

Penn State Dickinson Law

From the Selected Works of Laurel S. Terry

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2021 NCBE Annual Bar Admissions Conference Handout on "Measuring Competence: Global Developments"

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Measuring Competence: Global Developments
2021 NCBE Annual Bar Admissions [Virtual] Conference
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I. Introduction

In January 2021, the Board of Trustees of the National Conference of Bar Examiners voted to move forward with the development of the next generation bar exam.¹ In doing so, the Board approved the preliminary recommendations of its Testing Task Force, which had been engaged in a multiyear study of the competencies new lawyers need and how best to assess them.²

The NCBE is not alone in its endeavor to consider issues related to lawyer licensing and competence. Stakeholders inside the United States, as well as those outside the United States, are interested in lawyer competence issues.³ This Conference Handout provides links to some of the initiatives that have attempted to define, encourage, measure, assess, and/or regulate lawyer competence. While the main focus of the “*Measuring Competence: Global Developments*” session will be on developments in Canada and in England and Wales, this Handout shows the variety of stakeholders who have shown an interest in lawyer competence issues.⁴

II. U.S.-Based Competency Initiatives:

The NCBE’s Testing Task Force is not the only U.S. entity that has considered the issue of lawyer competence. Those who have been interested in identifying what makes a competent lawyer include the following: those who regulate lawyer discipline,⁵ law schools and legal

¹ See, e.g., Nat’l Conf. Bar Examiners, *NCBE Board of Trustees Votes to Approve Testing Task Force Recommendations* (Jan. 28, 2021), <https://perma.cc/2SGZ-8ACE>.

² See generally NCBE Testing Task Force, *Research*, <https://testingtaskforce.org/research/>; NCBE Testing Task Force, *Overview of Preliminary Recommendations for the Next Generation of the Bar Examination* (Dec. 2020), <https://perma.cc/R6X8-MBZ7> (describes the recommendations approved by the NCBE’s Board of Trustees).

³ For a discussion of the varied individuals and entities who are stakeholders in the U.S. system of lawyer regulation, see Laurel S. Terry, *Lawyer Regulation Stakeholder Networks and the Global Diffusion of Ideas*, 33 *Georgetown J. of Legal Ethics* 1069, 1074-1082 (2020), https://works.bepress.com/laurel_terry/102/ (sets forth ten categories of lawyer regulation stakeholders and provides examples from each category).

⁴ This Conference Handout includes cites to permalinks, which create an archived copy of a website. To get to the live website from a permalink, select “View Live Page” from the upper right hand corner. Some of the permalinks in this Conference Handout have an older date because they were originally created for the course described *infra* in Section IV.

⁵ See, e.g., Illinois Attorney Regulation and Disciplinary Commission, PMBR, <https://perma.cc/9C5P-87VX>; Attorney Regulation Counsel of Colorado, *Consolidated Self-Assessment Proactive Management-Based Program*, <https://perma.cc/4B7S-RZGF>; Laurel S. Terry, *Virtual Reality: PMBR Past, Present & Future: Resource Material*, NOBC Midyear Meeting (Feb. 12, 2021), <https://perma.cc/NG8K-TDBR> and session slides, <https://perma.cc/5DQT-4RJ7>.

academics;⁶ state bar associations;⁷ judges;⁸ BigLaw lawyers surveyed by Harvard and Lexis-Nexis;⁹ law firms;¹⁰ practicing lawyers;¹¹ and organizations that include the American Bar Association,¹² the American Bar Foundation;¹³ the American Law Institute,¹⁴ the Carnegie Foundation,¹⁵ the Institute for the Advancement of the American Legal System (IAALS),¹⁶ the

