

ABA • LSAC

OFFICIAL GUIDE

TO ABA-APPROVED LAW SCHOOLS™

2012 EDITION

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

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 2010. Coverage dates vary within categories:

Bar Passage Data: First-time bar exam takers during the 2009 calendar year.
Employment/Placement: Class of 2009 graduates, as of February 2010.
Academic Attrition: Based on Fall 2009 enrollment.
GPA and LSAT Scores: Fall 2010 entering class.
JD degrees awarded: 2009–2010 academic year.
Tuition and Fees: 2010–2011 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 January 2011, a total of 200 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 2010. 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/groups/legal_education—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.

About 74 percent of American lawyers are in private practice, most in small, one-person offices and some in large firms. Roughly 8 percent of the profession work for government agencies, 9 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 are in legal education, and 1 percent is in the judiciary. (About 5 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) contract, 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, 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 research academic 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 naturalization of foreign nationals who wish to become US citizens, as well as dealing 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 will 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 background into one practice. A copyright attorney counsels authors, composers, and artists on the scope of their rights in 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 also assumes 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 or international institutions or with 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, 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 for organizing knowledge it provides 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, 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.

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 at 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**—students' 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, women, or Hispanic students; or 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 state, not by the ABA or the Council of the Section of Legal Education and Admissions to the Bar.

Licensing involves a demonstration of worthiness in two distinct areas. The first is **competence**. For initial licensure, competence is ordinarily established by a showing that the applicant holds an acceptable educational credential (with some exceptions, a JD degree) from a law school that meets educational standards, and by achieving a passing score on the bar examination.

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 comprised of locally crafted essays from a broader range of subject matters. However, in a growing number of states, two nationally developed tests, the Multistate Essay Examination (MEE) and the Multistate Performance Test (MPT) may be used to round out the test.

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.

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. Bar examinations are administered at the end of February and July, with considerably more applicants taking the summer test because it falls after graduation from 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, for the applicant to 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 about 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

Educating a student for a Juris Doctor degree is 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 the 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 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 the National Native American Bar Association (www.nativeamericanbar.org). You may also find useful information at LSAC.org's Diversity in Law School section.

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
- Writing skills
- Personal statement or essay
- Work experience or other postundergraduate experiences
- Community activities
- Motivation to study 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. All American Bar Association (ABA)-approved law schools, most Canadian law schools, and many other law schools require applicants (with a few very limited exceptions) to take the LSAT as part of the admission process.

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 pretest 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 performs 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 also 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 minority groups and strongly encourage minority 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. 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). 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 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 the Immigration and Naturalization Service (INS) 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 and 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, San Francisco Bay Area, Toronto, and Washington, DC. In 2010, 207 ABA-approved law schools participated in the forums, and about 9,900 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 2011 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.

Below is a chart listing all scheduled national test administrations, including alternate dates for Saturday Sabbath observers, along with corresponding deadlines and fees.

BASIC LSAT DATE AND DEADLINE INFORMATION (2011–2012)

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 \$139 (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 information regarding other LSAT options—such as 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 6, 2011	Saturday, Oct. 1, 2011	Saturday, Dec. 3, 2011	Saturday, Feb. 11, 2012 Nondisclosed*
▪ Saturday Sabbath Observers		Tuesday, Oct. 4, 2011 Nondisclosed*	Monday, Dec. 5, 2011 Nondisclosed*	Monday, Feb. 13, 2012 Nondisclosed*
▪ Score by E-mail	June 29, 2011	Oct. 26, 2011	Jan. 6, 2012	March 7, 2012
▪ Score Report mailed (approx.)	July 7, 2011	Nov. 3, 2011	Jan. 14, 2012	March 11, 2012

Regular Registration Deadlines (online, mail, and telephone)

▪ United States, Canada, and the Caribbean	May 3, 2011	Aug. 30, 2011	Oct. 31, 2011	Jan. 10, 2012
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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:

- 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 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 admissions.

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 places 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 admissions 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 school 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. 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, 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 Services, 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 on, or 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 LSAT scores and academic summary reports 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.

However, 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 very 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 actually select more than one law school where you think you could succeed.

RANKING LAW SCHOOLS

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* 2010–2011, Council Statement 5, p. 145, American Bar Association, Chicago, IL, 2010.

EVALUATING 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, sex, 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 such areas 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 five years, approximately 10 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; and associations based on religious affiliations. 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. 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 performing all of these tasks, the career services office becomes a major marketing and outreach program for its law school and a valuable resource for both law students and graduates as they chart their career paths. One of the most visible career services provided by many law schools is the opportunity to interview with employers on campus for summer and full-time jobs. Ideally, the recruiters should represent a broad range of legal options (small and large firms, government agencies, public interest groups, corporate law departments) and sufficient geographic diversity to meet your needs. Be aware that the number of recruiters at the law school does not necessarily reflect the range of options open to students.

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 schools or remain at the law school of original matriculation is a difficult one. Some law students have no or little choice but to transfer law schools 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 MINORITY GROUP MEMBERS

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 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 minority lawyers. For example, the Law School Admission Council has dedicated resources to numerous projects designed to increase the number of 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 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 minority group members. 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 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 have been adopted in accordance with the final guidance issued by the US Department of Education in 2007 and required for implementation by 2011. 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 (on the **Diversity in Law School** menu).

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 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 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 # students (Full-time and Part-time)																				Total Full-time Faculty, Fall								Total Full-time Faculty, Spring							
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	Total # Full-time Faculty, Fall	Total # Full-time Faculty, Spring	Total # Full-time Faculty, Fall	Total # Part-time Faculty, Spring											
ALABAMA																																				
Alabama	509	7	1.4	5	1.0	12	2.4	40	7.9	0	0.0	0	0.0	0	0.0	0	0.0	64	12.6	43	40	7	14.9	6	13.6	23	19									
Faulkner	354	7	2.0	2	0.6	9	2.5	24	6.8	0	0.0	0	0.0	0	0.0	4	1.1	42	11.9	19	19	3	13.0	3	13.6	2	2									
Samford	491	9	1.8	5	1.0	5	1.0	28	5.7	1	0.2	11	2.2	4	0.8	47	9.6	59	12.0	23	22	5	21.7	4	18.2	2	1									
ARIZONA																																				
Arizona	469	35	7.5	22	4.7	40	8.5	14	3.0	0	0.0	5	1.1	9	1.9	35	7.5	116	24.7	42	41	37	84.1	37	86.0	22	34									
Arizona State	614	64	10.4	33	5.4	23	3.7	14	2.3	0	0.0	11	1.8	7	1.1	40	6.5	145	23.6	51	53	7	13.2	7	12.7	8	6									
Phoenix	724	89	12.3	6	0.8	40	5.5	42	5.8	0	0.0	6	0.8	5	0.7	72	9.9	183	25.3	28	27	8	25.0	6	20.0	4	2									
ARKANSAS																																				
Arkansas	390	17	4.4	8	2.1	11	2.8	30	7.7	0	0.0	2	0.5	0	0.0	2	0.5	68	17.4	29	29	3	10.3	3	10.3	1	0									
Arkansas-Little Rock	490	22	4.5	6	1.2	14	2.9	54	11.0	0	0.0	0	0.0	12	2.4	12	2.4	96	19.6	27	27	8	26.7	8	26.7	3	5									
CALIFORNIA																																				
California-Berkeley	916	113	12.3	16	1.7	153	16.7	44	4.8	19	2.1	0	0.0	37	4.0	125	13.6	345	37.7	69	75	15	16.7	13	13.8	3	5									
California-Davis	589	48	8.1	1	0.2	133	22.6	9	1.5	1	0.2	18	3.1	15	2.5	72	12.2	210	35.7	42	47	17	39.5	17	36.2	3	1									
California-Hastings	1,248	122	9.8	8	0.6	255	20.4	32	2.6	1	0.1	136	10.9	17	1.4	163	13.1	554	44.4	70	67	19	26.8	18	26.5	19	19									
California-Los Angeles	999	91	9.1	18	1.8	160	16.0	44	4.4	1	0.1	20	2.0	19	1.9	201	20.1	334	33.4	73	76	11	12.8	13	14.8	2	1									
California Western	919	107	11.6	6	0.7	114	12.4	25	2.7	2	0.2	17	1.8	6	0.7	65	7.1	271	29.5	44	39	7	15.6	7	17.5	4	4									
Chapman	574	30	5.2	2	0.3	73	12.7	3	0.5	1	0.2	18	3.1	2	0.3	120	20.9	127	22.1	51	46	43	84.3	41	89.1	34	45									
Golden Gate	732	48	6.6	6	0.8	126	17.2	16	2.2	8	1.1	6	0.8	12	1.6	94	12.8	210	28.7	39	32	10	23.8	8	22.9	8	9									
La Verne	426	70	16.4	6	1.4	55	12.9	12	2.8	0	0.0	0	0.0	9	2.1	70	16.4	143	33.6	19	18	7	36.8	7	38.9	11	4									
Loyola Marymount	1,289	158	12.3	4	0.3	225	17.5	50	3.9	2	0.2	68	5.3	15	1.2	89	6.9	507	39.3	66	65	12	18.2	11	16.7	29	41									
Pacific, McGeorge	1,026	59	5.8	19	1.9	147	14.3	27	2.6	0	0.0	0	0.0	16	1.6	0	0.0	252	24.6	60	58	16	25.4	17	27.9	3	5									
Pepperdine	667	37	5.5	1	0.1	53	7.9	25	3.7	0	0.0	17	2.5	0	0.0	150	22.5	133	19.9	34	34	5	14.3	4	11.4	4	3									
San Diego	1,007	106	10.5	3	0.3	155	15.4	12	1.2	2	0.2	42	4.2	7	0.7	30	3.0	320	31.8	57	56	11	16.7	6	9.4	7	5									
San Francisco	739	81	11.0	8	1.1	103	13.9	56	7.6	3	0.4	17	2.3	12	1.6	125	16.9	268	36.3	37	35	16	43.2	14	40.0	11	9									
Santa Clara	983	83	8.4	9	0.9	251	25.5	27	2.7	9	0.9	25	2.5	28	2.8	0	0.0	404	41.1	63	57	15	23.1	13	22.4	8	11									
Southern California	651	67	10.3	3	0.5	132	20.3	48	7.4	0	0.0	18	2.8	9	1.4	69	10.6	268	41.2	41	42	9	20.9	12	27.9	13	17									
Southwestern	1,095	154	14.1	6	0.5	143	13.1	68	6.2	3	0.3	19	1.7	5	0.5	146	13.3	393	35.9	54	55	13	22.8	13	22.8	7	9									
Stanford	571	58	10.2	9	1.6	56	9.8	58	10.2	0	0.0	17	3.0	10	1.8	46	8.1	198	34.7	62	63	16	23.5	16	23.2	3	10									
Thomas Jefferson	966	117	12.1	7	0.7	8	0.8	57	5.9	111	11.5	0	0.0	9	0.9	0	0.0	300	31.1	38	39	11	26.2	9	22.5	3	3									

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and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # 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and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring	Total # and % of Minority Faculty, Fall	Total # and % of Minority Faculty, Spring

	Number and Percentage of Minority Students															Number and Percentage of Minority Faculty												
	Total # 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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	Total # Full-time Minority Faculty, Fall	Total # Part-time Minority Faculty, Spring
Kansas	497	27	5.4	12	2.4	24	4.8	12	2.4	0	0.0	17	3.4	20	4.0	15	3.0	92	18.5	32	31	3	8.6	4	11.8	1	1	
Washburn	454	16	3.5	10	2.2	11	2.4	16	3.5	0	0.0	0	0.0	7	1.5	11	2.4	53	11.7	29	29	6	19.4	4	13.3	0	0	
KENTUCKY																												
Kentucky	419	6	1.4	3	0.7	6	1.4	39	9.3	2	0.5	0	0.0	0	0.0	3	0.7	56	13.4	25	19	3	12.0	2	10.0	9	10	
Louisville-Brandeis	426	13	3.1	0	0.0	9	2.1	16	3.8	0	0.0	8	1.9	3	0.7	4	0.9	46	10.8	23	22	23	88.5	23	92.0	6	9	
Northern Kentucky	614	11	1.8	2	0.3	12	2.0	27	4.4	0	0.0	2	0.3	0	0.0	37	6.0	54	8.8	28	27	4	14.3	4	14.3	1	1	
LOUISIANA																												
Louisiana State	633	32	5.1	8	1.3	16	2.5	49	7.7	0	0.0	6	0.9	0	0.0	38	6.0	111	17.5	31	28	6	14.6	4	11.4	1	4	
Loyola-New Orleans	834	75	9.0	7	0.8	34	4.1	121	14.5	1	0.1	0	0.0	5	0.6	47	5.6	238	28.5	41	37	12	24.0	12	25.0	2	3	
Southern	721	51	7.1	2	0.3	5	0.7	411	57.0	0	0.0	1	0.1	0	0.0	4	0.6	470	65.2	34	34	22	62.9	22	62.9	13	12	
Tulane	770	41	5.3	7	0.9	23	3.0	54	7.0	0	0.0	8	1.0	15	1.9	48	6.2	133	17.3	45	48	4	7.5	3	5.4	2	7	
MAINE																												
Maine	278	10	3.6	4	1.4	2	0.7	6	2.2	6	2.2	0	0.0	3	1.1	0	0.0	28	10.1	14	16	0	0.0	0	0.0	0	0	
MARYLAND																												
Baltimore	1,083	28	2.6	1	0.1	55	5.1	79	7.3	2	0.2	8	0.7	0	0.0	99	9.1	173	16.0	49	47	12	20.7	11	19.6	4	9	
Maryland	967	81	8.4	3	0.3	90	9.3	103	10.7	1	0.1	16	1.7	8	0.8	22	2.3	294	30.4	62	65	13	20.6	15	22.7	5	3	
MASSACHUSETTS																												
Boston College	797	52	6.5	3	0.4	91	11.4	31	3.9	0	0.0	10	1.3	14	1.8	74	9.3	187	23.5	50	51	10	19.6	11	20.8	2	1	
Boston	822	67	8.2	3	0.4	82	10.0	42	5.1	2	0.2	13	1.6	22	2.7	67	8.2	209	25.4	65	53	9	13.4	9	15.8	9	12	
Harvard	1,733	137	7.9	10	0.6	87	5.0	195	11.3	130	7.5	11	0.6	9	0.5	215	12.4	570	32.9	115	119	18	12.8	19	13.1	5	1	
New England	1,132	26	2.3	0	0.0	49	4.3	16	1.4	0	0.0	22	1.9	7	0.6	192	17.0	113	10.0	38	37	33	82.5	33	89.2	4	4	
Northeastern	629	61	9.7	8	1.3	60	9.5	76	12.1	0	0.0	0	0.0	1	0.2	102	16.2	205	32.6	36	35	9	25.0	8	22.9	10	4	
Suffolk	1,681	65	3.9	4	0.2	126	7.5	44	2.6	0	0.0	21	1.2	39	2.3	52	3.1	260	15.5	76	67	12	15.0	13	18.3	4	5	
Western New England	525	19	3.6	0	0.0	16	3.0	12	2.3	0	0.0	8	1.5	13	2.5	57	10.9	55	10.5	30	30	5	13.9	5	13.9	0	1	
MICHIGAN																												
Detroit Mercy	727	25	3.4	4	0.6	21	2.9	89	12.2	0	0.0	0	0.0	148	20.4	0	0.0	139	19.1	36	37	5	11.9	6	14.0	1	4	
Michigan	1,134	47	4.1	5	0.4	118	10.4	32	2.8	0	0.0	44	3.9	26	2.3	90	7.9	246	21.7	87	90	16	17.4	18	18.9	2	3	
Michigan State	884	30	3.4	12	1.4	25	2.8	61	6.9	1	0.1	7	0.8	60	6.8	59	6.7	136	15.4	49	43	7	13.5	6	12.5	8	9	
Thomas M. Cooley	3,931	219	5.6	19	0.5	202	5.1	521	13.3	10	0.3	81	2.1	213	5.4	109	2.8	1052	26.8	99	101	12	11.9	14	13.5	20	28	

	Number and Percentage of Minority Students										Number and Percentage of Minority Faculty																																																											
	Total # students (Full-time and part-time)										Total Full-time Faculty, Spring										Total Full-time Faculty, Fall										Total # and % Minority Students										Total Full-time Faculty, Spring										Total # Part-time Minority Faculty, Spring										Total # Part-time Minority Faculty, Fall									
	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, Spring	Total Full-time Faculty, Fall	Total # and % Minority Faculty, Spring	Total # and % Minority Faculty, Fall	Total # Part-time Minority Faculty, Spring	Total # Part-time Minority Faculty, Fall																																																							
Wayne State	612	18	2.9	5	0.8	33	5.4	41	6.7	0	0.0	0	0.0	17	2.8	59	9.6	97	15.8	33	33	4	10.5	5	13.2	1	1																																											
MINNESOTA																																																																						
Hamline	652	25	3.8	5	0.8	41	6.3	22	3.4	1	0.2	2	0.3	2	0.3	36	5.5	96	14.7	33	33	3	8.8	5	15.2	3	4																																											
Minnesota	752	29	3.9	7	0.9	56	7.4	24	3.2	2	0.3	16	2.1	19	2.5	40	5.3	134	17.8	55	59	4	6.9	5	7.9	63	75																																											
St. Thomas-Minneapolis	475	9	1.9	2	0.4	29	6.1	15	3.2	1	0.2	1	0.2	0	0.0	46	9.7	57	12.0	26	19	6	20.7	5	21.7	6	7																																											
William Mitchell	1,013	22	2.2	12	1.2	47	4.6	24	2.4	1	0.1	7	0.7	8	0.8	172	17.0	113	11.2	34	34	4	11.8	4	11.8	84	41																																											
MISSISSIPPI																																																																						
Mississippi	516	11	2.1	6	1.2	4	0.8	60	11.6	0	0.0	0	0.0	2	0.4	0	0.0	81	15.7	26	28	8	25.8	9	27.3	1	1																																											
Mississippi College	547	5	0.9	1	0.2	5	0.9	50	9.1	0	0.0	0	0.0	0	0.0	13	2.4	61	11.2	26	25	4	15.4	4	16.0	6	1																																											
MISSOURI																																																																						
Missouri-Columbia	446	14	3.1	1	0.2	12	2.7	28	6.3	0	0.0	6	1.3	2	0.4	17	3.8	61	13.7	28	24	4	14.3	3	12.5	0	0																																											
Missouri-Kansas City	483	19	3.9	3	0.6	14	2.9	25	5.2	0	0.0	0	0.0	8	1.7	41	8.5	61	12.6	29	30	4	11.8	4	11.4	0	0																																											
St. Louis	938	30	3.2	4	0.4	35	3.7	47	5.0	0	0.0	18	1.9	7	0.7	19	2.0	134	14.3	52	47	7	10.8	6	10.0	7	15																																											
Washington University	900	16	1.8	4	0.4	101	11.2	110	12.2	0	0.0	21	2.3	72	8.0	105	11.7	252	28.0	68	71	8	11.8	7	9.9	11	7																																											
MONTANA																																																																						
Montana	256	6	2.3	11	4.3	3	1.2	1	0.4	0	0.0	3	1.2	1	0.4	0	0.0	24	9.4	17	15	4	21.1	4	23.5	0	1																																											
NEBRASKA																																																																						
Creighton	471	14	3.0	1	0.2	20	4.2	13	2.8	0	0.0	1	0.2	0	0.0	2	0.4	49	10.4	20	20	3	13.0	3	13.0	1	1																																											
Nebraska	414	7	1.7	4	1.0	9	2.2	10	2.4	0	0.0	0	0.0	2	0.5	0	0.0	30	7.2	25	25	2	7.7	1	3.8	0	0																																											
NEVADA																																																																						
Nevada	475	53	11.2	10	2.1	48	10.1	32	6.7	0	0.0	0	0.0	1	0.2	27	5.7	143	30.1	25	28	5	19.2	6	19.4	1	1																																											
NEW HAMPSHIRE																																																																						
New Hampshire	419	21	5.0	1	0.2	45	10.7	18	4.3	0	0.0	10	2.4	17	4.1	0	0.0	95	22.7	25	22	2	6.1	1	3.4	2	2																																											
NEW JERSEY																																																																						
Rutgers-Camden	789	43	5.4	4	0.5	67	8.5	42	5.3	1	0.1	0	0.0	6	0.8	0	0.0	157	19.9	51	53	6	11.1	6	10.7	1	6																																											
Rutgers-Newark	839	85	10.1	3	0.4	104	12.4	132	15.7	0	0.0	6	0.7	11	1.3	0	0.0	330	39.3	38	32	12	30.0	11	34.4	0	1																																											
Seton Hall	1,053	58	5.5	2	0.2	90	8.5	37	3.5	0	0.0	10	0.9	5	0.5	0	0.0	197	18.7	57	53	9	15.3	10	18.2	6	9																																											
NEW MEXICO																																																																						
New Mexico	351	100	28.5	26	7.4	3	0.9	15	4.3	5	1.4	1	0.3	1	0.3	30	8.5	150	42.7	23	23	10	35.7	10	38.5	13	8																																											
NEW YORK																																																																						

	Number and Percentage of Minority Students																								Total Full-time Faculty, Fall				Total Full-time Faculty, Spring				Number and Percentage of Minority Faculty																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
	Total # Part-time and Full-time students		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		#	#	#	#	#	#	#	#																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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	Number and Percentage of Minority Students																			Number and Percentage of Minority Faculty											
																				Total Full-time Faculty, Spring				Total Full-time Faculty, Fall				Total # and % Full-time Minority Faculty, Spring			
	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 # and % Full-time Minority Faculty, Spring		Total # and % Full-time Minority Faculty, Fall							
#		%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%							
Cincinnati	408	11	2.7	0	0.0	18	4.4	25	6.1	1	0.2	7	1.7	3	0.7	0	0.0	62	15.2	28	31	6	20.7	5	15.6	1	1				
	610	13	2.1	1	0.2	10	1.6	58	9.5	0	0.0	0	0.0	7	1.1	1	0.2	82	13.4	39	37	6	15.4	6	16.2	2	4				
	524	11	2.1	1	0.2	11	2.1	33	6.3	1	0.2	5	1.0	6	1.1	0	0.0	62	11.8	25	23	4	14.8	5	20.0	2	2				
	313	3	1.0	2	0.6	4	1.3	23	7.3	0	0.0	0	0.0	9	2.9	16	5.1	32	10.2	22	21	4	18.2	5	23.8	0	0				
	693	36	5.2	5	0.7	43	6.2	48	6.9	1	0.1	8	1.2	16	2.3	44	6.3	141	20.3	33	40	5	11.9	9	18.4	1	3				
	460	14	3.0	2	0.4	15	3.3	18	3.9	0	0.0	0	0.0	0	0.0	8	1.7	98	10.7	23	27	2	7.7	1	3.7	0	1				
OKLAHOMA																															
Oklahoma	537	21	3.9	43	8.0	28	5.2	20	3.7	0	0.0	1	0.2	1	0.2	10	1.9	113	21.0	34	32	6	17.6	3	9.1	2	2				
	636	33	5.2	34	5.3	18	2.8	21	3.3	0	0.0	18	2.8	6	0.9	4	0.6	124	19.5	31	28	4	11.8	4	12.9	4	2				
	406	14	3.4	36	8.9	8	2.0	10	2.5	0	0.0	12	3.0	1	0.2	45	11.1	80	19.7	28	28	6	21.4	7	25.0	3	3				
OREGON																															
Lewis & Clark	741	44	5.9	22	3.0	69	9.3	22	3.0	1	0.1	0	0.0	17	2.3	41	5.5	158	21.3	53	50	9	17.0	7	13.7	9	10				
	526	16	3.0	7	1.3	39	7.4	15	2.9	1	0.2	12	2.3	9	1.7	24	4.6	90	17.1	29	27	9	25.7	5	16.1	1	3				
	429	27	6.3	7	1.6	34	7.9	8	1.9	1	0.2	0	0.0	3	0.7	30	7.0	77	17.9	24	25	6	21.4	6	20.7	1	2				
PENNSYLVANIA																															
Duquesne	688	9	1.3	2	0.3	8	1.2	20	2.9	0	0.0	0	0.0	0	0.0	0	0.0	39	5.7	25	25	4	15.4	4	15.4	3	3				
	440	23	5.2	2	0.5	23	5.2	32	7.3	0	0.0	0	0.0	3	0.7	24	5.5	80	18.2	24	21	8	29.6	9	34.6	5	6				
	618	19	3.1	0	0.0	34	5.5	25	4.0	0	0.0	10	1.6	12	1.9	29	4.7	88	14.2	54	52	9	15.8	11	19.6	2	1				
	802	37	4.6	0	0.0	113	14.1	60	7.5	0	0.0	33	4.1	25	3.1	26	3.2	243	30.3	67	62	12	16.0	13	18.1	4	6				
	739	22	3.0	2	0.3	48	6.5	50	6.8	0	0.0	3	0.4	0	0.0	134	18.1	125	16.9	45	41	10	21.3	7	16.7	7	5				
	983	74	7.5	9	0.9	85	8.6	71	7.2	0	0.0	7	0.7	4	0.4	10	1.0	246	25.0	61	58	16	25.4	15	25.4	13	13				
Villanova	765	65	8.5	7	0.9	57	7.5	17	2.2	0	0.0	0	0.0	4	0.5	13	1.7	146	19.1	38	34	4	8.2	3	6.7	5	6				
	453	17	3.8	1	0.2	20	4.4	12	2.6	0	0.0	6	1.3	1	0.2	8	1.8	56	12.4	24	22	5	20.0	4	16.7	0	0				
PUERTO RICO																															
Inter American	866	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	866	100.0	23	21	24	100.0	22	100.0	44	47			
	834	833	99.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	833	99.9	17	16	21	100.0	20	100.0	25	27				
	737	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	193	26.2	544	73.8	0	0.0	24	24	27	96.4	25	89.3	58	57				
RHODE ISLAND																															
Roger Williams	540	14	2.6	2	0.4	14	2.6	15	2.8	0	0.0	2	0.4	3	0.6	61	11.3	47	8.7	26	29	5	18.5	4	13.3	3	2				
SOUTH CAROLINA																															

