

M E M O R A N D U M

To: Janet Hutchinson, Board Liaison

Cc: Fred Thrasher, Deputy Director

From: Katelynn McBride, Chair

Date: October 11, 2016

Re: Second Quarter Report- NALP Law Student Professional Development Section

I. Second Quarterly Call

On September 21, we had our second quarterly section call. I gave reports on membership development, LSPD/LPD collaboration, and RFP proposals because our chairs were unable to make the call. I have detailed the reports I have on those issues below in the relevant sections.

Allison Phillips Belnap, our Environmental Scanning Chair, wrote an excellent quarterly newsletter, which is attached to this board report. She joined the call and asked for any interested members to send her content for the newsletter or to volunteer to have their school profiled in the newsletter. Someone asked if the newsletter profiles counted as write-ups for the professional booklet and I confirmed that they did.

Our Conference and Bulletin RFP Chair, Jennifer Leonard, is out on maternity leave so I listed the RFPs that were selected for the annual education conference.

Elyse Diamond and Mary Kelkenberg lead a half hour long book club discussion for “Never Eat Alone” by Keith Ferrazzi. We talked about how to incorporate lessons from the book when counseling students and in our own personal lives. Some of the key takeaways from the book were that:

- Vulnerability is an underrated quality when networking and creating genuine connections
- You need to contact someone via three separate mediums (in-person, phone, email) for them to remember you
- Always think about what you can do for someone when you are networking with them and think about the types of people they would benefit from meeting. Can you connect them with someone like that?
- Networking is all about generosity

II. The NALP Professional Development Program Booklet

As a brief reminder, my main focus as section chair this year is to create a Professional Development Program booklet for NALP, which we will deliver before the AEC in April. This booklet will contain write-ups of multiple (ideally at least 50) schools' professional development programs and discuss trends in law school professional development gleaned from the write-ups.

There are two major purposes for creating this booklet. First, I hope to arm law schools interested in starting professional development programs with data points and knowledge to persuade their schools to let them launch these programs. Second, I want to remedy information asymmetries that exist regarding what schools are doing to educate students on professional development. More information is better and the more that schools know about what other schools are doing, the more we can all improve our own PD programs and borrow great ideas from other one another.

As of the date of this newsletter, our section has completed write-ups of 20 schools' professional development programs. At the section meeting back in April, I asked for volunteer "networking soldiers" to talk to their fellow career development professionals and write at least 3 write-ups on various schools' PD programs. My networking soldiers have been invaluable in producing write-ups. Lisa Bauer, Sarah Carlson, Robin Nackman, and Nikki Wright Smith have been particularly helpful. Lisa Bauer, in particular, is especially on the ball, proactive, and responsive and should be groomed for a NALP leadership role. Each of these networking soldiers wrote 3-6 write-ups. Elisabeth Beal, Sandra Minea, and Allison Phillips Belnap also contributed write-ups.

I have attached the spreadsheet summarizing the 20 schools' programs with this board report. Schools written up in this first round include:

University of Georgia
University of South Carolina
Pennsylvania State-Dickinson
Baylor
University of Houston
University of Chicago
William & Mary
University of North Carolina-Chapel Hill
DePaul Law
University of Denver
University of Wisconsin
University of Texas
University of West Virginia
UNT Dallas
Ohio State University Moritz

Michigan State University
BYU Law
Georgetown
Wake Forest
University of Pennsylvania

Below are the trends observed from this first round of write-ups:

All of the PD programs are mostly targeting 1Ls but 6 have programs that are either open to all classes, with some having specific programs targeting 2Ls and 3Ls.

7 programs are mandatory for all 1Ls and out of those 7, 4 are credited and 3- the University of South Carolina School of Law, Pennsylvania State-Dickinson School of Law, and Wake Forest are graded with Wake Forest's grade not counting toward GPA. Baylor is credited but not graded. The PD programs at DePaul, Denver, and University of Pennsylvania are mandatory but not credited or graded.

