43.9	18.0	26	61.5	38.5	14.0	\$36,860	\$36,860			442	•
Hawai'i															
Hawai'i	276	85	44.6	55.4	73.7	32	43.8	56.3	8.1	\$17,378	\$32,522	\$1,347	\$1,978	342	•
Idaho															
Idaho	358	0	60.3	39.7	13.7	22	54.5	45.5	15.9	\$14,040	\$26,560			358	•
Illinois															
Chicago	624	0	55.8	44.2	27.9	77	67.5	32.5	8.1	\$47,786				194	
Chicago-Kent	755	178	55.2	44.8	22.5	65	61.5	38.5	11.4	\$42,030	\$42,030	\$30,718	\$30,718	198	•
DePaul	828	192	53.1	46.9	22.8	54	61.1	38.9	13.9	\$41,690	\$41,690	\$27,250	\$27,250	242	•
Illinois	639	0	58.2	41.8	28.5	51	54.9	45.1	12.6	\$38,567	\$45,567			362	
John Marshall	1200	279	53.6	46.4	22.8	75	65.3	34.7	16.4	\$38,180	\$38,180	\$27,300	\$27,300	382	•
Loyola-Chicago	731	138	49.5	50.5	23.4	55	63.6	36.4	13.9	\$39,496	\$39,496	\$29,826	\$29,826	418	•
Northern Illinois	315	6	55.8	44.2	20.6	20	50.0	50.0	17.2	\$18,688	\$33,311			526	•
Northwestern	801	0	53.4	46.6	36.8	94	56.4	43.6	8.4	\$51,920	\$51,920			534	
Southern Illinois	373	3	62.2	37.8	6.9	26	42.3	57.7	13.0	\$15,994	\$36,154			690	•

	Admission Fall 2011														
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	# Full-Time	# Part-Time	% Men	% Women	% Minorities	# Full-Time and Other	% Men	% Women	Student/Faculty Ratio	Resident, Full-Time	Nonresident, Full-Time	Resident, Part-Time	Nonresident, Part-Time	Official Guide Page #	Grid Included •
Indiana															
Indiana-Bloomington	692	0	62.9	37.1	16.9	56	67.9	32.1	10.3	\$28,130	\$45,602			366	•
Indiana-Indianapolis	638	324	55.3	44.7	15.6	44	59.1	40.9	16.8	\$22,323	\$43,821	\$16,903	\$32,854	370	•
Notre Dame	563	0	59.0	41.0	30.6	49	71.4	28.6	9.9	\$43,335	\$43,335			538	
Valparaiso	541	25	54.2	45.8	28.8	29	69.0	31.0	15.6	\$38,086	\$38,086	\$23,790	\$23,790	774	
Iowa															
Drake	434	13	53.2	46.8	11.2	27	70.4	29.6	14.3	\$34,006	\$34,006			254	•
Iowa	550	6	57.7	42.3	16.5	42	64.3	35.7	11.9	\$26,348	\$46,056			378	
Kansas															
Kansas	463	0	61.3	38.7	16.8	33	51.5	48.5	13.3	\$16,460	\$28,648			386	•
Washburn	413	0	62.0	38.0	13.8	31	61.3	38.7	11.9	\$17,290	\$26,950			798	•
Kentucky															
Kentucky	415	0	57.1	42.9	14.9	24	70.8	29.2	14.6	\$18,306	\$31,716			390	•
Louisville-Brandeis	363	26	55.8	44.2	8.5	25	60.0	40.0	13.1	\$16,716	\$32,128	\$8,448	\$16,154	410	•
Northern Kentucky	352	217	60.8	39.2	7.4	28	64.3	35.7	14.7	\$15,886	\$33,644	\$10,998	\$23,292	530	•
Louisiana															
Louisiana State	663	24	56.8	43.2	21.5	40	67.5	32.5	18.6	\$17,474	\$33,800			406	•
Loyola-New Orleans	685	128	50.1	49.9	27.9	52	53.8	46.2	15.9	\$38,266	\$38,266	\$25,856	\$25,856	422	•
Southern	481	248	46.5	53.5	65.0	39	43.6	56.4	14.0	\$10,014	\$16,614	\$6,744	\$13,344	694	
Tulane	775	0	52.0	48.0	14.8	52	57.7	42.3	14.1	\$43,684	\$43,684			762	•
Maine															
Maine	270	10	51.8	48.2	10.0	16	75.0	25.0	14.3	\$22,986	\$33,906			426	•
Maryland															
Baltimore	738	360	50.6	49.4	18.5	59	55.9	44.1	17.0	\$25,798	\$37,900	\$19,262	\$26,772	110	•
Maryland	735	221	51.6	48.4	31.7	64	48.4	51.6	11.7	\$25,405	\$36,684	\$19,440	\$27,899	434	
Massachusetts															
Boston College	782	2	53.4	46.6	22.1	52	59.6	40.4	12.8	\$41,818	\$41,818			122	
Boston	799	0	50.1	49.9	25.7	58	55.2	44.8	12.2	\$42,654	\$42,654			126	
Harvard	1679	0	51.8	48.2	31.7	137	74.5	25.5	12.2	\$48,786	\$48,786			338	
New England	815	326	44.1	55.9	10.5	38	65.8	34.2	23.3	\$40,984	\$40,984	\$30,760	\$30,760	490	•
Northeastern	656	0	41.6	58.4	34.3	37	37.8	62.2	15.2	\$42,296				522	
Suffolk	1101	580	52.9	47.1	17.8	76	55.3	44.7	17.0	\$42,660	\$42,660	\$31,994	\$31,994	710	•
Western New England	320	119	47.4	52.6	11.6	28	46.4	53.6	13.8	\$38,240	\$38,240	\$28,294	\$28,294	822	•
Michigan															
Detroit Mercy	556	113	53.2	46.8	16.3	37	48.6	51.4	17.3	\$36,050	\$36,050	\$28,856	\$28,856	246	•
Michigan	1149	0	53.5	46.5	21.1	90	64.4	35.6	12.8	\$46,830	\$49,740			450	
Michigan State	716	199	51.6	48.4	21.0	55	52.7	47.3	14.0	\$35,840	\$35,840	\$28,712	\$28,712	454	•
Thomas M. Cooley	737	2891	51.3	48.7	28.3	104	59.6	40.4	22.4	\$34,340	\$34,340	\$22,090	\$22,090	746	
Wayne State	462	108	57.9	42.1	16.1	38	60.5	39.5	13.3	\$26,118	\$28,548	\$14,116	\$15,412	814	•
Minnesota															
Hamline	480	137	45.5	54.5	16.5	36	58.3	41.7	13.7	\$34,555	\$34,555	\$25,040	\$25,040	334	•
Minnesota	752	0	56.0	44.0	19.3	61	60.7	39.3	10.8	\$34,817	\$43,385			458	•

	Admission Fall 2011														
	Student Body					Faculty				Tuition (\$)				Other	
	# Full-Time	# Part-Time	% Men	% Women	% Minorities	# Full-Time and Other	% Men	% Women	Student/Faculty Ratio	Resident, Full-Time	Nonresident, Full-Time	Resident, Part-Time	Nonresident, Part-Time	Official Guide Page #	Grid Included •
St. Thomas- Minneapolis	481	2	56.7	43.3	13.9	30	63.3	36.7	13.6	\$34,898	\$34,898			638	•
William Mitchell	698	306	51.3	48.7	13.0	41	53.7	46.3	19.2	\$35,710	\$35,710	\$25,840	\$25,840	848	•
Mississippi															
Mississippi	531	0	54.4	45.6	16.8	23	73.9	26.1	22.6	\$11,293	\$24,692			462	•
Mississippi College	555	21	59.9	40.1	10.9	26	50.0	50.0	16.5	\$29,150	\$29,150			466	•
Missouri															
Missouri	425	6	62.4	37.6	15.5	28	64.3	35.7	12.7	\$17,784	\$34,000			470	•
Missouri-Kansas City	438	28	64.2	35.8	11.2	37	62.2	37.8	13.3	\$16,730	\$31,772	\$10,199	\$19,224	474	•
St. Louis	806	124	54.8	45.2	14.7	65	50.8	49.2	13.7	\$36,175	\$36,175	\$26,325	\$26,325	630	•
Washington University	847	4	59.6	40.4	26.2	67	49.3	50.7	11.0	\$46,042	\$46,042			810	•
Montana															
Montana	252	0	59.1	40.9	10.7	14	57.1	42.9	14.9	\$11,578	\$27,513			478	•
Nebraska															
Creighton	431	11	62.7	37.3	11.1	24	70.8	29.2	17.1	\$32,494	\$32,494	\$18,302	\$18,302	230	•
Nebraska	392	1	60.8	39.2	6.1	29	69.0	31.0	12.9	\$13,887	\$29,966			482	•
Nevada															
Nevada	324	141	57.2	42.8	29.9	33	33.3	66.7	11.9	\$24,752	\$35,752	\$16,126	\$23,182	486	•
New Hampshire															
New Hampshire	392	2	60.7	39.3	19.0	35	48.6	51.4	15.2	\$39,990	\$39,990			494	•
New Jersey															
Rutgers-Camden	647	218	63.9	36.1	20.3	49	57.1	42.9	13.0	\$24,094	\$35,358	\$19,695	\$29,075	618	•
Rutgers-Newark	585	215	56.0	44.0	40.5	35	60.0	40.0	17.0	\$25,385	\$37,117	\$16,558	\$24,382	622	•
Seton Hall	673	310	54.2	45.8	19.4	55	60.0	40.0	14.6	\$46,840	\$46,840	\$35,340	\$35,340	666	•
New Mexico															
New Mexico	362	1	52.6	47.4	41.6	33	48.5	51.5	10.2	\$14,532	\$32,661			498	•
New York															
Albany	670	16	55.0	45.0	13.4	44	40.9	59.1	13.1	\$41,845	\$41,845	\$31,455	\$31,455	74	•
Brooklyn	1204	172	55.0	45.0	24.5	68	52.9	47.1	17.6	\$48,441	\$48,441	\$36,419	\$36,419	134	•
Cardozo	1038	102	48.3	51.7	21.9	59	59.3	40.7	15.2	\$48,370	\$48,370	\$48,370	\$48,370	170	•
CUNY	478	2	37.5	62.5	40.8	35	34.3	65.7	11.0	\$12,207	\$19,157	\$425	\$750	206	•
Columbia	1331	1	52.0	48.0	32.7	129	66.7	33.3	9.2	\$52,902	\$52,902			218	•
Cornell	612	0	51.5	48.5	37.4	53	64.2	35.8	10.0	\$53,226	\$53,226			226	•
Fordham	1244	252	53.2	46.8	25.1	85	63.5	36.5	13.6	\$47,986	\$47,986	\$36,056	\$36,056	302	•
Hofstra	1004	70	53.8	46.2	30.7	56	64.3	35.7	15.2	\$45,600	\$45,600	\$34,125	\$34,125	346	•
New York Law	1365	400	47.7	52.3	25.4	79	64.6	35.4	21.3	\$47,800	\$47,800	\$36,900	\$36,900	502	•
New York	1464	0	58.7	41.3	25.5	163	63.8	36.2	9.0	\$50,336	\$50,336			506	•
Pace	644	132	42.8	57.2	19.6	48	58.3	41.7	12.7	\$40,978	\$40,978	\$30,746	\$30,746	566	•
St. John's	787	148	57.3	42.7	24.5	56	48.2	51.8	15.4	\$46,450	\$46,450	\$34,840	\$34,840	626	•
SUNY	637	4	53.5	46.5	14.5	54	51.9	48.1	12.5	\$20,718	\$33,718			714	•
Syracuse	640	5	57.4	42.6	18.8	54	59.3	40.7	12.9	\$45,647	\$45,647			718	•
Touro	580	225	53.7	46.3	26.6	40	57.5	42.5	16.5	\$41,890	\$41,890	\$31,400	\$31,400	758	•

