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THE ACADEMIC SUPPORT STUDENT IN THE YEAR 2010

Leslie Yalof Garfield*

Ally McBeal's short skirts and *The Practice's* questionable professional ethics have not proven influential enough to encourage a flock of law school applicants in the way that its predecessor, *L.A. Law* did.¹ Consequently, many schools are faced with admitting applicants whose LSAT's and undergraduate GPA's are not as strong as those of students admitted ten years ago.² Low predictors have, indeed, led to lower bar pass rates.³ This influx of students with less impressive indicators has left legal educators in a quandary as to how best to educate these students. The reality is that in order to teach these students the law, we need to teach them how to be law students.

Academic support professionals have long recognized the benefits of imparting a greater knowledge of learning skills to law students as a way to enhance their ability to learn the law. Consequently, the science and pedagogy of academic support have become a staple of legal education.⁴ However, while the need for academic support remains a constant, the identification of those in need of academic support programs continues to be in flux. Growing social awareness of an expanded definition of diversity, recent decisions such as *Hopwood v. Texas*⁵ and the proliferation of academic support programs have expanded the definition of the academic support student.

In January 2000, legal educators convened at the Academic Support Section Meeting of the Association of American Law Schools to consider issues concerning the future of the academic support student.⁶ At the symposium enti-

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¹ See Diane M. Glass, *Portia in Primetime: Women Lawyers, Television, and L.A. Law*, 2 YALE J.L. & FEMINISM 371, 407 (1990) (suggesting that "the 16% rise in the number of law school applicants in 1987-88 could be attributed to *L.A. Law's* depiction of a legal career as appealing and lucrative"); Robert Eli Rosen, *Ethical Soap: L.A. Law and the Privileging of Character*, 43 U. MIAMI L. REV. 1229, 1257 (1989) (quoting an admissions officer at Harvard Law School who suggests that many students have entered the profession because *L.A. Law* "has made a legal career seem attractive"); John A. Sebert, *Dean's Forum*, 29 U. BALT. L.F. 2 (1999) (describing a "thirty percent decline in law school applicants across the nation over the past seven years"); Joseph L. Daly, *Why I Am A Lawyer*, 35 SAN DIEGO L. REV. 1111, 1112 (1998) (stating that between 1990 and 1997, law school applications decreased 27%).

² See Daly, *supra* note 1, at 1121 n.5 (explaining that due to the rapid decline in law school applicants, "law schools feel pressed into admitting more at-risk students").

³ See Cecil J. Hunt II, *Guests in Another's House: An Analysis of Racially Disparate Bar Performance*, 23 FLA. ST. L. REV. 721, 767 (1996) (suggesting that the correlation between the LSAT and bar passage may indicate that both measure the same thing).

⁴ The term "academic support" refers to programs in an educational institution intended to improve the academic performance of traditionally at-risk students and to provide early academic assistance to students who actually are at risk of not succeeding. See Kathy L. Cerminara, *Remembering Arthur: Some Suggestions for Law School Academic Support Programs*, 21 T. MARSHALL L. REV. 249, 251 (1996).

⁵ 78 F.3d 932 (5th Cir. 1996), *cert. denied*, 518 U.S. 1033 (1996).

⁶ The meeting was held on January 7, 2000, at the AALS Annual Meeting in Washington D.C.

tled "The Academic Support Student in the year 2010," participants considered the changes in whom we should assist and how we should assist them. Presenters discussed issues ranging from which undergraduate degrees are significant predictors for academic success or failure⁷ to whether academic support professionals should use counseling in assisting academic support students.⁸ In this symposium edition, the AALS Section on Academic Support is pleased to present the research and analysis on which these discussions were based.

The origin of academic support programs can be traced to the affirmative action admission programs set up in the late 1960s. Beginning in 1966, Harvard offered a summer program, whereby the school recruited juniors and seniors from southern black colleges to introduce them to the possibility of a legal career and to encourage them to apply to law school.⁹ Among other things, this program introduced students to specific skills that successful law students possess.¹⁰ The Harvard Summer Program represented an initial attempt to use recruitment and skills training to enhance minority representation among law students.¹¹

Despite the success of the Harvard Summer Program, concerned politicians, government officials, and educators found that the school's best efforts remained insufficient to address the nationwide shortage of members of disadvantaged groups that still persisted in the legal field.¹² In response, the Office of Economic Opportunity sponsored a series of meetings among leading legal educators.¹³ These meetings led to the creation of a nationwide pilot program known as CLEO, which stood for the Council on Legal Education Opportunity.¹⁴

CLEO¹⁵ was designed to accomplish goals similar to those of the Harvard Summer Program on a wider scale.¹⁶ CLEO set up seven identical programs

⁷ See Mark Graham & Bryan Adamson, *Law Student's Undergraduate Major: Implications for Law School Academic Support Programs*, 69 UMKC L. REV. 533 (2000).