	Total # students (Full-time and Part-time)		Number and Percentage of Minority Students																		Number and Percentage of Minority Faculty																							
																					Total Full-time Faculty, Fall						Total Full-time Faculty, Spring						Total # and % Full-time Minority Faculty, Fall						Total # and % Full-time Minority 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 Full-time Faculty, Fall		Total Full-time Faculty, Spring		Total # and % Full-time Minority Faculty, Fall		Total # and % Full-time Minority Faculty, Spring														
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%															
Charleston	702	9	1.3	5	0.7	7	1.0	48	6.8	1	0.1	0	0.0	0	0.0	0	0.0	18	2.6	70	10.0	29	29	5	16.1	5	16.1	0	0															
South Carolina	682	17	2.5	3	0.4	12	1.8	45	6.6	0	0.0	14	2.1	0	0.0	4	0.6	91	13.3	35	36	6	16.7	5	13.5	2	0																	
SOUTH DAKOTA																																												
South Dakota	205	3	1.5	7	3.4	1	0.5	6	2.9	0	0.0	3	1.5	0	0.0	1	0.5	20	9.8	13	13	1	7.1	0	0.0	0	1																	
TENNESSEE																																												
Memphis	432	8	1.9	4	0.9	8	1.9	35	8.1	0	0.0	0	0.0	0	0.0	14	3.2	55	12.7	18	20	18	100.0	20	95.2	9	5																	
Tennessee	482	26	5.4	2	0.4	25	5.2	56	11.6	0	0.0	13	2.7	3	0.6	4	0.8	122	25.3	27	25	3	10.0	2	7.7	0	0																	
Vanderbilt	586	28	4.8	6	1.0	24	4.1	54	9.2	0	0.0	0	0.0	21	3.6	40	6.8	112	19.1	36	34	8	22.2	9	26.5	2	2																	
TEXAS																																												
Baylor	476	39	8.2	7	1.5	34	7.1	9	1.9	3	0.6	8	1.7	5	1.1	4	0.8	100	21.0	27	25	4	14.8	4	15.4	1	1																	
Houston	877	83	9.5	8	0.9	99	11.3	64	7.3	0	0.0	0	0.0	15	1.7	10	1.1	254	29.0	64	66	10	13.2	10	12.5	53	70																	
St. Mary's	828	214	25.8	7	0.8	25	3.0	31	3.7	0	0.0	6	0.7	0	0.0	0	0.0	283	34.2	28	31	8	22.2	8	21.1	6	8																	
SMU Dedman	887	78	8.8	17	1.9	64	7.2	47	5.3	0	0.0	4	0.5	3	0.3	59	6.7	210	23.7	41	41	10	21.7	11	24.4	13	9																	
South Texas	1,305	175	13.4	7	0.5	113	8.7	45	3.4	3	0.2	35	2.7	4	0.3	0	0.0	378	29.0	44	49	6	13.6	4	8.2	6	4																	
Texas	1,154	183	15.9	5	0.4	62	5.4	56	4.9	1	0.1	13	1.1	13	1.1	105	9.1	320	27.7	84	89	15	14.6	15	13.9	9	19																	
Texas Southern	571	159	27.8	3	0.5	41	7.2	254	44.5	0	0.0	2	0.4	10	1.8	0	0.0	459	80.4	30	34	23	76.7	27	77.1	11	22																	
Texas Tech	671	101	15.1	4	0.6	30	4.5	20	3.0	0	0.0	2	0.3	4	0.6	1	0.1	157	23.4	35	38	6	17.1	5	13.2	1	1																	
Texas Wesleyan	764	60	7.9	6	0.8	40	5.2	43	5.6	1	0.1	10	1.3	0	0.0	24	3.1	160	20.9	23	22	4	13.3	4	13.8	3	4																	
UTAH																																												
Brigham Young	444	25	5.6	3	0.7	20	4.5	6	1.4	16	3.6	0	0.0	4	0.9	0	0.0	70	15.8	19	22	3	15.8	2	9.1	2	2																	
Utah	402	25	6.2	3	0.7	14	3.5	4	1.0	2	0.5	0	0.0	2	0.5	32	8.0	48	11.9	34	40	6	17.6	6	15.0	0	0																	
VERMONT																																												
Vermont	607	14	2.3	2	0.3	18	3.0	14	2.3	0	0.0	10	1.6	5	0.8	65	10.7	58	9.6	34	35	8	14.5	6	11.5	1	1																	
VIRGINIA																																												
Appalachian	313	9	2.9	2	0.6	7	2.2	7	2.2	0	0.0	12	3.8	1	0.3	14	4.5	37	11.8	16	18	2	12.5	3	16.7	0	0																	
George Mason	731	22	3.0	6	0.8	75	10.3	9	1.2	0	0.0	3	0.4	14	1.9	7	1.0	115	15.7	36	38	7	18.4	7	17.5	3	7																	
Liberty	313	12	3.8	1	0.3	13	4.2	16	5.1	0	0.0	17	5.4	3	1.0	1	0.3	59	18.8	18	17	6	31.6	5	27.8	1	1																	
Regent	428	16	3.7	12	2.8	24	5.6	23	5.4	0	0.0	0	0.0	3	0.7	16	3.7	75	17.5	21	21	5	20.0	4	16.7	2	0																	
Richmond	460	4	0.9	5	1.1	29	6.3	42	9.1	1	0.2	0	0.0	6	1.3	1	0.2	81	17.6	30	24	3	8.3	3	9.7	3	0																	

	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																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
																	#	%	#	%	#	%									#	%	#	%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
Virginia	1,106	5.1	9	0.8	102	9.2	68	6.1	0	0.0	19	1.7	11	1.0	146	13.2	254	23.0	78	7.7	9	11.4	8	10.3	5	12																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											

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/groups/legal_education.

ABA-Approved Schools

As of January 2011, a total of 200 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 January 2011, five of the 200 approved law schools are provisionally approved: Charleston School of Law; Charlotte School of Law; Earle Mack School of Law at Drexel University; Elon University School of Law; and the 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 147,525 in the fall

of 2010. In that same period, enrollment of women increased from 11,878 to 69,009 and minority enrollment increased from 6,730 to 35,045.

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

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/groups/legal_education). 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/groups/legal_education), 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 *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 page 35, 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 36 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.

Many law schools make financial assistance available to students participating in pro bono activities through summer and school-year fellowships or stipends. Some law schools offer loan repayment assistance through loan forgiveness, lower interest rates, or postponed payment of law school loans incurred by law graduates entering public interest employment. To be eligible for assistance, law students must earn income below a specified salary cap and usually must be employed by a nonprofit organization, a local, state or federal government, or a law-related public interest organization. A few schools offer postgraduate awards to law students who accept public interest positions upon graduation, and some outside fellowships are available.

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.americanbar.org/groups/probono_public_service.html), 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 the National Association for Law Placement (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.americanbar.org/groups/probono_public_service.html.

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 which 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

Legal education is an investment in your future and is, in most cases, 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.

It is not an exaggeration to say that 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, with housing, food, books, transportation, and personal expenses all adding to the total cost. Approximately 80 percent of law school students rely on education loans as their primary 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.

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. Visit LSAC.org for additional financial aid information and links to the law schools.

Financial Aid Options

Federal Direct Loans

The largest student loan programs are funded directly by the federal government. Federal student loans are generally offered at lower interest rates than commercial loans, and repayment of federal loans is usually postponed until after the end of your educational program. Some federal loans are awarded based on need; others are not. Loan types provided under the William D. Ford Federal Direct Loan Program include Direct Stafford Loans (for undergraduate and graduate students), Direct PLUS Loans for Graduate and Professional Degree Students (based on credit history), and Direct Consolidation Loans (to combine federal education loan debts into a single loan).

Before July 1, 2010, Stafford, Graduate PLUS, and Consolidation Loans were also made by private lenders under the Federal Family Education Loan (FFEL) Program. As a result of recent legislation, no further loans will be made under the FFEL Program. All new Stafford, Graduate PLUS, and Consolidation Loans come directly from the US Department of Education under the Direct Loan Program.

The Free Application for Student Aid (FAFSA) is a need-analysis tool used by the federal government and law schools for determining the combination of resources that will allow you to cover the cost of your legal education. The form is available online at fafsa.ed.gov. The US Department of Education's Federal Student Aid website—federalstudentaid.ed.gov—also provides a wealth of information about loans that are available from the federal government.

Private Loans

There are a number of private loan programs available for credit-worthy borrowers. The terms and conditions of private loan programs vary greatly. Pay careful attention to the explanations found in loan application brochures and consumer information. Lenders will analyze your credit report before approving a private loan. 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 often mistakes—you will want adequate time to correct the error. Obtain a copy of your free credit report from one of the major credit-reporting agencies by calling 1.877.322.8228 or go to annualcreditreport.com.

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.

Debt Management

Dealing with a long-term financial obligation can be made easier through the implementation of sound debt management practices—before, during, and after law school.

Before entering law school, plan a financial strategy. Save as much money as possible to reduce the amount you will borrow. It is important to have a good credit history if you intend to borrow; Graduate PLUS and private loans are based on your credit history. If possible, pay off any outstanding consumer debt. Do not borrow any more than is absolutely necessary to pay for your expenses during law school, and minimize these expenses to the extent possible. In an unpredictable job market, it is not sensible to incur long-term debt for short-term luxuries.

The federal government (ed.gov) and many lenders have websites with loan repayment and budget calculators. Work closely with the financial aid advisor at the school you wish to attend to develop a realistic plan for covering your expenses while minimizing future debt.

Planning Ahead: Repayment of Your Loan

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 level of salary you will receive, it is important that you make some assessment of your goals for the purpose of sound debt management.

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. (The money you borrow will be paid out of your future earnings and may have a significant effect on that lifestyle.) You may have to adjust your thinking about how quickly you can pay your loans back, 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 debts represent a serious financial commitment that must be repaid. A default on any loan engenders serious consequences, including possible legal action against you by the lender or 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. Most lenders offer graduated and income-sensitive repayment plans that lower monthly payment amounts but increase the number of years of repayment. Federal Direct Consolidation Loan allows students to repay their Federal Stafford, Federal Direct Loans, and Graduate PLUS loans on an extended repayment schedule, lasting up to 30 years. Stafford and Direct Loan lenders also offer income-based repayment options (IBR). 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 (ed.gov), and many lenders have websites with loan repayment and budget calculators.

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 offered by individual law schools or organizations. Among organizations that often offer

scholarships are local bar associations; fraternities, sororities, and other social clubs; religious or business organizations; and the US Department of Veterans Affairs (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.

In addition, a number of companies offer tuition-reimbursement benefits to their employees and their employees' dependents.

Federal Work-Study

Federal work-study is a program that provides funding for 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. Additional information is available from any law school financial aid office. Not all schools participate in the federal work-study program.

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. 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 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 payments are equal to 15 percent of the difference between the borrower's earnings and 150 percent of the federal poverty level. 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 www.americanbar.org/groups/legal_aid_indigent_defendants.html. 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

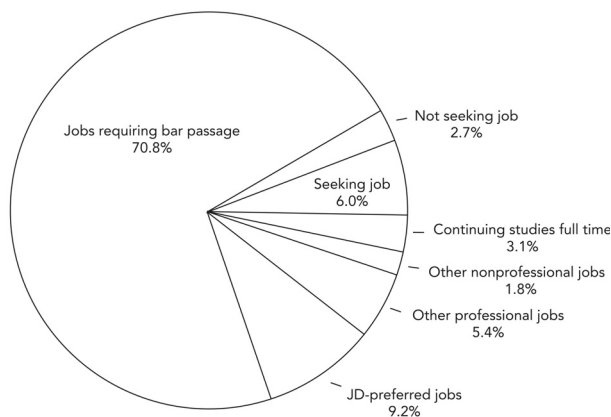
EMPLOYMENT PROSPECTS

Over the last two years, employment of recent law school graduates has been negatively affected by the national and regional economic situations. Prospective law students should make themselves aware of how this may affect their employment prospects after graduation.

Almost 93 percent of all 2009 graduates from ABA-accredited law schools reported employment status to their law school. Their overall employment rate was 88.3 percent of graduates for whom employment status was known, a rate that has decreased for two years in a row, from a 20-year high of 91.9 percent in 2007. This downward trend in the employment rate of recent law school graduates is the lowest rate since the last significant recession to affect the US legal economy in the mid-1990s.

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. Many, but not all, graduates obtain jobs as attorneys. One type of nonattorney job is a "JD-preferred" position, which may include jobs such as corporate contracts administrator, alternative dispute resolution specialist, government regulatory analyst, and FBI special agent or other law enforcement officers. Additional possibilities may include foreign service, jobs with legal publishers, and jobs in law school career services offices. There are other professional but nonlegal jobs that do not require a Juris Doctor and may or may not make specific use of legal skills and background.

Employment Status Class of 2009[†] (as of February 15, 2010)



[†]Based on 40,833 graduates.

Note: A category of jobs for which type—e.g., bar passage required, or other—was not specified accounts for 1.14% of jobs but is not shown on the chart. Overall, almost 90% of jobs were reported as full time.

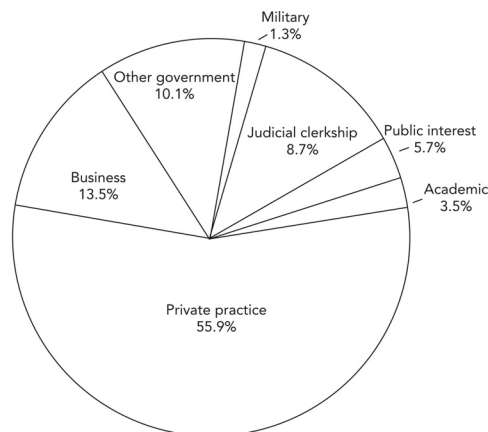
Future lawyers may have to devote considerable time and energy to secure a first job that they consider acceptable. Opportunities will vary from locality to locality and among legal disciplines; certain parts of the country are underrepresented by lawyers. Moreover, future demand for people with legal training is almost impossible to predict. Demand for legal services is substantially influenced by the state of the economy. Rising caseloads in the nation's courts and continuing federal and state regulations suggest that the

need for lawyers is growing. Whether this expanding need will match or fall short of the parallel growth in the number of practicing lawyers and law school graduates as they enter the profession is a question no one can answer with certainty.

TYPES OF EMPLOYMENT

Law graduates have in the past obtained 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.

Employer Types Class of 2009[†] (as of February 15, 2010)



[†]Based on 36,046 jobs.

Note: The category for unknown employer type, representing 1.4% of jobs, is not shown.

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 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.

SALARY AS AN EMPLOYMENT FACTOR

Salary information was reported for 62 percent of those employed full time. The national median salary for the class of 2009 was \$72,000, unchanged from that for the class of 2008. The median has more than doubled since 1985, when a national median was first compiled.

The highest paying jobs were the exception rather than the rule: Although salaries of more than \$75,000 accounted for almost 48 percent of the salaries reported, salaries of \$55,000 or less accounted for one-third of the salaries reported. Outside of private practice, most salaries were \$75,000 or less, with medians ranging from just \$43,000 for public interest jobs to \$65,000 for jobs in business. It is evident that a \$160,000 salary, or even a \$145,000 salary, is not the norm but applies to a specific employment setting applicable to fewer than one in five employed graduates.

Differences in Salary Medians by Job and Employer Type

	Bar Passage Required	JD Preferred	Other Professional
All Types	\$77,000	\$52,000	\$60,000
Academic	\$47,000	\$45,000	\$49,200
Business	\$65,000	\$65,000	\$70,000
Private Practice	\$130,500	\$41,600	\$47,000
Government	\$52,000	\$52,000	\$57,500
Public Interest	\$42,855	\$41,000	\$46,250

Note: Figures reflect full-time jobs only.

PLANNING YOUR CAREER

The search for a full-time job is a process that is dictated not only by the effort and commitment of the candidate but also by the unique recruiting practices of various types of employers. For example, some law firms (typically large firms, which can predict their needs in advance) interview second-year law students on campus in the fall to participate in the firm’s summer associate program. If a student’s performance is acceptable and the hiring needs of the firm have remained consistent with the size of the summer class, the student may receive an offer for a full-time job following graduation. Students receiving such offers make a decision on whether to accept such an offer during the fall of their third year of law school. Some employers, especially government employers and small law firms, do a substantial portion of their hiring after graduation.

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.)

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.

RESOURCES FOR JOB SEEKERS

Here is a sample of the job-seeking and career books that are listed on LSAC’s website (Future JD Students/Search for the Right Law School/Essential Links). Go to LSAC.org for the complete list, which includes books on law school and legal education, the legal profession, biographies, jurisprudence and legal issues, and financing law school.

Abrams, Lisa L. *The Official Guide to Legal Specialties: An Insider’s Guide to Every Major Practice Area*. Washington, DC: NALP, 2000.

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.

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 sections of websites that are part of the American Bar Association, The Association for Legal Career Professionals (NALP), and the federal government, respectively.

- www.americanbar.org/resources_for_lawyers.html
- www.americanbar.org/lawstudent
- www.nalpdirectory.com
- http://nalp.org/recentgraduates
- usajobs.opm.gov
- www.bls.gov/opub/

Note: The charts, tables, and text in this chapter were adapted with permission from *Jobs & JD’s: Employment and Salaries of New Law Graduates, Class of 2009*, published by The Association for Legal Career Professionals (NALP).

CAREER PLACEMENT AND BAR PASSAGE CHART

	Career Placement													Bar Passage*		
	Employment Status				Type of Employment						Location					
	% Employment Status Known	% Employed	% Pursuing Graduate Degree	% Unemployed - Seeking, Not Seeking, or Studying for the Bar	% in Law Firms	% in Business & Industry	% in Government	% in Public Interest	% in Judicial Clerkships	% in Academia	% Employed in State	% Employed in Foreign Nations	# States Where Employed	State Where Most Take Exam	% Pass Rate for First-time Test Takers	% State's Overall Pass Rate for First-time Test Takers
Alabama																
Alabama	98.8	88.0	3.6	1.2	55.8	9.5	12.9	5.4	12.2	2.7	67.3	2.0	18	AL	96.19	86.51
Faulkner	100.0	86.1	0.0	13.9	43.5	17.7	27.4	1.6	8.1	0.0	82.3	0.0	9	AL	89.23	86.51
Samford	98.2	90.0	3.7	4.4	70.8	11.8	9.7	0.7	5.6	1.4	67.4	0.7	12	AL	92.38	86.51
Arizona																
Arizona	99.3	89.4	4.3	2.8	42.1	7.1	25.4	3.2	21.4	0.8	64.3	0.8	15	AZ	92.93	79.76
Arizona State	99.4	90.3	5.1	0.0	42.8	8.2	20.1	10.7	11.3	6.9	73.6	1.3	18	AZ	83.33	79.76
Phoenix	100.0	94.7	1.8	3.5	44.4	25.9	14.8	5.6	1.9	7.4	92.6	0.0	3	AZ	66.67	79.76
Arkansas																
Arkansas	98.4	85.0	9.2	5.8	52.9	12.7	18.6	4.9	5.9	2.9	64.7	0.0	15	AR	84.95	74.22
Arkansas-Little Rock	99.2	81.7	4.0	8.7	48.5	23.3	18.4	2.9	4.9	1.9	76.7	0.0	9	AR	64.08	74.22
California																
California-Berkeley	100.0	95.6	1.7	2.0	68.7	0.7	7.1	11.0	11.0	1.1	60.9	1.4	23	CA	91.63	73.19
California-Davis	99.5	96.3	2.6	0.0	56.3	4.9	10.9	6.6	4.9	6.0	76.0	0.0	10	CA	88.04	73.19
California-Hastings	97.8	86.5	2.0	6.1	59.4	9.1	11.6	6.2	4.8	8.8	87.8	0.3	18	CA	84.94	73.19
California-Los Angeles	99.2	93.9	1.4	1.7	68.4	4.7	5.9	6.8	9.1	5.0	82.6	0.9	15	CA	85.26	73.19
California Western	92.0	86.7	2.8	7.8	70.9	13.2	7.9	5.3	1.1	1.6	84.7	0.5	12	CA	76.06	73.19
Chapman	98.7	85.4	5.7	1.9	50.7	13.4	7.5	0.7	4.5	22.4	91.0	0.7	11	CA	77.63	73.19
Golden Gate	91.6	87.2	3.7	6.1	40.6	18.9	15.4	16.8	2.1	6.3	93.0	0.0	8	CA	64.16	73.19
La Verne	100.0	63.2	9.2	3.9	64.6	20.8	8.3	4.2	0.0	2.1	85.4	0.0	6	CA	29.69	73.19
Loyola Marymount	100.0	93.4	1.0	5.3	62.7	13.8	3.0	15.1	3.2	2.2	96.2	0.3	8	CA	82.93	73.19
Pacific, McGeorge	98.8	88.9	2.4	2.0	46.7	10.7	20.4	11.1	3.6	2.2	81.8	0.4	11	CA	77.41	73.19
Pepperdine	100.0	89.9	5.0	2.5	63.1	16.2	8.9	1.1	5.0	5.6	76.0	2.2	21	CA	80.00	73.19
San Diego	97.5	86.8	7.2	1.9	59.4	13.4	9.1	5.8	2.9	9.1	80.1	1.8	15	CA	75.76	73.19
San Francisco	96.4	93.1	0.0	3.7	31.8	15.9	4.5	2.3	1.1	10.8	48.9	0.0	8	CA	78.33	73.19
Santa Clara	98.5	85.9	0.8	4.3	42.7	15.5	9.1	5.9	3.2	3.2	59.1	0.5	8	CA	81.47	73.19
Southern California	98.1	95.1	1.0	2.0	78.5	5.6	5.1	3.1	4.1	3.1	86.2	0.5	9	CA	90.81	73.19
Southwestern	95.8	93.1	1.1	1.4	56.6	27.1	7.8	4.7	1.2	2.3	87.6	0.8	11	CA	61.23	73.19
Stanford	100.0	95.0	2.2	2.2	62.8	2.3	2.9	4.1	26.2	1.7	43.0	1.7	24	CA	93.27	73.19
Thomas Jefferson	85.9	84.7	4.2	11.1	58.1	21.9	8.7	6.9	1.2	1.2	83.1	2.5	18	CA	46.56	73.19
Western State	93.2	75.6	1.2	20.7	56.5	30.6	6.5	3.2	0.0	3.2	87.1	0.0	6	CA	47.67	73.19
Whittier	99.3	83.3	6.0	6.7	62.4	26.4	4.8	4.8	0.8	0.8	88.8	0.0	11	CA	62.28	73.19
Colorado																
Colorado	95.2	84.1	1.3	1.3	54.5	6.1	18.9	3.8	15.9	1.5	86.4	0.8	14	CO	92.91	85.67
Denver	97.2	86.8	3.8	8.5	39.9	14.5	26.7	11.5	3.4	0.7	77.0	0.3	21	CO	87.68	85.67
Connecticut																
Connecticut	95.7	89.9	2.0	6.0	48.6	19.6	10.6	2.2	12.3	6.7	59.8	1.7	16	CT	92.41	85.56
Quinnipiac	97.3	94.4	0.0	5.6	45.5	24.8	16.8	1.0	7.9	1.0	71.3	0.0	11	CT	89.66	85.56
Yale	100.0	96.5	2.5	0.5	40.4	3.1	11.9	13.5	30.6	0.5	4.7	4.1	27	NY	94.79	86.51
Delaware																
Widener	81.3	91.6	1.6	5.8	48.0	13.7	12.0	3.4	22.3	0.6	24.6	0.0	11	PA	85.85	85.69
District of Columbia																
American	99.1	82.2	5.2	7.6	42.6	13.9	16.9	12.3	10.4	3.6	45.4	1.6	29	NY	89.91	86.51
Catholic	99.2	88.6	3.4	5.5	37.1	22.9	20.0	1.4	12.4	4.3	51.9	0.0	19	MD	79.17	78.20
District of Columbia	92.8	67.2	6.2	23.4	34.9	18.6	18.6	18.6	7.0	2.3	48.8	0.0	8	MD	57.69	78.20