Four schools, including UNT Dallas, University of Houston, William & Mary, and UNC Chapel Hill, **have hybrid programs** and at UNT Dallas students receive one credit if they attend all of the PD sessions.

9 of the programs in this first round are voluntary but there is some nuance to that. Voluntary programs include the programs at the University of Georgia, University of Chicago, University of Wisconsin, which limits simplicity access for students who do not participate, University of Texas, University of West Virginia, Ohio State, which markets its program as mandatory, Michigan, BYU, and Georgetown.

4 programs are sponsored. The University of Houston's program is sponsored by Mullins Riley Scarborough Center on Professionalism, the University of Chicago's program is sponsored by Skadden, the University of Houston's program is sponsored by Andrews Kurth, and the University of West Virginia's program is sponsored by Steptoe & Johnson. A 5th school, the University of North Carolina at Chapel Hill does not have an officially sponsored PD program but law firms sponsor individual lunch time programs.

17 of the schools' programs are run by the career services office, one is run by a faculty member and the center for professionalism, another program, Penn State Dickinson, is run by the faculty and it was the dean and faculty there that started that program, and the University of Chicago's program is run by the Office of Student Affairs.

The most common topics are exploring different practice areas, resume writing, and networking.

All of the write-ups, trends gleaned from the write-ups, and the spreadsheet have been posted in our section's shared files on NALP Connect.

I am working with my networking soldiers to write the next set of write-ups and plan to have an additional 20 write-ups by the next section call. Some write-ups that will be coming in this next round include: Notre Dame, Albany Law, and Drake. My goal now is to have at least 50 write-ups for the NALP booklet that our section will deliver before the Annual Education Conference in April.

III. Accepted Conference Proposals

Our section had three conference proposals selected for the Annual Education Conference and one proposal selected for the NALP/PSJD Mini-Conference in October. The following three conference proposals from our section were accepted for the Annual Education Conference:

1. **Law, Life & the Pursuit of Happiness: Prescriptions for Student and Lawyer Well-being:** We share the common goal of not only helping students and lawyers find job satisfaction, but helping them thrive. Happy lawyers create a better bottom line- for schools, employers, and the profession. Research proves that certain intrinsic values are highly correlated with lawyers' well-being. However, many of our students, attorneys, and institutions operate by the opposite standard, motivated by external factors such as grades and salary. We will highlight current scholarship on lawyer satisfaction and wellness, provide tolls to teach your students and lawyers how to be well, find intrinsic motivation for their vocation, and thrive within this profession. *Speakers: Meredith O'Keefe, Alexa, Shabecoff, Shannon Callahan, Laura Maechtlen*
2. **Priming the Pump: Producing Work Ready Graduates for Lawyer Sized PD:** Law school deans and faculty today are joining forces with career services to promote student professional formation through competencies that anticipate those that await graduates in the workplace. This presentation will illustrate how exposing students to professional development and competencies will lead to significant gains later in the workplace. Panelists will explore an emerging "co-educator" model to extend the professional development pipeline to lawyer professional development. The model features a purposive, integrated effort of stakeholders across the law school and the legal profession, with career services and employers playing a vital role. *Speakers: Kirsten Uhl Hulse, Mina Jones Jefferson, Louis D. Bilionis, Neil W. Hamilton*
3. **Professional Development- Striking the Balance Between Handholding and Tough Love:** Many law schools and law firms have mandatory or voluntary (but strongly encouraged) professional development classes or programs.