⁶ See, e.g., Steven Foster, *Does the Multistate Bar Exam Validly Measure Attorney Competence?*, 82 Ohio St. L. J. Online 31 (2021), <https://perma.cc/GJ5A-96RY>; Neil Hamilton, *Empirical Research on the Core Competencies Needed to Practice Law: What Do Clients, New Lawyers, and Legal Employers Tell Us?*, 83(3) Bar Examiner 314 (Sept. 2014), <https://perma.cc/YD7K-BYXR>; Sheila F. Miller, *Are We Teaching What They Will Use? Surveying Alumni to Assess Whether Skills Teaching Aligns with Alumni Practice*, 32 Miss. C. L. Rev. 419 (2014); Marjorie M. Shultz & Sheldon Zedeck, *Predicting Lawyer Effectiveness: Broadening the Basis for Law School Admissions Decisions*, 36 L. & Soc. Inquiry 620, 661 (2011), extracted at <https://perma.cc/WB2L-3BKH> (26 effectiveness factors); Roy Stuckey et. al, BEST PRACTICES FOR LEGAL EDUCATION A VISION AND A ROAD MAP (2007) and resources at <http://www.cleaweb.org/best-practices>; John O. Mudd & John W. LaTrielle, *Professional Competence: A Study of New Lawyers*, 49 Montana L. Rev. 11 (1988), <https://perma.cc/D2N3-JEGY>. See also Neil W. Hamilton, ROADMAP: THE LAW STUDENT'S GUIDE TO PREPARING AND IMPLEMENTING A SUCCESSFUL PLAN FOR MEANINGFUL EMPLOYMENT (ABA 2nd ed. 2019).

⁷ See, e.g., State Bar of California, *Task Force on Admissions Regulation Reform: Phase II Implementation Final report (TFARR)* (Nov. 2014), <https://perma.cc/78M9-9HJC> and <https://perma.cc/7S69-SSGC> (Board adopted a report recommending pre-graduation and post-graduation competency training); Florida Bar Vision 2016, *Report of Legal Education Committee* (March 11, 2016), <https://perma.cc/BUE4-8JUC> (includes a list of competencies); Florida Bar, *Results of the Vision 2016 Commission Survey on Legal Education and Bar Admissions* (November 2014; see also the 2016 report), <https://perma.cc/LQ9J-8DB2>.

⁸ See, e.g., Richard A. Posner & Albert H. Yoon, *What Judges Think of the Quality of Legal Representation*, 63 Stanford Law Review 317 (2010), <https://perma.cc/UCY2-BDFA>.

⁹ John C. Coates IV, Jesse M. Fried, Kathryn E. Spier, *What Courses Should Law Students Take? Lessons From Harvard's Biglaw Survey*, 64 J. Legal Educ. 443 (2015), <http://jle.aals.org/home/vol64/iss3/7/>; Lexis/Nexis, *White Paper: Hiring partners reveal new attorney readiness for real world practice* (2015), <https://perma.cc/C7WE-X495> (95% of hiring partners and senior associates who supervise new attorneys responded that recently graduated students lack key practical skills at the time of hiring; study identifies skills they would like to see); Lexis/Nexis, *State of the Legal Industry Survey: Complete Survey Findings* (2009), <https://perma.cc/4ZF8-9NY9> (90% of attorneys in private practice and corporate law offices said that law school does not teach the practical skills needed to practice law).

¹⁰ See, e.g., NITA, *The Future of Legal Education: A Skills Continuum White Paper* (Oct. 2009)(discussing, *inter alia*, the law firm competency model developed by the Howrey law firm), <https://perma.cc/M3AW-XR7P>; Lori Berman, Heather Bock, Juliet R. Aiken, *Developing Attorneys for the Future: What Can We Learn From the Fast Trackers?*, 52 Santa Clara L. Rev. 875-898 (2012), <https://perma.cc/NFC2-34V9>; Neil Hamilton, *Law Firm Competency Models and Student Professional Success: Building on a Foundation of Professional Formation/Professionalism*, 11 U. St. Thomas L.J. 6 (2013), <https://perma.cc/X6HP-ULRA>.