	Career Placement													Bar Passage*		
	Employment Status				Type of Employment						Location					
	% Employment Status Known	% Employed	% Pursuing Graduate Degree	% Unemployed - Seeking, Not Seeking, or Studying for the Bar	% in Law Firms	% in Business & Industry	% in Government	% in Public Interest	% in Judicial Clerkships	% in Academia	% Employed in State	% Employed in Foreign Nations	# States Where Employed	State Where Most Take Exam	% Pass Rate for First-time Test Takers	% State's Overall Pass Rate for First-time Test Takers
George Washington	99.5	97.3	0.7	1.4	60.7	8.0	12.8	4.3	6.3	5.9	52.3	0.9	26	NY	97.14	86.51
Georgetown	99.3	93.0	3.1	3.1	66.9	1.9	8.9	10.9	9.7	1.0	42.0	2.2	31	NY	93.49	86.51
Howard	91.7	90.1	0.8	5.8	47.7	9.2	19.3	5.5	13.8	0.9	48.6	0.9	19	MD	64.10	78.20
Florida																
Ave Maria	98.8	60.0	3.5	34.1	31.4	9.8	25.5	9.8	13.7	0.0	3.9	3.9	22	MI	80.00	86.87
Barry	92.7	69.5	2.4	23.8	52.6	18.4	14.9	5.3	3.5	4.4	75.4	0.0	15	FL	70.45	77.81
Florida A&M	84.4	63.1	4.3	29.8	43.8	12.4	25.8	4.5	1.1	4.5	93.3	0.0	5	FL	52.52	77.81
Florida Coastal	95.2	85.5	4.1	2.8	44.5	11.9	14.2	15.1	2.1	3.0	65.0	0.3	34	FL	78.77	77.81
Florida	99.8	87.0	10.1	0.5	50.9	8.9	19.5	6.2	5.1	9.2	74.3	0.3	19	FL	85.71	77.81
Florida International	99.2	91.5	4.3	0.0	54.2	16.8	13.1	0.0	3.7	12.1	86.0	0.0	11	FL	81.03	77.81
Florida State	98.9	91.9	2.7	0.0	50.6	11.3	23.8	8.4	2.5	3.3	76.2	1.3	18	FL	86.51	77.81
Miami	94.7	87.0	6.2	2.5	66.6	10.7	7.1	6.8	3.6	2.6	61.7	1.0	22	FL	80.77	77.81
Nova Southeastern	99.2	78.3	6.7	9.9	70.2	11.6	10.1	3.5	2.5	2.0	88.4	0.5	16	FL	83.87	77.81
St. Thomas	97.8	69.3	9.1	21.6	63.9	18.0	4.9	6.6	3.3	0.8	66.4	1.6	13	FL	73.61	77.81
Stetson	97.8	89.2	3.5	2.9	54.8	13.2	14.6	7.5	6.0	1.8	87.9	0.0	21	FL	81.05	77.81
Georgia																
Atlanta's John Marshall	100.0	90.5	0.0	3.2	48.2	29.8	14.0	4.4	3.5	0.0	85.1	0.9	9	GA	82.69	86.28
Emory	99.1	83.8	4.2	7.4	68.5	9.9	6.1	3.9	8.3	2.8	47.5	0.0	22	GA	91.82	86.28
Georgia	98.1	91.0	6.6	0.9	65.3	4.7	8.8	3.6	14.0	3.1	75.1	0.5	13	GA	94.48	86.28
Georgia State	98.9	90.7	3.8	1.6	62.7	19.9	9.6	2.4	2.4	3.0	92.8	1.2	10	GA	94.12	86.28
Mercer	100.0	77.4	5.7	15.1	55.3	13.0	18.7	5.7	5.7	1.6	78.0	0.8	10	GA	87.30	86.28
Hawai'i																
Hawai'i	95.5	90.5	8.3	1.2	36.8	11.8	11.8	3.9	32.9	2.6	88.2	1.3	6	HI	88.16	85.94
Idaho																
Idaho	97.9	80.4	10.9	6.5	44.6	10.8	10.8	1.4	27.0	1.4	60.8	0.0	12	ID	90.57	85.81
Illinois																
Chicago	100.0	99.0	0.5	0.5	79.9	3.4	2.5	3.4	9.3	1.5	32.4	2.0	23	IL	97.50	90.89
Chicago-Kent	96.9	90.3	3.6	4.0	64.5	15.1	10.8	3.6	2.0	4.0	84.5	0.4	20	IL	95.17	90.89
DePaul	99.1	85.8	2.2	6.6	50.0	26.1	12.1	4.4	1.5	4.4	77.6	0.4	19	IL	92.39	90.89
Illinois	100.0	85.9	7.8	0.5	66.7	11.5	4.8	6.7	6.7	3.6	61.2	1.2	24	IL	95.74	90.89
John Marshall	98.0	87.0	0.5	11.5	57.2	22.0	13.5	1.2	1.2	5.0	90.3	0.6	17	IL	85.11	90.89
Loyola-Chicago	97.4	91.6	4.7	2.3	52.9	19.0	16.8	5.1	4.4	1.8	80.7	0.7	18	IL	92.89	90.89
Northern Illinois	90.2	73.5	1.2	20.5	59.0	9.8	16.4	6.6	0.0	8.2	70.5	0.0	7	IL	79.73	90.89
Northwestern	99.2	95.7	1.9	0.0	76.5	5.7	1.6	2.8	9.3	3.2	39.7	2.0	23	IL	95.16	90.89
Southern Illinois	100.0	73.5	8.8	17.7	59.0	9.6	18.1	3.6	6.0	3.6	55.4	0.0	15	IL	90.54	90.89
Indiana																
Indiana-Bloomington	99.0	90.2	4.7	2.6	40.8	18.4	20.1	6.9	7.5	6.3	44.8	1.7	29	IN	95.83	82.74
Indiana-Indianapolis	98.9	92.1	2.3	5.3	48.2	14.7	22.9	2.0	2.0	3.7	80.8	0.0	19	IN	82.67	82.74
Notre Dame	100.0	93.4	2.0	1.0	52.4	9.2	11.4	7.6	15.1	3.8	9.7	0.0	29	IL	97.56	90.89
Valparaiso	100.0	70.9	1.2	17.6	42.7	21.4	18.8	7.7	2.6	4.3	32.5	0.0	23	IN	71.19	82.74
Iowa																
Drake	100.0	89.7	1.5	5.1	58.2	15.6	8.2	9.0	6.6	2.5	73.0	0.0	37	Iowa	96.39	93.17
Iowa	100.0	91.7	5.3	1.5	53.4	13.2	10.1	7.9	7.4	5.3	27.5	0.5	30	Iowa	94.34	93.17
Kansas																
Kansas	97.5	84.0	3.2	9.0	53.4	21.4	13.7	5.3	6.1	0.0	50.4	1.5	18	KS	75.00	86.23
Washburn	97.8	86.6	3.7	4.5	54.3	11.2	20.7	6.0	5.2	2.6	67.2	0.0	16	KS	84.09	86.23

	Career Placement													Bar Passage*		
	Employment Status				Type of Employment						Location					
	% Employment Status Known	% Employed	% Pursuing Graduate Degree	% Unemployed - Seeking, Not Seeking, or Studying for the Bar	% in Law Firms	% in Business & Industry	% in Government	% in Public Interest	% in Judicial Clerkships	% in Academia	% Employed in State	% Employed in Foreign Nations	# States Where Employed	State Where Most Take Exam	% Pass Rate for First-time Test Takers	% State's Overall Pass Rate for First-time Test Takers
Kentucky																
Kentucky	99.3	94.0	3.0	0.7	52.4	7.9	8.7	9.5	17.5	2.4	80.2	0.0	15	KY	82.61	85.92
Louisville-Brandeis	98.2	95.5	3.6	0.9	57.5	14.2	11.3	7.5	7.5	1.9	79.2	0.9	14	KY	85.57	85.92
Northern Kentucky	97.0	91.5	0.0	6.2	42.0	26.9	14.3	6.7	5.0	5.0	57.1	0.0	9	KY	87.50	85.92
Louisiana																
Louisiana State	97.8	88.8	2.2	7.9	55.7	8.2	15.8	2.5	17.1	0.0	86.7	0.0	11	LA	89.24	73.73
Loyola-New Orleans	91.5	85.4	8.8	0.0	54.4	13.0	15.5	2.1	14.0	1.0	78.2	0.0	21	LA	70.17	73.73
Southern	100.0	91.9	1.6	6.5	43.9	13.2	23.7	3.5	14.0	1.8	80.7	0.9	10	LA	63.46	73.73
Tulane	95.3	92.2	2.4	3.7	55.8	16.4	7.5	9.7	8.0	2.2	42.5	2.2	24	LA	77.31	73.73
Maine																
Maine	100.0	78.5	6.5	14.0	45.2	24.7	12.3	8.2	6.8	2.7	69.9	0.0	10	ME	82.35	82.49
Maryland																
Baltimore	99.3	93.4	2.3	2.3	35.7	12.7	19.4	3.9	21.9	3.5	80.6	0.0	11	MD	81.85	78.20
Maryland	98.4	95.8	0.4	0.4	40.0	18.7	13.9	4.3	13.9	9.1	66.5	1.3	19	MD	85.08	78.20
Massachusetts																
Boston College	99.6	94.7	1.6	2.0	68.4	7.4	5.2	5.2	8.2	5.2	49.8	0.9	23	MA	95.17	89.77
Boston	99.6	94.8	2.6	2.2	62.6	5.9	3.9	1.2	8.7	17.3	49.6	2.4	24	MA	96.05	89.77
Harvard	100.0	97.5	0.9	1.1	66.7	4.0	2.7	5.4	20.6	0.5	11.6	2.7	38	NY	98.52	86.51
New England	94.9	78.8	4.7	15.2	46.2	29.1	14.5	1.3	6.8	1.7	63.7	0.4	22	MA	86.19	89.77
Northeastern	96.8	94.4	1.9	3.7	42.6	9.9	16.8	10.4	5.4	14.9	63.9	1.0	22	MA	95.09	89.77
Suffolk	96.7	83.0	1.7	14.2	50.1	20.0	13.8	2.6	4.7	4.4	78.2	0.3	22	MA	88.11	89.77
Western New England	93.4	77.1	5.3	15.9	48.9	19.8	16.0	3.1	9.9	2.3	31.3	0.8	20	MA	84.51	89.77
Michigan																
Detroit Mercy	100.0	75.4	1.4	16.6	65.4	19.5	6.3	1.9	3.8	3.1	61.0	15.1	12	MI	90.15	86.87
Michigan	99.5	96.8	1.7	0.5	72.5	2.8	2.5	8.1	13.6	0.3	11.6	2.0	37	NY	92.48	86.51
Michigan State	97.2	93.5	4.9	1.6	43.0	25.2	9.1	3.0	3.5	13.9	54.3	2.6	29	MI	94.74	86.87
Thomas M. Cooley	84.2	77.8	2.5	18.3	56.5	16.1	13.9	3.7	4.8	2.9	31.2	1.4	40	MI	88.32	86.87
Wayne State	100.0	83.1	2.7	8.7	68.4	14.5	8.6	2.0	1.3	5.3	92.8	0.0	9	MI	89.44	86.87
Minnesota																
Hamline	97.0	84.6	2.2	4.4	38.0	28.6	14.1	2.1	8.9	3.1	71.9	1.6	15	MN	88.83	89.58
Minnesota	100.0	94.1	2.4	1.2	47.1	12.1	10.4	11.7	11.2	0.4	50.8	1.7	27	MN	96.43	89.58
St. Thomas-Minneapolis	100.0	89.6	2.8	6.2	33.3	32.6	11.6	7.0	10.9	3.1	72.9	0.0	20	MN	90.91	89.58
William Mitchell	100.0	85.9	1.2	6.1	42.3	27.0	10.3	5.0	7.8	2.5	76.9	0.4	12	MN	85.39	89.58
Mississippi																
Mississippi	94.4	89.5	3.9	5.2	59.1	8.8	15.3	2.2	12.4	0.0	52.6	0.0	17	MS	90.57	85.21
Mississippi College	88.8	90.1	3.3	6.6	59.6	9.6	16.9	2.2	11.8	0.0	58.1	0.7	15	MS	77.57	85.21
Missouri																
Missouri-Columbia	95.4	78.5	4.9	6.9	63.7	7.1	15.9	1.8	9.7	0.9	77.0	0.9	11	MO	92.13	91.81
Missouri-Kansas City	100.0	91.3	2.0	4.7	53.3	21.2	12.4	3.6	9.5	0.0	72.3	0.0	10	MO	94.74	91.81
St. Louis	100.0	88.1	1.0	5.6	56.6	19.5	8.2	10.1	4.5	1.1	69.3	0.0	21	MO	95.77	91.81
Washington University	99.3	96.2	3.1	0.3	66.9	14.4	6.8	3.6	4.3	0.7	27.0	3.6	30	MO	96.47	91.81
Montana																
Montana	96.2	86.8	6.6	5.3	48.5	4.5	10.6	10.6	25.8	0.0	75.8	0.0	9	MT	94.03	88.64
Nebraska																
Creighton	97.9	86.7	3.5	8.4	49.2	21.8	9.7	8.1	8.9	2.4	50.8	0.0	22	Iowa	100.00	93.17
Nebraska	98.5	89.4	2.3	6.1	60.2	13.6	15.3	1.7	5.9	2.5	74.6	0.0	17	NE	92.31	87.93

	Career Placement													Bar Passage*		
	Employment Status				Type of Employment						Location					
	% Employment Status Known	% Employed	% Pursuing Graduate Degree	% Unemployed - Seeking, Not Seeking, or Studying for the Bar	% in Law Firms	% in Business & Industry	% in Government	% in Public Interest	% in Judicial Clerkships	% in Academia	% Employed in State	% Employed in Foreign Nations	# States Where Employed			
Nevada																
Nevada	100.0	94.3	0.7	0.7	60.6	4.5	4.5	7.6	20.5	2.3	86.4	0.8	8	NV	80.15	73.00
New Hampshire																
New Hampshire	92.0	81.9	3.9	12.6	59.6	17.3	5.8	7.7	4.8	4.8	20.2	1.0	24	NH	91.67	86.84
New Jersey																
Rutgers-Camden	98.7	85.2	3.4	9.3	40.1	14.9	2.5	1.5	35.6	4.0	64.9	0.0	13	NJ	80.00	83.64
Rutgers-Newark	99.2	91.3	0.8	7.5	42.7	16.8	6.8	0.9	31.8	0.9	65.0	0.5	10	NJ	81.45	83.64
Seton Hall	100.0	94.2	0.0	5.8	38.6	10.7	3.4	2.8	40.0	2.1	64.5	0.0	13	NJ	90.23	83.64
New Mexico																
New Mexico	100.0	92.0	1.8	2.7	48.1	3.8	20.2	13.5	8.7	2.9	83.7	1.9	12	NM	94.79	90.58
New York																
Albany	100.0	90.3	4.6	4.2	59.0	11.3	17.4	3.1	5.6	2.6	81.5	1.0	15	NY	82.89	86.51
Brooklyn	98.8	84.2	2.8	7.3	54.5	14.9	17.1	7.0	5.3	1.0	88.0	1.0	16	NY	87.97	86.51
Buffalo	97.6	90.1	5.8	1.6	58.9	14.6	11.0	6.4	4.1	3.7	80.8	0.5	18	NY	79.26	86.51
Cardozo	97.5	88.1	4.6	4.9	63.2	17.1	5.9	7.2	5.9	0.7	79.6	2.0	15	NY	89.52	86.51
CUNY	88.6	89.9	0.0	7.3	21.4	18.4	8.2	28.6	15.3	8.2	70.4	0.0	12	NY	80.39	86.51
Columbia	98.9	98.9	0.9	0.0	84.1	2.1	2.3	3.2	8.0	0.2	65.3	2.1	20	NY	96.06	86.51
Cornell	100.0	97.4	0.0	2.6	85.3	0.5	0.5	1.6	8.9	3.2	58.9	1.6	17	NY	93.65	86.51
Fordham	98.9	92.5	2.2	3.0	70.5	8.1	5.3	5.1	5.1	5.6	84.0	1.4	16	NY	89.84	86.51
Hofstra	96.7	94.3	3.1	2.0	52.4	17.6	13.0	3.3	2.1	4.5	84.5	0.0	19	NY	76.54	86.51
New York Law	93.8	88.3	4.6	5.8	44.5	23.1	8.0	15.7	3.3	3.0	75.5	1.4	12	NY	81.14	86.51
New York	100.0	97.0	1.9	0.4	71.6	2.2	4.2	10.3	10.7	1.1	63.7	2.2	27	NY	96.88	86.51
Pace	96.8	88.1	6.1	5.7	42.3	18.1	9.8	5.1	6.0	17.7	71.6	1.4	12	NY	84.26	86.51
St. John's	97.5	82.3	2.2	10.1	63.2	13.2	10.1	1.3	3.5	8.3	90.8	0.4	13	NY	91.34	86.51
Syracuse	93.5	86.7	7.4	3.0	44.3	20.5	14.2	8.0	10.2	2.8	50.6	1.1	25	NY	87.33	86.51
Touro	84.7	60.2	1.2	38.6	60.2	13.6	13.6	6.8	3.9	1.9	87.4	1.0	7	NY	75.79	86.51
North Carolina																
Campbell	100.0	89.7	2.1	7.2	70.1	8.0	14.9	1.1	2.3	0.0	81.6	0.0	5	NC	90.48	76.79
Charlotte	96.9	95.2	0.0	1.6	54.2	28.8	5.1	6.8	0.0	5.1	84.7	0.0	4	NC	67.31	76.79
Duke	100.0	95.4	2.3	0.0	70.3	5.7	2.4	4.3	16.7	0.5	11.5	1.4	28	NY	97.40	86.51
Elon	90.7	89.7	4.1	5.2	74.7	8.0	5.7	4.6	4.6	1.1	88.5	0.0	7	NC	82.65	76.79
North Carolina	97.8	92.8	1.8	2.3	55.3	10.7	9.2	14.1	9.2	1.5	65.5	0.0	22	NC	88.89	76.79
North Carolina Central	68.0	84.6	1.6	12.2	51.9	8.7	19.2	13.5	3.8	1.0	84.6	0.0	10	NC	80.54	76.79
Wake Forest	95.4	94.5	1.4	3.4	62.0	8.0	6.6	11.7	8.0	2.9	42.3	0.7	21	NC	92.41	76.79
North Dakota																
North Dakota	88.7	84.5	5.6	8.5	56.7	13.3	11.7	1.7	15.0	0.0	70.0	3.3	11	ND	86.00	86.76
Ohio																
Akron	95.1	88.3	0.0	8.0	44.6	23.1	25.6	1.7	1.7	2.5	78.5	0.0	16	OH	89.72	86.03
Capital	74.5	82.9	2.1	14.3	59.5	12.1	19.0	3.4	3.4	2.6	88.8	0.0	10	OH	88.02	86.03
Case Western	95.2	91.4	1.5	3.5	47.5	17.1	14.4	15.5	5.0	0.6	58.6	0.6	23	OH	82.42	86.03
Cincinnati	98.1	87.7	3.8	3.8	53.8	8.6	15.1	6.5	5.4	8.6	66.7	2.2	16	OH	89.19	86.03
Cleveland State	95.0	84.8	1.0	10.5	56.2	22.2	14.2	4.9	1.2	1.2	83.3	0.0	15	OH	82.63	86.03
Dayton	97.3	82.9	0.0	13.0	68.6	11.6	8.3	3.3	5.0	3.3	62.0	0.0	20	OH	80.23	86.03
Ohio Northern	87.5	92.9	1.2	4.8	50.0	12.8	11.5	5.1	7.7	3.8	51.3	0.0	14	OH	78.85	86.03
Ohio State	100.0	92.7	3.9	1.3	51.9	17.1	15.7	1.9	6.5	6.9	56.0	0.9	25	OH	93.53	86.03
Toledo	86.5	92.5	0.7	3.7	41.9	17.7	17.7	11.3	5.6	4.0	65.3	0.0	19	OH	87.80	86.03

	Career Placement													Bar Passage*		
	Employment Status				Type of Employment						Location					
	% Employment Status Known	% Employed	% Pursuing Graduate Degree	% Unemployed - Seeking, Not Seeking, or Studying for the Bar	% in Law Firms	% in Business & Industry	% in Government	% in Public Interest	% in Judicial Clerkships	% in Academia	% Employed in State	% Employed in Foreign Nations	# States Where Employed			
Oklahoma																
Oklahoma	100.0	90.3	1.8	4.2	58.4	16.8	16.8	2.7	2.0	3.4	72.5	0.7	13	OK	95.12	86.76
Oklahoma City	98.8	84.8	0.6	8.5	55.4	23.0	10.8	7.9	0.0	2.2	62.6	0.0	19	OK	83.17	86.76
Tulsa	99.4	95.7	1.8	0.6	63.7	9.6	14.6	3.2	1.3	6.4	69.4	0.0	21	OK	88.39	86.76
Oregon																
Lewis & Clark	98.3	89.6	4.3	1.7	47.8	12.1	15.5	13.0	5.8	5.8	75.4	1.9	17	OR	78.49	76.85
Oregon	93.9	87.6	5.9	6.5	46.3	6.0	14.9	14.2	15.7	3.0	63.4	2.2	13	OR	82.46	76.85
Willamette	99.2	92.2	2.3	0.8	48.7	13.4	15.1	5.9	7.6	9.2	73.1	0.0	11	OR	86.67	76.85
Pennsylvania																
Duquesne	88.8	87.4	2.7	9.8	56.2	16.2	10.6	1.2	11.2	1.9	67.5	0.0	16	PA	87.71	85.69
Earl Mack, Drexel	95.0	83.4	3.3	12.6	48.4	15.9	11.9	5.6	15.1	2.4	49.2	0.8	9	PA	89.84	85.69
Penn State	96.0	87.0	5.2	3.6	39.9	14.3	19.0	1.2	17.3	3.6	41.7	1.8	23	PA	88.78	85.69
Pennsylvania	100.0	97.7	1.6	0.8	73.8	4.0	4.0	2.4	15.1	0.8	16.3	1.6	24	NY	95.97	86.51
Pittsburgh	99.1	86.0	2.6	8.3	57.1	16.8	13.3	3.1	8.7	0.5	62.2	0.5	23	PA	91.91	85.69
Temple	99.6	87.7	3.5	7.4	47.0	12.4	10.4	7.6	15.3	6.0	67.9	0.4	18	PA	95.09	85.69
Villanova	99.1	86.7	3.4	9.9	55.0	16.8	8.4	5.4	9.4	1.0	57.9	0.0	20	PA	94.74	85.69
Widener	94.1	90.2	0.9	2.7	42.6	17.8	23.8	2.0	12.9	1.0	78.2	0.0	14	PA	93.07	85.69
Puerto Rico																
Inter American	96.3	85.7	4.8	9.5	30.6	44.4	16.1	1.1	2.2	5.6	92.2	0.0	0	PR	41.25	50.28
Pontifical Catholic	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	PR	36.43	50.28
Puerto Rico	16.6	76.7	6.7	16.7	43.5	26.1	8.7	0.0	13.0	8.7	91.3	0.0	0	PR	64.53	50.28
Rhode Island																
Roger Williams	85.5	81.8	9.4	7.5	47.7	15.4	10.8	6.9	14.6	2.3	40.0	0.8	19	RI	94.94	79.92
South Carolina																
Charleston	97.4	77.0	9.2	13.8	39.3	9.4	17.9	6.0	26.5	0.9	84.6	0.0	7	SC	77.46	78.19
South Carolina	94.7	88.8	3.4	7.3	52.9	8.7	15.0	3.4	18.4	1.5	75.7	0.5	15	SC	85.26	78.19
South Dakota																
South Dakota	100.0	84.9	4.1	8.2	45.2	12.9	4.8	8.1	22.6	1.6	72.6	0.0	11	SD	96.55	89.77
Tennessee																
Memphis	95.8	91.2	1.8	6.2	58.3	11.7	13.6	3.9	10.7	1.0	84.5	0.0	14	TN	88.18	82.44
Tennessee	98.6	92.8	2.9	3.6	62.5	6.2	14.8	1.6	12.5	2.3	80.5	0.0	13	TN	88.46	82.44
Vanderbilt	98.9	94.7	3.7	0.0	71.8	3.4	3.4	3.4	13.0	5.1	21.5	1.7	27	NY	97.30	86.51
Texas																
Baylor	97.7	89.8	2.4	5.5	70.2	6.1	14.9	0.9	6.1	1.8	81.6	0.0	15	TX	94.96	85.48
Houston	99.3	93.3	2.8	3.5	60.0	19.2	11.7	3.4	3.8	1.9	89.1	0.4	14	TX	91.25	85.48
St. Mary's	97.6	87.5	1.0	6.0	68.6	9.1	13.1	2.3	3.4	1.7	91.4	0.0	7	TX	83.60	85.48
SMU Dedman	100.0	89.3	4.6	2.6	67.5	19.3	6.9	1.5	4.0	0.7	93.4	0.0	16	TX	89.46	85.48
South Texas	89.9	88.5	1.8	5.0	61.5	19.4	12.4	0.7	3.3	2.3	94.3	0.0	10	TX	86.84	85.48
Texas	100.0	92.8	0.0	2.3	63.7	5.7	10.7	7.0	11.7	1.0	67.9	1.0	26	TX	93.19	85.48
Texas Southern	97.4	84.5	1.1	6.4	57.6	20.9	12.0	1.9	0.0	1.3	82.9	0.0	6	TX	67.90	85.48
Texas Tech	95.6	89.8	4.1	6.1	59.9	11.3	15.3	3.4	5.1	1.1	75.1	0.0	11	TX	93.37	85.48
Texas Wesleyan	86.8	85.3	2.8	11.3	58.3	25.8	8.6	2.0	2.0	2.6	83.4	0.0	9	TX	89.55	85.48
Utah																
Brigham Young	100.0	93.3	0.7	1.3	64.3	15.7	8.6	0.0	9.3	2.1	44.3	0.0	22	UT	90.12	88.94
Utah	100.0	92.5	3.8	2.3	62.6	7.3	17.9	3.3	7.3	1.6	79.7	0.0	16	UT	88.99	88.94