Often, we find ourselves chasing participants down, holding their hands, giving concessions, or walking them to the finish line of professional development programs/requirements. How do we navigate the line between over involvement in the students'/summer associates'/ young associates' progress and fostering the creation of independent and responsible professionals? If we're over involved, they may not learn to take responsibility; but if we're not, they may not learn the critical skills they need to succeed. How do we strike the balance between handholding and tough love? How much support is the right amount so students/summer associate/young associates succeed in the real world of deadlines, expectations, bosses, and consequences? What can law schools and law firms do to bridge this gap to create self-actuated young lawyers? What have law school and law firms done that they have found to be effective? *Speakers: Sandra Minea, Justine Maury, Meredith Schmitt*

The following proposal from our section was selected for the NALP/PSJD Mini-Conference:

-Building Practice-Ready Graduates: Creating and Counseling Students Towards Pro Bono and Externship Programs: Every year, the calls from legal employers for practice ready attorneys grow louder. The best thing that law schools can do to fulfill that mandate and create practice ready graduates is to get those students in a real practice setting, meeting actual clients while they are in law school. Panelists running different varieties of pro bono and externship programs at their schools will discuss how to effectively create and market those programs to appeal to students as well as how to effectively counsel students toward taking advantage of those programs. *Speakers: Katelynn McBride, Sue Schechter, D. Jill Green*

IV. Membership Development

Allison Regan, our Membership Development Chair, reported that we only had two new members join the section over the summer and she has reached out to both of them.

V. LSPD-LPD Collaboration

Frannie De Simone, the Law Student and Lawyer Professional Development Sections Collaboration Group Chair, did not make the section call. From an earlier email, I know that Frannie has been working with Angelique Magliulo-Hager, who currently is serving as the liaison from the LPD section to the LSPD section. Frannie sent out a message on NALP Connect asking for questions that our group has for the LPD section, noting neither those posing questions nor their institutions will be identified when questions are forwarded to the LPD section. Frannie got a good number of questions back and is currently working with the LPD to get those questions answered. She will report the answers back to our group.

VI. Experiential Learning Requirements Monitoring

Our section chair has not reported back to me on her efforts in monitoring experiential learning requirements. I have emailed her multiple times and will continue my efforts to get in touch with her.

VII. Environmental Scanning

The primary focus of this section under my leadership is environmental scanning through our work toward developing the PD booklet. Beyond working to write the booklet, Allison Phillips Belnap, our Environmental Scanning Chair, wrote an excellent quarterly newsletter, which is attached to this board report. She will continue writing our quarterly newsletters for the rest of the year. She joined the latest section call in September and asked for any interested members to send her content for the newsletter or to volunteer to have their school profiled in the newsletter. Someone asked if the newsletter profiles counted as write-ups for the professional booklet and I confirmed that they did. So Allison will contribute at least one write-up for our booklet just by virtue of writing the newsletter.

i. Law Student Professional Development Related Articles

“Law Schools’ Tech-Training Conundrum: If We Teach Them, Will They Get Jobs?” 07.20.16.

The American Lawyer takes a look at [the many ways law schools are starting to implement technology curricula and course offerings, and the potential job market for lawyers with technology training](#).

“Law School App Tracks Students' Professional Skills,” 07.20.16.

Law.com reports that the University of Nebraska College of Law is rolling out [an app that will help students track 27 professional skills by tracking their activities and coursework](#).

“Law School 2.0: How Legal Tech Disrupted Traditional Legal Education,” 07.19.16.

Legaltech News reports that "[data-driven law school decisions and more hands-on technology courses are upending conventional legal education](#)." (Law School Transparency weighs in on the future.)

“Texas A&M Launches Solo and Small-Firm Incubator,” 07.18.16.

Texas Lawyer reports that [Texas A&M University School of Law is launching an incubator program](#) to help graduates transition into solo and small-firm practices.

“Character’ Is Essential for New Attorneys, Legal Skills Not So Much, Survey Finds,” 07.26.16.

Karen Sloan, writing for Law.com, reports on the findings of a new survey of 24,000 attorneys, a report that concludes that [“character — including integrity, resilience, worth ethic and common sense — is valued most highly in new lawyers.”](#)

“What skills do new lawyers need now — and what can wait? Database lets you search for answers,” 07.26.16.

And [the ABA Journal has more on this new study.](#)

“But What About Lawyers? A Q&A With Richard Susskind on AI in Law,” 07.25.16.