⁸ Sheila Vance, *Should the Academic Support Professional Look to Counseling Theory and Practice to Help Students Achieve?*, 69 UMKC L. REV. 499 (2000).

⁹ Albert Y. Muratsuchi, *Race, Class, and the UCLA School of Law Admissions, 1967-1994*, 16 CHICANO-LATINO L. REV. 90, 92 (1995).

¹⁰ See *id.*

¹¹ The value of diversity within an educational institution has received attention from several commentators. See Constance Hawke, *Reframing the Rationale for Affirmative Action in Higher Education Admissions*, 135 EDUC. L. REP. 1 (1999); Joanna R. Zahler, *Lessons in Humanity: Diversity as a Compelling State Interest in Public Education*, 40 B.C. L. REV. 995 (1999).

¹² Out of about 300,000 lawyers in the U.S. only about 3,000 were black. Nancy Fulop, *The 1969 CLEO Summer Institute Reports: A Summary*, 1970 TOLEDO L. REV. 633, 634 (1970).

¹³ *Id.* at 634-35.

¹⁴ See *id.* at 635.

¹⁵ The primary objectives of CLEO are:

- 1) To recruit to the CLEO program members of disadvantaged groups not acceptable at accredited law schools under present admission standards.
- 2) To motivate these students to study and practice law.
- 3) To acclimatize the students to both the academic and psychological rigors of law school life.
- 4) To strengthen their academic credentials by training them in the key skills required of a law student.
- 5) To evaluate performance – thus providing an effective alternative to the traditional Law School Admissions Test.
- 6) To successfully place the CLEO graduates in accredited law schools.

throughout the country each summer.¹⁷ Admission was based on a series of criteria including undergraduate grade point average, LSAT score and personal background.¹⁸ The program took the form of a six-week institute, which replicated the first semester of law school.¹⁹ Today, these summer institutes continue in a form similar to that original design.²⁰

Shortly after the creation of CLEO, law schools began to devise their own minority recruitment programs, many of which took the form of affirmative action admissions programs.²¹ These programs followed Justice Powell's conclusion in *Regents of University of California v. Bakke*,²² that graduate school admissions program could consider race as a factor in its admissions process.²³ Conse-

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- 7) To channel to CLEO graduates some financial assistance while they are in law school, and
 - 8) To publicize the commitment of participating law schools to recruit and sustain disadvantaged students.

Id. at 637-38.

¹⁶ "CLEO was originally funded as a legal services pilot project under Section 232 of the Equal Opportunity Act." *Id.* at 640. "Its sponsors were the Association of American Law Schools (AALS), the American Bar Association (ABA), the National Bar Association (NBA), and the Law School Admissions Test Council (LSATC)." *Id.* at 635.

¹⁷ The programs are conducted at participating law schools in seven regions across the country. Cerminara, *supra* note 4, at 262.

¹⁸ Admission to CLEO is decided based on several indicators. "Application forms, grade point averages, LSAT scores, work experience, personal background, extracurricular activities, community activities, college courses taken, improvement in grades in the last two college years, letters of recommendation, written statements of the applicant, personal interviews, . . . economic disadvantage and long range career objectives are among the types of data considered." Fulop, *supra* note 12, at 648. While many factors are considered, "[g]enerally . . . there has to be something outstanding about an individual selected." *Id.*

¹⁹ "The CLEO summer institute is a six-week program that simulates the first year of law school." Pamela Edwards, *The Culture of Success: Improving the Academic Success Opportunities for Multicultural Students in Law Schools*, 31 NEW ENG. L. REV. 739, n.170 (1997). The institutes are free, and "[s]uccessful completion of one of these programs virtually always gains CLEO graduates admission to law schools and sometimes even to an elite law school." Paul T. Wangerin, *Law School Academic Support Programs*, 40 HASTINGS L.J. 771, 775 (1989). "Some law schools offer similar programs, some of which lead to admission to [that] school upon successful completion of the summer program. See Edwards, *supra* note 19, at 766 n.170. "Furthermore, other organizations also offer CLEO-type summer pre-start programs, such as the prelaw summer program for Native Americans offered by the American Indian Law Center." Cerminara, *supra* note 4, at 263.