	Admission Fall 2011														
	Student Body					Faculty				Tuition (\$)				Other	
	# Full-Time	# Part-Time	% Men	% Women	% Minorities	# Full-Time and Other	% Men	% Women	Student/Faculty Ratio	Resident, Full-Time	Nonresident, Full-Time	Resident, Part-Time	Nonresident, Part-Time	Official Guide Page #	Grid Included •
North Carolina															
Campbell	475	0	51.4	48.6	9.9	23	73.9	26.1	16.6	\$33,910	\$33,910			162	•
Charlotte	953	198	46.7	53.3	26.5	39	43.6	56.4	21.5	\$36,916	\$36,916	\$29,850	\$29,850	190	
Duke	644	39	59.2	40.8	23.4	66	66.7	33.3	10.0	\$49,617				258	
Elon	365	0	54.8	45.2	14.8	22	63.6	36.4	18.4	\$34,550	\$34,550			270	•
North Carolina	772	0	49.1	50.9	28.0	44	59.1	40.9	14.7	\$19,012	\$34,119			510	•
North Carolina Central	437	95	41.4	58.6	55.8	38	36.8	63.2	14.7	\$10,415	\$24,343	\$10,415	\$24,343	514	•
Wake Forest	487	19	57.9	42.1	20.8	48	60.4	39.6	9.6	\$38,756				794	•
North Dakota															
North Dakota	251	0	50.6	49.4	8.0	12	66.7	33.3	18.9	\$9,895	\$21,580			518	•
Ohio															
Akron	318	218	57.5	42.5	14.7	31	61.3	38.7	13.8	\$21,873	\$34,428	\$17,802	\$27,846	66	•
Capital	456	177	55.8	44.2	12.3	34	67.6	32.4	15.1	\$32,683	\$32,683	\$21,413	\$21,413	166	•
Case Western	600	5	56.7	43.3	18.2	45	68.9	31.1	12.6	\$42,564	\$42,564			174	•
Cincinnati	409	0	59.2	40.8	15.9	32	50.0	50.0	11.3	\$22,204	\$38,720			202	•
Cleveland State	425	132	57.1	42.9	15.8	38	50.0	50.0	11.8	\$19,864	\$27,204	\$15,280	\$20,926	210	•
Dayton	488	0	57.8	42.2	12.1	25	52.0	48.0	16.2	\$31,598				234	•
Ohio Northern	311	0	59.5	40.5	10.6	20	70.0	30.0	14.0	\$32,750	\$32,750			546	•
Ohio State	680	0	56.8	43.2	20.1	46	60.9	39.1	15.1	\$26,118	\$41,068			550	•
Toledo	357	80	60.0	40.0	10.1	28	57.1	42.9	13.2	\$20,742	\$31,846	\$15,569	\$23,897	754	•
Oklahoma															
Oklahoma	530	0	56.2	43.8	20.6	35	65.7	34.3	13.9	\$19,051	\$29,476			554	•
Oklahoma City	527	78	58.5	41.5	20.8	31	58.1	41.9	17.8	\$35,470	\$35,470	\$23,670	\$23,670	558	•
Tulsa	322	39	61.5	38.5	22.2	27	59.3	40.7	11.2	\$32,056		\$17,565		766	•
Oregon															
Lewis & Clark	493	245	47.7	52.3	23.4	55	52.7	47.3	10.1	\$36,412	\$36,412	\$27,320	\$27,320	398	•
Oregon	505	0	55.6	44.4	15.2	32	53.1	46.9	14.3	\$26,061	\$32,505			562	•
Willamette	405	1	57.6	42.4	14.8	29	65.5	34.5	12.9	\$32,540	\$32,540			840	•
Pennsylvania															
Duquesne	448	194	56.5	43.5	6.4	24	66.7	33.3	20.4	\$33,752	\$33,752	\$26,098	\$26,098	262	
Earl Mack, Drexel	450	0	55.8	44.2	19.8	29	41.4	58.6	15.0	\$36,051	\$36,051			266	•
Pennsylvania	805	1	52.6	47.4	30.5	69	68.1	31.9	10.4	\$50,718	\$50,718			578	
Pennsylvania State	596	0	56.0	44.0	13.9	55	58.2	41.8	9.2	\$38,614	\$38,614			574	•
Pittsburgh	701	0	58.5	41.5	14.7	44	56.8	43.2	14.0	\$28,734	\$35,508			590	•
Temple	722	180	57.1	42.9	26.6	58	58.6	41.4	12.2	\$19,788	\$32,718	\$15,958	\$26,308	722	•
Villanova	725	0	54.5	45.5	17.9	40	52.5	47.5	19.3	\$37,780	\$37,780			786	
Widener	336	83	50.8	49.2	13.8	25	52.0	48.0	14.0	\$36,450	\$36,450	\$26,754	\$26,754	836	•
Puerto Rico															
Inter American	476	414	45.3	54.7	100.0	25	56.0	44.0	26.0	\$14,403	\$14,403	\$11,204	\$11,204	374	
Pontifical Catholic	607	243	49.5	50.5	100.0	26	69.2	30.8	31.9	\$14,446		\$11,006		594	
Puerto Rico	523	185	43.4	56.6	100.0	27	77.8	22.2	22.9	\$7,771	\$9,673	\$6,451	\$11,973	598	•

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Rhode Island															
Roger Williams	555	0	49.9	50.1	14.1	29	48.3	51.7	17.0	\$39,550	\$39,550			614	•
South Carolina															
Charleston	518	191	54.2	45.8	11.1	31	51.6	48.4	17.0	\$36,774	\$36,774	\$29,566	\$29,566	186	•
South Carolina	665	1	58.9	41.1	15.2	34	64.7	35.3	16.4	\$21,026	\$42,072			674	•
South Dakota															
South Dakota	236	1	56.1	43.9	8.0	1	100.0	0.0	32.8	\$12,340	\$24,306	\$6,107	\$12,090	678	•
Tennessee															
Memphis	394	27	58.7	41.3	14.3	18	66.7	33.3	19.5	\$15,690	\$37,562	\$13,747	\$21,699	438	•
Tennessee	486	1	56.5	43.5	24.8	30	60.0	40.0	14.5	\$16,456	\$35,200			726	•
Vanderbilt	586	0	54.4	45.6	19.5	41	63.4	36.6	13.4	\$46,148	\$46,148			778	•
Texas															
Baylor	435	7	48.0	52.0	17.6	28	71.4	28.6	13.9	\$43,573	\$43,573			118	•
Houston	676	154	56.9	43.1	31.9	51	68.6	31.4	11.3	\$28,130	\$38,805	\$19,889	\$27,006	350	•
St. Mary's	664	235	57.0	43.0	34.7	38	55.3	44.7	22.3	\$29,406	\$29,406	\$17,610	\$17,610	634	•
SMU Dedman	540	326	55.3	44.7	24.4	41	58.5	41.5	16.5	\$42,057	\$42,057	\$31,543	\$31,543	670	•
South Texas	996	271	54.0	46.0	31.3	44	65.9	34.1	22.6	\$26,850	\$26,850	\$18,100	\$18,100	682	•
Texas	1136	0	54.1	45.9	27.9	85	60.0	40.0	10.8	\$30,243	\$46,028			730	•
Texas Southern	573	0	48.3	51.7	82.2	33	36.4	63.6	14.4	\$16,262	\$21,212			734	•
Texas Tech	690	0	56.7	43.3	25.8	33	66.7	33.3	17.4	\$22,190	\$30,680			738	•
Texas Wesleyan	431	299	54.4	45.6	21.9	32	53.1	46.9	19.4	\$28,790	\$28,790	\$20,390	\$20,390	742	•
Utah															
Brigham Young	430	13	62.8	37.2	16.5	25	60.0	40.0	16.0	\$10,600	\$21,200			130	•
Utah	398	0	58.0	42.0	10.6	37	70.3	29.7	9.4	\$20,760	\$39,410			770	•
Vermont															
Vermont	566	0	50.2	49.8	10.2	43	46.5	53.5	16.9	\$43,993	\$43,993			782	•
Virginia															
Appalachian	332	0	64.2	35.8	13.9	16	75.0	25.0	17.7	\$29,825				82	•
George Mason	510	204	57.6	42.4	15.0	36	77.8	22.2	14.9	\$23,720	\$38,112	\$20,199	\$31,331	306	•
Liberty	286	0	64.7	35.3	14.3	21	66.7	33.3	13.4	\$30,604				402	•
Regent	414	20	53.2	46.8	16.1	25	68.0	32.0	15.4	\$32,780	\$32,780	\$26,420	\$26,420	606	•
Richmond	452	2	54.2	45.8	16.7	35	60.0	40.0	12.4	\$35,430	\$35,430			610	•
Virginia	1093	0	55.3	44.7	25.9	86	73.3	26.7	11.1	\$44,600	\$49,600			790	•
Washington and Lee	395	0	54.2	45.8	13.9	35	65.7	34.3	9.5	\$41,947				806	•
William & Mary	637	0	49.8	50.2	19.6	39	64.1	35.9	13.8	\$26,200	\$36,200			844	•
Washington															
Gonzaga	506	0	56.9	43.1	10.5	27	55.6	44.4	15.3	\$34,105	\$34,105			330	•
Seattle	806	196	49.1	50.9	25.0	65	52.3	47.7	12.3	\$39,282	\$39,282	\$32,725	\$32,725	662	•
Washington	545	0	54.1	45.9	21.1	56	51.8	48.2	9.0	\$26,380	\$40,450			802	•
West Virginia															
West Virginia	411	7	64.4	35.6	11.0	34	70.6	29.4	10.6	\$16,423	\$31,367			818	•

	Admission Fall 2011														
	Student Body					Faculty				Tuition (\$)				Other	
	# Full-Time	# Part-Time	% Men	% Women	% Minorities	# Full-Time and Other	% Men	% Women	Student/Faculty Ratio	Resident, Full-Time	Nonresident, Full-Time	Resident, Part-Time	Nonresident, Part-Time	Official Guide Page #	Grid Included •
Wisconsin															
Marquette	586	144	56.3	43.7	18.6	38	55.3	44.7	15.5	\$37,570	\$37,570	\$22,500	\$22,500	430	•
Wisconsin	748	44	56.2	43.8	22.1	68	51.5	48.5	11.3	\$19,683	\$38,811	\$1,645	\$3,239	852	
Wyoming															
Wyoming	226	0	52.7	47.3	11.5	17	70.6	29.4	11.4	\$13,203	\$25,533			856	•

CHAPTER 13: ABA-APPROVED LAW SCHOOLS

This chapter is designed to provide consumers with basic information in a simple format that will facilitate the consideration of ABA-approved law schools. Please note that applicants should not use this information as the sole source regarding application and admission. Rather, this book should supplement other avenues of evaluating schools, including making direct contact with admission officers, professors, students, alumni, or prelaw advisors.