Legaltech News talks to [Richard Susskind about how artificial intelligence is likely to change the practice of law.](#)

“The Incalculable Value of Finding a Job You Love,” 07.22.16.

The New York Times' Upshot column takes a look at [what social science has to say about job satisfaction, and human happiness.](#)

“Canary in the Coal Mine,” 08.01.16.

This essay from *Inside Higher Ed* look at [how the disrupters in the legal services industry are posing an existential crisis for many non-elite law schools,](#) and suggests that the disruption is a sign of things to come for much of higher ed. The authors' underlying research report, "Disrupting Law School: How disruptive innovation will revolutionize the legal world," can be found [here.](#)

“Here's How Law School Grads Would Fix Law School,” 07.26.16.

Fortune says that [law students want more experiential learning, more diversity, and reformed grading policies.](#)

“ABA President-Elect Hilarie Bass Calls for Law Schools to Innovate,” 08.09.11.

Law.com speaks with the ABA's president-elect: [“One of Bass' priorities for her term in office is to help law schools evaluate how to train lawyers for the future.”](#)

“The new Calgary Curriculum: what we've done,” 08.08.16.

Ian Holloway, dean of law at the University of Calgary, and member of the NALP Foundation Board of Trustees, writing here for *Canadian Lawyer Magazine*, reflects on [what his law school is doing to meet the challenges of legal education in the 21st century.](#)

“ABA Approves Pay for Law Students' For-Credit Externships,” 08.08.16.

Law.com reports that [“after more than two years of debate, the American Bar Association has lifted its ban on law students receiving both pay and academic credit for externships.”](#)

“This GC Is on a Mission to Improve Legal Writing,” 08.15.16.

Corporate Counsel profiles [a general counsel whose quest is to improve lawyer and law student writing](#).

“Imparting Your Legal Legacy — Essentials For A Mentor Considering An Investment In A Mentee,” 08.12.16.

[A good piece for lawyers on mentoring](#) from Jason Levin writing for Above the Law.

“Law Practice Today: The Young Lawyers Issue,” August 2016.

Law Practice Today has published its annual Young Lawyers Issue, with [a number of very good articles for young lawyers and those who work with them](#).

“Law Students From Rival Schools Face Off Through Negotiation Class,” 08.25.16.

Law.com reports on a program in which "[students from Stanford Law School and the University of California, Berkeley School of Law will square off this semester in a simulated international business negotiation](#)," as part of a collaborative international business negotiation class that will involve at least 27 US law schools.

“Duke Law to Acquire EDRM to Advance E-Discovery Education,” 08.24.16.

Legaltech News reports that [“Duke University School of Law announced that it would be acquiring EDRM, the leading standards organization for the e-discovery market. The organization will become part of Duke Law’s Center for Judicial Studies as part of an initiative to expand the center's involvement in electronic discovery and information governance.”](#)

“MSU Course Teaches Law Students to Use Automation Tools,” 08.22.16.

Legaltech News Reports that [“law students at Michigan State will use ThinkSmart's TAP automation tool to learn about best practices and automation in legal operations”](#) as part of a new course called “Litigation: Data, Theory, Practice & Process.”

“When Lawyers Fail at Handling Failure,” 09.02.16.

Law.com’s Leigh Jones speaks with a former Big Law lawyer who is now a psychotherapist [about why lawyers as a group are so bad at dealing with setbacks, and how they can learn to move forward more effectively after failure](#).

The Roundtable

Quarterly Newsletter of the NALP Law Student Professional Development Section
Fall 2016



We advance law careers

this issue

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Greetings!

I am Allison Phillips Belnap, Dean of Career Services and Professional Development at BYU Law. This is my first newsletter for the Law School Professional Development Section, and I invite and welcome your comments and feedback.

The Roundtable will follow the same format that has been used for our section newsletters in the past. If you are new to our section, or to reading the newsletter, the format covers three general areas of interest: 1) a spotlight of a law school's professional development program, 2) a law student professional development topic related to the current season, and 3) a member professional development topic.