²⁰ Published reports about CLEO programs are exceptionally positive. At least one report suggests that seventy percent of the students who successfully complete the CLEO program ultimately graduate from law school. See Wangerin, *supra* note 19, at 776. "Furthermore, recent reports indicate that CLEO participants receive far better grades in law school than their academic credentials predict." *Id.*

²¹ See Linda F. Wightman, *The Role of Standardized Admission Tests in the Debate About Merit, Academic Standards, and Affirmative Action*, 6 PSYCHOL. PUB. POL'Y & L. 90, 91 (2000).

²² 438 U.S. 265 (1978).

²³ *Id.* at 317. Justice Powell's opinion states that race or ethnic background may be considered a "plus" in the admissions process. *Id.*

For example, assume two applicants, one minority and one non-minority, have the same [entrance test] scores. Under Justice Powell's opinion, an admissions committee can offer admission to the minority applicant before it offers admission to the non-minority applicant since a diversity viewpoint "plus" [an

quently, law schools began admitting students whose admissions files suggested that they were likely to become respected attorneys, but whose objective criteria, such as LSAT and undergraduate grade point average, were not competitive with the majority of the entering class.²⁴ Affirmative action admissions policies provided another vehicle for enhancing minority representation in the classroom.

While CLEO and affirmative action admission policies helped minority students gain admission to law school, they did not adequately prepare students for competing with many of their classmates who had been more successful in their undergraduate academic careers, at least by objective measures.²⁵ Consequently, many CLEO students or those admitted under an affirmative action admission program were academically dismissed or were forced to withdraw for academic reasons at the conclusion of their first year.²⁶ In response to the low retention rate among CLEO students, and among minority students generally, many law "schools began offer[ing] programs to assist [such] students in fulfilling their academic potential," thus helping them graduate, pass "the bar examination and become lawyers."²⁷ These programs are commonly referred to as Academic Support Programs (ASP).

ASP refers to educational programs intended to improve the academic performance of traditionally at risk students and to provide early academic assistance to students who actually are at risk of not succeeding.²⁸ Because ASP has its roots in minority based outreach programs, early on, many schools identified program with participation based on LSAT, undergraduate GPA, or ethnic or racial classification.²⁹ ASP programs took several shapes. The earliest program

entrance test] score is of more value to the school than a non-diversity viewpoint and the same "objective" test scores.

Leslie Yalof Garfield, *Hopwood v. Texas: Strict in Theory or Fatal in Fact*, 34 SAN DIEGO L. REV. 497, 505 n.36 (1997).

²⁴ For example, the admissions program of the University of Texas Law School, which was struck down in the *Hopwood* decision. 78 F.3d 932 (5th Cir. 1996), cert. denied, 518 U.S. 1033 (1996). "The [school] based its admissions decisions largely on an applicant's score on the Texas Index (TI), a composite of undergraduate grade point average, and the Law School Aptitude Test (LSAT) score." See Susan Sturm & Lani Guinier, *The Future of Affirmative Action: Reclaiming the Innovative Ideal*, 84 CALIF. L. REV. 953, 961 (1996). "The [school] then used this number to rank candidates for admission, to predict their performance in the first year of law school, and to determine the number of offers needed to fill its class." *Id.* Applicants were then divided into three categories based on the TI score: "presumptive admit, presumptive deny, and a discretionary zone." *Id.* The school supplemented this system with an affirmative action program, using lower ranges to place black and Mexican Americans into the three [categories." *Id.* at 961-62. "The presumptive admit score in 1992 for whites was 199, while for African and Mexican Americans it was 189. The presumptive deny score for whites was 192, while for minorities it was 179." *Id.* at 962 n.27.

²⁵ See Cerminara, *supra* note 4, at 253.

²⁶ Kristine S. Knaplund & Richard H. Sander, *The Art and Science of Academic Support*, 45 J. LEGAL EDUC. 157, 158 (1995).

²⁷ See Cerminara, *supra* note 4, at 253.

²⁸ *Id.* at 251.