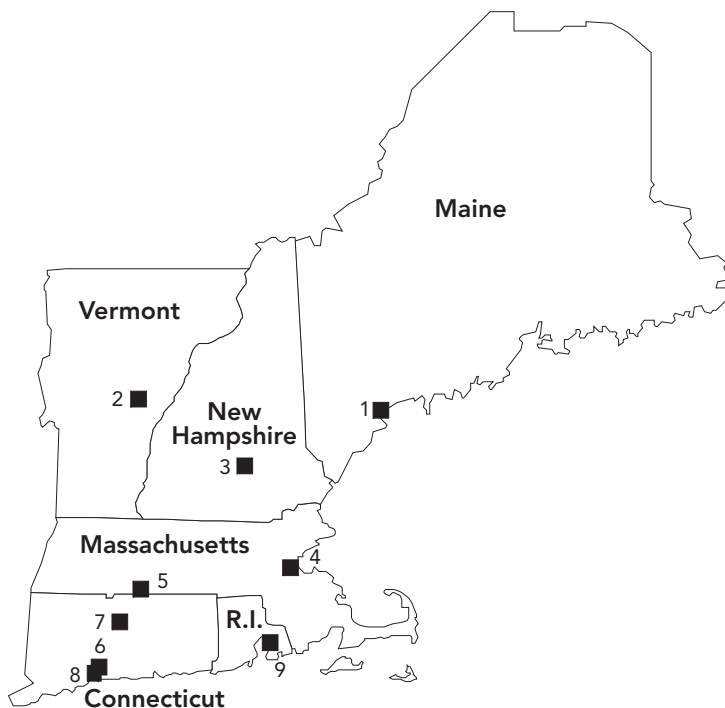
	Career Placement													Bar Passage*		
	Employment Status				Type of Employment						Location					
	% Employment Status Known	% Employed	% Pursuing Graduate Degree	% Unemployed - Seeking, Not Seeking, or Studying for the Bar	% in Law Firms	% in Business & Industry	% in Government	% in Public Interest	% in Judicial Clerkships	% in Academia	% Employed in State	% Employed in Foreign Nations	# States Where Employed	State Where Most Take Exam	% Pass Rate for First-time Test Takers	% State's Overall Pass Rate for First-time Test Takers
Vermont																
Vermont	100.0	80.9	8.2	6.6	29.1	19.6	17.6	13.5	16.9	3.4	18.2	0.0	31	NY	56.25	86.51
Virginia																
Appalachian	85.3	57.6	5.1	37.4	63.2	1.8	14.0	5.3	14.0	0.0	29.8	1.8	12	VA	67.86	77.06
George Mason	99.6	96.5	0.0	0.4	42.5	21.3	14.5	1.4	10.0	10.4	48.9	0.9	18	VA	87.90	77.06
Liberty	96.4	79.2	1.9	18.9	42.9	19.0	23.8	4.8	4.8	4.8	38.1	0.0	13	VA	57.14	77.06
Regent	95.6	88.4	0.8	9.3	54.4	16.7	10.5	1.8	8.8	6.1	37.7	1.8	26	VA	75.93	77.06
Richmond	98.0	93.3	2.0	2.7	37.9	20.7	12.1	3.6	20.7	0.0	77.9	0.0	15	VA	82.68	77.06
Virginia	99.0	98.8	0.2	0.2	72.0	2.8	7.6	3.8	13.1	0.8	13.6	1.0	30	NY	95.69	86.51
Washington and Lee	98.6	87.5	5.1	5.9	58.0	10.9	7.6	1.7	19.3	0.8	31.9	0.8	26	VA	80.39	77.06
William & Mary	97.9	95.7	1.1	2.1	56.4	6.7	17.9	2.8	15.1	0.6	30.7	1.1	28	VA	88.24	77.06
Washington																
Gonzaga	98.9	86.2	5.5	3.9	54.5	21.8	10.3	5.1	6.4	1.9	46.2	0.6	25	WA	67.00	74.42
Seattle	100.0	87.2	4.2	5.6	46.6	23.5	14.3	7.8	5.4	2.4	86.7	1.0	15	WA	75.60	74.42
Washington	100.0	89.5	4.9	1.9	49.0	9.7	11.7	5.5	22.8	1.4	67.6	4.8	12	WA	87.50	74.42
West Virginia																
West Virginia	99.3	90.1	7.3	0.7	52.2	26.5	3.7	2.9	11.8	2.2	73.5	0.0	10	WV	81.25	81.16
Wisconsin																
Marquette	98.6	88.0	2.9	7.7	62.5	13.6	7.6	6.0	6.0	4.3	76.6	0.5	17	WI	100.00	90.80
Wisconsin	97.1	92.5	2.6	3.0	50.6	10.1	16.2	8.5	4.0	8.9	57.5	1.2	21	WI	100.00	90.80
Wyoming																
Wyoming	100.0	85.0	2.5	8.7	48.5	13.2	10.3	10.3	17.6	0.0	58.8	0.0	12	WY	91.67	79.34

*Bar Passage data for first-time bar exam takers in the 2009 calendar year.

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

(by region)

New England



Maine

1. **Portland—Population: 66,194**
Maine—Enrollment: 278/0

Vermont

2. **South Royalton—Population: 694**
Vermont—Enrollment: 607/0

New Hampshire

3. **Concord—Population: 42,695**
New Hampshire—Enrollment: 419/0

Massachusetts

4. **Boston—Population: 617,594**
Boston College—Enrollment: 796/0
Boston University—Enrollment: 821/1
Harvard (Cambridge, MA)—Enrollment: 1,733/0
New England—Enrollment: 796/336
Northeastern—Enrollment: 629/0
Suffolk—Enrollment: 1,090/591

5. **Springfield—Population: 153,060**
Western New England—Enrollment: 387/138

Connecticut

6. **Hamden—Population: 60,960**
Quinnipiac—Enrollment: 340/127
7. **Hartford—Population: 124,775**
Connecticut—Enrollment: 440/180
8. **New Haven—Population: 129,779**
Yale—Enrollment: 629/0

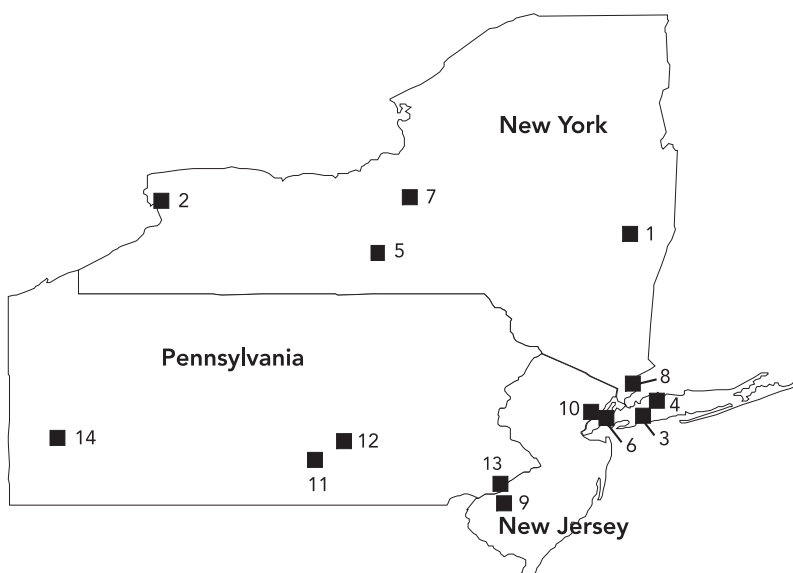
Rhode Island

9. **Bristol—Population: 22,954**
Roger Williams—Enrollment: 540/0

"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: 697/23
2. **Buffalo**—Population: 261,310
Buffalo—Enrollment: 693/8
3. **Hempstead**—Population: 53,891
Hofstra—Enrollment: 945/116
4. **Huntington**—Population: 18,046
Touro—Enrollment: 601/227
5. **Ithaca**—Population: 30,014
Cornell—Enrollment: 615/0
6. **New York City**—Population: 8,175,133
Brooklyn—Enrollment: 1,293/168
Cardozo, Yeshiva University—Enrollment: 1,025/99
CUNY—Enrollment: 438/2
Columbia—Enrollment: 1,343/1
Fordham—Enrollment: 1,217/264
New York Law School—Enrollment: 1,492/431
New York University—Enrollment: 1,431/0
St. John's (Jamaica, NY)—Enrollment: 764/176
7. **Syracuse**—Population: 145,170
Syracuse—Enrollment: 635/3
8. **White Plains**—Population: 56,853
Pace—Enrollment: 614/174

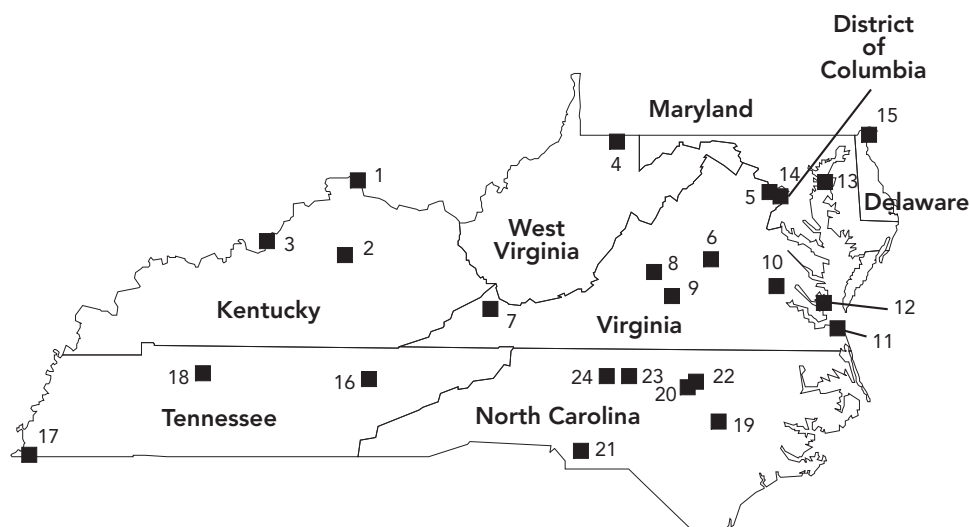
New Jersey

9. **Camden**—Population: 77,344
Rutgers—Camden—Enrollment: 573/216
10. **Newark**—Population: 277,140
Rutgers—Newark—Enrollment: 610/229
Seton Hall—Enrollment: 704/349

Pennsylvania

11. **Carlisle**—Population: 18,682
Penn State, Dickinson—Enrollment: 617/1
12. **Harrisburg**—Population: 49,528
Widener—Enrollment: 350/103
13. **Philadelphia**—Population: 1,526,006
Earl Mack, Drexel—Enrollment: 440/0
Pennsylvania—Enrollment: 802/0
Temple—Enrollment: 797/186
Villanova (Villanova, PA)—Enrollment: 765/0
14. **Pittsburgh**—Population: 305,704
Duquesne—Enrollment: 454/234
Pittsburgh—Enrollment: 739/0

Midsouth



Kentucky

1. **Highland Heights—Population: 6,923**
Northern Kentucky—Enrollment: 375/239
2. **Lexington—Population: 295,803**
Kentucky—Enrollment: 419/0
3. **Louisville—Population: 597,337**
Louisville's Brandeis—Enrollment: 379/47

West Virginia

4. **Morgantown—Population: 29,660**
West Virginia—Enrollment: 410/6

Virginia

5. **Arlington—Population: 207,627**
George Mason—Enrollment: 505/226
6. **Charlottesville—Population: 43,475**
Virginia—Enrollment: 1,105/1
7. **Grundy—Population: 1,021**
Appalachian—Enrollment: 313/0
8. **Lexington—Population: 7,042**
Washington and Lee—Enrollment: 407/0
9. **Lynchburg—Population: 75,568**
Liberty—Enrollment: 313/0
10. **Richmond—Population: 204,214**
Richmond—Enrollment: 452/8
11. **Virginia Beach—Population: 437,994**
Regent—Enrollment: 409/19
12. **Williamsburg—Population: 14,068**
William & Mary—Enrollment: 628/0

Maryland

13. **Baltimore—Population: 620,961**
Baltimore—Enrollment: 730/353
Maryland—Enrollment: 734/233

District of Columbia

14. **Washington, DC—Population: 601,723**
American—Enrollment: 1,243/260
Catholic—Enrollment: 562/296
District of Columbia—Enrollment: 256/60
George Washington—Enrollment: 1,410/299
Georgetown—Enrollment: 1,626/334
Howard—Enrollment: 473/0

Delaware

15. **Wilmington—Population: 70,851**
Widener—Enrollment: 647/352

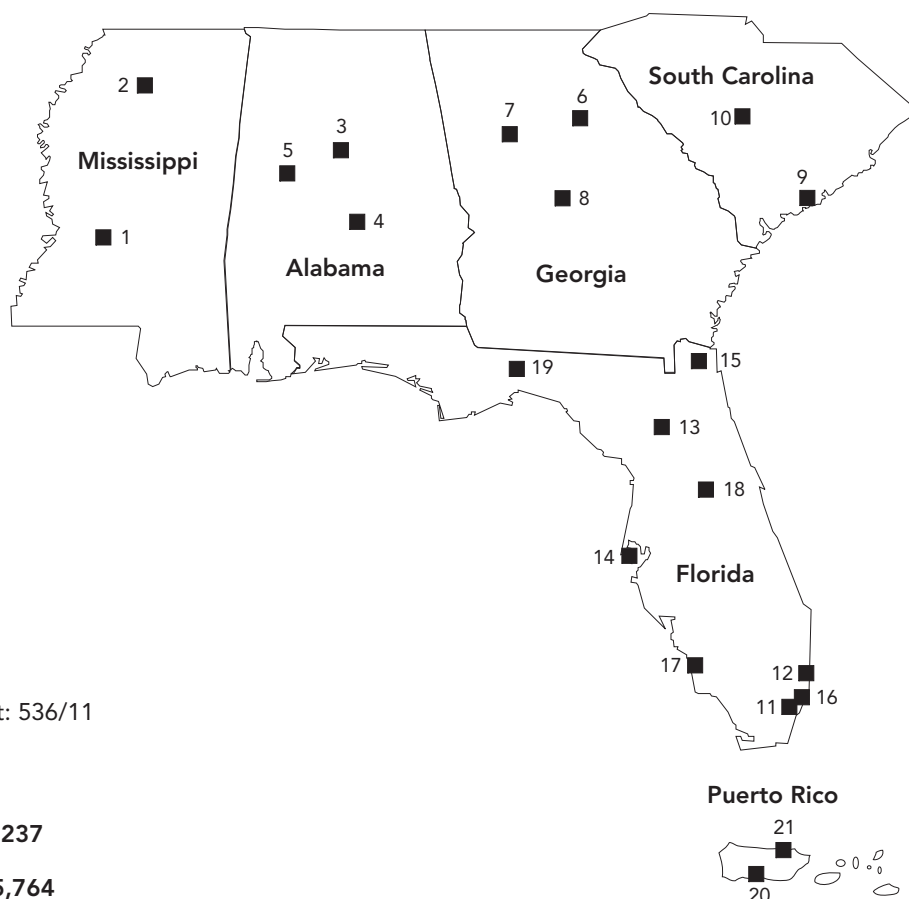
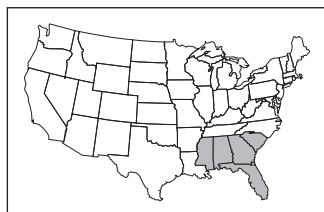
Tennessee

16. **Knoxville—Population: 178,874**
Tennessee—Enrollment: 482/0
17. **Memphis—Population: 646,889**
Memphis—Enrollment: 408/24
18. **Nashville—Population: 601,222**
Vanderbilt—Enrollment: 586/0

North Carolina

19. **Buies Creek—Population: 2,942**
Campbell—Enrollment: 450/0
20. **Chapel Hill—Population: 57,233**
North Carolina—Enrollment: 778/0
21. **Charlotte—Population: 731,424**
Charlotte—Enrollment: 669/143
22. **Durham—Population: 228,330**
Duke—Enrollment: 644/37
North Carolina Central—Enrollment: 491/111
23. **Greensboro—Population: 269,666**
Elon—Enrollment: 342/0
24. **Winston-Salem—Population: 229,617**
Wake Forest—Enrollment: 487/0

Southeast



Mississippi

1. **Jackson—Population: 173,514**
Mississippi College—Enrollment: 536/11
2. **Oxford—Population: 18,916**
Mississippi—Enrollment: 516/0

Alabama

3. **Birmingham—Population: 212,237**
Samford—Enrollment: 491/0
4. **Montgomery—Population: 205,764**
Faulkner—Enrollment: 341/13
5. **Tuscaloosa—Population: 90,468**
Alabama—Enrollment: 509/0

Georgia

6. **Athens—Population: 115,452**
Georgia—Enrollment: 703/0
7. **Atlanta—Population: 420,003**
Atlanta's John Marshall—Enrollment: 455/175
Emory—Enrollment: 792/0
Georgia State—Enrollment: 457/203
8. **Macon—Population: 91,351**
Mercer—Enrollment: 439/0

South Carolina

9. **Charleston—Population: 120,083**
Charleston—Enrollment: 520/182
10. **Columbia—Population: 129,272**
South Carolina—Enrollment: 681/1

Florida

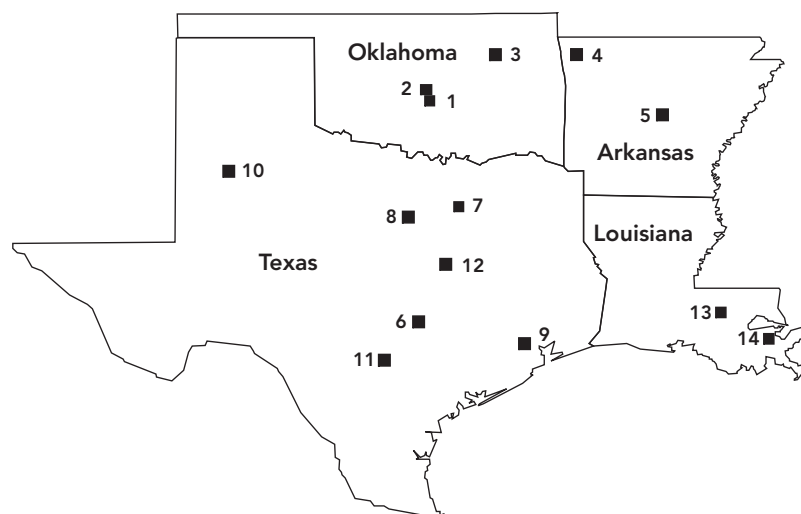
11. **Coral Gables—Population: 46,780**
Miami—Enrollment: 1,334/19
12. **Ft. Lauderdale—Population: 165,521**
Nova Southeastern—Enrollment: 894/206

13. **Gainesville—Population: 124,354**
Florida—Enrollment: 1,044/0
14. **Gulfport—Population: 12,029**
Stetson—Enrollment: 867/214
15. **Jacksonville—Population: 821,784**
Florida Coastal—Enrollment: 1,683/59
16. **Miami—Population: 399,457**
Florida International—Enrollment: 395/193
St. Thomas—Enrollment: 733/0
17. **Naples—Population: 19,537**
Ave Maria—Enrollment: 468/0
18. **Orlando—Population: 238,300**
Barry—Enrollment: 553/164
Florida A&M—Enrollment: 458/211
19. **Tallahassee—Population: 181,376**
Florida State—Enrollment: 779/0

Puerto Rico

20. **Ponce—Population: 166,327**
Pontifical Catholic—Enrollment: 535/299
21. **San Juan—Population: 395,326**
Inter American—Enrollment: 474/392
Puerto Rico—Enrollment: 545/192

South Central



Oklahoma

1. **Norman—Population: 110,925**
Oklahoma—Enrollment: 537/0
2. **Oklahoma City—Population: 579,999**
Oklahoma City—Enrollment: 564/72
3. **Tulsa—Population: 391,906**
Tulsa—Enrollment: 368/38

Arkansas

4. **Fayetteville—Population: 73,580**
Arkansas—Fayetteville—Enrollment: 390/0
5. **Little Rock—Population: 193,524**
Arkansas—Little Rock—Enrollment: 338/152

Texas

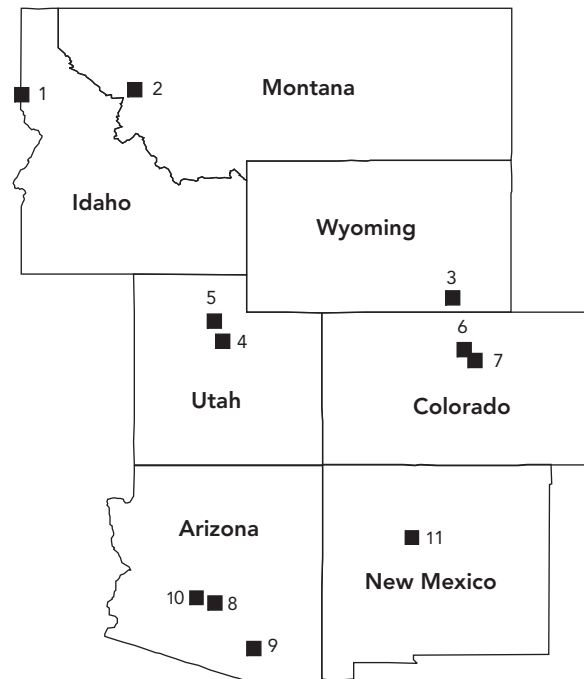
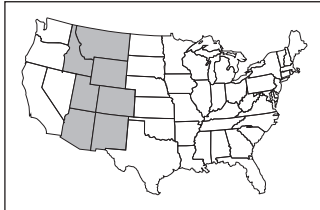
6. **Austin—Population: 790,390**
Texas—Enrollment: 1,154/0
7. **Dallas—Population: 1,197,816**
SMU Dedman—Enrollment: 549/338
8. **Fort Worth—Population: 741,206**
Texas Wesleyan—Enrollment: 487/277
9. **Houston—Population: 2,099,451**
Houston—Enrollment: 701/176
South Texas—Enrollment: 1,009/296
Texas Southern—Enrollment: 571/0

10. **Lubbock—Population: 229,573**
Texas Tech—Enrollment: 671/0
11. **San Antonio—Population: 1,327,407**
St. Mary's—Enrollment: 675/153
12. **Waco—Population: 124,805**
Baylor—Enrollment: 466/10

Louisiana

13. **Baton Rouge—Population: 229,493**
Louisiana State—Enrollment: 616/17
Southern—Enrollment: 486/235
14. **New Orleans—Population: 343,829**
Loyola—New Orleans—Enrollment: 681/153
Tulane—Enrollment: 769/1

Mountain West



Idaho

1. **Moscow—Population: 23,800**
Idaho—Enrollment: 349/0

Montana

2. **Missoula—Population: 66,788**
Montana—Enrollment: 256/0

Wyoming

3. **Laramie—Population: 30,816**
Wyoming—Enrollment: 231/0

Utah

4. **Provo—Population: 112,488**
Brigham Young—Enrollment: 443/1
5. **Salt Lake City—Population: 186,440**
Utah—Enrollment: 402/0

Colorado

6. **Boulder—Population: 97,385**
Colorado—Enrollment: 546/0
7. **Denver—Population: 600,158**
Denver—Enrollment: 768/192

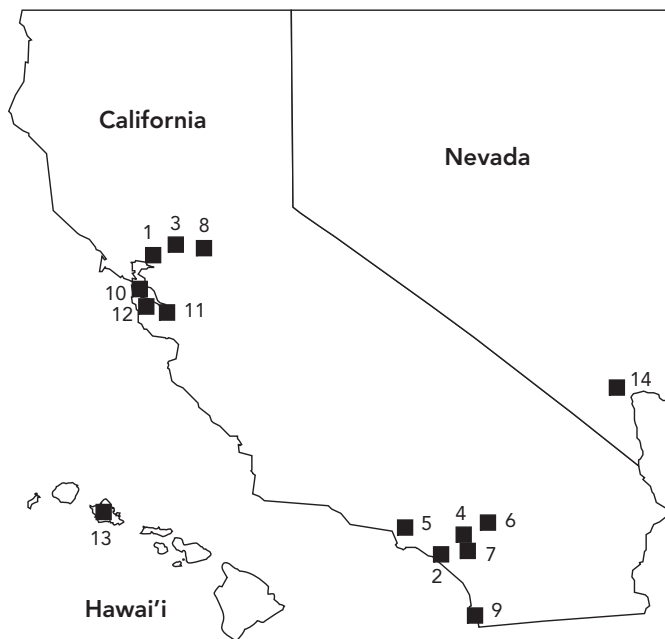
Arizona

8. **Tempe—Population: 161,719**
Arizona State—Enrollment: 614/0
9. **Tucson—Population: 520,116**
Arizona—Enrollment: 469/0
10. **Phoenix—Population: 1,455,632**
Phoenix—Enrollment: 514/210