Please forgive my insular approach by starting with a highlight of BYU Law's professional development efforts. As they say, "write what you know." I hope there may be something in our curriculum or programming that will spark an idea that will prove useful as you move forward in your individual curriculum and programming. I also hope to contribute to the general body of knowledge and thought surrounding the professional development of contemporary law students and our future lawyers. I look forward to engaging with you in the conversation!

Best,
Allison
belnapa@law.byu.edu

LSPD Quarterly Call

Please join us for our next quarterly call!

When:

Wednesday, September 21,
1:00 p.m. Eastern

How:

Call 888.346.3569 and enter
code 3018 when prompted

Join the Conversation

We want to hear from you!

Please send an email to Allison Phillips Belnap at belnapa@law.byu.edu if you have ideas for topics in future newsletters or if you would like to have your law school's professional development program highlighted in an upcoming newsletter.

BYU LAW, THE J. REUBEN CLARK LAW SCHOOL

BYU Law takes a multi-faceted approach to students' professional development.

The heart of BYU Law's PD program includes two classes and an intensive peer mentoring program.

PROFESSIONAL DEVELOPMENT CLASSES

The classes offered at BYU include Professional Development: Skills Training and Professional Development: Lecture Series. Both classes are graded on a pass/fail basis. Neither class is required for graduation, but completing both classes is strongly encouraged. Each class meets for 50 minutes each week of the semester. There is no final for either class. Rather, grading is based on attendance and completion of required assignments throughout the semester.

Skills Training

The Skills Training class is broken into four main units:

- Foundations: Principles of Professionalism;
- Explore: Defining Your Focus;
- Connect: Marketing Yourself; and
- Engage: Walking Your Path.

Each unit focuses on subjects like:

- Motivations and Interests;
- Finding Your Strengths;
- Identifying Options;
- Managing Your Personal Brand;
- The View From the Hiring Chair;
- Difficult Issues: Illegal Questions, Disclosure Concerns, and Other Challenges;
- Finding Your First Legal Job; and
- Building Long-Term Success.

Lecture Series

The Lecture Series class is offered as a legal career exploration class and consists of weekly lectures given by professionals with JDs. The lectures focus on their individual career paths. Some past lecturers include:

- Juvenile, State, and Federal Court Judges;
- Attorneys at Large Firms;

- Attorneys at Small Firms;
- Solo Practitioners;
- In-house Counsel;
- Federal, State, County, and City Prosecutors;
- Law School Faculty Members; and
- Business Entrepreneurs.

PATHWAYS MENTORING

Each year we solicit applications from incoming 2L and 3L students to serve as "Pathways Mentors" for our incoming 1L class. The mentors serve as teaching assistants for the Skills Training class during the fall semester and orchestrate and host a minimum of four professional development events during the winter semester.

The BYU Law Office of Career Services and Professional Development has four career counselors (two full-time and two part-time). Each mentor is required to report to a designated career counselor. Each counselor is responsible to assign each mentor a group of students to work with through the Skills Training class and throughout the year as the assigned students work to develop their professional identity and as they engage in pursuing their selected career path.

Pathway Mentors are asked to meet the following minimum engagement landmarks with their assigned career counselor and their assigned students:

- Attend an orientation meeting during the week prior to the first week of classes;
- Assist in the Introduction to Law Week for incoming 1L students during the week prior to the first week of classes;
- Meet with their mentees as a group once per month each month of the academic year;

BYU LAW

J. Reuben Clark Law School

TIP OF THE WEEK

BYU Law School's Office of Career Services and Professional Development offers their students a "tip of the week." Each week on Tuesdays, students can come in and grab a treat as well as a weekly tip to aid in their individual professional development. Some past tips include:

- Information on how students can order business cards;
- How to petition for a summer externship;
- How to use digital practice interview software; and
- How to get a resume or cover letter reviewed.