²⁹ See Cheryl E. Amana, *Recruitment and Retention of the African American Law Student*, 19 N.C. CENT. L.J. 207, 213 (1991); see also Martha M. Peters, *Bridging Troubled Waters: Academic Support's Role in Teaching and Modeling "Helping" in Legal Education*, 31 U.S.F. L. REV. 861, 870 (1997); see generally Lorraine K. Bannai & Marie Eaton, *Fostering Diversity in the Legal Profession: A Model for Preparing Minority and Other Non-traditional Students for Law School*,

model of academic support was the pre-start program, which was based on CLEO.³⁰

From the beginning, the format of academic support programs varied somewhat but shared many common themes. ASPs were designed as early intervention programs. Programs were generally offered during the summer prior to the first semester of law school, or they were offered to students as an additional class or series of seminars during the first year of studies. Admission to many of these programs, such as the Legal Educational Opportunity Program (LEOP) at Hastings, was based on race or ethnicity.³¹

Other programs based admission on LSAT or undergraduate GPA.³² However, because of affirmative action admission programs, many of the students with low LSAT scores were also members of minority groups. Initially most programs focused largely on assisting minority or diversity students.³³ By the early 1990s, there was a proliferation of academic support programs.³⁴ Many schools continued to focus their program design on minority students, based on an institutional commitment to maintaining or improving student diversity.³⁵ Other schools recognized a moral commitment to assist students who they admitted to their school with objective credentials that were less competitive than

31 U.S.F. L. REV. 821 (1997); Paula Lustbader, *From Dreams to Reality: The Emerging Role of Law School Academic Support Programs*, 31 U.S.F. L. REV. 839, 840-41 (1997).

³⁰ Cerminara, *supra* note 4, at 262 (referring to CLEO summer institutes as the “granddaddy” of minority student support efforts). For further information on CLEO, see *infra* notes 16-21, and accompanying text.

³¹ See Richard D. Kahlenberg, *Class Based Affirmative Action*, 4 CAL. L. REV. 1037, 1067-68 (1996). “At Hastings College of Law in California, twenty percent of the class is set aside for disadvantaged students through LEOP.” While “race is considered a plus in admissions, advantaged people of color do not qualify for LEOP.” *Id.* at 1068, n.161. See also Valerie Fontaine, *Progress Report: Women and People of Color in Legal Education and the Legal Profession*, 6 HASTING’S WOMEN’S L.J. 27, 30 (1995) (describing the LEOP program and its attributes).

³² See Amana, *supra* note 29, at 213.

³³ Richard Cabrera & Stephanie Zeman, *Law School Academic Support Programs – A Survey of Available Academic Support Programs for the New Century*, 26 WM. MITCHELL L. REV. 205, 206 (2000).

³⁴ See generally, Knaplund & Sander, *supra* note 26 at 159. There are various program models that deserve discussion. While the pre-start model, patterned after the CLEO program, was the earliest form of academic support, many models have emerged over the years. For a discussion of CLEO, see *supra* notes 16-21, and accompanying text. Probably the most extensive program model is that of the UCLA School of Law. The program includes seven components to ensure that entering students achieve academic success: a summer program; tutoring throughout the year; a special course in the spring of the first year; exam workshops; faculty-led study groups; a special course for students who are on academic probation; and review sessions. Knaplund & Sander, *supra* note 25, at 168.

Another model, which was recommended by the Law School Admissions Council (LSAC), suggests that schools use both a summer component and a program during the academic year. The academic year program contains a biweekly seminar to expand on class discussions, a monthly small group session, individual sessions to address specific learning difficulties, and exam preparation sessions. Law School Admissions Council & Law School Admission Services, Inc., A PRACTICAL GUIDE FOR LAW SCHOOL ACADEMIC ASSISTANCE PROGRAMS, 27-28 (2000).

Program models differ from school to school, due to the fact that some may decide to take bits of each program to incorporate into their own program. For example, the program at the Pace University School of Law, see *infra* note 44.

³⁵ See Lustbader, *supra* note 29, at 842.

their law school peers.³⁶ Regardless of the reasoning, ASPs were in many instances becoming minority or ethnically based programs.

The practice of basing admission to academic support programs on criteria such as race or LSAT came to a screeching halt in 1996, when the Fifth Circuit struck down the University of Texas affirmative action admission policy in *Hopwood v. Texas*.³⁷ Although it was not binding beyond the Fifth Circuit, the *Hopwood* decision "left educational institutions uncertain as to the appropriate measures they may take to ensure diversity in the classroom."³⁸ Following *Hopwood*, California passed Proposition 209, which effectively prohibited admissions committees from considering race as a factor in admissions decisions.³⁹ These legal edicts forced law school administrators and academic support professionals to rethink their ASP admissions formulas.⁴⁰

In the aftermath of *Hopwood* and Proposition 209, schools began a much needed reevaluation of the student requiring academic support. For the first time in almost 20 years, many schools realized that a program originally based on affirmative action was not necessarily appropriate for students based solely on race or ethnicity. As we entered the new millenium, most schools began shifting their evaluation of which students were most in need of academic help. The shift was evident particularly in terms of early intervention.