¹¹ See, e.g., Jay Gary Finkelstein, *Practice in the Academy: Creating "Practice Aware" Law Graduates*, 64 J. Legal Education 622 (May 2015), <https://jle.aals.org/home/vol64/iss4/5/>; Gary Muldoon, *THE EDUCATION OF A LAWYER: ESSENTIAL SKILLS AND PRACTICAL ADVICE FOR BUILDING A SUCCESSFUL CAREER* (ABA Publishing 2014), <https://perma.cc/T7XP-MRVE>; Neil J. Dilloff, *Born To Run: How Law Schools Can Meet Law Firm Expectations For New Litigators*, 33 The Review of Litigation 857 (2014), https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2512892; John O. Sonsteng & David Camarotto, *Minnesota Lawyers Evaluate Law Schools, Training and Job Satisfaction*, 26 William Mitchell Law Review 327 (2000), <https://perma.cc/6DV9-HXZH>.

¹² See, e.g., ABA Sec. Leg. Educ. & Admis. to B., *Legal Education and Professional Development—An Educational Continuum, Report of the Task Force on Law Schools and the Profession: Narrowing the Gap* (ABA 1992) [MacCrate Report], <https://perma.cc/9DEP-5SCK>.

¹³ See, e.g., Robert Nelson, *Am. Bar Foundation: After the JD* (2011), <https://perma.cc/R9Y9M-T9VB> (longitudinal study asked graduates whether law school prepared them well for their legal career; see also <https://perma.cc/W6CA-N8ZB> noting that 40% of lawyers after three years of practice and 50% after seven years said that law school did not adequately prepare them).

¹⁴ See American Law Institute, American Bar Association Continuing Professional Education, and The Association for Continuing Legal Education, *Equipping Our Lawyers: The Final Report of the Critical Issues Summit* (2010), <https://perma.cc/PPR6-UQMC>.

¹⁵ William M. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond & Lee S. Shulman, *Educating Lawyers: Preparation for the Profession of Law* (2007), [Carnegie Report], <https://perma.cc/5YHV-KG4Z>; see also Judith Welch Wegner, *The Carnegie Foundation's Educating Lawyers: Four Questions for Bar Examiners*, 80(2) The Bar Examiner 11 (June 2011), <https://perma.cc/6RB4-G64D>.

¹⁶ See Deborah Jones Merritt and Logan Cornet for IAALS et. al, *Building a Better Bar: The Twelve Building Blocks of Minimum Competence* (Dec. 2020), <https://perma.cc/7AA7-MB2K>; IAALS' Educating Tomorrow's Lawyers Initiative, *Foundations for Practice: Hiring the Whole Lawyer: Experience Matters* (2017), <https://perma.cc/9CUR-WQYN>; IAALS' Educating Tomorrow's Lawyers, *Foundations for Practice: The Whole Lawyer and the Character Quotient* (2016), <https://perma.cc/GFD9-BABH>. The *Foundations for Practice* reports were based on surveys of more than 20,000 lawyers.

National Institute of Trial Advocacy [NITA],¹⁷ and the NCBE,¹⁸ among others. Not all of these stakeholders approach the issue of lawyer competence from a regulatory perspective, but it can be interesting to examine these stakeholders' views about what makes a competent lawyer, as well as their recommendations.

III. Lawyer Competency Initiatives Outside the United States

As Section II, *supra*, illustrates, most of the U.S. lawyer competency lists have been generated by lawyers, clients, legal academics, and voluntary organizations such as the ABA, rather than by regulators. The situation appears to be different outside the United States.¹⁹

Outside the U.S., regulators have taken a leading role in reexamining issues of lawyer competence and how it should be encouraged or measured. This 2021 NCBE session on “*Measuring Competence – Global Developments*” focuses on developments in Canada and in England and Wales.²⁰ But regulators in other countries are also interested in competence issues. This includes regulators (or groups that are composed of regulators) in Australia,²¹ in the European Union,²² in Scotland,²³ and elsewhere.²⁴ Regulators in these jurisdictions have

¹⁷ National Institute for Trial Advocacy [NITA], *Core Competency* (undated), <https://perma.cc/986S-69J6>; see also an earlier version found here <https://perma.cc/67PX-PEVG>.