New Mexico

11. **Albuquerque—Population: 545,852**
New Mexico—Enrollment: 351/0

Far West



California

1. **Berkeley—Population: 112,580**
California–Berkeley—Enrollment: 916/0
2. **Costa Mesa—Population: 109,960**
Whittier—Enrollment: 475/167
3. **Davis—Population: 65,622**
California–Davis—Enrollment: 589/0
4. **Fullerton—Population: 135,161**
Western State—Enrollment: 318/150
5. **Los Angeles—Population: 3,792,621**
California–Los Angeles—Enrollment: 999/0
Loyola Marymount—Enrollment: 1,013/276
Pepperdine—Enrollment: 667/0
Southern California—Enrollment: 651/0
Southwestern—Enrollment: 741/354
6. **Ontario—Population: 163,924**
La Verne—Enrollment: 312/114
7. **Orange—Population: 136,416**
Chapman—Enrollment: 546/28
8. **Sacramento—Population: 466,488**
Pacific, McGeorge—Enrollment: 724/302

9. **San Diego—Population: 1,307,402**
California Western—Enrollment: 786/133
San Diego—Enrollment: 831/176
Thomas Jefferson—Enrollment: 687/279
10. **San Francisco—Population: 805,235**
California–Hastings—Enrollment: 1,247/1
Golden Gate—Enrollment: 616/116
San Francisco—Enrollment: 589/150
11. **Santa Clara—Population: 116,468**
Santa Clara—Enrollment: 749/234
12. **Stanford—Population: 13,809**
Stanford—Enrollment: 571/0

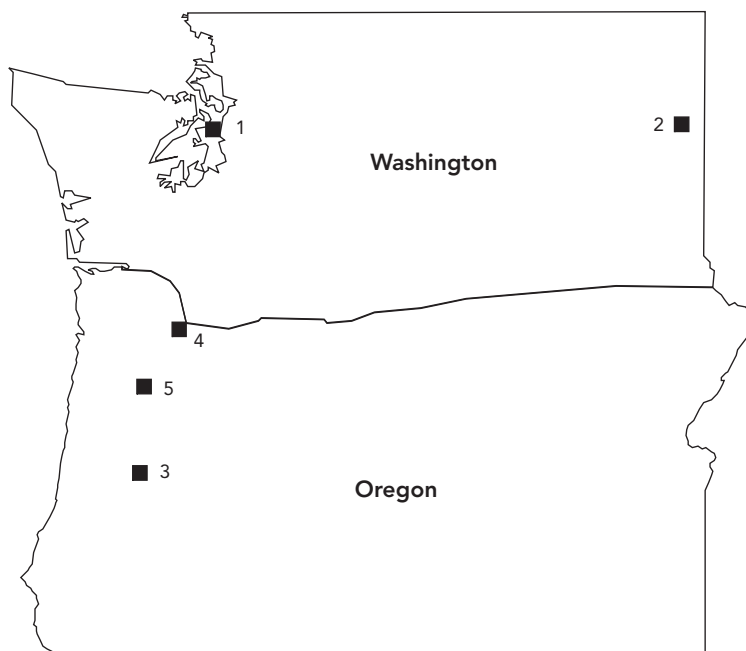
Hawai'i

13. **Honolulu—Population: 337,256**
Hawai'i—Enrollment: 295/58

Nevada

14. **Las Vegas—Population: 583,756**
Nevada–Las Vegas—Enrollment: 347/128

Northwest



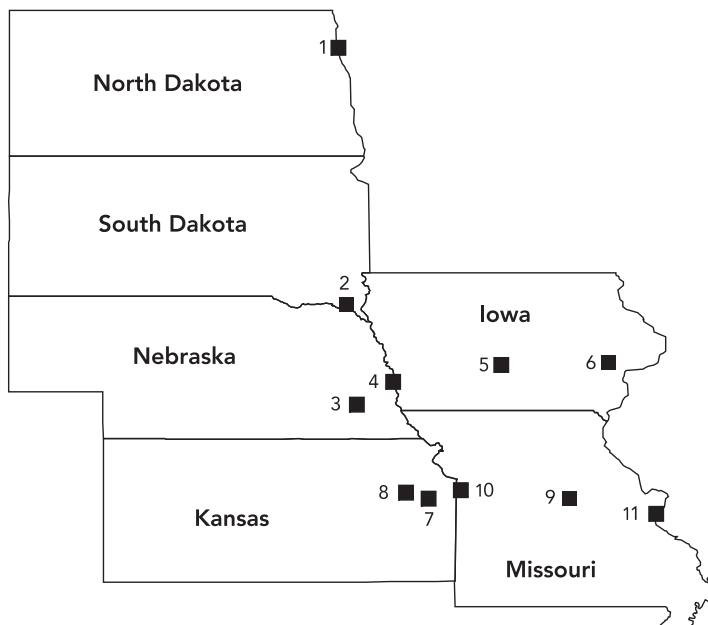
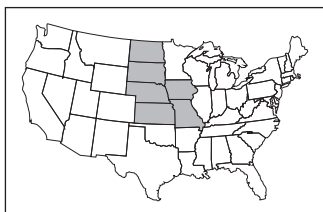
Washington

1. **Seattle—Population: 608,660**
Seattle—Enrollment: 808/203
Washington—Enrollment: 550/0
2. **Spokane—Population: 208,916**
Gonzaga—Enrollment: 503/4

Oregon

3. **Eugene—Population: 156,185**
Oregon—Enrollment: 526/0
4. **Portland—Population: 583,776**
Lewis & Clark—Enrollment: 529/212
5. **Salem—Population: 154,637**
Willamette—Enrollment: 424/5

Midwest



North Dakota

1. **Grand Forks**—Population: 52,838
North Dakota—Enrollment: 256/0

South Dakota

2. **Vermillion**—Population: 10,571
South Dakota—Enrollment: 203/2

Nebraska

3. **Lincoln**—Population: 258,379
Nebraska—Enrollment: 412/2
4. **Omaha**—Population: 408,958
Creighton—Enrollment: 459/12

Iowa

5. **Des Moines**—Population: 203,433
Drake—Enrollment: 451/12
6. **Iowa City**—Population: 67,862
Iowa—Enrollment: 574/0

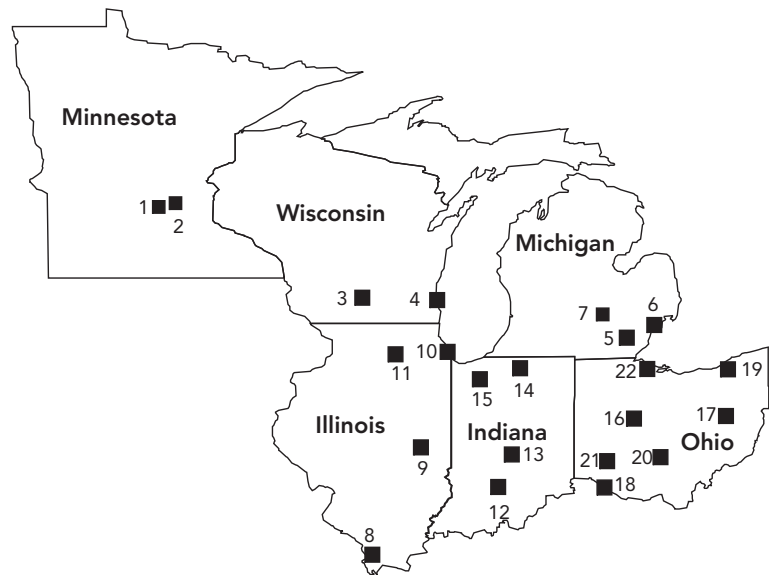
Kansas

7. **Lawrence**—Population: 87,643
Kansas—Enrollment: 497/0
8. **Topeka**—Population: 127,473
Washburn—Enrollment: 454/0

Missouri

9. **Columbia**—Population: 108,500
Missouri—Columbia—Enrollment: 442/4
10. **Kansas City**—Population: 459,787
Missouri—Kansas City—Enrollment: 459/24
11. **St. Louis**—Population: 319,294
St. Louis—Enrollment: 800/138
Washington University—Enrollment: 893/7

Great Lakes



Minnesota

1. **Minneapolis—Population: 382,578**
Minnesota—Enrollment: 752/0
St. Thomas—Enrollment: 475/0
2. **St. Paul—Population: 285,068**
Hamline—Enrollment: 456/196
William Mitchell—Enrollment: 667/346

Wisconsin

3. **Madison—Population: 233,209**
Wisconsin—Enrollment: 755/49
4. **Milwaukee—Population: 594,833**
Marquette—Enrollment: 585/173

Michigan

5. **Ann Arbor—Population: 113,934**
Michigan—Enrollment: 1,134/0
6. **Detroit—Population: 713,777**
Detroit Mercy—Enrollment: 572/155
Wayne State—Enrollment: 482/130
7. **Lansing—Population: 114,297**
Michigan State—Enrollment: 804/80
Thomas M. Cooley—Enrollment: 691/3,240

Illinois

8. **Carbondale—Population: 25,902**
Southern Illinois—Enrollment: 380/2
9. **Champaign—Population: 81,055**
Illinois—Enrollment: 640/0
10. **Chicago—Population: 2,695,598**
Chicago—Enrollment: 634/0
Chicago-Kent—Enrollment: 785/185
DePaul—Enrollment: 853/203
John Marshall—Enrollment: 1,125/317
Loyola-Chicago—Enrollment: 692/159
Northwestern—Enrollment: 817/0
11. **DeKalb—Population: 43,862**
Northern Illinois—Enrollment: 321/11

Indiana

12. **Bloomington—Population: 80,405**
Indiana-Bloomington—Enrollment: 646/0
13. **Indianapolis—Population: 820,445**
Indiana-Indianapolis—Enrollment: 595/323
14. **South Bend—Population: 101,168**
Notre Dame—Enrollment: 564/0
15. **Valparaiso—Population: 31,730**
Valparaiso—Enrollment: 531/35

Ohio

16. **Ada—Population: 5,952**
Ohio Northern—Enrollment: 313/0
17. **Akron—Population: 199,110**
Akron—Enrollment: 279/227
18. **Cincinnati—Population: 296,943**
Cincinnati—Enrollment: 408/0
19. **Cleveland—Population: 396,815**
Case Western Reserve—Enrollment: 624/3
Cleveland State—Enrollment: 453/157
20. **Columbus—Population: 787,033**
Capital—Enrollment: 486/170
Ohio State—Enrollment: 693/0
21. **Dayton—Population: 141,527**
Dayton—Enrollment: 524/0
22. **Toledo—Population: 287,208**
Toledo—Enrollment: 365/95

CHAPTER 12: KEY FACTS ABOUT ABA-APPROVED LAW SCHOOLS

ADMISSION DATA

	Application Fee (\$)	Admission Fall 2010																									
		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
Alabama																											
Alabama	40	3.92	3.80	3.50	167	165	159	2,384	543	161	0.00	0.00	0.00	0	0	0	0	0	0	3.92	3.80	3.41	167	165	159	543	161
Faulkner	50	3.42	3.12	2.80	154	150	148	913	480	145	0.00	0.00	0.00	0	0	0	0	0	0	3.42	3.12	2.80	154	150	148	480	145
Samford	50	3.55	3.32	3.06	158	155	153	1,678	561	166	0.00	0.00	0.00	0	0	0	0	0	0	3.55	3.32	3.06	158	155	153	561	166
Arizona																											
Arizona	65	3.71	3.50	3.33	164	162	161	2,035	668	157	0.00	0.00	0.00	0	0	0	0	0	0	3.71	3.50	3.33	164	162	161	668	157
Arizona State	60	3.75	3.57	3.34	164	161	158	2,457	590	191	0.00	0.00	0.00	0	0	0	0	0	0	3.75	3.57	3.34	164	161	158	590	191
Phoenix	50	3.37	3.02	2.69	153	149	148	2,350	1,682	290	3.47	3.11	2.75	153	150	146	342	193	102	3.37	3.04	2.70	153	150	148	1,875	392
Arkansas																											
Arkansas	0	3.80	3.55	3.29	160	157	153	1,514	402	138	0.00	0.00	0.00	0	0	0	0	0	0	3.80	3.55	3.29	160	157	153	402	138
Arkansas-Little Rock	0	3.65	3.32	3.00	157	154	151	1,524	365	103	3.43	3.11	2.96	156	152	151	161	48	54	3.59	3.27	2.98	157	154	151	413	157
California																											
California-Berkeley	75	3.87	3.79	3.64	170	167	162	8,297	852	286	0.00	0.00	0.00	0	0	0	0	0	0	3.87	3.79	3.64	170	167	162	852	286
California-Davis	75	3.80	3.69	3.53	165	163	160	4,020	943	196	0.00	0.00	0.00	0	0	0	0	0	0	3.80	3.69	3.53	165	163	160	943	196
California-Hastings	75	3.71	3.60	3.45	165	164	160	5,881	1,323	383	0.00	0.00	0.00	0	0	0	0	0	0	3.71	3.60	3.45	165	164	160	1,323	383
California-Los Angeles	75	3.87	3.77	3.56	170	168	165	8,748	1,436	308	0.00	0.00	0.00	0	0	0	0	0	0	3.87	3.77	3.56	170	168	165	1,436	308
California Western	55	3.48	3.23	2.99	157	154	151	2,628	1,228	355	3.66	3.34	2.94	157	155	151	203	67	27	3.49	3.24	2.99	157	154	151	1,295	382
Chapman	75	3.68	3.52	3.21	161	159	155	2,526	734	208	3.81	3.58	3.07	162	158	156	257	9	4	3.68	3.52	3.21	161	159	155	743	212
Golden Gate	60	3.40	3.12	2.84	156	154	151	2,276	1,326	268	3.24	2.99	2.67	155	153	151	378	126	52	3.38	3.10	2.82	156	154	151	1,452	320
La Verne	50	3.35	3.06	2.82	155	153	150	1,252	559	127	3.17	2.91	2.64	152	151	149	346	107	39	3.33	3.05	2.74	155	152	150	666	166
Loyola Marymount		3.72	3.57	3.33	163	161	159	5,303	1,485	340	3.61	3.38	3.09	161	159	155	2,566	104	63	3.70	3.56	3.31	163	161	158	1,589	403
Pacific, McGeorge	50	3.55	3.38	3.09	160	158	155	2,878	1,249	298	3.51	3.33	2.82	159	155	152	297	84	48	3.55	3.38	3.07	160	158	155	1,333	346
Pepperdine	60	3.75	3.62	3.31	165	163	159	3,422	965	222	0.00	0.00	0.00	0	0	0	0	0	0	3.75	3.62	3.31	165	163	159	965	222
San Diego	50	3.64	3.49	3.31	163	161	159	4,789	1,541	293	3.63	3.45	3.16	164	159	158	390	81	37	3.63	3.49	3.30	163	161	159	1,622	330
San Francisco	60	3.63	3.46	3.16	161	159	155	4,163	1,350	184	3.58	3.28	2.82	160	156	153	534	128	67	3.62	3.45	3.09	161	159	155	1,478	251
Santa Clara	75	3.55	3.35	3.14	162	160	158	4,511	1,846	238	3.47	3.24	2.94	161	159	157	448	235	76	3.53	3.32	3.08	162	160	158	2,081	314
Southern California	75	3.73	3.64	3.46	169	167	166	6,587	1,435	220	0.00	0.00	0.00	0	0	0	0	0	0	3.73	3.64	3.46	169	167	166	1,435	220
Southwestern	60	3.56	3.43	3.22	158	156	153	3,383	980	295	3.37	3.15	2.83	156	152	151	566	175	115	3.54	3.35	3.13	158	155	152	1,155	410
Stanford	100	3.94	3.88	3.74	173	170	167	4,248	379	180	0.00	0.00	0.00	0	0	0	0	0	0	3.94	3.88	3.74	173	170	167	379	180
Thomas Jefferson	50	3.25	3.01	2.73	154	151	149	2,776	1,375	318	3.20	2.92	2.70	152	149	147	421	229	104	3.24	3.00	2.71	153	151	149	1,604	422
Western State	50	3.35	3.10	2.84	152	150	148	1,588	925	174	3.40	3.17	2.80	153	150	148	450	206	68	3.36	3.12	2.83	153	150	148	1,131	242
Whittier	60	3.30	3.04	2.76	154	152	150	1,805	987	256	3.21	2.98	2.73	154	152	150	360	135	47	3.28	3.02	2.75	154	152	150	1,122	303
Colorado																											
Colorado	65	3.74	3.61	3.30	166	164	161	2,906	794	180	0.00	0.00	0.00	0	0	0	0	0	0	3.74	3.61	3.30	166	164	161	794	180
Denver	60	3.66	3.46	3.16	161	160	158	2,782	915	239	3.68	3.46	3.16	160	157	153	347	93	62	3.66	3.46	3.15	161	159	156	1,008	301
Connecticut																											
Connecticut	60	3.63	3.43	3.23	164	162	160	2,257	525	135	3.62	3.33	3.03	160	158	155	1,007	185	51	3.63	3.43	3.20	163	161	158	710	186
Quinnipiac	65	3.61	3.43	3.13	160	157	155	2,260	1,010	123	3.64	3.38	3.11	155	153	152	249	82	40	3.62	3.42	3.13	159	157	154	1,092	163
Yale	75	3.96	3.91	3.81	176	173	171	3,797	255	205	0.00	0.00	0.00	0	0	0	0	0	0	3.96	3.91	3.81	176	173	171	255	205
Delaware																											
Widener	60	3.45	3.19	2.86	154	153	151	1,869	1,096	259	3.48	3.16	2.88	152	150	148	487	245	130	3.47	3.18	2.86	154	152	150	1,341	389

	Application Fee (\$)	Admission Fall 2010																									
		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
District of Columbia																											
American	70	3.58	3.39	3.13	164	163	158	8,000	1,740	425	3.60	3.48	3.13	164	161	159	1,021	194	77	3.58	3.40	3.12	164	163	158	1,934	502
Catholic	65	3.56	3.34	3.12	161	159	157	2,680	964	197	3.44	3.24	2.98	159	157	155	692	172	77	3.53	3.32	3.08	161	159	156	1,136	274
District of Columbia	35	3.43	3.12	2.83	155	153	149	1,358	344	97	3.48	3.15	2.95	155	151	148	384	69	34	3.39	3.12	2.84	155	152	149	413	131
George Washington	80	3.88	3.79	3.42	168	167	162	8,197	1,991	489	3.84	3.51	3.18	167	162	160	1,048	100	34	3.87	3.79	3.39	168	167	162	2,091	523
Georgetown	85	3.78	3.65	3.41	172	171	169	11,524	2,442	469	3.79	3.70	3.39	170	167	164	2,393	198	122	3.78	3.67	3.45	172	170	168	2,640	591
Howard	60	3.50	3.20	3.00	156	154	151	1,836	430	156	0.00	0.00	0.00	0	0	0	0	0	0	3.50	3.20	3.00	156	154	151	430	156
Florida																											
Ave Maria	50	3.41	3.14	2.84	153	149	147	1,981	927	203	0.00	0.00	0.00	0	0	0	0	0	0	3.41	3.14	2.84	153	149	147	927	203
Barry	60	3.34	2.96	2.59	154	151	149	1,977	1,136	224	3.30	2.90	2.63	153	151	149	261	112	30	3.32	2.93	2.60	154	151	149	1,248	254
Florida A&M		3.28	3.00	2.69	150	147	144	1,561	514	230	3.40	3.11	2.73	151	147	145	292	103	58	3.30	3.03	2.71	150	147	144	617	288
Florida Coastal	0	3.42	3.15	2.86	152	149	146	6,021	4,174	782	3.26	3.03	2.65	151	146	145	294	102	26	3.42	3.14	2.86	152	149	146	4,276	808
Florida	30	3.84	3.67	3.44	164	162	160	3,357	817	310	0.00	0.00	0.00	0	0	0	0	0	0	3.84	3.67	3.44	164	162	160	817	310
Florida International	20	3.81	3.60	3.31	157	155	152	2,048	434	116	3.71	3.55	3.24	159	155	151	469	70	45	3.79	3.60	3.27	157	155	152	504	161
Florida State	30	3.70	3.52	3.30	164	162	161	3,621	803	199	0.00	0.00	0.00	0	0	0	0	0	0	3.70	3.52	3.30	164	162	161	803	199
Miami	60	3.60	3.40	3.16	160	158	156	4,909	2,311	489	0.00	0.00	0.00	0	0	0	0	0	0	3.60	3.40	3.16	160	158	156	2,311	489
Nova Southeastern	50	3.46	3.19	2.96	153	151	148	2,349	991	322	3.29	3.03	2.86	151	149	145	445	108	64	3.42	3.16	2.94	153	150	148	1,099	386
St. Thomas	60	3.37	3.01	2.72	153	150	148	2,165	1,094	275	0.00	0.00	0.00	0	0	0	0	0	0	3.37	3.01	2.72	153	150	148	1,094	275
Stetson	55	3.67	3.44	3.22	159	156	154	2,663	1,002	290	3.50	3.26	3.07	156	154	152	333	118	70	3.66	3.42	3.17	158	156	154	1,120	360
Georgia																											
Atlanta's John Marshall	50	3.29	2.95	2.60	153	150	148	1,623	713	209	3.31	3.02	2.62	152	150	148	346	122	56	3.30	2.97	2.61	153	150	148	835	265
Emory	70	3.69	3.54	3.34	167	166	166	4,583	1,245	293	0.00	0.00	0.00	0	0	0	0	0	0	3.69	3.54	3.34	167	166	166	1,245	293
Georgia	50	3.80	3.70	3.40	166	164	162	4,297	956	248	0.00	0.00	0.00	0	0	0	0	0	0	3.80	3.70	3.40	166	164	162	956	248
Georgia State	50	3.80	3.60	3.20	162	161	159	2,583	425	155	3.50	3.40	3.10	161	159	159	331	88	69	3.75	3.60	3.20	162	161	159	513	224
Mercer	50	3.62	3.41	3.03	158	156	153	1,915	609	166	0.00	0.00	0.00	0	0	0	0	0	0	3.62	3.41	3.03	158	156	153	609	166
Hawai'i																											
Hawai'i	60	3.75	3.45	3.23	159	157	154	1,093	203	86	3.62	3.40	3.05	156	154	151	337	47	27	3.72	3.45	3.19	159	156	153	250	113
Idaho																											
Idaho	50	3.54	3.30	2.96	157	154	151	862	378	130	0.00	0.00	0.00	0	0	0	0	0	0	3.54	3.30	2.96	157	154	151	378	130
Illinois																											
Chicago	75	3.87	3.78	3.59	172	171	168	5,579	849	205	0.00	0.00	0.00	0	0	0	0	0	0	3.87	3.78	3.59	172	171	168	849	205
Chicago-Kent	0	3.71	3.57	3.21	163	161	156	3,340	1,573	248	3.67	3.46	3.15	161	156	152	431	138	62	3.70	3.55	3.20	163	161	155	1,711	310
DePaul		3.63	3.45	3.09	162	160	158	5,109	2,094	257	3.68	3.55	3.44	157	154	152	661	216	55	3.64	3.48	3.13	161	160	156	2,310	312
Illinois	0	3.90	3.80	3.30	168	167	163	4,833	984	228	0.00	0.00	0.00	0	0	0	0	0	0	3.90	3.80	3.30	168	167	163	984	228
John Marshall		3.44	3.23	2.93	157	154	152	2,941	1,385	437	3.39	3.22	2.87	155	153	151	582	174	102	3.43	3.22	2.92	157	154	151	1,559	539
Loyola-Chicago	0	3.59	3.41	3.13	163	161	158	4,751	1,510	243	3.58	3.40	3.12	159	157	153	701	128	49	3.59	3.41	3.13	162	161	157	1,638	292
Northern Illinois	50	3.54	3.26	3.04	155	153	150	1,141	572	132	3.57	3.53	3.39	156	149	148	75	22	3	3.55	3.28	3.04	155	153	150	594	135
Northwestern	100	3.90	3.80	3.40	171	170	166	4,480	813	274	0.00	0.00	0.00	0	0	0	0	0	0	3.90	3.80	3.40	171	170	166	813	274
Southern Illinois		3.60	3.30	3.00	157	153	151	658	364	144	0.00	0.00	0.00	0	0	0	0	0	0	3.60	3.30	3.00	157	153	151	364	144
Indiana																											
Indiana-Bloomington	50	3.89	3.78	3.47	164	164	156	3,441	849	250	0.00	0.00	0.00	0	0	0	0	0	0	3.89	3.78	3.47	164	164	156	849	250
Indiana-Indianapolis	50	3.72	3.50	3.17	160	157	153	1,628	674	184	3.55	3.34	2.94	155	153	149	272	158	98	3.68	3.44	3.09	159	155	151	832	282
Notre Dame	65	3.73	3.57	3.39	168	167	162	4,022	661	172	0.00	0.00	0.00	0	0	0	0	0	0	3.73	3.57	3.39	168	167	162	661	172
Valparaiso	60	3.60	3.33	3.08	153	151	148	1,350	921	196	2.99	2.91	2.83	152	148	147	122	39	11	3.59	3.31	3.06	153	150	147	960	207