In addition to focusing on minorities, law schools now consider a wide range of factors such as socio-economic status, years out of school, geographical

³⁶ *Id.*

³⁷ 78 F.3d 932, 966 (5th Cir. 1996), *cert. denied*, 518 U.S. 1033 (1996). The court found the program violated the Equal Protection Clause of the Fourteenth Amendment to the United States Constitution. *Id.* at 948. Garfield, *supra* note 23, at 510. In doing so, the court ruled that the University of Texas may not use race as a factor in law school admissions, and suggested that every school in its jurisdiction is prohibited from doing the same. The opinion rejected Justice Powell's edict in *Bakke*, holding that there is not a compelling governmental interest in the attainment of a diverse student body. Thereafter, the Supreme Court denied the state's petition for certiorari, letting the Fifth Circuit decision stand. For a general discussion of *Hopwood*, see Leslie Yalof Garfield, *Hopwood v. Texas: Strict in Theory or Fatal in Fact*, 34 SAN DIEGO L. REV. 497 (1997); John C. Brittain, *The Hopwood Decision: Obituary for Affirmative Action?*, TEX. LAW., May 13, 1996, at 30; Victor V. Wright, *Hopwood v. Texas: The Fifth Circuit Engages in Suspect Compelling Interest Analysis in Striking Down an Affirmative Action Admissions Program*, 34 HOUS. L. REV. 871 (1997); Barbara Phillips Sullivan, *The Gift of Hopwood: Diversity and the Fife and Drum March Back to the Nineteenth Century*, 34 GA. L. REV. 291 (1999); Cedric Merlin Powell, *Hopwood: Bakke II and Skeptical Scrutiny*, 9 SETON HALL CONST. L.J. 811 (1999).

³⁸ See Garfield, *supra* note 23, at 518.

³⁹ CAL. CONST. art. I, § 31 (1997). Proposition 209 states "The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting." It is interesting to note that in addition, similar measures have been introduced in the legislatures of Florida, Washington, South Carolina, and Ohio. Hawke, *supra* note 11, at 12.

⁴⁰ See Charles L. Gesheker, *Affirmative Action in Principle Non-discrimination in Fact: Higher Education After Proposition 209*, 10 STAN. L. & POL'Y REV. 205, 211 (1999) (describing the actions taken by state universities to suspend racial preferences in higher education); Eva Paterson & Oren Sellstrom, *Equal Opportunity in a Post-Proposition 209 World*, 26-SUM HUM. RTS., Summer 1999, at 9 (describing an "overriding sense of confusion . . . concerning exactly what can and cannot be done to ensure equal opportunity," in part due to the undefined term "preferential treatment").

background⁴¹ and undergraduate major.⁴² For example, Professors Bryan Adamson of Case Western University School of Law and Mark Graham, Ph.D., Columbia University recognized that an undergraduate's major can help predict the student's ability to succeed. Their research suggests that science majors may bring more developed deductive reasoning skills to law school than do liberal arts majors.⁴³

The shift in ASP pedagogy has gone beyond asking to whom we should provide assistance and how to assist them. Early on, academic support consisted of little more than reviewing a student's exam with him or her, or perhaps by teaching a student how to brief. Today, academic support professionals are called upon to recognize the various learning styles of students, to educate them on time and stress management and, in many instances, to counsel students.⁴⁴ Whether it is appropriate for academic support professionals to counsel students is the subject of Professor Sheilah Vance's article.⁴⁵

Finally, law schools are redefining and broadening the areas in which academic support is provided. Long relegated to the summer prior to entering law school or perhaps to the first year of law school,⁴⁶ academic support programs are now offered throughout the three years of school.⁴⁷ Historically, most law schools were unwilling to concern themselves with ensuring that students pass

⁴¹ UCLA looks at family address. See Richard H. Sander, *Experimenting with Class-Based Affirmative Action*, 47 J. LEGAL EDUC. 472, 482-95 (1997).

⁴² See Graham & Adamson, *supra* note 7.

⁴³ Mark Graham & Bryan Adamson, *Law Students' Undergraduate Major: Implications for Law School Academic Support Programs (ASPs)*, *infra*, at 553.