¹⁸ Susan Case, *The NCBE Job Analysis: A Study of the Newly Licensed Lawyer*, 82(1) Bar Examiner 52 (March 2013), <https://perma.cc/L3WY-7RR6>.

¹⁹ It is certainly possible that in countries outside of the U.S., legal services consumers, commentators, and voluntary legal profession groups have issued recommendations regarding the competencies that lawyers should possess. The lists that have received the most publicity in the United States, and the ones with which I am familiar, are the lists issued by regulators or “umbrella” groups that bring regulators together.

²⁰ See the Conference materials prepared by Jordan Furlong and Paul Philip regarding developments in Canada and in England and Wales. For those who don't have access to these materials, these cites provide an entry point to developments in these jurisdictions: Jordan Furlong, *Lawyer Licensing and Competence in Alberta: Analysis and Recommendations* (Nov. 2020), <https://perma.cc/T7TE-5ZSD>; Federation of Law Societies of Canada, *National Admissions Standards*, <https://perma.cc/3KFJ-TH3Z>; [UK] Legal Services Board, *News: Legal Services Board approves significant changes to how solicitors qualify* (Oct. 28, 2020) (noting that after years of study, the regulator of solicitors in England and Wales was given permission to launch in September 2021 the new Solicitors Qualifying Exam, called the SQE or “super exam”); see also Solicitors Regulation Authority, *Solicitors Qualifying Examination (SQE)* (main webpage as of Feb. 2021); Solicitors Regulation Authority, *Developing the SQE* (includes extensive information about the development of the SQE). See also Laurel S. Terry, *Rethinking Admissions Requirements: It's a Global Phenomenon* JOTWELL (forthcoming) (reviewing Jordan Furlong, *Lawyer Licensing and Competence in Alberta*), <https://legalpro.jotwell.com/>.

²¹ See, e.g., Law Admissions Consultative Committee [LACC], *Practical Legal Training Competency Standards for Entry-Level Lawyers* (2015, rev. Oct. 2017), <https://perma.cc/YDH3-EW64>; Law Admissions Consultative Committee [LACC], *Uniform Principles For Assessing Qualifications Of Overseas Applicants For Admission To The Australian Legal Profession* (August 2015; revised June and October 2017, October 2018), <https://perma.cc/6BYQ-XF9P> (identifies competencies that applicants must demonstrate, including substantive law performance criteria, skills, including work management and business skills, and ethics and professional responsibility); see generally [Australia] Legal Services Council, *Law Admissions Consultative Committee* [LACC], <https://perma.cc/3P4Z-S4PS> (webpage of the Australian LACC).

²² See, e.g., EIPA Luxembourg – CCBE, *Final Report Lot 2 – Study on the State of Play of Lawyers Training in EU Law*, JUST/2012/JUTR/PR/0064/A4 (2015), <https://perma.cc/KAC6-NFWU> (at p. 10, recommends the development of a European framework of competences in EU law for all lawyers), see also Laurel S. Terry, *The Bologna Process and its Implications for U.S. Legal Education*, 57 J. Legal Ed. 237 (2007), <https://perma.cc/EBH5-JQOZ> (describes the efforts to harmonize EU higher education and the potential impact this could have in the United States).

²³ See Law Society of Scotland, *PEAT 2 [Professional Education and Training Stage 2] Outcomes*, <https://perma.cc/2YTY-UPRV> (webpage) and <https://perma.cc/SPG7-VXMS> (outcomes) (describes and links to PEAT 2 outcomes and training documents; the required outcomes include: a) professionalism; b) professional communication; c) professional ethics and standards; and d) business, commercial, financial and practice awareness).