The following section includes text and numerical data from 200 ABA-approved law schools that confer the first degree in law (the JD degree). The two pages of numerical data about each school were compiled from questionnaires completed during the fall 2011 academic semester and submitted by ABA-approved law schools to the ABA's Consultant on Legal Education as part of the accreditation process. The completed questionnaires provided to the Consultant's Office are certified by the dean of each law school. Each certification is submitted to the Consultant's Office as an assurance that the information provided accurately reflects prevailing conditions at the law school for which the certification is given. The Consultant's Office, however, does not directly audit the information submitted by the respective institutions on an annual basis.

The information contained in this book is only a small portion of what is collected in the questionnaire for accreditation purposes. Each page is divided into different segments as discussed below. In addition, many of the same data are displayed on the charts in chapters 11 and 12 and in Appendix A to facilitate side-by-side comparisons.

In addition to the two pages of numerical data, each law school provides two pages of descriptive text to LSAC. LSAC edits these text pages for style and formatting, but does not verify the descriptive information provided by the schools. As part of this two-page spread, most schools provide applicant profile grids that illustrate admission prospects based on a combination of LSAT score and GPA. The data in these grids are based on 2010–2011 academic year admission decisions as reported by the schools to LSAC. The grids are intended to be indicative of the applicant profile of last year's entering law school classes; they should not be interpreted as predictors of the likelihood of admission for any applicant.

LSAC collects applicant profile data and school descriptions each fall as a service to its member schools and to prospective law school applicants. The information provided by the law schools to LSAC in no way affects the ABA accreditation process.

SCHOOL NAME

The law schools are arranged in alphabetical order by each institution's primary name. Please note that some schools are known by more than one name. Adjacent to the law school's name and contact information is the date that the school was granted ABA approval. In some cases, that approval may be designated as provisional. A law school that has completed at least one full year of successful operation may apply for provisional approval. A law school is granted provisional approval when it establishes that it substantially complies with each of the Standards and presents a reliable plan for bringing the school into full compliance with all of the Standards within three years after receiving provisional approval. A designation of "Probation" means that the school is in substantial noncompliance with the Standards and is at risk of being removed from the list of approved law schools. It is the ABA's view that students at provisionally

approved law schools or those on probation and persons who graduate while a school is provisionally approved or on probation are entitled to the same recognition as students and graduates of fully approved law schools.

Multiple campuses: Some schools have multiple campuses. Contact the admission office of those schools for more information about curriculum offerings and application processes.

The Basics

The Basics section contains a variety of general information, sorted into the categories listed below.

Type of school: All ABA-approved law schools are either public or private. *Public* means that the school receives money from the state in which the school is located. *Private* indicates the school is not operated by the state.

Term: Indicates whether the school operates on a semester, quarter, or trimester system.

Application deadline: Not all schools have specific deadlines for admission applications. If the item was left blank in the questionnaire completed by the school, it generally means that the school considers applications on a continual basis until the class is filled.

Application fee: Fee charged by most law schools for processing an application for admission.

Financial aid deadline: Indicates the deadline for the school's financial aid form. (The school deadline may not be the same as federal and state deadlines.) If the item was left blank in the questionnaire completed by the school, it generally means that the school considers financial aid applications on a continuing basis.

Can first year start other than fall? Indicates whether the school has an entering class other than in the fall term.

Student-to-faculty ratio: Indicates the number of students relative to the number of instructors for the calendar year. The ratio is calculated by comparing faculty full-time equivalency (FTE) to FTE of JD enrollment. A general definition of faculty FTE is as follows: total full-time faculty plus additional instructional resources. Additional instructional resources include administrators who teach, as well as part-time faculty. Teaching administrators and part-time faculty are included in the faculty FTE at differing weighted factors ranging from .2 to .7. FTE of JD enrollment is calculated as follows: full-time JD enrollment plus two-thirds of part-time JD enrollment less enrollment in semester-abroad programs. For a detailed definition of the ABA's student-to-faculty ratio, please consult the ABA's Standards and Rules of Procedure for Approval of Law Schools at americanbar.org/groups/legal_education.

Student housing: Indicates the number of housing spaces available restricted to law students and number of graduate housing spaces for which law students are eligible.

Faculty and Administrators

This section of the two-page spread contains detailed information on the number, gender, and race of the teachers at the school for both semesters. It should be noted that some schools may have lower part-time numbers in the fall

semester because at their school most of the part-time instruction occurs in the spring semester. The five categories of faculty are mutually exclusive. Teachers on leave or sabbatical are not included in the full-time faculty count for the term they are on leave. The *Full-time* row indicates tenured or tenure-track faculty. *Other full-time* indicates nontenured professional skills instructors and nontenured legal writing instructors. *Deans, librarians, & others who teach* are law school administrators who teach at least half-time. Administrators who neither teach nor hold faculty rank are not included in these numbers. Administrators who teach are typically at the school and available to students during the entire year. For this reason, they are counted in fall and spring regardless of their teaching load. *Part-time* during the fall semester includes adjuncts, permanent part time, faculty from another unit, part-time professional skills, and emeritus part time. The *Total* row combines figures from the *Full-time* row through the *Part-time* row.

JD Enrollment and Ethnicity

This section represents the JD enrollment by ethnic category, gender, first-year student, and full-time/part-time status. Students are classified for purposes of enrollment statistics on the basis of whether they are carrying a full load in the division in which they are enrolled. Minority group enrollment is the total enrollment of students who classify themselves as Hispanic, but if not Hispanic, then Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, or Two or More Races. Although Puerto Rican law students enrolled in the three approved law schools in Puerto Rico are not classified as minority students in the Total Minority Enrollment chart in Appendix A, they are counted as minorities in all other areas. For more information, see *Federal Register*, Volume 72 (October 19, 2007), "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the US Department of Education," pp. 59266–59279; and the Race and Ethnicity Information Center of the Department of Education's Integrated Postsecondary Education Data System: nces.ed.gov/ipeds. Nonresident alien students (foreign nationals) and students whose ethnicity is unknown or unspecified are not included as minority students.

JD Degrees Awarded: This indicates the total number of JD degrees awarded during the 2010–2011 academic year.

Curriculum

All information in this category is based on the 12-month period beginning at the close of the prior academic year (e.g., June 2010 through May 2011). In courses where there was enrollment by both full-time and part-time students, schools were asked to classify each of those courses as full time or part time based on time of day and relative enrollment of full-time and part-time students. Some schools that have a part-time program experienced difficulty providing curriculum information that distinguished between full time and part time. In those cases, the part-time column contains zeros. A *small section* means a section of a substantive law course, which may include a legal writing component; small section does not mean a legal writing section standing alone. The *number of classroom course titles beyond first-year curriculum* refers only to classroom courses offered the previous year, not to clinical or field placement possibilities. If a title is offered in both the full-time program and part-time program, the school could count it once in each column. *Seminars* are defined as courses requiring a written work product and having an enrollment limited to no more than 25. A *simulation course* is one in which a substantial portion of the instruction is accomplished through the use of role-playing or drafting exercises (for example, trial advocacy, corporate planning and drafting, negotiations, and estate planning and drafting).

Faculty supervised clinical courses are those courses or placements with other agencies in which full-time faculty have primary professional responsibility for all cases on which students are working. *Field placements* refer to those cases in which someone other than full-time faculty has primary responsibility to the client; these placements are frequently called externships or internships. Schools were also asked not to double count a single course by classifying it both as full time and part time. *Number involved in law journals* and *Number involved in moot court or trial competitions* reflect those students beyond the first year who participated in those activities during the previous year regardless of whether they received credit.

Transfers

This section refers to the number of students who transferred in and transferred out of the law school in the 2010–2011 academic year.

Tuition and Fees

- *Full-time:* Represents the full-time tuition (plus annual fees) for the academic year for a typical first-year student.
- *Part-time:* Represents the part-time tuition (plus annual fees) for the academic year for a typical first-year student. Please note that some schools elected to report part-time tuition on a "per-credit-hour" basis.
- *Tuition Guarantee Program:* Indicates if the law school has a tuition policy that guarantees all entering students the same tuition rate throughout their enrollment.

Living Expenses

This represents the 2011–2012 academic year total living expenses (room, board, etc.) and book expenses for full-time, single, resident students *Living on campus*, *Living off campus*, and *Living at home*. Tuition and fee charges are not included. The figures are used in analyzing law student budgets for loan purposes. Many schools use the same budget amount for all three categories.

GPA and LSAT Scores

This section of the two-page spread contains statistics on the 2011 entering class. All persons in this particular category, regardless of whether they were admitted through any special admission program rather than through the normal admission process, were included. The admission year was calculated from October 1, 2010, through September 30, 2011. Schools that admit in the spring and/or summer were to include those students in the totals. Figures on matriculants include all students who attended at least one class during the first week of the term in which they were admitted. For a small number of schools, applications and admitted applicants are not identified by the school as full time or part time. Therefore, "N/A" appears under the full-time and part-time columns, and the total application and admission offers are entered under the total column.

Percentiles of GPA and LSAT: The GPA and LSAT scores represent the 75th percentile, 25th percentile, and the median scores of the entering class. For example, one quarter (25 percent) of the first-year class has credentials that are below the number given for the 25th percentile. Three quarters (75 percent) of the first-year class have credentials that are below the number given for the 75th percentile. One half (50 percent) of the first-year class has credentials that are below the number given for the median. For example, if a school reports a 25th percentile/median/75th percentile GPA—3.01/3.25/3.47, then 25 percent of this first-year class

had a GPA of *less than* 3.01, 50 percent of this class had a GPA of *less than* 3.25, and 75 percent of this class had a GPA of *less than* 3.47. The same principle holds for the 25th percentile/median/75th percentile LSAT score.

Grants and Scholarships (from prior year)

This indicates the number and percentage of students receiving internal grants or scholarships from law school or university sources. External grants such as state grants are not included. The percentages for full time and part time are based on the total number of full-time and part-time JD students, respectively. The total column percentage is based on total JD enrollment. Zeros are reported in those areas where a school did not provide data. The data represent information from the previous academic year.

Informational and Library Resources

This section of the two-page spread contains basic information about the law library. In addition, it contains brief information about the physical size of the school and the number of networked computers available.

- *Total amount spent on library materials:* Total expenditures for serial subscriptions (print, microforms, and nonprint), monographs (print, microforms, and nonprint), electronic resources purchased during the fiscal year, and electronic resources licensed for the fiscal year.
- *Study seating capacity inside the library:* Number of study seats available for library users.
- *Number of full-time equivalent professional librarians:* The number of full-time equivalent professional librarians who teach or hold faculty rank plus the number of full-time equivalent librarians who do not teach or hold faculty rank.
- *Hours per week library is open:* Number of hours per week that professional staff are on duty in the library.
- *Number of open, wired connections available to students:* Number of open, wired, network connections available to students or, if the library has a wireless network, the number of simultaneous users accommodated within.
- *Number of networked computers available for use by students:* Number of workstations in law school or library computer labs, plus workstations in the library for users that are not in computer labs.
- *Has wireless network:* Indicates whether the school has a wireless network.
- *Requires computer:* Indicates whether the school requires students entering the law school to have a computer.

JD Attrition (from prior year)

Attrition percentages were based on fall 2010 enrollment. *Academic* attrition, for this purpose, refers to those students not continuing their legal studies between October 1, 2010, and October 1, 2011. *Other* attrition may include transfers and students who leave for other reasons.