⁴⁴ See generally, Lustbader, *supra* note 28, at 847 (describing the need to address both the academic and non-academic factors that impact student performance by teaching processes for learning and methods for coping with feelings of alienation and disenfranchisement).

⁴⁵ See Vance, *supra* note 9.

⁴⁶ The early models of academic support were much more limited than those present today. For example, pre-start programs like CLEO. See *supra* note 20 and accompanying text.

⁴⁷ For example, the Pace University School of Law offers several academic support programs for students each year they are enrolled in school. Prior to entering school, the Skills Enrichment Program (SEP) is available to a limited number of students during the summer prior to their matriculation in law school. The program is designed to give entering students training in dealing with the academic requirements of law school, including the Socratic method, case briefing, legal analysis, writing skills and class exam preparation. During the first year, the Academic Support Program is designed to enhance the analytical skills and study methods of students whom have been identified as academically "at risk." The program offers study groups for each first year class, led by successful third year students, labeled Deans Scholars. In addition, weekly skills sessions are offered to all first year students on a first come first serve basis. These workshops cover different topics each week, such as briefing, outlining, time management, and exam preparation. Finally, individual student mentoring sessions are available to first year students who feel they are deficient in English grammar and basic study skills. In the second year, a Lab Course is required for all second year students who have a GPA below 2.5 after the first year of law school, aimed at increasing GPA and assuring a greater likelihood of success on the bar examination. Also, individual skills tutoring and mentoring is available to any law student who requests it. In the third year, students are offered a bar preparation course, consisting of weekly sessions and individual meetings with a law professor.

the bar exam.⁴⁸ However, recently declining pass rates has made this a more pressing concern. For the first time, law schools are offering supplemental programs and some are even redesigning their curricula with an eye toward helping students pass the bar.⁴⁹

ASP has grown from its initial roots in one school's summer program, to a body of teaching pedagogy that is incorporated into virtually every American law school. Today, schools offer a broad range of programs including individual tutorial services,⁵⁰ first-year programs that assign third-year mentors to lead student study groups,⁵¹ programs that teach academic support through the substantive law,⁵² and programs that assist students throughout their three years of law school.⁵³ Moreover, the profession itself has grown profusely. Academic Support Professionals meet biannually to discuss issues they face.⁵⁴ Over 100 academic support professionals attend these meetings, sponsored by the Law School Admissions Council, which provide professionals with a necessary forum for sharing new ideas and providing much needed moral support. The profession has had such a profound influence on American law schools that in 1995 the American Association of Law Schools recognized this area of the law, by creating a section on Academic Support.

The AALS Section meetings have become a popular forum for sharing new ideas about the ways students learn the law and the manner in which professors teach the law. Our understanding about who we educate and how we educate has changed significantly since the early 1960s. Indeed, when professionals were asked to consider the academic support student in the year 2010, their responses varied greatly. The following articles address aspects of the future of academic support education. In addition to the arguments these articles make, they stand for the proposition that there is no single type of academic support student, nor is there a single, identifiable, academic support pedagogy. Rather, every student can benefit from academic support principles and one day, we hope, every teacher will incorporate principles of academic support into his or her classroom.

⁴⁸ As of 1996, the UCLA format model of academic support and the academic support model encouraged by the LSAC had no component that focused directly on bar exam preparation. See Cerminara, *supra* note 5, at 264-67.

⁴⁹ It should be noted, however, that the American Bar Association (ABA) prohibits offering a bar preparation course for academic credit. Standard 302(f) states, "A law school may offer a bar examination preparation course, but may not grant credit for the course or require it as a condition for graduation."

⁵⁰ See Cabrera & Zeman, *supra* note 33, at 209.

⁵¹ For example, the Mellon Legal Writing Program at the University of Pittsburgh School of Law. See Cerminara, *supra* note 5, at 266.

⁵² See Cabrera & Zeman, *supra* note 33, at 209.

⁵³ At Pace University School of Law, students are offered academic support assistance throughout their three years in law school. First-year law students may meet individually with a full time academic support professional. Those students identified by the school as at-risk may avail themselves of organized study groups led by third-year students. In the second year, students whose GPAs are below 2.5 take a lab course, which allows students to better develop analytical skills. In the third year, Pace Law School also offers an optional, non-credit Bar Prep class to interested graduating seniors.

⁵⁴ AALS SECTION ON ACADEMIC SUPPORT at <http://www.law.umkc.edu/faculty/profiles/glesnerfines/asp/asp.htm>.