²⁴ See generally Int'l Conference of Legal Regulators, *Conferences*, <https://iclr.net/conference/>. Many of the ICLR conferences have addressed topics related to lawyer competence. For example, the ICLR 2020 virtual conference included sessions on “*What a Consumer Wants and Checks on entry, then what? Assuring ongoing competence throughout legal professionals' careers*,” as well as a session entitled *Education, Testing & Admissions: What Covid 19 has Taught Us* that was moderated by NCBE.

attempted to identify the competencies they believe new lawyers should possess. (Some of these “competency” initiatives have taken place against the backdrop of other initiatives, including initiatives to articulate the goals of lawyer regulation.²⁵) Some of these competency lists identify knowledge, skills, and attributes that have not traditionally been part of U.S. jurisdictions’ requirements for lawyers. The competencies that are found on some of these lists include financial skills, business skills, work management skills, client relationship knowledge and skills, cultural competency, personal practice management, and office management skills.

IV. How One U.S. Law School Uses “Competencies” in its Curriculum

This section briefly describes the efforts at one U.S. law school to address the issue of the competencies lawyers require and the role of legal education. I teach at Penn State Dickinson Law, which was founded in 1834, is located in Carlisle, Pennsylvania, and is one of two ABA-accredited Penn State law schools. In 2015, Penn State Dickinson Law revamped its required curriculum in an effort to better prepare students to practice in the 21st Century. The “outcomes-focused” curricular changes included adding a 12-credit experiential education graduation requirement. At least six of those 12 credits have to be in a “real” setting, through a law school clinic, an internship, or one of our “Semester” programs.²⁶

In addition to requiring 12 credits of experiential education, we added several new courses to the curriculum. Our students take a required Fall Semester first year course, which is currently entitled *Law Practice I: Critical Skills*. This course uses as its framework Joseph Singer’s Harvard Case Study on *Lawyers as Problem Solvers*. It includes simulations, as well as some required real-world experiences, and is designed to help students see how a legal matter evolves into the shape students see when they read first-year appellate cases.²⁷ I designed two additional required courses that originally were called “*Practicing Law in a Global World*”:

President Judith Gundersen and included speakers from Canada and the Maldives. See <https://perma.cc/8XTP-42R>. The 2019 ICLR conference, which was held in Scotland, included a module entitled “Assuring Competence;” the session panels included speakers from Australia, Canada, England, Germany, the Netherlands, New Zealand, and Zimbabwe. See <https://perma.cc/CWX6-D294>. For information about the ICLR, see Laurel S. Terry, *Creating an International Network of Lawyer Regulators: The 2012 International Conference of Legal Regulators*, 82(2) Bar Examiner 18 (2013), <https://perma.cc/5KCH-3K5Z>. For additional information showing global interest in quality measurement for legal services, including competence, see Jonathan Goldsmith, *The Trustpilot case is only the beginning*, Law Gazette (Feb. 16, 2021)(including links to reports that address methods to ensure and measure competent legal services, including the UK Competition and Markets Authority review report, the Legal Services Consumer Panel report, and the use of online comparison sites, such as Trustpilot).

²⁵ See, e.g., Laurel S. Terry, *Why Your Jurisdiction Should Consider Jumping on the Regulatory Objectives Bandwagon*, 22 Prof. Law. 28 (2013), <https://perma.cc/M2WY-3HY2> (describing global developments); see also *ABA Model Regulatory Objectives for the Provision of Legal Services*, Resolution 105 (Feb. 2016), <https://perma.cc/QP3E-CAFD>; Laurel S. Terry, *International Developments and their Impact on U.S. Lawyer Regulation*, Miller Becker Center Lecture Handout (April 12, 2019), https://works.bepress.com/laurel_terry/96/ (describing global “who-what-when-where-why-and-how to regulate” developments).