Employment Summary (9 months after graduation)

For up-to-date employment data, go to employmentsummary.abaquestionnaire.org on the ABA website.

Bar Passage Rates

This section refers to numbers and percentages of law school graduates who took the bar for the first time during calendar year 2010. The pass rates for each jurisdiction were obtained from the National Conference of Bar Examiners. In reporting their first-time bar passage rates, each school must account for at least 70 percent of its first-time takers in the year reported. For some schools, in order to reach this 70 percent threshold, they need to report data for only a single jurisdiction. Other schools may have to report pass rates for multiple jurisdictions in order to account for at least 70 percent of first-time takers in the reporting year. Note that pass rates can vary widely from jurisdiction to jurisdiction; similarly, pass rates among schools can also vary widely. In instances where a school's pass rate is 15 or more points below the states' pass rates, applicants are encouraged to contact the school and obtain data for their ultimate pass rates (i.e., pass rates of repeat takers). Note that Wisconsin permits graduates of the University of Wisconsin Law School and Marquette University Law School to exercise the "diploma privilege" and be admitted to the bar without taking the examination.

APPLICANT PROFILES

Applicant profiles are provided by some schools to give candidates information about the number of applicants and admitted applicants in each cell. For various reasons, the total number of applicants and admitted applicants does not equal the official totals that appear on the ABA data pages in this book.

The purpose of the applicant profiles is to provide information about the LSAT/GPA credentials of applicants and admitted applicants to the schools that provide the profiles. You will note that some schools provide alternatives to the grid format for their profile or no profile at all.

APPENDIX A: LEGAL EDUCATION STATISTICS

Law School Attendance Figures, Fall 2011

		Full-time	Part-time	Total
First Year	Total	41,821	6,876	48,697
	Women	19,422	3,376	22,798
Second Year	Total	42,692	5,082	47,774
	Women	19,680	2,373	22,053
Third Year	Total	40,916	5,097	46,013
	Women	19,206	2,416	21,622
Fourth Year	Total		3,804	3,804
	Women		1,789	1,789
JD Total	Total	125,429	20,859	146,288
	Women	58,308	9,954	68,262
Post-JD	Total	5,798	2,362	8,160
	Women	2,852	1,131	3,983
Other	Total	1,269	741	2,010
	Women	670	501	1,171
Grand Total	Total	132,496	23,962	156,458
	Women	61,830	11,586	73,416

Professional Degrees Conferred, 2011

		Full-time	Part-time	Total
JD/LLB	Total	39,597	4,898	44,495
	Women	18,701	2,342	21,043
LLM	Total	4,939	1,028	5,967
	Women	2,374	490	2,864
MCL/MCJ	Total	10	5	15
	Women	6	4	10
SJD/JSD	Total	83	8	91
	Women	33	1	34
Other	Total	241	162	403
	Women	141	115	256
Total	Total	44,893	6,111	51,004
	Women	21,272	2,958	24,230

Teachers in Law Schools, 2011–2012

	Women	Minorities	Total
Full-time	3,318	1,424	8,281
Part-time	2,694	838	8,407
Deans & Administrators	2,517	873	4,091
Librarians	1,144	297	1,769

New aggregate categories for reporting racial/ethnicity data were adopted in 2011 in accordance with the final guidance issued by the US Department of Education. These categories are Hispanic, but if not Hispanic, then Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, and Two or More Races. To view the statistical charts for 1988–2010 using the former categories, go to ambar.org/LegalEdStatistics. New statistical charts have been created to reflect the new categories beginning with the 2010–2011 information. For more information, see *Federal Register*, Volume 72 (October 19, 2007) "Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the US Department of Education," pp. 59266–59279; and The Race and Ethnicity Information Center of the Department of Education's Integrated Postsecondary Education Data System: nces.ed.gov/ipeds.

Aggregate Categories

	Academic Year	Number of Schools Reporting*	First Year	Second Year	Third Year	Fourth Year	Total
All Hispanic Enrollment	2011–12	201	3,982	3,599	3,150	296	11,027
	2010–11	200	3,962	3,231	3,005	256	10,454
Black/African American Enrollment	2011–12	201	3,763	3,267	3,120	302	10,452
	2010–11	200	3,857	3,194	3,024	277	10,352
American Indian/Alaska Native Enrollment	2011–12	201	392	362	380	31	1,165
	2010–11	200	440	381	359	28	1,208
Asian Enrollment	2011–12	201	3,390	3,321	3,258	246	10,215
	2010–11	200	3,636	3,271	3,246	262	10,415
Native Hawaiian or Other Pacific Islander Enrollment	2011–12	201	119	203	146	24	492
	2010–11	200	235	205	112	16	568
Two or More Races Enrollment	2011–12	201	1,133	897	448	30	2,508
	2010–11	200	1,061	432	521	34	2,048

Total Minority Enrollment

Academic Year	Number of Schools Reporting*	First Year	Second Year	Third Year	Fourth Year	Total
2011-12	201	12,779	11,649	10,502	929	35,859
2010-11	200	13,191	10,714	10,267	873	35,045
2009-10	197	11,840	10,227	9,629	809	32,505
2008-09	197	11,320	10,028	9,311	709	31,368
2007-08	194	10,992	9,639	9,203	764	30,598
2006-07	191	10,898	9,539	9,371	749	30,557
2005-06	190	10,462	9,644	9,061	818	29,985
2004-05	188	10,694	9,280	8,766	749	29,489
2003-04	187	10,468	9,144	8,062	721	28,318
2002-03	187	10,224	8,326	7,898	721	27,169
2001-02	184	9,557	8,172	7,785	743	26,257
2000-01	183	9,335	8,052	7,690	676	25,753
1999-00	182	9,079	7,876	7,547	751	25,253
1998-99	181	9,076	7,635	7,761	794	25,266
1997-98	178	8,493	7,740	7,705	747	24,685
1996-97	179	8,722	8,009	7,869	679	25,279
1995-96	178	9,119	8,402	7,411	622	25,554
1994-95	177	9,249	7,633	7,124	605	24,611
1993-94	176	8,595	7,244	6,409	551	22,799
1992-93	176	8,070	6,682	6,032	482	21,266
1991-92	176	7,575	6,155	5,255	425	19,410
1990-91	175	6,933	5,325	4,676	396	17,330
1989-90	175	6,172	4,890	4,264	394	15,720

Legal Education Statistics, 1984–2011

Academic Year	Number of Schools	Total LSAT Administrations	Applicants	First-year Enrollment	Total JD Enrollment	Total ¹ Overall Enrollment	JD or LLB Awarded
2011–12	201	155,050	78,500	48,697	144,288	156,458	44,495
2010–11	200	171,500	87,900	52,448	147,525	157,298	44,258
2009–10	200	171,514	86,576	51,646	145,239	154,539	44,004
2008–09	200	151,398	83,371	49,414	142,922	152,033	43,588
2007–08	198	142,331	84,021	49,082	141,719	150,031	43,518
2006–07	195	140,048	88,662	48,937	141,031	148,698	43,920
2005–06	191	137,444	95,760	48,132	140,298	148,273	42,673
2004–05	188	145,258	100,604	48,239	140,376	148,169	40,023
2003–04	187	147,617	99,504	48,867	137,676	145,088	38,874
2002–03	186	148,014	90,853	48,433	132,885	140,612	38,605
2001–02	184	134,251	77,235	45,070	127,610	135,091	37,909
2000–01	183	109,030	74,550	43,518	125,173	132,464	38,157
1999–00	182	107,153	74,380	43,152	125,184	132,276	39,071
1998–99	181	104,236	71,726	42,804	125,627	131,833	39,455
1997–98	178 ²	103,991	72,340	42,186	125,886	131,801	40,114
1996–97	179	105,315	76,687	43,245	125,623	134,949	39,920
1995–96	178	114,756	84,305	43,676	129,397	135,595	39,271
1994–95	177	128,553	89,633	44,298	128,989	134,784	39,710
1993–94	176	132,028	91,892	43,644	127,802	133,339	40,213
1992–93	176	140,054	97,719	42,793	128,212	133,783	39,425
1991–92	176	145,567	99,377	44,050	129,580	135,157	38,800
1990–91	175	152,685	92,958	44,104	127,261	132,433	36,385
1989–90	175	138,865	87,288	43,826	124,471	129,698	35,520
1988–89	174	137,088	78,930	42,860	120,694	125,870	35,701
1987–88	175	115,988	68,804	41,055	117,997	123,198	35,478
1986–87	175	101,235	65,168	40,195	117,813	132,277	36,121
1985–86	175	91,848	60,338	40,796	118,700	124,092	36,829
1984–85	174	95,563	63,801	40,747	119,847	125,698	36,687

Note: Enrollment is in American Bar Association-approved law schools as of October 1, 2011. The LSAT year begins in June and ends in February of the following year. JD or LLB degrees are those awarded by approved schools for the academic year ending in the first year stated. Total new admissions to the bar include those admitted by office study, diploma privilege, and examination and study at an unapproved law school. The great bulk of those admitted graduated from approved schools.

¹ Total overall enrollment includes post-JD and other.

² The District of Columbia School of Law is not included in this figure.

APPENDIX B: POST-JD AND NON-JD PROGRAMS

Please note that it is the position of the Council of the ABA Section of Legal Education and Admissions to the Bar that no graduate degree in law is or should be a substitute for the first professional degree in law (JD) and should not serve as the same basis for bar admission purposes as the JD degree. The Council of the Section is licensed to accredit JD programs; it is not licensed to accredit post-JD and non-JD programs. For additional information about post-JD and non-JD programs, visit the Section's website at americanbar.org/legaled.

For specific information about the programs listed below, you should contact the schools directly. In addition, if you have not obtained a JD from an ABA-approved law school, you may wish to contact the bar admission authorities in the state(s) in which you intend to practice for more information on whether graduation from a post-JD or non-JD program will qualify you to take the bar examination in that state.

The information contained in Appendix B was collected in fall 2011. Neither the ABA nor LSAC conducts an audit to verify the accuracy of the information submitted by the respective institutions.

GRADUATE DEGREES DEFINED

While an individual law school's degree may differ slightly by name to similar programs elsewhere, most degrees offered through law schools fall into three general categories:

- 1) Academic master's degrees for nonlawyers, such as:
 - MS Master of Science or Master of Studies
 - MPS Master of Professional Studies
- 2) Post-JD law degrees for practicing lawyers and foreign lawyers seeking to practice in the US, such as:
 - LLM Master of Laws
 - JM Juris Master
 - MCL Master of Comparative Law
 - MJ Master of Jurisprudence
 - MLS Master of Legal Studies
- 3) Research and academic-based doctorate level degrees, such as:
 - JSD Doctor of Jurisprudence
 - SJD Doctor of Juridical Science
 - DCL Doctor of Comparative Law

For questions regarding specific degree descriptions, contact the school directly.