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Iowa																												
Drake	50	3.71	3.41	3.07	158	156	153	1,129	553	155	0.00	0.00	0.00	0	0	0	2	0	0	3.71	3.41	3.07	158	156	153	553	155	
Iowa	60	3.77	3.59	3.41	164	161	158	1,757	692	203	0.00	0.00	0.00	0	0	0	0	0	0	3.77	3.59	3.41	164	161	158	692	203	
Kansas																												
Kansas	55	3.67	3.46	3.20	160	158	155	1,120	417	165	0.00	0.00	0.00	0	0	0	0	0	0	3.67	3.46	3.20	160	158	155	417	165	
Washburn	40	3.55	3.22	2.91	158	155	153	1,102	435	169	0.00	0.00	0.00	0	0	0	0	0	0	3.55	3.22	2.91	158	155	153	435	169	
Kentucky																												
Kentucky	50	3.76	3.55	3.19	162	160	157	1,191	433	135	0.00	0.00	0.00	0	0	0	0	0	0	3.76	3.55	3.19	162	160	157	433	135	
Louisville-Brandeis	50	3.68	3.40	3.08	159	157	154	1,644	526	135	3.35	3.28	3.27	160	157	155	125	12	8	3.67	3.39	3.10	160	157	155	538	143	
Northern Kentucky	40	3.57	3.32	3.05	157	155	153	959	451	137	3.72	3.20	2.95	156	153	150	186	99	62	3.63	3.28	3.05	157	155	152	550	199	
Louisiana																												
Louisiana State	50	3.60	3.38	3.14	160	158	155	1,653	585	222	0.00	0.00	0.00	0	0	0	0	0	0	3.60	3.38	3.14	160	158	155	585	222	
Loyola-New Orleans	40	3.61	3.38	3.13	157	154	151	1,745	765	200	3.44	3.22	2.95	154	151	149	168	95	46	3.59	3.34	3.09	157	153	150	860	246	
Southern	25	3.14	2.86	2.61	148	145	143	1,077	397	229	3.04	2.77	2.45	148	144	142	253	123	91	3.08	2.69	2.56	148	145	143	520	320	
Tulane	60	3.70	3.51	3.40	164	162	160	2,828	866	258	0.00	0.00	0.00	0	0	0	0	0	0	3.70	3.51	3.40	164	162	160	866	258	
Maine																												
Maine	50	3.62	3.41	3.18	159	156	153	1,171	446	95	0.00	0.00	0.00	0	0	0	0	0	0	3.62	3.41	3.18	159	156	153	446	95	
Maryland																												
Baltimore	60	3.67	3.48	2.97	158	156	153	1,930	810	233	3.47	3.10	2.81	154	151	149	513	234	130	3.63	3.31	2.90	157	155	151	1,044	363	
Maryland	70	3.68	3.51	3.34	163	161	158	3,338	552	223	3.62	3.40	3.24	160	157	155	515	131	73	3.70	3.50	3.30	163	161	157	683	296	
Massachusetts																												
Boston College	75	3.70	3.61	3.45	167	166	163	6,873	1,359	261	0.00	0.00	0.00	0	0	0	0	0	0	3.70	3.61	3.45	167	166	163	1,359	261	
Boston	75	3.83	3.72	3.52	167	166	164	8,515	1,747	268	0.00	0.00	0.00	0	0	0	0	0	0	3.83	3.72	3.52	167	166	164	1,747	268	
Harvard	85	3.96	3.89	3.78	176	173	171	7,574	833	561	0.00	0.00	0.00	0	0	0	0	0	0	3.96	3.89	3.78	176	173	171	833	561	
New England	65	3.49	3.24	3.02	154	153	151	2,734	1,680	301	3.27	3.02	2.72	154	151	149	765	393	92	3.45	3.21	2.95	154	153	151	2,073	393	
Northeastern	75	3.70	3.53	3.31	164	161	155	4,311	1,360	220	0.00	0.00	0.00	0	0	0	0	0	0	3.70	3.53	3.31	164	161	155	1,360	220	
Suffolk	60	3.50	3.30	3.00	159	157	155	2,727	1,459	328	3.40	3.10	2.90	156	153	151	629	385	203	3.50	3.20	2.90	158	156	152	1,844	531	
Western New England	50	3.55	3.19	2.90	155	153	151	1,317	699	133	3.38	3.07	2.86	155	153	150	244	90	35	3.52	3.15	2.89	155	153	151	789	168	
Michigan																												
Detroit Mercy	50	3.44	3.20	2.96	155	151	147	1,543	662	201	3.30	3.04	2.80	150	146	144	226	122	56	3.40	3.17	2.93	154	150	146	784	257	
Michigan	75	3.85	3.73	3.57	171	169	168	6,311	1,171	376	0.00	0.00	0.00	0	0	0	0	0	0	3.85	3.73	3.57	171	169	168	1,171	376	
Michigan State	60	3.74	3.52	3.24	159	157	152	3,275	1,172	276	3.79	3.59	3.38	167	163	158	204	40	23	3.74	3.52	3.24	159	157	152	1,212	299	
Thomas M. Cooley	0	3.29	2.99	2.62	154	150	146	4,211	3,553	260	3.36	3.00	2.61	149	145	143	711	548	1,323	3.35	2.99	2.61	151	146	144	4,101	1,583	
Wayne State	50	3.62	3.41	3.19	159	156	153	1,219	552	173	3.62	3.08	2.91	156	155	151	116	44	24	3.62	3.40	3.13	159	156	153	596	197	
Minnesota																												
Hamline	35	3.63	3.42	3.21	156	153	149	1,108	615	159	3.53	3.32	2.94	156	151	146	242	142	68	3.61	3.39	3.16	156	153	149	757	227	
Minnesota	75	3.84	3.71	3.36	168	167	159	3,866	1,031	260	0.00	0.00	0.00	0	0	0	0	0	0	3.84	3.71	3.36	168	167	159	1,031	260	
St. Thomas- Minneapolis		3.52	3.24	3.01	161	156	154	1,801	917	168	0.00	0.00	0.00	0	0	0	0	0	0	3.52	3.24	3.01	161	156	154	917	168	
William Mitchell	50	3.60	3.40	3.17	159	156	153	1,298	673	274	3.53	3.20	2.90	158	153	149	150	129	83	3.59	3.37	3.14	159	156	152	802	357	
Mississippi																												
Mississippi	40	3.69	3.51	3.26	158	156	151	1,602	532	199	0.00	0.00	0.00	0	0	0	0	0	0	3.69	3.51	3.26	158	156	151	532	199	
Mississippi College	0	3.58	3.24	2.94	154	150	147	1,356	734	212	0.00	0.00	0.00	0	0	0	1	1	0	3.58	3.24	2.94	154	150	147	735	212	

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Missouri																											
Missouri-Columbia	55	3.76	3.43	3.06	161	159	157	1,024	393	148	0.00	0.00	0.00	0	0	0	0	0	0	3.76	3.43	3.06	161	159	157	393	148
Missouri-Kansas City	60	3.53	3.27	2.94	158	156	154	915	386	152	3.35	3.16	3.11	152	150	148	59	6	4	3.53	3.25	2.94	158	156	154	392	156
St. Louis	55	3.70	3.45	3.18	159	156	153	2,159	1,081	297	3.74	3.27	3.03	157	155	151	405	106	37	3.70	3.44	3.14	159	156	153	1,187	334
Washington University	70	3.80	3.70	3.30	168	167	162	4,386	948	276	0.00	0.00	0.00	0	0	0	0	0	0	3.80	3.70	3.30	168	167	162	948	276
Montana																											
Montana	60	3.75	3.42	3.14	158	155	153	527	197	85	0.00	0.00	0.00	0	0	0	0	0	0	3.75	3.42	3.14	158	155	153	197	85
Nebraska																											
Creighton	50	3.56	3.30	2.92	157	154	151	1,298	648	138	3.28	2.90	2.69	154	154	149	70	16	6	3.55	3.29	2.89	157	154	151	664	144
Nebraska	25	3.84	3.61	3.35	160	156	153	677	363	144	0.00	2.47	0.00	0	157	0	1	1	1	3.84	3.60	3.35	160	156	153	364	145
Nevada																											
Nevada	50	3.72	3.52	3.29	161	159	157	1,504	269	107	3.50	3.22	2.87	159	156	153	241	53	38	3.70	3.46	3.15	161	159	156	322	145
New Hampshire																											
New Hampshire	55	3.58	3.34	3.03	158	153	150	1,308	608	132	0.00	0.00	0.00	0	0	0	0	0	0	3.58	3.34	3.03	158	153	150	608	132
New Jersey																											
Rutgers-Camden	65	3.60	3.40	3.00	163	161	158	2,013	633	127	3.60	3.40	3.20	160	159	155	N/A	N/A	142	3.60	3.40	3.10	161	160	157	633	269
Rutgers-Newark	65	3.60	3.36	3.06	161	159	155	2,598	817	220	3.54	3.22	2.93	161	157	154	738	128	63	3.57	3.32	3.01	161	158	155	945	283
Seton Hall	65	3.69	3.51	3.26	162	160	158	3,179	1,580	249	3.54	3.30	3.00	156	153	150	854	269	109	3.65	3.43	3.17	161	159	155	1,849	358
New Mexico																											
New Mexico	50	3.60	3.40	3.10	159	156	153	1,147	242	116	0.00	0.00	0.00	0	0	0	0	0	0	3.60	3.40	3.10	159	156	153	242	116
New York																											
Albany	60	3.50	3.27	3.03	157	154	152	2,572	1,234	236	0.00	0.00	0.00	0	0	0	0	0	0	3.50	3.27	3.03	157	154	152	1,234	236
Brooklyn	0	3.67	3.47	3.27	165	163	162	5,053	1,447	417	3.58	3.34	3.10	163	161	160	931	158	69	3.66	3.45	3.24	165	163	162	1,605	486
Buffalo	75	3.69	3.48	3.17	160	158	155	1,894	714	219	0.00	0.00	0.00	0	0	0	0	0	0	3.69	3.48	3.17	160	158	155	714	219
Cardozo	75	3.74	3.62	3.47	166	164	161	5,091	1,217	279	3.72	3.55	3.24	161	160	158	843	184	103	3.74	3.60	3.42	166	163	160	1,401	382
CUNY	50	3.57	3.37	3.13	157	154	152	2,137	533	163	0.00	0.00	0.00	0	0	0	0	0	0	3.57	3.37	3.13	157	154	152	533	163
Columbia	80	3.82	3.72	3.61	175	172	170	9,012	1,187	404	0.00	0.00	0.00	0	0	0	0	0	0	3.82	3.72	3.61	175	172	170	1,187	404
Cornell	80	3.80	3.68	3.55	169	168	166	6,269	1,083	205	0.00	0.00	0.00	0	0	0	0	0	0	3.80	3.68	3.55	169	168	166	1,083	205
Fordham	70	3.77	3.62	3.38	168	166	163	7,469	1,789	398	3.71	3.52	3.26	166	164	160	1,414	144	79	3.76	3.60	3.36	168	166	163	1,933	477
Hofstra	0	3.69	3.58	3.17	160	158	156	4,851	1,922	355	3.61	3.57	3.01	159	157	151	583	63	10	3.69	3.58	3.17	160	158	156	1,985	365
New York Law	0	3.49	3.30	3.03	157	155	153	3,685	1,821	520	3.44	3.14	2.86	155	153	151	835	279	121	3.48	3.28	3.00	157	155	153	2,100	641
New York	75	3.86	3.71	3.57	175	172	169	8,461	1,771	476	0.00	0.00	0.00	0	0	0	0	0	0	3.86	3.71	3.57	175	172	169	1,771	476
Pace	65	3.58	3.40	3.13	156	154	152	2,639	1,065	265	3.52	3.34	3.01	156	153	149	443	102	34	3.57	3.40	3.12	156	154	152	1,167	299
St. John's	60	3.71	3.50	3.14	163	161	158	3,673	1,391	267	3.79	3.63	3.43	157	155	153	837	205	74	3.72	3.55	3.19	162	161	156	1,596	341
Syracuse	75	3.57	3.32	3.12	157	155	153	2,332	962	252	0.00	0.00	0.00	0	0	0	0	0	0	3.57	3.32	3.12	157	155	153	962	252
Touro	60	3.39	3.15	2.86	154	151	150	1,582	735	213	3.34	3.05	2.82	152	150	148	436	135	67	3.39	3.14	2.86	153	151	149	870	280
North Carolina																											
Campbell	50	3.59	3.37	3.12	158	156	154	1,469	486	162	0.00	0.00	0.00	0	0	0	0	0	0	3.59	3.37	3.12	158	156	154	486	162
Charlotte	50	3.35	3.06	2.75	152	150	148	3,328	2,065	390	3.22	2.88	2.63	152	149	148	419	189	78	3.34	3.04	2.73	152	149	148	2,254	468
Duke	70	3.90	3.80	3.68	171	170	168	7,905	1,044	238	0.00	0.00	0.00	0	0	0	0	0	0	3.90	3.80	3.68	171	170	168	1,044	238
Elon	50	3.40	3.10	2.80	159	155	153	885	361	132	0.00	0.00	0.00	0	0	0	0	0	0	3.40	3.10	2.80	159	155	153	361	132
North Carolina	70	3.73	3.51	3.34	165	163	159	3,044	546	254	0.00	0.00	0.00	0	0	0	0	0	0	3.73	3.51	3.34	165	163	159	546	254
North Carolina Central	40	3.54	3.19	2.87	149	145	142	2,097	360	172	3.63	3.43	3.18	156	148	145	868	101	34	3.55	3.26	2.91	150	146	143	461	206
Wake Forest	60	3.70	3.60	3.30	164	163	160	2,984	1,002	165	0.00	0.00	0.00	0	0	0	0	0	0	3.70	3.60	3.30	164	163	160	1,002	165

	Application Fee (\$)	Admission Fall 2010																									
		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
North Dakota																											
North Dakota	35	3.61	3.39	3.14	154	151	148	536	206	83	0.00	0.00	0.00	0	0	0	0	0	0	3.61	3.39	3.14	154	151	148	206	83
Ohio																											
Akron	0	3.69	3.46	3.29	158	157	155	1,700	622	105	3.51	3.19	3.05	154	152	151	303	160	72	3.61	3.37	3.10	158	155	152	782	177
Capital	40	3.53	3.33	3.05	155	153	150	1,081	623	187	3.52	3.12	2.87	155	151	148	186	87	59	3.52	3.29	3.00	155	153	150	710	246
Case Western	40	3.64	3.50	3.26	162	160	157	2,193	825	236	0.00	0.00	0.00	0	0	0	0	0	0	3.64	3.50	3.26	162	160	157	825	236
Cincinnati	35	3.80	3.56	3.36	162	161	157	1,823	775	144	0.00	0.00	0.00	0	0	0	0	0	0	3.80	3.56	3.36	162	161	157	775	144
Cleveland State	0	3.65	3.45	3.16	158	156	154	1,494	566	151	3.66	3.27	2.88	155	153	150	271	78	44	3.66	3.45	3.09	157	155	153	644	195
Dayton	50	3.41	3.11	2.81	154	152	150	2,147	1,186	207	0.00	0.00	0.00	0	0	0	0	0	0	3.41	3.11	2.81	154	152	150	1,186	207
Ohio Northern		3.70	3.49	2.94	156	154	149	1,291	484	120	0.00	0.00	0.00	0	0	0	0	0	0	3.70	3.49	2.94	156	154	149	484	120
Ohio State	60	3.82	3.66	3.45	164	163	160	2,703	962	230	0.00	0.00	0.00	0	0	0	0	0	0	3.82	3.66	3.45	164	163	160	962	230
Toledo	0	3.53	3.22	2.87	156	153	151	879	506	123	3.40	3.19	2.78	152	150	149	156	75	34	3.48	3.21	2.83	156	152	150	581	157
Oklahoma																											
Oklahoma	50	3.70	3.46	3.20	161	159	157	1,111	335	174	0.00	0.00	0.00	0	0	0	0	0	0	3.70	3.46	3.20	161	159	157	335	174
Oklahoma City	50	3.48	3.12	2.86	153	150	149	1,262	605	213	3.66	3.37	3.17	154	149	148	99	20	11	3.49	3.14	2.86	153	150	149	625	224
Tulsa	30	3.63	3.30	2.95	158	155	152	1,373	591	146	0.00	0.00	0.00	0	0	0	0	0	0	3.63	3.30	2.95	158	155	152	591	146
Oregon																											
Lewis & Clark	50	3.69	3.48	3.21	164	163	160	3,223	1,132	194	3.67	3.45	2.97	163	157	152	204	55	53	3.69	3.48	3.20	164	162	157	1,187	247
Oregon	50	3.66	3.43	3.18	161	159	157	2,285	902	177	0.00	0.00	0.00	0	0	0	0	0	0	3.66	3.43	3.18	161	159	157	902	177
Willamette	50	3.54	3.30	2.99	159	156	154	1,432	531	158	0.00	0.00	0.00	0	0	0	0	0	0	3.54	3.30	2.99	159	156	154	531	158
Pennsylvania																											
Duquesne	60	3.64	3.42	3.17	156	154	152	705	382	165	3.62	3.28	3.15	154	151	149	217	78	47	3.63	3.35	3.11	155	153	151	460	212
Earl Mack, Drexel	0	3.58	3.28	2.99	162	159	156	2,908	1,038	146	0.00	0.00	0.00	0	0	0	0	0	0	3.58	3.28	2.99	162	159	156	1,038	146
Penn State	60	3.80	3.60	3.40	161	159	157	5,326	1,551	228	0.00	0.00	0.00	0	0	0	0	0	0	3.80	3.60	3.40	161	159	157	1,551	228
Pennsylvania	80	3.90	3.85	3.54	171	170	166	6,003	866	250	0.00	0.00	0.00	0	0	0	0	0	0	3.90	3.85	3.54	171	170	166	866	250
Pittsburgh	55	3.63	3.38	3.07	161	160	158	2,756	954	259	0.00	0.00	0.00	0	0	0	0	0	0	3.63	3.38	3.07	161	160	158	954	259
Temple	60	3.64	3.47	3.24	164	162	160	4,279	1,696	271	3.54	3.28	3.03	161	159	157	403	117	55	3.63	3.44	3.20	164	161	159	1,813	326
Villanova	75	3.56	3.33	3.15	163	160	159	3,739	1,648	251	0.00	0.00	0.00	0	0	0	0	0	0	3.56	3.33	3.15	163	160	159	1,648	251
Widener	60	3.47	3.10	2.83	153	150	149	1,231	706	140	3.39	3.09	2.73	153	149	148	253	116	38	3.46	3.10	2.81	153	150	148	822	178
Puerto Rico																											
Inter American	63	3.60	3.39	3.16	142	139	136	561	295	477	3.52	3.19	2.90	141	137	134	348	169	392	3.57	3.32	3.09	142	139	135	464	869
Pontifical Catholic		3.62	3.30	3.00	137	134	127	393	228	190	3.50	3.12	2.89	136	133	131	186	114	99	3.58	3.30	2.97	138	135	132	342	289
Puerto Rico	20	3.83	3.59	3.34	145	143	141	243	162	147	3.75	3.56	3.15	149	146	143	188	59	50	3.80	3.59	3.34	150	146	142	221	197
Rhode Island																											
Roger Williams	60	3.50	3.30	3.00	154	151	149	1,501	949	198	0.00	0.00	0.00	0	0	0	0	0	0	3.50	3.30	3.00	154	151	149	949	198
South Carolina																											
Charleston	50	3.46	3.25	2.95	156	155	152	1,942	850	187	3.37	3.04	2.80	153	151	149	367	100	50	3.46	3.18	2.90	156	154	151	950	237
South Carolina	60	3.64	3.39	3.04	161	159	156	2,185	751	239	0.00	0.00	0.00	0	0	0	0	0	0	3.64	3.39	3.04	161	159	156	751	239
South Dakota																											
South Dakota	35	3.72	3.38	3.12	154	150	149	449	220	75	0.00	0.00	0.00	0	0	0	0	0	0	3.72	3.38	3.12	154	150	149	220	75
Tennessee																											
Memphis	25	3.56	3.31	3.06	158	156	154	964	301	148	3.09	2.91	2.67	152	149	145	0	12	10	3.56	3.29	3.03	157	155	153	313	158
Tennessee	15	3.81	3.60	3.38	162	160	156	1,508	410	169	0.00	0.00	0.00	0	0	0	0	0	0	3.81	3.60	3.38	162	160	156	410	169
Vanderbilt	50	3.82	3.72	3.50	170	169	165	4,885	1,100	193	0.00	0.00	0.00	0	0	0	0	0	0	3.82	3.72	3.50	170	169	165	1,100	193

	Application Fee (\$)	Admission Fall 2010																									
		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
Texas																											
Baylor	40	3.85	3.71	3.52	163	162	160	4,713	778	183	0.00	0.00	0.00	0	0	0	0	0	0	3.85	3.71	3.52	163	162	160	778	183
Houston	70	3.69	3.45	3.20	164	162	160	3,279	874	205	3.56	3.30	3.01	161	160	157	650	93	61	3.68	3.41	3.13	164	162	159	967	266
St. Mary's	55	3.40	3.07	2.72	156	154	151	1,718	768	255	3.21	2.87	2.48	154	151	149	247	80	46	3.36	3.03	2.68	156	153	151	848	301
SMU Dedman	75	3.86	3.75	3.38	166	164	157	2,327	566	177	3.71	3.50	3.00	163	160	159	765	163	77	3.82	3.67	3.29	165	163	156	729	254
South Texas	55	3.47	3.26	3.02	157	154	151	2,129	961	381	3.38	3.10	2.87	154	152	150	307	134	80	3.45	3.24	2.99	156	153	151	1,095	461
Texas	70	3.84	3.71	3.57	169	167	164	5,815	1,316	389	0.00	0.00	0.00	0	0	0	0	0	0	3.84	3.71	3.57	169	167	164	1,316	389
Texas Southern	55	3.33	3.01	2.74	149	148	145	2,228	667	212	0.00	0.00	0.00	0	0	0	0	0	0	3.33	3.01	2.74	149	148	145	667	212
Texas Tech	50	3.66	3.45	3.16	158	156	153	1,398	559	244	0.00	0.00	0.00	0	0	0	0	0	0	3.66	3.45	3.16	158	156	153	559	244
Texas Wesleyan	55	3.51	3.25	2.96	156	153	151	1,746	704	172	3.37	3.12	2.87	156	152	149	334	123	81	3.46	3.23	2.91	156	153	151	827	253
Utah																											
Brigham Young	50	3.86	3.75	3.45	167	164	161	772	219	150	0.00	0.00	0.00	0	0	0	0	0	0	3.86	3.75	3.45	167	164	161	219	150
Utah	60	3.82	3.63	3.46	164	161	157	1,365	394	122	0.00	0.00	0.00	0	0	0	0	0	0	3.82	3.63	3.46	164	161	157	394	122
Vermont																											
Vermont	60	3.55	3.35	3.13	159	156	153	1,056	628	212	0.00	0.00	0.00	0	0	0	0	0	0	3.55	3.35	3.13	159	156	153	628	212
Virginia																											
Appalachian	60	3.36	3.01	2.69	151	147	146	1,368	816	127	0.00	0.00	0.00	0	0	0	0	0	0	3.36	3.01	2.69	151	147	146	816	127
George Mason	35	3.82	3.68	3.30	165	164	159	4,697	1,232	234	3.82	3.73	3.10	164	164	157	1,835	127	69	3.82	3.72	3.27	165	164	158	1,359	303
Liberty	50	3.43	3.19	2.75	153	150	148	459	240	135	0.00	0.00	0.00	0	0	0	0	0	0	3.43	3.19	2.75	153	150	148	240	135
Regent	50	3.54	3.32	2.97	156	152	150	674	321	164	3.29	2.96	2.86	158	156	154	25	9	4	3.54	3.32	2.97	156	152	150	330	168
Richmond	35	3.63	3.47	3.16	163	162	159	2,105	558	146	0.00	0.00	0.00	0	0	0	0	0	0	3.63	3.47	3.16	163	162	159	558	146
Virginia	75	3.92	3.85	3.51	171	170	166	8,560	923	368	0.00	0.00	0.00	0	0	0	0	0	0	3.92	3.85	3.51	171	170	166	923	368
Washington and Lee	0	3.64	3.44	3.14	167	166	161	4,582	998	144	0.00	0.00	0.00	0	0	0	0	0	0	3.64	3.44	3.14	167	166	161	998	144
William & Mary	50	3.81	3.70	3.47	166	165	160	6,291	1,207	217	0.00	0.00	0.00	0	0	0	0	0	0	3.81	3.70	3.47	166	165	160	1,207	217
Washington																											
Gonzaga	50	3.57	3.36	3.11	157	155	154	1,924	762	183	0.00	0.00	0.00	0	0	0	0	0	0	3.57	3.36	3.11	157	155	154	762	183
Seattle	60	3.60	3.35	3.14	161	158	156	2,633	925	266	3.33	3.01	2.69	159	157	153	259	88	58	3.58	3.33	3.07	160	158	155	1,013	324
Washington	60	3.81	3.66	3.49	166	163	160	2,560	545	186	0.00	0.00	0.00	0	0	0	0	0	0	3.81	3.66	3.49	166	163	160	545	186
West Virginia																											
West Virginia	50	3.70	3.43	3.17	156	154	151	737	339	137	0.00	0.00	0.00	0	0	0	0	0	0	3.70	3.43	3.17	156	154	151	339	137
Wisconsin																											
Marquette	50	3.64	3.46	3.14	159	157	154	2,054	905	208	3.63	3.30	3.05	160	157	153	228	52	39	3.64	3.46	3.14	159	157	154	957	247
Wisconsin	56	3.76	3.63	3.29	164	163	158	2,829	599	246	0.00	0.00	0.00	0	0	0	0	0	0	3.76	3.63	3.29	164	163	158	599	246
Wyoming																											
Wyoming	50	3.71	3.43	3.23	157	154	151	624	217	82	0.00	0.00	0.00	0	0	0	0	0	0	3.71	3.43	3.23	157	154	151	217	82