SUMMER PLACEMENT

BROWN BAGS

BYU Law hosts several brown bags in the fall focusing on the summer experiences of 2L and 3L students. Each brown bag centers on a specific category of work and can include anywhere from 1-5 speakers or panelists. Some of the brown bag topics include:

- International Placements;
- Large Firms;
- Medium or Small Firms;
- Public Interest;
- Judicial Externs; and
- In-house Experiences.



We Want You! (...and your PD Program!)

Do you have Professional Development curricular offerings or programming that we could highlight? We would love to learn about your program and highlight it in a future newsletter!

Do you know of a school with programming that should be highlighted? Please share that information as well.

Additionally, please send ideas for future topics related to law student professional development and your own professional development.

Contact:

Allison Phillips Belnap
BYU Law
belnapa@law.byu.edu
801.422.9310

*We look forward to hearing your
comments and suggestions!*

- Meet individually with each mentee once every two weeks during the academic year; and
 - Complete and submit to their assigned career counselor a monthly tracking report detailing the status of their mentees' job searches and completion of certain milestone activities including:
 - Professional Development Plans I and II;
 - Development of Answers for Typical Interview Questions;
 - Resume;
 - Cover Letter;
 - Digital Practice Interview;
 - Information Sessions or Interviews Attended;
 - Applications Submitted to Employers; and
 - Acceptance of Summer Placement.
- Additionally, each mentor is asked to work with three to five other mentors to organize and host a professional development event during the winter semester. Events have covered a number of topics including Career Timetables, Professional Relationships, Networking Events, and Successful Summer Experiences.
- If you'd like more information about any of the professional development curriculum or programming at BYU Law, please contact Beth Hansen (hansenb@law.byu.edu) or Allison Phillips Belnap (belnapa@law.byu.edu).

Advocating for Your Own Professional Development

Believe it or not, your professional development is as important as your students'. If you don't feel motivated to participate in and be rewarded for your own professional development, you will be at a higher risk of burn-out, job dissatisfaction, or simply not caring about or feeling invested in your job. Unfortunately, not all law school deans place value in the professional development of their administrative employees. How can you be a more effective advocate for your own professional development?

- Be aware of professional development opportunities locally and nationally.
- Ask colleagues for testimonials about how their involvement in professional development events has benefitted their school and especially their students.
- Create a proposal for your participation in limited professional development activities including a statement about why these events are important and a description of how you will report on the effect your participation has had on your office, your team, and ultimately, your students. Make sure you file the follow-up report!
- Present data supporting the involvement of administrators in professional development events and activities.



What Am I Doing Here?!

Law Students Who Lack Vision and Direction

We all have experience with it—the 1L who walks into our office with no clear vision of what she wants to do or even why he is at law school. What then? How do we assist this individual in preparing to build a professional identity that can serve as the foundation for a successful and rewarding career?

MOTIVATIONS AND INTERESTS

The first step in helping a directionless student may be assisting them in identifying their primary motivations and interests. Is the student more interested in location, practice area, or lifestyle? What ranks higher in priority—income, employer type, or office culture? If you ask these questions and the student looks at you with a blank stare, ask them to start telling you what they envision for themselves in ten years. Where and who do they want to be? Then work backwards to identify some of their primary motivations and interests.

FINDING INDIVIDUAL STRENGTHS

There are a number of personality assessments available and many can provide your students with insights about their individual strengths and weaknesses. Encourage your students to play to their strengths. If you have a student who is gregarious, outgoing, and enjoys interaction with others, help her know that a transactional practice may keep her isolated and working independently. Help your student to understand that though it is admirable to work on our weaknesses, choosing a career that demands the most from areas where we are weakest will likely result in early burn-out and increased levels of frustration.

IDENTIFYING OPTIONS

Many students come to law school with some idea of the careers that will be available to them when they graduate, but many do not. Even those who come with ideas may not realize the breadth of opportunity that will be available once they have their degree. It is important to find ways to share with students in either group the range of opportunities that will be available in traditional law firms, as judicial clerks, in corporations, as a public interest attorney, with varying levels of the government, internationally, and even in non-traditional and non-legal careers.