POST-JD AND NON-JD PROGRAMS BY LAW SCHOOL

Akron

Intellectual Property, LLM

Alabama

Comparative Law, LLM
General, LLM
Taxation, LLM

Albany

Advanced Legal Studies, LLM; MS
Government Administration and Regulations, LLM
Health Law, LLM
Intellectual Property, LLM
International Law, LLM

American

Advocacy, LLM
General, SJD
International Legal Studies, LLM
Law and Government, LLM

Arizona

Indigenous People's Law & Policy, LLM; SJD
International Trade Law, LLM; SJD

Arizona State

Advanced Legal Studies, LLM
Biotechnology and Genomics, LLM
General, LLM
Tribal Policy, Law and Government, LLM

Arkansas (Fayetteville)

Agriculture and Food Law, LLM

Atlanta's John Marshall

Employment Law, LLM

Baltimore

Law of the US, LLM
Taxation, LLM

Boston

American Law (for international lawyers), LLM
Banking and Financial Law, LLM
Intellectual Property, LLM
International Business, LLM
Taxation, LLM

Boston College

General, LLM

Brigham Young

American Law (for international lawyers), LLM

Brooklyn

American Law (for international lawyers), LLM

Buffalo

Criminal Law, LLM
General, LLM

California-Berkeley

General, JSD; LLM

California-Davis

US Legal System, LLM

California-Hastings

General, MS
US Law (for international lawyers), LLM

California-Los Angeles

As Approved, LLM; SJD
Business Law, LLM
Entertainment and Media Law/Policy, LLM
Juridical Studies, SJD

California Western

Comparative Law (for international lawyers), LLM; MCL
Health Law, MAS
Trial Advocacy (specializing in federal criminal law), LLM

Capital

Business, LLM
Business and Taxation, LLM
Taxation, LLM; MT

Cardozo

Comparative Legal Thought, LLM
Dispute Resolution and Advocacy, LLM
General, LLM
Intellectual Property, LLM

Case Western

Intellectual Property, LLM
International Business Law, LLM
International Criminal Law, LLM
US and Global Legal Studies, LLM

Catholic

Communications Law, LLM
National Security Law, LLM

Chapman

General, LLM
Prosecutorial Science, LLM
Taxation, LLM

Chicago

General, DCL; JSD; LLM; MCL

Chicago-Kent

Family Law, LLM
Financial Services Law, LLM
International and Transnational Law, LLM
International Intellectual Property, LLM
Science of Law, LLM
Taxation, LLM

Cincinnati

US Legal System, LLM

Cleveland State

General, LLM

Colorado

General, LLM

Columbia

General, JSD; LLM

Connecticut

Insurance Law, LLM
US Legal Studies (for international lawyers), LLM

Cornell

General, JSD; LLM

Creighton

Government Organization and Leadership, MS

Dayton

Intellectual Property and Technology, LLM; MS

Denver

American and Comparative Law (for international lawyers), LLM
Natural Resources, LLM; MRLS
Taxation, LLM

DePaul

Health Law, LLM
Intellectual Property, LLM
International Law, LLM
Taxation, LLM

District of Columbia

General, LLM

Drake

General, LLM; MJ
Health Law, LLM; MJ
Intellectual Property, LLM; MJ

Duke

Entrepreneurship and Law, LLM
Juridical Studies, LLM
Research, SJD
US Law (for international lawyers), LLM; SJD

Duquesne

American Law (for international lawyers), LLM

Emory

General, LLM; SJD
Litigation, LLM
Taxation, LLM

Florida

Comparative Law, LLM
Environmental and Land Use Law, LLM
International Taxation, LLM
Taxation, LLM; SJD

Florida Coastal

US Law (for international lawyers), LLM

Florida International

General (for international lawyers), LLM

Florida State

American Law (for international lawyers), LLM
Environmental Law and Policy, LLM

Fordham

Banking, LLM
General, LLM; JSD
Intellectual Property and Information Technology, LLM
International Business and Trade Law, LLM
International Law and Justice, LLM
US and Comparative Law, LLM

George Mason

Intellectual Property, LLM
Law and Economics, LLM

George Washington

Business and Finance, LLM
Environmental Law, LLM
General, LLM; SJD
Government and Procurement Law, LLM
Government Procurement and Environmental Law, LLM
Intellectual Property, LLM
International and Comparative Law, LLM
International Environmental Law, LLM
Litigation and Dispute Resolution, LLM
National Security and Foreign Relations, LLM

Georgetown

As Approved, SJD
General, LLM; MSL
Global Health Law, LLM
International Business and Economic Law, LLM
International Legal Studies, LLM
National Security Law, LLM
Securities and Financial Regulation, LLM
Taxation, LLM

Georgia

General, LLM

Golden Gate

Environmental Law, LLM
Intellectual Property, LLM
International Legal Studies, LLM; SJD
Taxation, LLM
US Legal Studies (for international lawyers), LLM

Hamline

General (for international lawyers), LLM

Harvard

General, LLM; SJD

Hawaii

General (for international lawyers), LLM

Hofstra

American Legal Studies, LLM
Family Law, LLM
International Law, LLM

Houston

Energy, Environment, and Natural Resources, LLM
Foreign Scholars Program, LLM
Health Law, LLM
Intellectual Property and Information Law, LLM
International Law, LLM
Taxation, LLM

Howard

International Law (for international lawyers), LLM

Illinois

General, JSD; LLM

Indiana-Bloomington

As Approved, LLM; PhD
Comparative Law, MCL
Research, SJD

Indiana-Indianapolis

American Law (for international lawyers), LLM
General, SJD

Inter American

Litigation and Dispute Resolution, LLM

Iowa

International and Comparative Law, LLM

John Marshall (Chicago)

Comparative Legal Studies, LLM
Employee Benefits, LLM; MS
Estate Planning, LLM
Global Legal Studies, LLM; MS
Information Technology Law, LLM; MS

Intellectual Property, LLM; MS
International Business and Trade Law, LLM
Real Estate, LLM
Taxation, LLM; MS
Trial Advocacy, LLM

Judge Advocate General's School

Military Law, LLM

Kansas

Elder Law, LLM
General, SJD

Lewis & Clark

Environmental/Natural Resources, LLM

Louisiana State

As Approved, LLM; DCL

Loyola-Chicago

Appellate Advocacy, LLM
Business Law, LLM; MJ
Child and Family Law, LLM; MJ
Health Law and Policy, LLM; MJ; SJD
Rule of Law, LLM
Taxation, LLM

Loyola Marymount

American and International Legal Practice, LLM
General, LLM
Taxation, LLM

Loyola-New Orleans

US Law, LLM

Marquette

Sports Law (for international lawyers), LLM

Maryland

General, LLM

Miami

Comparative Law, LLM
Estate Planning, LLM
Inter-American Law, LLM
International Law, LLM
Ocean and Coastal Law, LLM
Real Property, Land Development and Finance, LLM
Taxation, LLM

Michigan

As Approved, LLM; MCL; SJD
International Tax, LLM

Michigan State

American Legal System (for international lawyers), LLM
Global Food Law, LLM; MJ
Intellectual Property and Communications, LLM; MJ

Minnesota

American Law (for international lawyers), LLM

Mississippi College

American Legal Studies (for international lawyers), LLM

Missouri

Dispute Resolution, LLM

Missouri-Kansas City

Estate Planning, LLM
General, LLM
Taxation, LLM
Urban Affairs, LLM

Nebraska

Online Executive Program in Space, Cyber and
Telecommunications, LLM
Space and Telecommunications, LLM

New England

US Law (for international lawyers), LLM

New Hampshire

Commerce and Technology, LLM
Intellectual Property, Commerce and Technology Law, LLM
International Criminal Law and Justice, LLM; MAS

New York Law

American Business Law, LLM
Financial Services, LLM
Mental Disability Law, MS
Real Estate Law, LLM
Taxation, LLM

New York Univ

Corporate Law, LLM
Environmental Law, LLM
General, LLM
Global Business, LLM
International Business Regulation, Litigation & Arbitration, LLM
International Legal Studies, LLM
International Taxation, LLM
Labor and Employment Law, LLM
Legal Theory, LLM
Taxation, LLM

North Carolina

US Law (for international lawyers), LLM

Northeastern

General, LLM

Northwestern

As Approved, LLM; MSL; SJD
General, LLM
Taxation, LLM

Notre Dame

International and Comparative Law, LLM
International Human Rights, LLM; SJD

Nova Southeastern

Education Law, MSL
Employment Law, MSL
Health Law, MSL

Ohio Northern

Democratic Governance and Rule of Law, LLM

Ohio State

General, LLM; MSL

Oklahoma

Energy, National Resources and Indigenous Peoples, LLM

Oregon

Conflict and Dispute Resolution, MA
Environmental and Natural Resources Law, LLM

Pace

Comparative Law (for international lawyers), LLM
Environmental Law, LLM; SJD
Real Estate Law, LLM

Pacific, McGeorge

Experiential Law Teaching, LLM
International Water Resources Law, JSD; LLM
Public Law and Policy, LLM
Transnational Business Practice, LLM
US Law and Policy (for international lawyers), LLM
US Law and Policy (public law and policy), LLM

Pennsylvania

As Approved, LLM; MCL; SJD

Pennsylvania State

Comparative Law, LLM

Pepperdine

Dispute Resolution, LLM; MDR

Pittsburgh

As Approved, JSD
General, LLM

Puerto Rico

International Law, LLM

Quinnipiac

Health Law, LLM

Regent

American Legal Studies (for international lawyers), LLM

St. John's

Bankruptcy Law, LLM
US Law (for international lawyers), LLM

Saint Louis

American Law (for international lawyers), LLM
Health Law, LLM

St. Mary's

American Legal Studies (for international lawyers), LLM
International and Comparative Law, LLM

St. Thomas (Florida)

Environmental Sustainability, LLM
Intercultural Human Rights, JSD; LLM

Samford

Business and Corporate Law, LLM
Comparative Law, LLM
General, LLM
International Law, LLM
Law, Religion, and Culture, LLM; SJD
Taxation, LLM

San Diego

Advanced Legal Studies, MS
Business and Corporate Law, LLM
Comparative Law (for international lawyers), LLM
General, LLM
International Law, LLM
Taxation, LLM

San Francisco

Intellectual Property and Technology Law, LLM
International Transactions and Comparative Law (for international lawyers), LLM

Santa Clara

Intellectual Property Law, LLM
International and Comparative Law, LLM
US Law (for international lawyers), LLM

Seattle

American Legal Studies, LLM

Seton Hall

Health Law, LLM
Intellectual Property, LLM

SMU Dedman

Comparative and International Law, LLM
General, LLM; SJD
Taxation, LLM

Southern California

Comparative Law, MCL
General (for international lawyers), LLM
Taxation, LLM

Southern Illinois

General, LLM; MLS
Health Law, LLM; MLS

Southwestern

Entertainment and Media Law, LLM
General, LLM

Stanford

As Approved, JSD; JSM; MLS
Corporate Governance and Practice, LLM
International Economic Law, Business & Policy, LLM
Law, Science and Technology, LLM

Stetson

Elder Law, LLM
International Law, LLM

Suffolk

General, JSD; LLM
Global Law and Technology, LLM
US and Global Business Law (for international lawyers), LLM

Syracuse

General (for international lawyers), LLM

Temple

American Law (for international lawyers), LLM
General, LLM
Juridical Science, SJD
Taxation, LLM
Transnational Law, LLM
Trial Advocacy, LLM

Texas

General, LLM

Texas Tech

US Legal Studies, LLM

Thomas M. Cooley

Corporate Law and Finance, LLM
General, LLM
Insurance Law, LLM
Intellectual Property, LLM
Taxation, LLM
US Legal Studies (for international lawyers), LLM

Thomas Jefferson

American Legal Studies, LLM
General, JSD
International Taxation and Financial Services, JSD; JSM; LLM; MJS
International Trade and Financial Services, LLM