STUDENTS, FACULTY, TUITION

	Admission Fall 2010														
	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	57.6	42.4	12.6	47	63.8	36.2	10.1	15,760	28,070			76	•
Faulkner	341	13	59.9	40.1	11.9	23	73.9	26.1	14.4	31,020	31,020			284	•
Samford	491	0	56.2	43.8	12.0	23	73.9	26.1	17.9	33,155	33,155	19,695	19,695	652	•
Arizona															
Arizona	469	0	56.1	43.9	24.7	44	61.4	38.6	9.3	23,540	39,402			92	•
Arizona State	614	0	56.2	43.8	23.6	53	66.0	34.0	9.5	21,598	35,147			96	•
Phoenix	514	210	54.7	45.3	25.3	32	37.5	62.5	14.4	36,036	36,036	29,156	29,156	592	•
Arkansas															
Arkansas	390	0	55.9	44.1	17.4	29	58.6	41.4	11.0	11,367	22,501			100	
Arkansas-Little Rock	338	152	54.1	45.9	19.6	30	43.3	56.7	13.0	11,456	23,451	8,010	16,007	104	•
California															
California-Berkeley	916	0	47.1	52.9	37.7	90	56.7	43.3	10.5	44,244	52,245			148	
California-Davis	589	0	50.8	49.2	35.7	43	48.8	51.2	11.3	41,763	50,595			152	•
California-Hastings	1,247	1	46.3	53.7	44.4	71	60.6	39.4	15.3	38,906	50,131			156	•
California-Los Angeles	999	0	52.5	47.5	33.4	86	64.0	36.0	11.2	40,616	50,639			160	•
California Western	786	133	46.4	53.6	29.5	45	68.9	31.1	17.9	40,780	40,780	28,660	28,660	164	•
Chapman	546	28	53.0	47.0	22.1	51	51.0	49.0	9.3	40,173	40,173	31,938	31,938	188	•
Golden Gate	616	116	45.6	54.4	28.7	42	50.0	50.0	14.9	38,375	38,375	29,485	29,485	332	•
La Verne	312	114	54.7	45.3	33.6	19	47.4	52.6	16.0	38,462	38,462	29,062	29,062	400	
Loyola Marymount	1,013	276	49.7	50.3	39.3	66	53.0	47.0	15.0	41,840	41,840	28,035	28,035	420	•
Pacific, McGeorge	724	302	51.8	48.2	24.6	63	63.5	36.5	12.7	39,989	39,989	26,603	26,603	576	•
Pepperdine	667	0	51.4	48.6	19.9	35	65.7	34.3	15.6	41,210	41,210			588	•
San Diego	831	176	52.4	47.6	31.8	66	68.2	31.8	13.6	41,414	41,414	29,904	29,904	656	•
San Francisco	589	150	45.9	54.1	36.3	37	54.1	45.9	15.3	38,800	38,800	27,745	27,745	660	•
Santa Clara	749	234	53.4	46.6	41.1	65	50.8	49.2	12.4	39,360	39,360	27,552	27,552	664	•
Southern California	651	0	52.1	47.9	41.2	43	58.1	41.9	12.8	48,434	48,434			692	•
Southwestern	741	354	48.2	51.8	35.9	57	57.9	42.1	14.3	39,110	39,110	23,546	23,546	704	•
Stanford	571	0	55.0	45.0	34.7	68	55.9	44.1	7.5	46,581	46,581			708	
Thomas Jefferson	687	279	58.8	41.2	31.1	42	42.9	57.1	17.6	19,350	19,350	13,500	13,500	752	
Western State	318	150	52.6	47.4	38.2	16	62.5	37.5	22.0	35,190	35,190	23,630	23,630	828	•
Whittier	475	167	49.7	50.3	32.2	31	41.9	58.1	16.5	37,975	37,975	25,325	25,325	832	•
Colorado															
Colorado	546	0	51.5	48.5	20.1	43	53.5	46.5	10.8	28,915	35,773			220	•
Denver	768	192	51.7	48.3	16.1	62	51.6	48.4	12.7	37,152	37,152	27,392	27,392	244	•
Connecticut															
Connecticut	440	180	56.0	44.0	21.5	52	53.8	46.2	10.6	21,508	44,398	15,024	31,044	228	•
Quinnipiac	340	127	52.0	48.0	11.6	32	62.5	37.5	13.0	42,740	42,740	30,180	30,180	608	•
Yale	629	0	50.7	49.3	29.9	76	76.3	23.7	7.7	50,750	50,750			862	•

	Admission Fall 2010														
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Delaware															
Widener	647	352	57.4	42.6	15.6	50	50.0	50.0	15.4	34,890	34,890	25,610	25,610	836	•
District of Columbia															
American	1,243	260	43.8	56.2	37.5	104	54.8	45.2	11.8	43,458	43,458	30,468	30,468	84	
Catholic	562	296	47.4	52.6	18.5	56	46.4	53.6	11.9	40,000	40,000	30,505	30,505	184	•
District of Columbia	256	60	42.4	57.6	50.3	21	52.4	47.6	12.6	9,480	18,330	6,630	12,630	256	
George Washington	1,410	299	54.5	45.5	21.4	106	54.7	44.3	14.8	43,999	43,999	34,034	34,034	316	•
Georgetown	1,626	334	52.9	47.1	22.1	129	66.7	33.3	12.3	45,105	45,105	39,120	39,120	320	
Howard	473	0	41.0	59.0	89.0	26	50.0	50.0	18.5	26,439	26,439			360	•
Florida															
Ave Maria	468	0	55.1	44.9	20.9	26	73.1	26.9	17.9	36,448	36,448			112	
Barry	553	164	52.6	47.4	19.2	33	60.6	39.4	18.6	32,650	32,650	24,640	24,640	120	•
Florida A&M	458	211	45.3	54.7	59.3	35	45.7	51.4	17.9	10,312	29,573	7,562	21,686	288	•
Florida Coastal	1,683	59	51.1	48.9	29.4	69	40.6	59.4	20.9	34,712	34,712	28,086	28,086	292	•
Florida	1,044	0	55.3	44.7	24.8	56	44.6	55.4	15.4	16,387	35,752			296	•
Florida International	395	193	48.8	51.2	56.6	32	50.0	50.0	14.7	15,520	30,224	10,786	20,894	300	
Florida State	779	0	60.5	39.5	19.8	47	55.3	44.7	14.3	16,371	35,934			304	•
Miami	1,334	19	57.6	42.4	27.2	82	51.2	48.8	14.6	38,024	38,024			452	•
Nova Southeastern	894	206	47.5	52.5	30.6	60	51.7	48.3	15.9	32,607	32,607	24,579	24,579	548	•
St. Thomas	733	0	53.2	46.8	50.9	28	46.4	53.6	19.7	33,082	33,082			648	•
Stetson	867	214	48.1	51.9	20.7	59	54.2	45.8	15.4	33,220	33,220	23,020	23,020	712	•
Georgia															
Atlanta's John Marshall	455	175	51.6	48.4	32.9	35	42.9	57.1	15.3	32,965		20,065		108	•
Emory	792	0	54.0	46.0	30.3	58	53.4	46.6	11.2	43,392	43,392			280	•
Georgia	703	0	54.8	45.2	19.5	51	58.8	41.2	12.2	15,814	33,620			324	•
Georgia State	457	203	53.2	46.8	20.2	57	50.9	49.1	10.6	13,310	34,334	11,382	26,186	328	•
Mercer	439	0	56.3	43.7	18.7	27	66.7	33.3	12.9	35,695	35,695			448	•
Hawai'i															
Hawai'i	295	58	41.9	58.1	68.8	35	45.7	54.3	8.0	16,421	30,485	13,761	25,481	348	•
Idaho															
Idaho	349	0	59.6	40.4	16.3	21	47.6	52.4	15.7	12,940	24,532			364	•
Illinois															
Chicago	634	0	55.7	44.3	28.1	71	66.2	33.8	9.1	46,185				200	
Chicago-Kent	785	185	54.9	45.1	22.9	66	66.7	33.3	11.7	40,050	40,050	29,300	29,300	204	•
DePaul	853	203	52.2	47.8	22.0	56	57.1	42.9	13.8	39,350	39,350	25,730	25,730	248	•
Illinois	640	0	58.8	41.3	24.7	49	53.1	46.9	12.8	36,420	43,420			368	
John Marshall	1,125	317	54.2	45.8	26.0	75	65.3	34.7	16.3	36,920	36,920	26,400	26,400	388	•
Loyola-Chicago	692	159	50.8	49.2	18.9	60	63.3	36.7	13.4	38,086	38,086	28,766	28,766	424	•
Northern Illinois	321	11	57.5	42.5	20.8	19	47.4	52.6	18.1	17,268	30,960			532	•
Northwestern	817	0	54.2	45.8	37.9	99	52.5	47.5	8.5	49,714				540	
Southern Illinois	380	2	62.0	38.0	8.9	27	48.1	51.9	12.2	14,746	33,097			696	•

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Indiana															
Indiana-Bloomington	646	0	59.0	41.0	18.1	59	66.1	33.9	9.4	26,904	43,704			372	•
Indiana-Indianapolis	595	323	55.4	44.6	15.4	41	56.1	43.9	17.2	20,554	43,646	15,412	32,545	376	•
Notre Dame	564	0	58.3	41.7	28.0	46	71.7	28.3	10.3	40,805	40,805			544	
Valparaiso	531	35	56.5	43.5	23.1	35	74.3	25.7	15.6	36,800	36,800	22,980	22,980	776	
Iowa															
Drake	451	12	54.2	45.8	10.2	28	60.7	39.3	13.8	32,514	32,514			260	•
Iowa	574	0	55.2	44.8	15.9	46	63.0	37.0	11.3	24,154	42,922			384	
Kansas															
Kansas	497	0	60.8	39.2	18.5	35	57.1	42.9	12.9	15,561	27,038			392	•
Washburn	454	0	59.9	40.1	11.7	31	61.3	38.7	12.9	16,630	25,900			800	•
Kentucky															
Kentucky	419	0	58.0	42.0	13.4	25	72.0	28.0	15.5	16,982	29,424			396	•
Louisville-Brandeis	379	47	55.6	44.4	10.8	26	57.7	42.3	15.0	15,760	30,300	7,960	15,230	416	•
Northern Kentucky	375	239	56.5	43.5	8.8	28	67.9	32.1	15.8	15,124	32,882	10,492	33,208	536	•
Louisiana															
Louisiana State	616	17	58.6	41.4	17.5	41	68.3	31.7	17.0	16,148	30,228			412	•
Loyola-New Orleans	681	153	50.6	49.4	28.5	50	54.0	46.0	17.0	36,196	36,196	24,476	24,476	428	•
Southern	486	235	45.2	54.8	65.2	35	42.9	57.1	14.1	8,478	13,080	7,168	11,768	700	
Tulane	769	1	53.5	46.5	17.3	53	58.5	41.5	13.7	42,144	42,144			764	•
Maine															
Maine	278	0	53.2	46.8	10.1	16	62.5	37.5	15.0	21,994	32,824			432	•
Maryland															
Baltimore	730	353	50.2	49.8	16.0	58	53.4	46.6	16.0	25,224	37,368	18,830	26,394	116	•
Maryland	734	233	52.0	48.0	30.4	63	47.6	52.4	11.2	25,350	36,629	19,385	27,844	440	
Massachusetts															
Boston College	796	0	51.4	48.6	23.5	51	54.9	45.1	13.1	40,905	40,905			128	•
Boston	821	1	49.9	50.1	25.4	67	56.7	43.3	11.4	40,838				132	
Harvard	1,733	0	52.0	48.0	32.9	141	74.5	25.5	12.3	46,616				344	
New England	796	336	44.1	55.9	10.0	40	65.0	32.5	21.9	39,990	39,990	29,990	29,990	496	•
Northeastern	629	0	40.4	59.6	32.6	36	44.4	55.6	14.3	41,066				528	
Suffolk	1,090	591	53.0	47.0	15.5	80	60.0	40.0	17.0	41,120	41,120	30,914	30,914	716	•
Western New England	387	138	45.7	54.3	10.5	36	50.0	50.0	13.5	36,854	36,854	27,246	27,246	824	•
Michigan															
Detroit Mercy	572	155	52.4	47.6	19.1	42	52.4	47.6	15.3	34,010	34,010	27,224	27,224	252	•
Michigan	1,134	0	55.4	44.6	21.7	92	67.4	32.6	10.7	44,600	47,600			456	
Michigan State	804	80	57.0	43.0	15.4	52	50.0	50.0	15.6	34,045	34,045	28,220	28,220	460	•
Thomas M. Cooley	691	3240	51.2	48.8	26.8	101	58.4	41.6	22.4	30,644	30,644	19,714	19,714	748	
Wayne State	482	130	55.9	44.1	15.8	38	63.2	36.8	13.8	24,871	27,187	13,440	14,675	816	•
Minnesota															
Hamline	456	196	48.0	52.0	14.7	34	58.8	41.2	15.1	33,506	33,506	24,144	24,144	340	•
Minnesota	752	0	58.1	41.9	17.8	58	60.3	39.7	10.9	31,882	40,388			464	•

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St. Thomas- Minneapolis	475	0	56.4	43.6	12.0	29	65.5	34.5	17.3	36,313				644	•
William Mitchell	667	346	50.1	49.9	11.2	34	50.0	50.0	20.6	33,800	33,800	24,450	24,450	850	•
Mississippi															
Mississippi	516	0	55.6	44.4	15.7	31	71.0	29.0	15.2	10,275	22,470			468	•
Mississippi College	536	11	59.8	40.2	11.2	26	46.2	53.8	17.3	28,070				472	•
Missouri															
Missouri-Columbia	442	4	62.3	37.7	13.7	28	71.4	28.6	14.1	16,759	31,986			476	•
Missouri-Kansas City	459	24	60.9	39.1	12.6	34	58.8	41.2	13.3	15,550	29,500	8,542	15,982	480	•
St. Louis	800	138	53.4	46.6	14.3	65	44.6	55.4	14.8	35,475	35,475	25,815	25,815	636	•
Washington University	893	7	60.7	39.3	28.0	68	47.1	52.9	10.2	44,125				812	•
Montana															
Montana	256	0	57.0	43.0	9.4	19	47.4	52.6	13.1	11,062	26,186			484	•
Nebraska															
Creighton	459	12	59.2	40.8	10.4	23	73.9	26.1	19.5	31,386	31,386	18,292	18,292	236	•
Nebraska	412	2	63.0	37.0	7.2	26	73.1	26.9	13.3	13,337	28,649			488	
Nevada															
Nevada	347	128	56.0	44.0	30.1	26	38.5	61.5	13.4	20,838	34,238	13,606	22,228	492	
New Hampshire															
New Hampshire	419	0	58.0	42.0	22.7	33	54.5	45.5	14.9	37,000	37,000			500	
New Jersey															
Rutgers-Camden	573	216	60.1	39.9	19.9	54	61.1	38.9	11.6	22,382	33,173	18,816	27,853	624	•
Rutgers-Newark	610	229	55.2	44.8	39.3	40	55.0	45.0	17.8	24,977	35,897	16,274	23,554	628	•
Seton Hall	704	349	53.9	46.1	18.7	59	57.6	42.4	14.0	45,048	45,048	33,981	33,981	672	•
New Mexico															
New Mexico	351	0	47.0	53.0	42.7	28	39.3	60.7	12.4	13,660	30,604			504	•
New York															
Albany	697	23	55.8	44.2	11.7	46	45.7	54.3	13.3	40,120	40,120	30,128	30,128	80	
Brooklyn	1,293	168	52.4	47.6	25.8	68	50.0	50.0	18.3	46,635	46,635	35,065	35,065	140	
Buffalo	693	8	52.9	47.1	14.4	54	51.9	48.1	12.6	19,112	30,772			144	•
Cardozo	1,025	99	48.7	51.3	22.7	61	67.2	32.8	15.3	46,794	46,794	46,794	46,794	176	•
CUNY	438	2	36.4	63.6	37.7	36	33.3	66.7	10.9	11,952	18,732	425	750	212	•
Columbia	1,343	1	51.4	48.6	32.2	107	69.2	30.8	10.9	50,428	50,428			224	
Cornell	615	0	50.4	49.6	35.4	51	64.7	35.3	10.4	51,150	51,150			232	
Fordham	1,217	264	52.3	47.7	23.3	81	63.0	37.0	13.9	46,476	46,476	34,926	34,926	308	•
Hofstra	945	116	53.4	46.6	28.3	60	60.0	40.0	14.3	43,660	43,660	32,669	32,669	352	•
New York Law	1,492	431	48.9	51.1	24.3	71	66.2	33.8	23.1	46,460	46,460	35,700	35,700	508	•
New York	1,431	0	57.4	42.6	25.3	151	68.9	31.1	9.2	48,213				512	
Pace	614	174	43.5	56.5	16.0	47	63.8	36.2	13.2	39,794	39,794	29,858	29,858	572	•
St. John's	764	176	55.6	44.4	24.6	50	54.0	46.0	15.8	44,280	44,280	33,210	33,210	632	•
Syracuse	635	3	59.4	40.6	20.1	60	61.7	38.3	11.9	45,126	45,126			720	•
Touro	601	227	54.8	45.2	23.8	42	57.1	42.9	15.4	41,070	41,070	30,780	30,780	760	

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North Carolina															
Campbell	450	0	48.4	51.6	8.7	23	73.9	26.1	15.5	32,280	32,280			168	•
Charlotte	669	143	48.4	51.6	20.8	35	40.0	60.0	17.5	34,990	34,990	28,292	28,292	196	
Duke	644	37	58.9	41.1	24.2	70	67.1	32.9	9.8	47,722	47,722			264	•
Elon	342	0	54.1	45.9	12.6	20	60.0	40.0	16.6	32,600	32,600			276	•
North Carolina	778	0	49.1	50.9	27.0	42	59.5	40.5	15.2	17,068	31,218			516	•
North Carolina Central	491	111	40.7	59.3	54.8	42	42.9	57.1	13.4	9,961	23,222	9,961	23,222	520	•
Wake Forest	487	0	59.1	40.9	16.6	48	56.3	43.8	9.5	37,230	37,230			796	•
North Dakota															
North Dakota	256	0	54.7	45.3	13.7	12	75.0	25.0	19.6	10,163	22,323			524	•
Ohio															
Akron	279	227	56.3	43.7	13.8	33	54.5	45.5	13.1	21,451	33,408	17,462	27,028	72	•
Capital	486	170	55.6	44.4	11.4	35	62.9	37.1	16.7	32,074	32,074	21,014	21,014	172	•
Case Western	624	3	56.5	43.5	14.7	47	68.1	29.8	13.1	40,560	40,560			180	•
Cincinnati	408	0	57.8	42.2	15.2	29	44.8	55.2	11.2	20,946	36,526			208	•
Cleveland State	453	157	59.2	40.8	13.4	39	56.4	43.6	11.9	18,200	24,976	14,000	19,212	216	•
Dayton	524	0	61.5	38.5	11.8	27	51.9	48.1	17.2	33,674	33,674			240	•
Ohio Northern	313	0	62.9	37.1	10.2	22	63.6	36.4	11.8	31,264	31,264			552	•
Ohio State	693	0	57.4	42.6	20.3	42	59.5	40.5	15.5	24,468	39,418			556	•
Toledo	365	95	60.2	39.8	10.7	26	61.5	38.5	14.4	19,833	30,613	14,886	22,971	756	•
Oklahoma															
Oklahoma	537	0	55.3	44.7	21.0	34	67.6	32.4	14.0	18,105	28,034			560	•
Oklahoma City	564	72	58.6	41.4	19.5	34	58.8	41.2	16.6	33,925	33,925	22,640	22,640	564	•
Tulsa	368	38	61.1	38.9	19.7	28	57.1	42.9	11.5	30,320				768	•
Oregon															
Lewis & Clark	529	212	49.9	50.1	21.3	53	58.5	41.5	10.3	35,098	35,098	26,334	26,334	404	•
Oregon	526	0	55.5	44.5	17.1	35	48.6	51.4	15.7	24,031	29,953			568	•
Willamette	424	5	56.4	43.6	17.9	28	60.7	39.3	14.1	31,130	31,130			842	
Pennsylvania															
Duquesne	454	234	52.5	47.5	5.7	26	65.4	34.6	20.5	32,376	32,376	25,034	25,034	268	
Earl Mack, Drexel	440	0	55.5	44.5	18.2	27	48.1	51.9	15.7	34,450	34,450			272	•
Penn State	617	1	57.6	42.4	14.2	57	57.9	42.1	9.4	36,816	36,816			580	•
Pennsylvania	802	0	52.4	47.6	30.3	75	68.0	32.0	10.2	48,362	48,362			584	
Pittsburgh	739	0	57.1	42.9	16.9	47	57.4	42.6	13.8	26,550	34,176			596	•
Temple	797	186	56.7	43.3	25.0	63	60.3	39.7	12.6	18,206	31,220	14,692	25,108	724	•
Villanova	765	0	57.3	42.7	19.1	49	53.1	46.9	16.4	36,690	36,690			788	
Widener	350	103	54.5	45.5	12.4	25	52.0	48.0	14.8	34,890	34,890	25,610	25,610	838	•
Puerto Rico															
Inter American	474	392	45.0	55.0	100.0	24	58.3	41.7	27.8	14,341	14,341	11,142	11,142	380	
Pontifical Catholic	535	299	52.4	47.6	99.9	21	71.4	28.6	33.2	14,126		10,766		600	
Puerto Rico	545	192	44.9	55.1	0.0	28	67.9	32.1	23.0	7,611	9,437	6,341	11,643	604	•

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Rhode Island															
Roger Williams	540	0	50.2	49.8	8.7	27	51.9	48.1	16.4	38,010	38,010			620	•
South Carolina															
Charleston	520	182	55.3	44.7	10.0	31	48.4	51.6	17.4	35,606	35,606	28,608	28,608	192	•
South Carolina	681	1	59.2	40.8	13.3	36	58.3	41.7	15.9	20,236	40,494			680	•
South Dakota															
South Dakota	203	2	54.1	45.9	9.8	14	71.4	28.6	13.2	11,208	21,960	5,435	10,638	684	•
Tennessee															
Memphis	408	24	59.0	41.0	12.7	18	66.7	33.3	18.1	14,298	36,170	14,138	36,010	444	•
Tennessee	482	0	56.6	43.4	25.3	30	66.7	33.3	15.3	14,462	33,206			728	•
Vanderbilt	586	0	52.9	47.1	19.1	36	61.1	38.9	14.0	45,286	45,286			780	
Texas															
Baylor	466	10	49.8	50.2	21.0	27	77.8	22.2	14.8	40,904	40,904			124	•
Houston	701	176	57.5	42.5	29.0	76	68.4	31.6	10.4	26,731	36,903	18,953	25,735	356	•
St. Mary's	675	153	58.5	41.5	34.2	36	52.8	47.2	22.4	28,160	28,160	17,120	17,120	640	•
SMU Dedman	549	338	53.3	46.7	23.7	46	65.2	34.8	15.7	40,186	40,186	30,140	30,140	676	•
South Texas	1,009	296	53.3	46.7	29.0	44	63.6	36.4	21.0	26,340	26,340	17,760	17,760	688	•
Texas	1,154	0	53.6	46.4	27.7	103	59.2	40.8	10.9	28,669	44,638			732	•
Texas Southern	571	0	46.8	53.2	80.4	30	40.0	60.0	14.1	13,065	16,815			736	•
Texas Tech	671	0	58.9	41.1	23.4	35	62.9	37.1	14.9	17,351	25,751			740	•
Texas Wesleyan	487	277	50.4	49.6	20.9	30	63.3	36.7	24.8	27,440	27,440	19,690	19,690	744	•
Utah															
Brigham Young	443	1	64.9	35.1	15.8	19	68.4	31.6	18.1	10,280	20,560			136	•
Utah	402	0	57.2	42.8	11.9	34	67.6	32.4	8.9	18,231	36,209			772	•
Vermont															
Vermont	607	0	47.8	52.2	9.6	55	49.1	50.9	14.1	42,220	42,220			784	•
Virginia															
Appalachian	313	0	65.5	34.5	11.8	16	68.8	31.3	16.7	28,325	28,325			88	•
George Mason	505	226	59.2	40.8	15.7	38	81.6	18.4	14.0	22,222	36,278	18,290	29,836	312	•
Liberty	313	0	62.3	37.7	18.8	19	68.4	31.6	6.1	29,120				408	
Regent	409	19	52.8	47.2	17.5	25	68.0	32.0	16.1	31,410	31,410	24,235	24,235	612	•
Richmond	452	8	55.2	44.8	17.6	36	61.1	38.9	14.0	34,070	34,070			616	•
Virginia	1,105	1	55.2	44.8	23.0	79	75.9	24.1	11.9	42,500	47,500			792	
Washington and Lee	407	0	58.2	41.8	16.5	35	77.1	22.9	9.5	39,937				808	•
William & Mary	628	0	50.6	49.4	19.4	39	56.4	43.6	14.2	23,800	33,800			846	•
Washington															
Gonzaga	503	4	61.5	38.5	11.2	29	58.6	41.4	14.6	32,775	32,775			336	•
Seattle	808	203	49.2	50.8	24.8	66	57.6	42.4	12.3	37,330	37,330	31,098	31,098	668	•
Washington	550	0	51.1	48.9	22.9	54	51.9	48.1	9.7	24,339	37,299			804	•
West Virginia															
West Virginia	410	6	63.0	37.0	8.7	33	60.6	39.4	11.1	14,212	28,444			820	•

	Admission Fall 2010														
	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	585	173	56.9	43.1	14.9	39	51.3	48.7	16.7	36,300	36,300	21,750	21,750	436	•
Wisconsin	755	49	54.2	45.8	22.3	65	53.8	46.2	13.0	18,049	37,586	1,508	3,136	854	
Wyoming															
Wyoming	231	0	53.2	46.8	6.9	21	76.2	23.8	10.6	11,264	23,808			858	•

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 respective schools, including making direct contact with admission officers, professors, students, alumni, or prelaw advisors.