²⁶ Our location in Carlisle gave us the flexibility to be able to add this requirement. Carlisle is located 20 minutes from the state capital of Harrisburg, which has numerous state government internship opportunities, and is the seat of the U.S. District Court for the Middle District of Pennsylvania, as well as other federal government internship opportunities. Carlisle is the county seat of Cumberland County and the courthouse is a few blocks away from the law school. Pennsylvania has 67 counties and Carlisle is within an hour’s drive of at least six other county seats that provide internship opportunities with judges, district attorneys, public defenders, and others. (Our students have had internships in Adams, Dauphin, Franklin, Lancaster, Perry, and York counties, among others).

²⁷ Professor Camille Marion designed this course. Information about an early iteration of this course is included in these slides: Laurel S. Terry, *Dickinson Law’s New Curriculum and its Focus on Student Outcomes*, 4th Annual Educating Tomorrow’s Lawyers Conference: Building on the Foundations for Practice (2015), <https://perma.cc/L986-ZDCX>. See also Laurel S. Terry and Camille C. Marion, *ETL Ignite: Dickinson Law’s New Curriculum and its Focus on Student Outcomes*, IAALS Blog (2015), <https://perma.cc/8BFE-ZJSS>.

Contexts and Competencies I and II.” These courses were later consolidated into a single required Spring Semester first year course currently entitled *Law Practice II: Contexts and Competencies*. The last page of this handout includes a description of this course prepared for NALP’s 2018 conference.²⁸ The course has continued to evolve since it was first offered, but the shape of the course has remained largely the same, although it is now taught by someone else. The “contexts” part of the course addresses what the Carnegie Foundation referred to as the “third apprenticeship” of legal education – professional identity. Students typically hear from thirty to forty lawyers about different kinds of practice settings or “contexts,” as well as the “competencies” required of lawyers who work in that practice setting.²⁹ In addition to the class sessions with speakers, the *Contexts & Competencies* course includes sessions that focus on a particular competency.³⁰ (These sessions also provide the students and the professor with a chance to discuss and “debrief” what they have heard from the speakers.) When designing the *Contexts & Competencies* course, I was aware of, and influenced by, many of the “lawyer competency” initiatives described in Sections II and III of this Conference Handout.³¹ In my view, it is important for legal educators, as well as other stakeholders such as the NCBE, to keep revisiting the question of what constitutes a competent lawyer, and to evaluate the potential contributions of different stakeholders to that outcome.

V. Conclusion

Many of the competency lists cited in this Conference Handout have been revised one or more times and reflect an iterative process. As the NCBE, U.S. jurisdictions, and other lawyer regulation stakeholders consider what makes a lawyer competent, and the best ways to educate, encourage, measure, assess, and regulate lawyer competence, they may find it useful to remember that others are engaged in similar efforts and that it may be mutually beneficial to keep the lines of communication open and learn from one another.

²⁸ This document is also available online. See Laurel S. Terry, *Dickinson Law's Contexts & Competencies Course: A "One-Pager" for NALP* (2018), http://works.bepress.com/laurel_terry/85/.

²⁹ When I was teaching the course, I often asked speakers to comment on whether the IAALS “Foundations for Practice” list of competencies accurately reflected the competencies required in their work setting. See IAALS, *Foundations for Practice Summary Handout*, <https://perma.cc/CS7V-VJKS>.

³⁰ The original *Contexts & Competencies II* course consisted of fourteen two-hour class sessions, thirteen of which focused on different competency. The topics included in the course were: business principles & client documents you need to be able to read; helping clients identify & manage risk; strategic planning; statistical & quantitative analysis principles lawyers need to understand; neuroscience principles and why they matter for lawyers; negotiation theories; leadership theories & skills; an introduction to project management and related concepts; communication; leadership; cultural competency; organizing & managing yourself, others, and your work; and resilience and well-being. When deciding which thirteen topics to focus on, I reviewed many of the competencies lists cited in Sections II and III and looked for commonalities. When the *Contexts & Competencies I and II* courses were consolidated into the *Law Practice II: Contexts & Competencies* course, some of the competencies were moved into that course, but others are now handled elsewhere in the curriculum. One of the most recent additions to Penn State Dickinson Law’s curriculum is a required 1-credit first year course entitled *Race and Equal Protection of the Laws*, which is described here: <https://perma.cc/CRG6-2672>.