Toledo

General, MSL

Touro

American Legal Studies (for international lawyers), LLM
General, LLM

Tulane

Admiralty, LLM
American Business Law, LLM
Comparative Law, MCL
Comparative Law and Latin American Studies, MCL
Energy and Environment, LLM
General, LLM; PhD; SJD
International and Comparative Law, LLM

Tulsa

American Indian and Indigenous Law, LLM; MJ
American Law (for international lawyers), LLM

Utah

Environmental and Natural Resources, LLM

Valparaiso

General, LLM

Vanderbilt

As Approved, LLM

Vermont

American Legal Studies, LLM
Environmental Law and Policy, LLM; MELP; MSEL

Villanova

Taxation, LLM

Virginia

General, LLM; SJD

Wake Forest

American Law (for international lawyers), LLM
General, SJD

Washington

Asian and Comparative Law, LLM; PhD
 Health Law, LLM
 Intellectual Property and Policy Law, LLM
 Sustainable International Development, LLM
 Taxation, LLM

Washington and Lee

US Law, LLM

Washington University

Intellectual Property and Technology Law, LLM
 Juridical Studies, MJS
 Research, JSD
 Taxation, LLM
 US Law (for international lawyers), LLM

Wayne State

Corporate and Finance, LLM
 Labor Law, LLM
 Taxation, LLM

Western New England

Estate Planning and Elder Law, LLM

Whittier

US Legal Studies (for international lawyers), LLM

Widener

Corporate and Business Law, DL; MJ; SJD
 Corporate Law and Finance, LLM
 Health Law, DL; LLM; MJ; SJD

Willamette

Transnational Law, LLM

William & Mary

American Legal System (for international lawyers), LLM

William Mitchell

General (for international lawyers), LLM

Wisconsin

As Approved, LLM; MLI; SJD
 Legal Institutions, LLM

Yale

General, JSD; LLM; MSL

POST-JD AND NON-JD PROGRAMS BY CATEGORY

Admiralty/Marine Affairs/Ocean and Coastal

Miami, LLM
 Tulane, LLM

Advanced Legal Studies

Albany, LLM; MS
 Arizona State, MLS
 San Diego, MS

Agriculture and Food Law

Arkansas (Fayetteville), LLM

American Law

Boston, LLM
 Brigham Young, LLM
 Brooklyn, LLM

Denver, LLM
 Duquesne, LLM
 Florida State, LLM
 Indiana-Indianapolis, LLM
 Minnesota, LLM
 Saint Louis, LLM
 Temple, LLM
 Tulsa, LLM
 Wake Forest, LLM

American Legal Studies

Hofstra, LLM
 Mississippi College, LLM
 Regent, LLM
 St. Mary's, LLM
 Seattle, LLM
 Texas Tech, LLM
 Thomas Jefferson, LLM
 Touro, LLM
 Vermont, LLM

American Legal System

Cincinnati, LLM
 Michigan State, LLM
 William & Mary, LLM

Animal Law

Lewis & Clark, LLM

Appellate Advocacy

Loyola-Chicago, LLM

As Approved

California-Los Angeles, LLM; SJD
 Georgetown, SJD
 Indiana-Bloomington, LLM; PhD
 Louisiana State, LLM; DCL
 Michigan, LLM; MCL; SJD
 Northwestern, LLM; MSL; SJD
 Pennsylvania, LLM; MCL; SJD
 Pittsburgh, JSD
 Stanford, JSD; JSM; MLS
 Vanderbilt, LLM
 Wisconsin, LLM; MLI; SJD

Asian and Comparative Law

Washington, LLM; PhD

Banking and Finance Law

Boston, LLM
 Fordham, LLM
 Thomas M. Cooley, LLM
 Wayne State, LLM
 Widener, LLM

Bankruptcy Law

St. John's, LLM

Biotechnology and Genomics

Arizona State, LLM

Business Law

California-Los Angeles, LLM
 Capital, LLM
 George Washington, LLM
 Loyola-Chicago, LLM; MJ
 New York Law, LLM
 Samford, LLM
 San Diego, LLM

Suffolk, LLM
Tulane, LLM
Widener, DL; MJ; SJD

Child and Family Law

Chicago-Kent, LLM
Hofstra, LLM
Loyola-Chicago, LLM; MJ

Commerce and Technology

New Hampshire, LLM

Communications Law

Catholic, LLM
Michigan State, LLM; MJ

Comparative Law/Comparative Legal Studies/Comparative Legal Thought

Alabama, LLM
California Western, LLM; MCL
Cardozo, LLM
Denver, LLM
Florida, LLM
Fordham, LLM
George Washington, LLM
Indiana-Bloomington, MCL
Iowa, LLM
John Marshall (Chicago), LLM
Miami, LLM
Notre Dame, LLM
Pace, LLM
Pennsylvania State, LLM
St. Mary's, LLM
Samford, LLM
San Diego, LLM
San Francisco, LLM
Santa Clara, LLM
SMU Dedman, LLM
Southern California, MCL
Tulane, MCL

Corporate Law/Corporate Governance

New York Univ, LLM
Samford, LLM
San Diego, LLM
Stanford, LLM
Thomas M. Cooley, LLM
Wayne State, LLM
Widener, DL; LLM; MJ; SJD

Criminal Law

Buffalo, LLM
Case Western, LLM
New Hampshire (international criminal law), LLM; MAS

Democratic Governance

Ohio Northern, LLM

Dispute Resolution

Cardozo, LLM
George Washington, LLM
John Marshall (Chicago), LLM
Missouri, LLM
Oregon, MA
Pepperdine, LLM; MDR

Economic Law

George Mason, LLM
Georgetown, LLM
Stanford, LLM

Education Law

Nova Southeastern, MSL

Elder Law

Kansas, LLM
Stetson, LLM
Western New England, LLM

Employee Benefits

John Marshall (Chicago), LLM; MS

Energy/Environment/Natural Resources

Denver, LLM; MRLS
Florida, LLM
Florida State, LLM
George Washington, LLM
Golden Gate, LLM
Houston, LLM
Lewis & Clark, LLM
New York Univ, LLM
Oklahoma, LLM
Oregon, LLM
Pace, LLM; SJD
Pacific, McGeorge, JSD; LLM
St. Thomas (Florida), LLM
Tulane, LLM
Utah, LLM
Vermont, LLM; MELP; MSEL

Entertainment and Media Law

California-Los Angeles, LLM
Southwestern, LLM

Entrepreneurship and Law

Duke, LLM

Estate Planning

John Marshall (Chicago), LLM
Miami, LLM
Missouri-Kansas City, LLM
Western New England, LLM

Experiential Law Teaching

Pacific, McGeorge, LLM

Financial Services Law

Chicago-Kent, LLM
New York Law, LLM
Thomas Jefferson, JSD; JSM; LLM

Foreign Scholars Program

Houston, LLM

General

Alabama, LLM
American, SJD
Boston College, LLM
Buffalo, LLM
California-Berkeley, JSD; LLM
California-Hastings, MS
Cardozo, LLM
Chapman, LLM
Chicago, DCL; JSD; LLM; MCL
Cleveland State, LLM

Colorado, LLM
Columbia, JSD; LLM
Cornell, JSD; LLM
District of Columbia, LLM
Drake, LLM; MJ
Emory, LLM; SJD
Florida International, LLM
Fordham, JSD; LLM
George Washington, LLM; SJD
Georgetown, LLM; MSL
Georgia, LLM
Hamline, LLM
Harvard, LLM; SJD
Hawaii, LLM
Illinois, JSD; LLM
Indiana-Indianapolis, SJD
Kansas, SJD
Loyola Marymount, LLM
Maryland, LLM
Missouri-Kansas City, LLM
New York Univ, LLM
Northeastern, LLM
Northwestern, LLM
Ohio State, LLM; MSL
Pittsburgh, LLM
Samford, LLM
San Diego, LLM
SMU Dedman, LLM; SJD
Southern California, LLM
Southern Illinois, LLM; MLS
Southwestern, LLM
Suffolk, JSD; LLM
Syracuse, LLM
Temple, LLM
Texas, LLM
Thomas M. Cooley, LLM
Thomas Jefferson, JSD
Toledo, MSL
Touro, LLM
Tulane, LLM; PhD; SJD
Valparaiso, LLM
Virginia, LLM; SJD
Wake Forest, SJD
William Mitchell, LLM
Yale, JSD; LLM; MSL

Global Food Law

Michigan State, LLM; MJ

Global Legal Studies

Case Western, LLM
John Marshall (Chicago), LLM; MS

Government/Public Policy/Law and Government

Albany, LLM
American, LLM
Creighton, MS
George Washington, LLM
Pacific, McGeorge, LLM

Health Law

Albany, LLM
California Western, MAS
DePaul, LLM
Drake, LLM; MJ
Georgetown, LLM
Houston, LLM
Loyola-Chicago, LLM; MJ; SJD
Nova Southeastern, MSL

Quinnipiac, LLM
Saint Louis, LLM
Seton Hall, LLM
Southern Illinois, LLM; MLS
Washington, LLM
Widener, DL; LLM; MJ; SJD

Human Rights

Notre Dame, LLM; SJD
St. Thomas (Florida), JSD; LLM

Indigenous Law

Arizona, LLM; SJD
Oklahoma, LLM
Tulsa, LLM

Information Technology

Fordham, LLM
John Marshall (Chicago), LLM; MS

Insurance Law

Connecticut, LLM
Thomas M. Cooley, LLM

Intellectual Property

Akron, LLM
Albany, LLM
Boston, LLM
Cardozo, LLM
Case Western, LLM
Chicago-Kent, LLM
Dayton, LLM; MSL
DePaul, LLM
Drake, LLM; MJ
Fordham, LLM
George Mason, LLM
George Washington, LLM
Golden Gate, LLM
Houston, LLM
John Marshall (Chicago), LLM; MS
Michigan State, LLM; MJ
New Hampshire, LLM
San Francisco, LLM
Santa Clara, LLM
Seton Hall, LLM
Thomas M. Cooley, LLM
Washington, LLM
Washington University, LLM

Inter-American Law

Miami, LLM

International Business and Trade Law/Economic Law

Arizona, LLM; SJD
Boston, LLM
Case Western, LLM
Fordham, LLM
Georgetown, LLM
John Marshall (Chicago), LLM
New York Univ, LLM
Pacific, McGeorge, LLM
San Francisco, LLM
Stanford, LLM
Suffolk, LLM
Thomas Jefferson, LLM

International Law/International Legal Studies/Comparative Law/Transnational Law

Albany, LLM
American, LLM
Case Western, LLM
Chicago-Kent, LLM
DePaul, LLM
Fordham, LLM
George Washington, LLM
Georgetown, LLM
Golden Gate, LLM; SJD
Hofstra, LLM
Houston, LLM
Howard, LLM
Iowa, LLM
John Marshall (Chicago), LLM
Loyola Marymount, LLM
Miami, LLM
New York Univ, LLM
Notre Dame, LLM
Puerto Rico, LLM
St. Mary's, LLM
Samford, LLM
San Diego, LLM
San Francisco, LLM
Santa Clara, LLM
SMU Dedman, LLM
Stetson, LLM
Temple, LLM
Tulane, LLM
Willamette, LLM