The following section includes text and numerical data from 199 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 2010 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 10, 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 2009–2010 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 the Standards and Rules of Procedure for Approval of Law Schools and gives assurances that it will be in 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 2009–2010 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 2009 through May 2010). 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 2009–2010 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 2010–2011 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 2010 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, 2009, through September 30, 2010. 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 the school has a wireless network.
- *Require 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 2009 enrollment. Academic attrition, for this purpose, refers to those students not continuing their legal studies between October 1, 2009, and October 1, 2010. Other attrition may include transfers and students who leave for other reasons.

Employment (nine months after graduation)

This section represents statistics on the employment status of the 2009 graduating class nine months after graduation. The employment percentages are based on the graduates whose employment status was "known." Hence, for the schools reporting a large percentage of graduates for whom the employment status is unknown, the percentage reported may not be a very accurate reflection of the actual percentage of the class as a whole. *Type of Employment* and *Geographic Location* percentages are based on the number of students employed.

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 2009. 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 2010

		Full-time	Part-time	Total
First Year	Total	44,591	7,857	52,448
	Women	20,505	3,677	24,182
Second Year	Total	41,822	5,111	46,933
	Women	19,666	2,428	22,094
Third Year	Total	39,305	5,079	44,384
	Women	18,537	2,431	20,968
Fourth Year	Total		3,760	3,760
	Women		1,765	1,765
JD Total	Total	125,718	21,807	147,525
	Women	58,708	10,301	69,009
Post-JD	Total	5,868	2,039	7,907
	Women	2,760	983	3,743
Other	Total	1,099	767	1,866
	Women	594	490	1,084
Grand Total	Total	132,685	24,613	157,298
	Women	62,062	11,774	73,836

Professional Degrees Conferred, 2010

		Full-time	Part-time	Total
JD/LLB	Total	39,315	4,943	44,258
	Women	18,525	2,327	20,852
LLM	Total	4,625	906	5,531
	Women	2,237	464	2,701
MCL/MCJ	Total	12	0	12
	Women	5	0	5
SJD/JSD	Total	107	8	115
	Women	43	3	46
Other	Total	504	219	723
	Women	234	140	374
Total	Total	44,563	6,076	50,639
	Women	21,044	2,934	23,978

Teachers in Law Schools, 2010–2011

	Women	Minorities	Total
Full-time	3,354	1,374	8,403
Part-time	2,524	721	8,046
Deans & Administrators	2,517	873	4,091
Librarians	1,130	281	1,759

New aggregate categories for reporting racial/ethnicity data have been adopted in accordance with the final guidance issued by the US Department of Education in 2007 and required for implementation by 2011. 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. The *Official Guide* will continue to include the statistical charts for 1988–2010 using the former categories. 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.

Total Minority Enrollment

Academic Year	Number of Schools Reporting*	First Year	Second Year	Third Year	Fourth Year	Total
2010–11	197	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

*Please note that the minority enrollment charts on pages 22 through 30 do not include students from the three Puerto Rico schools. JD enrollment for the law schools in Puerto Rico was 2,416 for fall 2010.

New Aggregate Categories, 2011

	Academic Year	Number of Schools Reporting*	First Year	Second Year	Third Year	Fourth Year	Total
All Hispanic Enrollment	2010–11	197	3,962	3,231	3,005	256	10,454
Black/African American Enrollment	2010–11	197	3,857	3,194	3,024	277	10,352
American Indian/Alaska Native Enrollment	2010–11	197	440	381	359	28	1,208
Asian Enrollment	2010–11	197	3,636	3,271	3,246	262	10,415
Native Hawaiian or Other Pacific Islander Enrollment	2010–11	197	235	205	112	16	568
Two or More Races Enrollment	2010–11	197	1,061	432	521	34	2,048

American Indian or Alaska Native Enrollment

Academic Year	Number of Schools Reporting	First Year	Second Year	Third Year	Fourth Year	Total
2009–10	197	451	410	383	29	1,273
2008–09	197	448	360	373	17	1,198
2007–08	194	436	374	367	38	1,215
2006–07	191	418	365	358	27	1,158
2005–06	190	399	369	360	33	1,161
2004–05	188	387	366	325	28	1,106
2003–04	187	396	341	291	20	1,048
2002–03	187	375	318	317	11	1,021
2001–02	184	365	323	275	27	990
2000–01	183	348	293	290	21	952
1999–00	182	342	294	312	30	978
1998–99	181	361	307	351	45	1,064
1997–98	178	355	348	355	27	1,085
1996–97	179	391	397	310	18	1,116
1995–96	178	436	338	294	17	1,085
1994–95	177	377	283	290	12	962
1993–94	176	336	280	243	14	873
1992–93	176	313	243	206	14	776
1991–92	176	286	219	176	11	692
1990–91	175	224	185	129	16	554
1989–90	175	220	147	143	17	527
1988–89	174	177	165	149	8	499

Asian or Pacific Islander Enrollment

Academic Year	Number of Schools Reporting	First Year	Second Year	Third Year	Fourth Year	Total
2009–10	197	3,987	3,581	3,476	283	11,327
2008–09	197	3,911	3,647	3,404	282	11,244
2007–08	194	3,875	3,489	3,523	269	11,156
2006–07	191	3,839	3,635	3,577	255	11,306
2005–06	190	3,941	3,650	3,432	278	11,301
2004–05	188	3,982	3,440	3,217	217	10,856
2003–04	187	3,881	3,279	2,685	195	10,040
2002–03	187	3,602	2,819	2,578	182	9,181
2001–02	184	3,052	2,646	2,541	182	8,421
2000–01	183	2,924	2,570	2,510	169	8,173
1999–00	182	2,772	2,519	2,401	191	7,883
1998–99	181	2,762	2,403	2,497	215	7,877
1997–98	178	2,562	2,463	2,394	180	7,599
1996–97	179	2,695	2,451	2,380	180	7,706
1995–96	178	2,773	2,572	2,225	149	7,719
1994–95	177	2,740	2,247	2,087	122	7,196
1993–94	176	2,432	2,101	1,789	136	6,458
1992–93	176	2,235	1,873	1,618	97	5,823
1991–92	176	2,019	1,621	1,306	82	5,028
1990–91	175	1,753	1,343	1,134	76	4,306
1989–90	175	1,501	1,151	946	78	3,676
1988–89	174	1,282	954	825	72	3,133

African American Enrollment

Academic Year	Number of Schools Reporting	First Year	Second Year	Third Year	Fourth Year	Total
2009–10	197	3,791	3,165	2,955	262	10,173
2008–09	197	3,586	3,098	2,910	228	9,822
2007–08	194	3,475	3,037	2,708	273	9,493
2006–07	191	3,516	2,836	2,927	250	9,529
2005–06	190	3,132	3,040	2,735	288	9,195
2004–05	188	3,457	2,873	2,845	313	9,488
2003–04	187	3,300	3,007	2,786	342	9,435
2002–03	187	3,491	2,875	2,773	297	9,436
2001–02	184	3,474	2,867	2,737	334	9,412
2000–01	183	3,402	2,890	2,757	305	9,354
1999–00	182	3,353	2,903	2,700	316	9,272
1998–99	181	3,478	2,728	2,754	311	9,271
1997–98	178	3,126	2,752	2,887	367	9,132
1996–97	179	3,223	3,013	2,991	315	9,542
1995–96	178	3,474	3,161	2,855	289	9,542
1994–95	177	3,600	3,000	2,771	310	9,681
1993–94	176	3,455	2,846	2,573	282	9,156
1992–93	176	3,303	2,603	2,465	267	8,638
1991–92	176	3,169	2,556	2,196	228	8,149
1990–91	175	2,982	2,222	2,023	205	7,432
1989–90	175	2,628	2,128	1,816	219	6,791
1988–89	174	2,463	1,913	1,728	217	6,321

Mexican American Enrollment

Academic Year	Number of Schools Reporting	First Year	Second Year	Third Year	Fourth Year	Total
2009–10	197	972	862	697	61	2,592
2008–09	197	1,032	767	792	35	2,626
2007–08	194	888	805	760	45	2,498
2006–07	191	915	782	746	56	2,499
2005–06	190	866	757	787	47	2,457
2004–05	188	938	855	819	53	2,665
2003–04	187	923	831	738	47	2,539
2002–03	187	906	771	680	55	2,412
2001–02	184	896	705	686	47	2,334
2000–01	183	883	757	734	43	2,417
1999–00	182	901	772	750	60	2,483
1998–99	181	885	734	764	68	2,451
1997–98	178	859	766	777	50	2,452
1996–97	179	861	768	751	49	2,429
1995–96	178	896	820	743	36	2,495
1994–95	177	902	739	719	42	2,402
1993–94	176	838	698	639	28	2,203
1992–93	176	807	744	683	24	2,258
1991–92	176	770	644	584	29	2,027
1990–91	175	768	624	527	31	1,950
1989–90	175	640	531	469	23	1,663
1988–89	174	656	510	458	33	1,657

Puerto Rican Enrollment

Academic Year	Number of Schools Reporting	First Year	Second Year	Third Year	Fourth Year	Total
2009–10	197	246	166	195	19	626
2008–09	197	203	212	189	15	619
2007–08	194	213	183	177	16	589
2006–07	191	207	179	149	16	551
2005–06	190	203	154	175	16	548
2004–05	188	181	206	182	25	594
2003–04	187	228	204	194	29	655
2002–03	187	208	198	204	29	639
2001–02	184	221	216	222	30	689
2000–01	183	249	213	191	27	680
1999–00	182	243	188	192	23	646
1998–99	181	206	205	196	25	632
1997–98	178	224	198	188	26	636
1996–97	179	206	213	238	29	686
1995–96	178	236	238	214	17	705
1994–95	177	263	244	186	25	718
1993–94	176	275	195	177	17	664
1992–93	176	202	193	177	15	587
1991–92	176	208	177	140	14	539
1990–91	175	183	153	158	12	506
1989–90	175	171	150	156	6	483
1988–89	174	168	156	141	13	478

Other Hispanic American Enrollment

Academic Year	Number of Schools Reporting	First Year	Second Year	Third Year	Fourth Year	Total
2009–10	197	2,393	2,043	1,923	155	6,514
2008–09	197	2,140	1,944	1,643	132	5,859
2007–08	194	2,105	1,751	1,668	159	5,683
2006–07	191	2,003	1,742	1,624	145	5,514
2005–06	190	203	154	175	16	548
2004–05	188	1,749	1,540	1,378	113	4,780
2003–04	187	1,724	1,430	1,328	135	4,617
2002–03	187	1,642	1,345	1,346	147	4,480
2001–02	184	1,549	1,415	1,324	123	4,411
2000–01	183	1,529	1,329	1,208	111	4,177
1999–00	182	1,468	1,200	1,192	131	3,991
1998–99	181	1,384	1,258	1,199	130	3,971
1997–98	178	1,367	1,213	1,104	97	3,781
1996–97	179	1,346	1,167	1,199	88	3,880
1995–96	178	1,304	1,273	1,079	114	3,770
1994–95	177	1,367	1,120	1,071	94	3,652
1993–94	176	1,259	1,124	988	74	3,445
1992–93	176	1,210	966	883	65	3,124
1991–92	176	1,123	938	853	61	2,975
1990–91	175	1,023	798	705	56	2,582
1989–90	175	1,019	783	734	51	2,587
1988–89	174	819	710	610	68	2,207

Legal Education Statistics, 1984–2010

Academic Year	Number of Schools	Total LSAT Administrations	Applicants	First-year Enrollment	Total JD Enrollment	Total ¹ Overall Enrollment	JD or LLB Awarded
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, 2010. 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/groups/legal_education.

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 2010. 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
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, MLS
Biotechnology and Genomics, LLM
General, LLM
Tribal Policy, Law and Government, LLM

Arkansas (Fayetteville)
Agriculture Law, LLM

Atlanta's John Marshall
Employment Law, LLM

Baltimore
Law of the US, LLM
Taxation, LLM

Boston College
General, LLM

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

Brigham Young
American Law (for international lawyers), LLM

Brooklyn Law
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
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

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
 Taxation, 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; MSL

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
 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 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
 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

Iowa

International and Comparative Law, LLM

John Marshall (Chicago)

Comparative Legal Studies, LLM
Employee Benefits, LLM; MS
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

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 Marymount

American and International Legal Practice, LLM
Taxation, LLM

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-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
Intellectual Property and Communications, LLM; MJ

Minnesota

American Law (for international lawyers), LLM

Mississippi

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

Space and Telecommunications, LLM

New England

US Law (for international lawyers), LLM

New Hampshire (formerly Franklin Pierce)

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

New York Law

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

New York

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

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

Penn State

Comparative Law, LLM

Pennsylvania

As Approved, LLM; MCL; SJD

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

Temple

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

Texas

General, 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
 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
 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 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, LLM
Regent, LLM
St. Mary's, LLM
Seattle, LLM
Thomas Jefferson, LLM
Touro, LLM
Vermont, LLM

American Legal System
Michigan State, LLM
William & Mary, 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
Chicago-Kent, 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
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
Penn 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
Washington, LLM; PhD

Corporate Law/Corporate Governance
New York, LLM
Samford, LLM
San Diego, LLM
Stanford, LLM
Thomas M. Cooley, LLM
Wayne State, LLM
Widener, DL; LLM; MJ; SJD

Criminal Law
Buffalo, LLM
New Hampshire (international criminal law), LLM; MAS

Democratic Governance and Rule of Law

Loyola-Chicago, LLM
Ohio Northern, LLM

Dispute Resolution

Cardozo, LLM
George Washington, 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, 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

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
Arizona State, LLM
Boston College, LLM
Buffalo, LLM
California-Berkeley, JSD; LLM
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
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
Maryland, LLM
Missouri-Kansas City, LLM
New York, 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
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 Legal Studies

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

Dayton, LLM; MSL
 Fordham, LLM
 Houston, LLM
 John Marshall (Chicago), LLM; MS

Insurance Law

Connecticut, LLM
 Thomas M. Cooley, LLM

Intellectual Property

Akron, LLM
 Albany, LLM
 Boston, LLM
 Cardozo, 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
 DePaul, LLM
 Fordham, LLM
 Georgetown, LLM
 John Marshall (Chicago), LLM
 New York, 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, 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, LLM
 Thomas Jefferson, JSD; JSM; LLM

Juridical Studies

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

Labor and Employment Law

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

Latin American Studies/Comparative Law

Tulane, MCL

Legal Institutions

Wisconsin, LLM

Legal Theory

New York, LLM

Litigation/Trial Advocacy

California Western, LLM
 Emory, LLM
 George Washington, 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

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

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 Marymount, LLM

Loyola-Chicago, LLM

Miami, LLM

Missouri-Kansas City, LLM

New York Law, LLM

New York, 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

Trade Regulation

New York, 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

Case Western, LLM

Connecticut, LLM

Duke, LLM; SJD

Fordham, LLM

Golden Gate, LLM

Loyola-New Orleans, LLM

New England, LLM

St. John's, LLM

Santa Clara, 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, 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 at americanbar.org/groups/legal_education 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: 529008711ED.

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 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 172 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 of The George Washington University, Graduate School of Education and Human Development, is an online clearinghouse on postsecondary education for individuals with disabilities. The web-based organization serves as an information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses. The organization no longer offers telephone services, but it does respond to e-mailed inquiries. You can send questions to AskHEATH@gwu.edu. Publications are available at no charge online; HEATH also offers RSS subscription to each of its pages.

For more information:

The George Washington University
HEATH Resource Center
2134 G Street, NW
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 whose members are more than 200 law schools in the United States, Canada, and Australia. It was founded in 1947 to coordinate, facilitate, and enhance the law school admission process. The organization also provides programs and services related to legal education. All law schools approved by the American Bar Association are LSAC members. Canadian law schools recognized by a provincial or territorial law society or government agency are also included in the voting membership of the Council. Accredited law schools outside of the US and Canada are eligible for membership at the discretion of the LSAC Board of Trustees.

The services provided by LSAC include the Law School Admission Test (LSAT), the Credential Assembly Service (CAS), the Candidate Referral Service (CRS), and various publications and LSAT preparation tools. The LSAT, the CAS,

and the CRS are provided to assist law schools in serving and evaluating applicants. 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.

LSAC exists to serve both the law schools and their candidates for admission. Last year, LSAC administered 171,514 tests, and processed 186,783 transcripts, 669,019 law school report requests, 935,464 law school reports, 263,872 letters of recommendation, and 33,477 evaluations. (The evaluation service began in August 2010.)

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
Minority Opportunities in Law
662 Penn Street
PO Box 40
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
1025 Connecticut Avenue, NW
Suite 1110
Washington, DC 20036-5413
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

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

The University of Western Ontario Faculty of Law
Josephine-Spencer Niblett Building
London, Ontario
CANADA N6A 3K7

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

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Get to know the LSAT

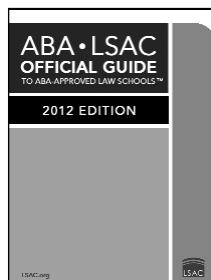
The LSAT is a test of Analytical Reasoning, Logical Reasoning, and Reading Comprehension, including Comparative Reading. What's the best way to learn how to approach these types of questions *before* you encounter them on the day of the test? There's no better way than The Official LSAT Handbook, published by the Law School Admission Council, the organization that produces the LSAT. This inexpensive guide will introduce you to the skills that the LSAT is designed to assess so that you can make the most of the rest of your test preparation and do your best on the test. (Note: This handbook contains information that is also included in The Official LSAT SuperPrep[®]. The information in The Official LSAT Handbook has been expanded and updated since it was first published in The Official LSAT SuperPrep.)

\$9.95 online

LSAC.org



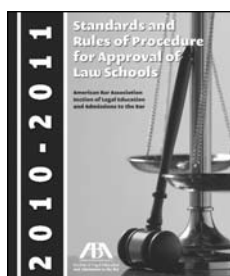
Publications Available From the ABA's Section



THE OFFICIAL GUIDE TO ABA-APPROVED LAW SCHOOLS, 2012 EDITION

The Official Guide is published in cooperation with the Law School Admission Council and pursuant to the Section's Standard 509, modeled after Department of Education regulations requiring law schools to "publish basic consumer information in a fair and accurate manner reflective of actual practice." Admission data, tuition, fees, living costs, financial aid, enrollment data, graduation rates, composition and number of faculty and administrators, curricular offerings, library resources, physical facilities, placement rates, bar passage data, and post-JD programs are only some of the many categories covered in this comprehensive guide. Also available at major bookstores.

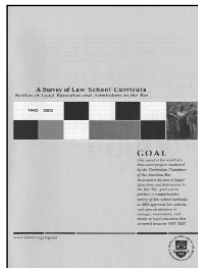
Product Code: 529008512ED, Price: \$26



ABA STANDARDS AND RULES OF PROCEDURE FOR APPROVAL OF LAW SCHOOLS

ABA Standards and Rules of Procedure for Approval of Law Schools sets forth the standards that a law school must meet to obtain or retain ABA approval. Chapters include: Standards & Interpretations; Rules of Procedure; Keyword Index; Criteria for Approval of Summer Foreign Programs of ABA Approved Schools; Criteria for Student Study at a Foreign Institution; Criteria for Approval of Semester Abroad Programs; Statement of Ethical Practices in the Process of Law School Accreditation; Internal Operating Practices.

Product Code: 529008410ED, Price: \$15



A SURVEY OF LAW SCHOOL CURRICULA—1992–2002

The result of a three-year project conducted by the Section's Curriculum Committee, this comprehensive survey of law school curricula at ABA-approved law schools highlights the changes, innovations, and trends in legal education that occurred from 1992 to 2002.

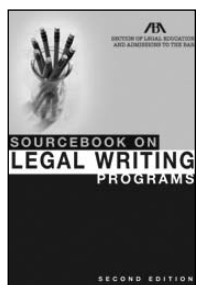
Available for free download at
www.americanbar.org/groups/legal_education/publications.html



COMPREHENSIVE GUIDE TO BAR ADMISSION REQUIREMENTS, 2011 EDITION

The Comprehensive Guide to Bar Admission Requirements is published each year by the Section and the National Conference of Bar Examiners. It sets out the rules and practices of all US jurisdictions for admission to the bar by examination and on motion; that is, legal education, character and fitness, bar examinations, and special licenses. Supplemental information follows each chart.

Product Code: 529008711ED, Price: \$15



SOURCEBOOK ON LEGAL WRITING PROGRAMS

Establishes the parameters and common features that define successful programs for teaching legal writing skills in law school and to help improve the quality of legal writing programs across the country. *The Sourcebook* is the primary reference source for those designing, directing, and teaching in legal writing programs.

Product Code: 529009106ED, Price: \$19

The Section publishes a number of books, reports, newsletters, and brochures to inform and educate its members and the public. All of the publications listed are available by calling the ABA Service Center at 1.800.285.2221 or through the Section website: www.americanbar.org/legaled.

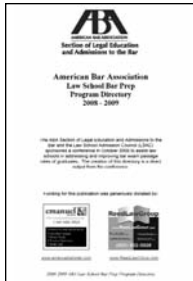
of Legal Education & Admissions to the Bar



ADJUNCT FACULTY HANDBOOK

Published in 2005 by the Adjunct Faculty Committee of the ABA Section of Legal Education and Admissions to the Bar, this handbook covers a variety of topics and means of communication. Recognizing that schools differ in their use of adjunct faculty, it does not prescribe policy language. Rather, it covers topics the school might address and explains why they are important.

Available for free download at
[www.americanbar.org/groups/
legal_education/publications.html](http://www.americanbar.org/groups/legal_education/publications.html)



LAW SCHOOL BAR PREP PROGRAM DIRECTORY

The ABA Section of Legal Education and Admissions to the Bar and the Law School Admission Council sponsored a Bar Exam Passage Conference in October 2008 to assist law schools in addressing and improving the bar exam passage rates of their graduates. This directory (a PDF available for download) is a result of that conference. It contains pertinent information about bar prep courses at 61 law schools identified as having a bar prep program in place.

Key pieces of information in the directory include the law school name and title of the bar prep program, the number of credits offered for the course, and if it is required for graduation. The directory also lists the name of the person at each law school to contact for further information.

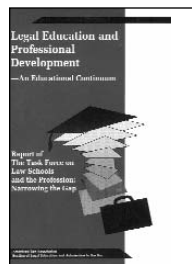
Product Code: 2820001PDF, Price: \$75



ANNUAL REPORT OF THE CONSULTANT ON LEGAL EDUCATION TO THE ABA

The Consultant's Office Annual Report is a brief overview of the events and activities of the Section and the Consultant's Office for the year. The current year edition is now available as are limited quantities of editions from previous years.

Product Code: 52900890809, Price: \$10



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



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www.americanbar.org/legaled.



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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.

Although it is best to use our paper-and-pencil Official LSAT PrepTest products to fully prepare for the LSAT, you can enhance your preparation by understanding all three question types and why your answers are right or wrong. ItemWise includes sample Comparative Reading questions and explanations.

\$18 (unlimited access with active LSAC account)

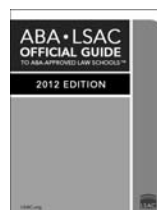
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10:00 AM–4:00 PM
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10:00 AM–4:00 PM
Oakland Marriott City Center
1001 Broadway
Oakland, CA 94607

Chicago, IL

Saturday, July 23, 2011
10:00 AM–4:00 PM
Palmer House Hilton
17 East Monroe Street
Chicago, IL 60603

Canada (Toronto, ON)

Friday, September 9, 2011
3:00 PM–9:00 PM
Fairmont Royal York
100 Front Street West
Toronto, ON
CANADA M5J 1E3

Boston, MA

Saturday, September 17, 2011
10:00 AM–4:00 PM
Renaissance Boston Waterfront
606 Congress Street
Boston, MA 02210

Los Angeles, CA

Saturday, September 24, 2011
10:00 AM–4:00 PM
Millennium Biltmore Hotel
Los Angeles
506 S. Grand Avenue
Los Angeles, CA 90071

New York, NY

Friday, October 14, 2011
NOON–5:00 PM
Saturday, October 15, 2011
10:00 AM–4:00 PM
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New York, NY 10019

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Saturday, October 22, 2011
10:00 AM–4:00 PM
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Miami, FL 33131

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