³¹ See, e.g., Laurel Terry, *Looking for Competencies in all of the Right Places*, JOTWELL (July 15, 2017) (reviewing Neil W. Hamilton & Jerome M. Organ, *Thirty Reflection Questions to Help Each Student Find Meaningful Employment and Develop an Integrated Professional Identity (Professional Formation)*, 83 Tenn. L. Rev. 843 (2016), <https://perma.cc/D8XG-XB3U>.

Practicing Law in a Global World: Contexts and Competencies (Req. 907)

Assigned Reading:

- Ann Southworth & Catherine Fisk, *THE LEGAL PROFESSION* (West Academic 2014) (Excerpts)
- Supplemental materials assembled by Professor Laurel Terry
- Marci Hoffman, *INTERNATIONAL LEGAL RESEARCH IN A NUTSHELL* (West) (1st ed. 2008) or (2nd ed. 2017)
- Neil W. Hamilton, [ROADMAP: THE LAW STUDENT'S GUIDE TO PREPARING AND EXECUTING A SUCCESSFUL PLAN FOR EMPLOYMENT](#) (ABA 2015) (Strongly recommended but not required)

Required Activities:

- Conduct 3 Informational interviews with lawyers and write a reflective essay about each interview
- Prepare an end-of-the-semester Portfolio with numerous required items
- Join a local bar association
- Join a state bar association
- Join an ABA committee or other ABA entity
- Join an ABA Section of International Law committee
- Complete Clifton Strengthfinder 2.0 Assessment
- Attend a Networking event
- Attend at least one speaker lunch
- Prepare an “Elevator speech” to use at the course lunches, networking events, and elsewhere
- Ask someone whether they have used a lawyer and report on their answers and experiences
- Rate the relative importance to their job search of the various items in the Terry “Slice & Dice” memo
- Comparing different law firm websites (AmLaw 200 firms; regional firms; small firms)
- Complete the CALI Company Research lesson and the CALI Introduction to International Law lesson
- Look up information from their car insurance policy and discuss the risk tolerance level it reflects
- Complete an International Legal Research Assignment
- Report on a CCBE Committee
- Research & report on a legal services start-up company
- Analyze a prior project through the lens of legal project management
- Write an analysis of the student’s prior semester Civil Procedure Final Exam
- Complete reflective questions regarding the speaker panels and the assigned reading
- Participate in a team that is responsible for introducing a speaker panel

Speaker Panels: *(students heard from approximately 40 different lawyers during the semester)*

- Lawyers as Problemsolvers (aka “It’s the Client, Stupid!”)
- Introduction to transactional and regulatory work [i.e., contexts students may not have thought about]
- Criminal Law practice [prosecutors & defenders]
- Other Government Lawyers
- AmLaw 100/200 firms
- Regional law firms
- Solo/small firm practice
- Public Interest work
- In-house counsel
- Compliance work
- Alternative careers (for which a law license isn’t needed)
- International practice
- How associates (and summer interns) are evaluated
- Law practice management

Assessment:

- Items are graded on a 3 point scale with 1 point for timeliness and 2 points for professionalism [i.e., content]
- 20% of the grade is based on the Portfolio; 10% on each informational interview essay; and 50% is based on the activities and reflective surveys. The course uses the medical school grading system (Honors, High Pass, Pass, Low Pass, Fail); the grade is not factored into a student’s GPA but appears on the transcript.

* Feel free to contact me for additional information about this Spring Semester 2-credit required first year course.