International Taxation

Florida, LLM
Michigan, LLM
New York Univ, LLM
Thomas Jefferson, JSD; JSM; LLM

Juridical Studies

California-Los Angeles, SJD
Duke, LLM
Temple, SJD
Washington University, MJS

Labor and Employment Law

Atlanta's John Marshall, LLM
New York Univ, LLM
Nova Southeastern, MSL
Wayne State, LLM

Latin American Studies/Comparative Law

Tulane, MCL

Legal Institutions

Wisconsin, LLM

Legal Theory

New York Univ, LLM

Litigation/Trial Advocacy

American, LLM
California Western, LLM
Emory, LLM
George Washington, LLM
Inter American, LLM
John Marshall (Chicago), LLM
Temple, LLM

Mental Disability Law

New York Law, MS

Military Law

Judge Advocate General's School, LLM

National Security Law

Catholic, LLM
George Washington, LLM
Georgetown, LLM

Prosecutorial Science

Chapman, LLM

Real Estate/Land Development

John Marshall (Chicago), LLM
Miami, LLM
New York Law, LLM
Pace, LLM

Religion and Culture

Samford, LLM; SJD

Research

Duke, SJD
Indiana-Bloomington, SJD
Washington University, JSD

Rule of Law

Loyola-Chicago, LLM

Science and Technology

Stanford, LLM

Science of Law

Chicago-Kent, LLM

Securities and Financial Regulation

Georgetown, LLM

Space and Telecommunications

Nebraska, LLM

Sports Law

Marquette (for international lawyers), LLM

Sustainable International Development

Washington, LLM

Taxation

Alabama, LLM
Baltimore, LLM
Boston, LLM
Capital, LLM; MT
Chapman, LLM
Chicago-Kent, LLM
Denver, LLM
DePaul, LLM
Emory, LLM
Florida, LLM; SJD
Georgetown, LLM
Golden Gate, LLM
Houston, LLM
John Marshall (Chicago), LLM; MS
Loyola-Chicago, LLM
Loyola Marymount, LLM
Miami, LLM
Missouri-Kansas City, LLM
New York Law, LLM

New York Univ, LLM
Northwestern, LLM
Samford, LLM
San Diego, LLM
SMU Dedman, LLM
Southern California, LLM
Temple, LLM
Thomas M. Cooley, LLM
Villanova, LLM
Washington, LLM
Washington University, LLM
Wayne State, LLM

Tribal Policy, Law, and Government

Arizona State, LLM

Urban Affairs/Urban Studies

Missouri-Kansas City, LLM

US Law/US Legal System

Baltimore, LLM
California-Davis, LLM
California-Hastings, LLM
Cincinnati, LLM
Connecticut, LLM
Duke, LLM; SJD
Florida Coastal, LLM
Fordham, LLM
Golden Gate, LLM
Loyola-New Orleans, LLM
New England, LLM
North Carolina, LLM
St. John's, LLM
Santa Clara, LLM
Texas Tech, LLM
Thomas M. Cooley, LLM
Washington and Lee, LLM
Washington University, LLM
Whittier, LLM

A NOTE TO GRADUATES OF LAW SCHOOLS LOCATED OUTSIDE THE UNITED STATES

Degrees Other Than a JD and Bar Admission

In order to obtain a license to practice law in the United States, all candidates must apply for bar admission through a state board of bar examiners. Although this board is ordinarily an agency of the highest court in the jurisdiction, occasionally the board is connected to the state's bar association. The criteria for eligibility to take the bar examination or to otherwise qualify for bar admission are set by each state, not by the ABA or the Council of the Section of Legal Education and Admissions to the Bar.

In order to sit for the bar examination, most states require an applicant to hold a Juris Doctor (JD) degree from a law school that meets established educational standards. A JD earned at an ABA-approved law school meets the educational requirements in every jurisdiction in the United States. For those individuals who have not earned a JD degree from an ABA-approved law school, bar admission authorities have developed varying requirements and criteria to ascertain if such individuals meet the minimum educational requirements for bar admission. In most jurisdictions, individuals who lack such a JD will find that they do not satisfy the minimum educational requirements for bar admission and are ineligible to take the bar exam. In some of the remaining states, graduates of foreign law schools will find that additional schooling such as an LLM is required, and a few others recognize with regularity the sufficiency of a specific foreign legal education. A number offer an alternative licensure mechanism known as a Foreign Legal Consultant, which is a limited license to practice. And finally, some jurisdictions will allow individuals to be eligible for admission without examination under certain conditions if they have been admitted to the bar in another US jurisdiction.

In the past few years, there has been a large increase in the number of graduates from schools located outside the United States enrolled in advanced degree programs (such as the LLM). Upon graduating, many of these individuals return to their home country without seeking or obtaining bar licensure in the United States. However, an increasing number of these individuals seek to be admitted to a state bar.

Unlike the JD degree bestowed by an ABA-approved law school, which carries the indicia that the holder of that degree has completed a course of study imparting standards entitling him or her to engage in the practice of law, advanced degree programs at ABA-approved law schools are not regulated and thus, are not "approved." As a result, such degrees vary in content and rigor. In other words, the American Bar Association does NOT accredit degrees of any kind other than the JD.

It is the position of the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association that no graduate degree in law (LLM, MCL, SJD, etc.) is or should be a substitute for the first professional degree in law (JD), and that no graduate degree should substitute for the JD in order to meet the legal education requirements for admission to the bar.

As a result of the variance in state bar admission rules, the ABA strongly encourages individuals to contact the state board of bar examiners in the state(s) in which they are interested in being admitted to ascertain its requirements to sit for the bar examination. Contact information for all the state board of bar examiners is available from the National Conference of Bar Examiners at www.ncbex.org and in the *Comprehensive Guide to Bar Admission Requirements*, which is available at the website above or through the ABA Service Center at 800.285.2221, Product Code: 529008712ED.

APPENDIX C: OTHER ORGANIZATIONS

You may have questions concerning a variety of issues while you are applying to law school, once you are in law school, and even after you have your degree.

The following organizations may provide you with the answers you need.

American Association of Law Libraries (AALL)

The American Association of Law Libraries exists to provide leadership in the field of legal information, to foster the professional growth of law librarians, to develop the profession of law librarianship, and to enhance the value of law libraries to the legal community and to the public. AALL members come from all sizes and types of libraries: the Library of Congress, legislative libraries, academic law libraries, law firm libraries, bar association libraries, county law libraries, court libraries, and law libraries in business and industry. The association publishes a quarterly journal (*Law Library Journal*), a monthly magazine (*AALL Spectrum*), and an annual directory, which includes a listing of minority law librarians.

For more information, contact:

American Association of Law Libraries
105 W. Adams Street, Suite 3300
Chicago, IL 60603
Phone: 312.939.4764
www.aallnet.org

American Bar Association (ABA)

With nearly 400,000 members, including more than 40,000 law student members, the American Bar Association is the largest voluntary professional membership organization in the world. As the national voice of the legal profession, the ABA works to improve the administration of justice; promotes programs that assist lawyers and judges in their work; accredits law schools; promotes competence, ethical conduct, and professionalism; provides continuing legal education; and works to build public understanding around the world of the importance of the rule of law.

The ABA's Section of Legal Education and Admissions to the Bar advances effective legal education to serve society, the legal profession, law students, and legal academia, helping legal education through a wide range of resources and activities. To assure effective legal education, the Section provides a fair and efficient law school accreditation system. The Council and the Accreditation Committee of the Section are identified by the US Department of Education as the nationally recognized accrediting agency for professional schools of law.

The ABA Commission on Disability Rights (CDR) provides a wide range of resources for students with disabilities interested in pursuing a career, as well as for law students with disabilities. CDR has a mentorship program that pairs prospective and current law students with disabilities with lawyers with disabilities. The commission also lists career opportunities for students with disabilities. CDR's directory of bar information for applicants with disabilities (BIAD) provides information from state, territorial, and federal jurisdictions that grant licenses to practice law regarding accommodations as well as character and fitness inquiries that relate to disabilities. This information and more can be found on the commission's website: www.americanbar.org/disabilityrights.

The ABA may be contacted for information on the accreditation of law schools and the role of lawyers in the legal profession:

American Bar Association
Section of Legal Education and Admissions to the Bar
321 North Clark Street
Chicago, IL 60654-7598
Phone: 312.988.6738
www.americanbar.org/legaled

Association of American Law Schools (AALS)

The AALS is a nonprofit educational association of 176 law schools representing over 10,000 law faculty in the United States. The purpose of the association is "the improvement of the legal profession through legal education." This goal is furthered in a number of ways, including professional development programs for law professors and administrators, and a membership process that is designed to further the core values of the association. The AALS core values relate to the importance of faculty governance; scholarship, academic freedom, and diversity of viewpoints; a rigorous academic program built upon strong teaching; diversity and nondiscrimination; and the selection of students based upon intellectual ability and personal potential for success.

The AALS serves as the academic society for law teachers with an Annual Meeting that constitutes the largest gathering of law faculty in the world. The AALS is legal education's principal representative to the federal government and to other national higher education organizations and learned societies. The AALS also encourages collaboration with law professors on a global level, and has provided seed funding and continuing staff support for the International Association of Law Schools, an independent organization created with the help and encouragement of the AALS.

The AALS may be contacted for specific information about the role of legal education in the profession:

Association of American Law Schools
1201 Connecticut Avenue, NW
Suite 800
Washington, DC 20036-2717
Phone: 202.296.8851
www.aals.org

HEATH Resource Center

The HEATH Resource Center at the National Youth Transitions Center is an online clearinghouse dissemination center that presents new transition resources to assist youth with disabilities in reaching their full potential through postsecondary education and training. The HSC Foundation has partnered with The George Washington University to expand the content of the HEATH Resource Center and to designate it as the official site, The HSC Foundation's National Youth Transitions Center. The partnership's mission is to gather, develop, and disseminate information in the form of resource papers, fact sheets, directories, newsletters, and website materials to help people with disabilities reach their full potential through postsecondary education and training. Questions can be submitted to askheath@gwu.edu. Publications and resources are free to access and download. HEATH offers RSS subscriptions as well as Facebook and Twitter feeds.

For more information:

HEATH Resource Center at the National Youth
Transitions Center
2134 G Street, N.W.
Washington, DC 20052-0001
www.heath.gwu.edu
Phone service not available.

Law School Admission Council

The Law School Admission Council (LSAC) is a nonprofit corporation that provides unique, state-of-the-art products and services to ease the admission process for law schools and their applicants worldwide. More than 200 law schools in the United States, Canada, and Australia are members of the Council and benefit from LSAC's services. All law schools approved by the American Bar Association are LSAC members, as are Canadian law schools recognized by a provincial or territorial law society or government agency. Many nonmember law schools also take advantage of LSAC's services. For all users, LSAC strives to provide the highest quality of products, services, and customer service.

Founded in 1947, the Council is best known for administering the Law School Admission Test (LSAT), with over 150,000 tests administered annually at testing centers worldwide. LSAC also processes academic credentials for an average of 85,000 law school applicants annually, provides essential software and information for admission offices and applicants, conducts educational conferences for law school professionals and prelaw advisors, sponsors and publishes research, funds diversity and other outreach grant programs, and publishes LSAT preparation books and law school guides, among many other services.

LSAC does not engage in assessing an applicant's chances for admission to any law school; all admission decisions are made by individual law schools.