Assisting students in identifying their primary motivations and interests, finding their individual strengths, and understanding the variety of options available, will help them narrow their focus and start on a targeted job search where their energy can be well-spent pursuing jobs where they will be more likely to enjoy success and find happiness.

Ideas for Your Own Professional Development

[NALP Webinars](#)

NALP 2016 Professional Development Institute, Dec. 1-2, 2016

NALP 2017 Newer Professionals' Forum, Mar. 2-4, 2017

NALP 2017 Annual Education Conference, Apr. 19-21

Check local bar programming for CLEs or other presentations that are applicable to your work and interests.

Start a discussion group with other professional development professionals in your area. Meet on a regular basis for lunch and assign one member to come with a discussion topic and materials each time.

Use some time during regular staff meetings to focus on professional development topics.

Even if there is not a formal review process at your school, set a goal to engage in your own annual review. Reflect on and write about your accomplishments and professional growth over the last year. Set goals for the coming year and record those. Ideally, review your goals with another team member and set reporting dates to keep you accountable for the things you want to accomplish.

Do you have additional ideas? Please share them with us!

belnapa@law.byu.edu



School	Mandatory or Voluntary?	Credited?	Graded?	Years targeted?	Sponsored?	Introduced by:	Run By:
University of Georgia School of Law	Voluntary	No	No	All	No	Director of Student Professional Development	Career development office
University of South Carolina School of Law	Mandatory	1 credit	Yes	ILs additional voluntary programs targeting upperclassmen	Yes by Mullins Riley Scarborough Center on Professionalism	Dean & faculty Career Development Office	Faculty Career Development Office
Pennsylvania State-Dickinson School of Law	Mandatory	Yes	Yes	ILs	No	Law firm professional and Career Development Dean	Career Development Office
Baylor	Mandatory	Yes-18 hours	No	ILs	No	Office of Student Affairs	Career Development Office
University of Houston	Hybrid	Yes-18 hours	No	ILs	Yes by Andrews Kurth	Career Development Office	Career Development Office
University of Chicago	Voluntary	No	No	ILs	Yes by Skadden	Office of student affairs	Office of student affairs
William & Mary	Hybrid	No	No	ILs	No	Career Development Office	Career development office
University of North Carolina-Chapel Hill	Hybrid	No	No	ILs	The overall program isn't but several lunchtime programs are sponsored by law firms	Career Development Office	Career Development Office
DePaul Law	Mandatory	No	No	ILs but 2 components required for 2Ls	No	Career Development Office and Committee of faculty, staff, and a student	Career Development Office
University of Denver Law	Mandatory	No	No	ILs	No	Career development office	Career development office
University of Wisconsin Law School	Voluntary but sympathy access is limited if you don't participate	No	No	ILs	No	Office of Career and Professional Development	Office of Career and Professional Development
University of Texas	Voluntary	No	No	ILs but open to all	Program overall no but each session is sponsored by a different law firm	Career Development Office	Career development office
University of West Virginia	Voluntary	No	No	ILs but open to all	Yes by Steptoe & Johnson	Career Services	Career Services
UNT Dallas	Hybrid	Can receive one credit if you attend all of the sessions	No	ILs	No	Office of Career and Professional Development	Office of Career and Professional Development
Ohio State University Moritz College of Law	Voluntary	No	No	ILs but open to all	No	Office of Career Services	Office of Career Services
Michigan State University	Voluntary	No	No	ILs	No	Career Services Office	Career Services Office
BYU Law	Voluntary	Yes	Pass/Fail	ILs	No	Career Services	Career Services
Georgetown	Voluntary	No	No	ILa	No	Career services	Career Services
Wake Forest	Mandatory	Yes-1 credit	Yes	ILs	Yes but not factored into GPA	Career Services	Career services: class taught by career counselor, tenure track person, and legal writing prof
University of Pennsylvania	Mandatory	No	No	ILs	No	Career Services	Career Services