For more information on the LSAT, the Credential Assembly Service, and law school admission, contact:

Law School Admission Council
662 Penn Street
PO Box 2000
Newtown PA 18940-0998
Phone: 215.968.1001
LSAC.org

For information on minority opportunities in law, contact:

Law School Admission Council
Diversity Initiatives
662 Penn Street
Newtown PA 18940-0040
Phone: 215.968.1338
LSAC.org

NALP—The Association for Legal Career Professionals

NALP is a professional association of law schools and legal employers dedicated to continuously improving career counseling and planning, recruitment and retention, and the professional development of law students, lawyers, and its members. NALP's vision is to drive innovation and collaboration in the legal profession through lifelong education and career development. NALP's mission is to connect its members by providing vision, expertise, research, and education; to cultivate fair and ethical practices; and to advocate for diversity and inclusion in the legal profession.

NALP offers information and resources related to law careers through its website and online bookstore at www.nalp.org. In addition, NALP publishes an online directory of legal employers and their hiring criteria at www.nalpdirectory.com and also an online directory of Canadian legal employers at www.nalpcanada.com. It also offers an extensive database of public opportunities for law students and lawyers through www.pslawnet.org (PSLaw Net, NALP's public service law network).

NALP is not an employment agency and does not offer placement or career counseling services. NALP believes that each law school offers unique programs and opportunities and, like the American Bar Association and the Law School Admission Council, does not rank law schools or career services offices. The NALP Directory of Law Schools, which summarizes information relevant to recruiters, is published online at www.nalplawsonline.org.

For further information, contact:

NALP
1220 19th Street, NW
Suite 401
Washington, DC 20036-2405
Phone: 202.835.1001
www.nalp.org

APPENDIX D: CANADIAN LSAC-MEMBER LAW SCHOOLS

University of Alberta Faculty of Law
Admissions Office, Room 128
Edmonton, Alberta
CANADA T6G 2H5

University of British Columbia Faculty of Law
1822 East Mall
Vancouver, British Columbia
CANADA V6T 1Z1

University of Calgary Faculty of Law
Murray Fraser Hall
Calgary, Alberta
CANADA T2N 1N4

Dalhousie University Schulich School of Law
6061 University Avenue
Halifax, Nova Scotia
CANADA B3H 4H9

University of Manitoba Faculty of Law
303 Robson Hall, 224 Dysart Road
Winnipeg, Manitoba
CANADA R3T 2N2

McGill University Faculty of Law
3644 Peel Street
Montreal, Quebec
CANADA H3A 1W9

University of New Brunswick Faculty of Law
PO Box 44271
Fredericton, New Brunswick
CANADA E3B 6C2

Osgoode Hall Law School, York University
4700 Keele Street
Toronto, Ontario
CANADA M3J 1P3

University of Ottawa Faculty of Law
57 Louis Pasteur
Ottawa, Ontario
CANADA K1N 6N5

Queen's University Faculty of Law
Admissions Office, Room 200
Macdonald Hall
128 Union Street
Kingston, Ontario
CANADA K7L 3N6

University of Saskatchewan College of Law
Admissions Committee
15 Campus Drive
Saskatoon, Saskatchewan
CANADA S7N 5A6

Thompson Rivers University
Faculty of Law, HL 250
2nd Floor in the House of Learning
900 McGill Road
Kamloops, British Columbia
CANADA V2C 0C8

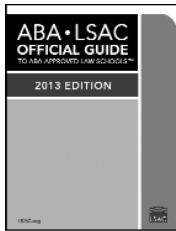
University of Toronto Faculty of Law
78 Queen's Park
Toronto, Ontario
CANADA M5S 2C5

University of Victoria Faculty of Law
PO Box 2400, STN CSC
Victoria, British Columbia
CANADA V8W 3H7

Western University, Canada
Josephine-Spencer Niblett Building
London, Ontario
CANADA N6A 3K7

University of Windsor Faculty of Law
401 Sunset Avenue
Windsor, Ontario
CANADA N9B 3P4

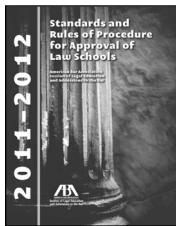
Publications Available from the ABA's Section of Legal Education & Admissions to the Bar



THE OFFICIAL GUIDE TO ABA-APPROVED LAW SCHOOLS, 2013 EDITION

A comprehensive guide to all ABA-approved law schools as well as legal education statistics, LLM programs, and the law school accreditation process.

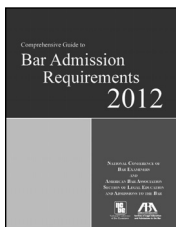
Product Code: 529008513ED, Price: \$26



2011-2012 ABA STANDARDS AND RULES OF PROCEDURE FOR APPROVAL OF LAW SCHOOLS

The current criteria that law schools must meet to obtain or retain ABA approval and to establish foreign study programs.

Product Code: 529008411ED, Price: \$15



COMPREHENSIVE GUIDE TO BAR ADMISSION REQUIREMENTS, 2012 EDITION

Published annually in conjunction with the National Conference of Bar Examiners, the Guide sets out the rules and practices of all US jurisdictions for admission to the bar and on motion.

Product Code: 529008712ED, Price: \$15



BEST PRACTICES REPORT ON THE USE OF ADJUNCT FACULTY

Published in 2011, the report presents current practice across legal academia in the hiring, retention, training, and supervision of adjunct faculty.

Product Code: 5290102, Price: \$24.95



ADJUNCT FACULTY HANDBOOK

The Handbook covers a variety of topics on working with adjunct faculty including administration, orientation, and means of communication with adjunct faculty.

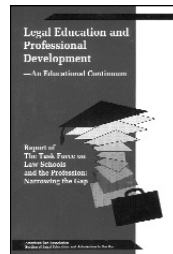
Available for free download at www.americanbar.org/legaled



SOURCEBOOK ON LEGAL WRITING PROGRAMS

The Sourcebook is a primary reference for faculty who design, direct, and teach in legal writing programs.

Product Code: 529009106ED, Price: \$19



LEGAL EDUCATION AND PROFESSIONAL DEVELOPMENT: AN EDUCATIONAL CONTINUUM ("MACCRATE REPORT")

A comprehensive analysis of the role of law schools and the practicing bar in developing lawyering skills and values with recommendations for long-term change.

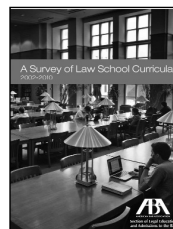
Product Code: 5290052, Price: \$10



2010-2011 ANNUAL REPORT OF THE CONSULTANT ON LEGAL EDUCATION TO THE ABA

An overview of the events and activities of the Section of Legal Education and Admissions to the Bar during the previous association year.

Product Code: 52900891011, Price: \$10



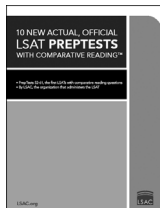
A SURVEY OF LAW SCHOOL CURRICULA—2002-2010

This survey continues in the tradition of the 2002 Survey. It is a comprehensive empirical review of significant aspects of current law school curricula, but additionally, the 2010 Survey employs baseline results from the 2002 Survey to track curricular trends and changes since 2002.

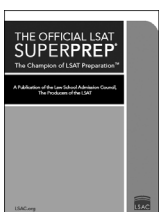
Product Code: 5290104, Price: \$49.95

A Survey of Law School Curricula: 1992-2002 is available as a free download on the Publications page of the Section's website: www.americanbar.org/legaled.

SERIOUS TOOLS FOR THE SERIOUS LAW SCHOOL APPLICANT



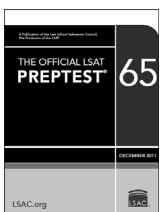
10 New Actual, Official LSAT PrepTests with Comparative Reading™
(contains PrepTests 52 through 61)
\$23.95 online



The Official LSAT SuperPrep®
SuperPrep is our most comprehensive LSAT preparation book. It includes:

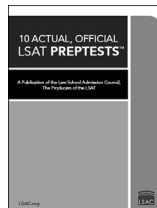
- 3 complete PrepTests
- a guide to LSAT logic (Note similar content in The Official LSAT Handbook)
- explanations for every item in all 3 tests (Feb. 2000, Feb. 1999, Feb. 1996)
- sample Comparative Reading questions and explanations

\$19.95 online



The Official LSAT PrepTests®
Each PrepTest contains an actual LSAT administered on the date indicated. You can practice as if taking an actual test by following the test-taking instructions and timing yourself. In addition to actual LSAT questions, each PrepTest contains an answer key, writing sample, and score-conversion table.

\$8 each



10 Actual, Official LSAT PrepTests™
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10 More Actual, Official LSAT PrepTests™
(contains PrepTests 19 through 28)



The Next 10 Actual, Official LSAT PrepTests™
(contains PrepTests 29 through 38)

For pure practice at an unbelievable price, you can't beat the 10 Actuals series. Each book includes:

- 10 previously administered LSATs with answer keys, writing samples, and score-conversion tables
- sample Comparative Reading questions and explanations

\$19.95 each online

LSAT ItemWise®

LSAC's popular, online LSAT familiarization tool, LSAT ItemWise:

- includes all three types of LSAT questions—Analytical Reasoning, Logical Reasoning, and Reading Comprehension;
- keeps track of your answers; and
- shows you explanations as to why answers are correct or incorrect.

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Save on LSAT prep with our Whole Test Prep Packages™

Each package includes SuperPrep and one of the 10 Actuals books.

Choose from four packages:

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- The Whole Test Prep Package II—SuperPrep with the 10 More Actual, Official LSAT PrepTests book
- The Whole Test Prep Package III—SuperPrep with The Next 10 Actual, Official LSAT PrepTests book

Package IV: \$35.95 online

- The Whole Test Prep Package IV—SuperPrep with the 10 New Actual, Official LSAT PrepTests with Comparative Reading

To order, go to LSAC.org or call 215.968.1001. Note: Availability and pricing of all LSAC products are subject to change.

LAW SCHOOL FORUMS 2012 ADMISSION ADVICE STRAIGHT FROM THE EXPERTS

Sponsored by the Law School Admission Council and Participating LSAC-Member Law Schools



If you're considering law school, come to a Law School Forum. Admission is free.

At the forums you can ...

- talk with representatives of LSAC-member law schools from across the United States, Canada, and Australia;
- attend workshops, including financing a legal education, the law school application process, a panel discussion on being a lawyer, forum insider tips, and an LSAT overview;
- attend a panel presentation for diverse applicants;
- obtain admission materials, catalogs, and financial aid information;
- review LSAC publications and LSAT preparation materials; and
- visit the prelaw advisors' table if you want general advice about the law school admission process.

To register, view workshop schedules, and get more information about the forums, visit LSAC.org/lawschoolforums.



Law School Admission Council
PO Box 40, Newtown PA 18940-0040
P: 215.968.1001

Chicago, IL
Saturday, July 14, 2012
Palmer House Hilton

Bay Area, CA
Saturday, July 21, 2012
Oakland Marriott City Center

Atlanta, GA
Saturday, September 8, 2012
Atlanta Marriott Marquis

Miami, FL
Saturday, September 15, 2012
Hyatt Regency Miami

Houston, TX
Saturday, September 29, 2012
JW Marriott Houston

New York, NY
Friday, October 12, 2012
Saturday, October 13, 2012
Hilton New York

Canada (Toronto, ON)
Friday, October 26, 2012
Fairmont Royal York

Los Angeles, CA
Saturday, November 10, 2012
Millennium Biltmore Hotel

Boston, MA
Saturday, November 17, 2012
Renaissance Boston Waterfront