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Feasibility Study

Georgia State University College of Law

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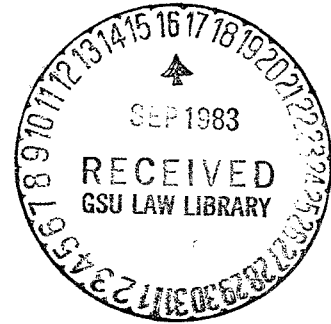
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Georgia State University

Atlanta, Georgia



A Feasibility Study

of the

Establishment of a New Law School

at

Georgia State University

Three Perspectives

- I. The Board of Regents
University System, State of Georgia
- II. Georgia State University
- III. The Dean of the College of Law

Submitted by Georgia State University to the Section on Legal Education
of the American Bar Association

September 1, 1982

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Preface

On September 13, 1982, Georgia State University, at its downtown Atlanta campus, will open its College of Law with a first-year-only class of candidates enrolled in a course of study leading to the Doctor of Law (J.D.) degree. The Board of Regents of the University System of Georgia approved the activation of the College on August 19, 1981. The Regents emphatically mandated that the projected College of Law proceed to obtain accreditation by the American Bar Association as soon as possible. What is about to happen, then, is the culmination of a year's effort, all of which has been, and is intended to be, fully in compliance with all ABA accreditation requirements.

The Standards and Rules of Procedure for the Approval of Law Schools prescribed by the American Bar Association require the submission of a feasibility study prior to the commencement of any program of instruction. Accordingly, Georgia State University submits this document.

The study is presented from three perspectives:

- I. The Board of Regents of the University System of Georgia
- II. Georgia State University
- III. The Dean of the College of Law

* * *

When the Board of Regents took its August 19, 1981 action it did so on the basis of a report of a Special Committee which might well be taken as the highest and best evidence of the rationale behind the establishment of the College of Law. (This report will hereinafter be referred to as the Regents' Report, and is available upon request.)

The Regents' Report emphasizes four considerations: (1) the recognition of a law school as a desirable component of a public university dedicated to serving the needs of a large, densely populated, urban area; (2) the thoroughness of its consideration of all conventional arguments with respect to the establishment of a new law school, pro and con; (3) the clear understanding of the essentiality of collaboration with the accreditation machinery of the American Bar Association, and (4) the recognition of the financial requirements necessarily incident thereto.

As the Regents' Report indicates, the immediate reason for its action of August 19, 1981, was the offer of a substantial donation of assets by a non-ABA-approved law school operating in Atlanta. This donation did not materialize because of a condition imposed by the donor which would have delayed ABA-accreditation contrary to the mandate of the Regents that ABA-accreditation be sought from the beginning. At its November 1981 meeting, the Board reconfirmed its August 19, 1981 action, irrespective of the proposed donation, and subsequently designated the Georgia State University College of Law as the administrative unit by which to implement the proposal of August 19, 1981.

Earlier than the 1981 Regents' Report there were several proposals and studies, and, indeed, the Report itself refers to certain attachments, which have not, in the interest of brevity, been included. If copies of any of these are thought necessary, they will be provided.

No one, of course, contends that the August 19, 1981 action of the Regents predetermines, to any extent, the decisions which accrediting agencies have the responsibility to make. But certainly the decisions which the Board made, and the reasoning behind these decisions, are highly persuasive.

There are only two comprehensive universities in the University System of Georgia: the University of Georgia at Athens and Georgia State University in Atlanta. The University of Georgia has its School of Law, and it is, of course, accredited by both the American Bar Association (ABA) and the Association of American Law Schools (AALS). The Regents' Report is significant because, as educational policy in this State, it declares the need for a nationally accredited law school located in Atlanta, a densely populated urban area, in addition to its law school in Athens; thus, the College of Law is the creation of the Board of Regents to fulfill its responsibility to the citizenry of this State who live in the metropolitan area. The Regents' Report is implicit that this is no routine expansion, much less another institution merely to balance law schools between its two comprehensive universities, and certainly no move merely to perfect an organizational chart for Georgia State University. In a sense, the College of Law by the force of the Regents' Report, has what is substantially a mandate of constitutional dimensions to perform a unique mission in legal education, in a unique location within the State and at a university which has already shaped itself to perform this unique mission in other disciplines; it is also constitutional that this be done in full compliance with national accreditation standards. All of this can, and will, be referred to hereinafter as the basic articles of this enterprise (implicitly, of course, like the Constitution of England).

* * *

For the perspective of Georgia State University this study will provide the data specified by Rule II-(4) of the ABA Guidelines. It will include:

- Characteristics of metropolitan Atlanta which, in effect, support the Regents' Report in its concern for opportunities for legal education in this particular locality, including data with respect to law schools in comparable metropolitan areas, in other states, in the states surrounding Georgia, and, particularly with respect to the law schools within the State of Georgia;
- Characteristics of Georgia State University which also, in effect, support the Regents' Report in the selection of this university as the situs for the College of Law;
- The need for a law school at Georgia State University.

* * *

However, the University believes this study must include a third perspective - how the Dean of the College of Law views the establishment of the law school. This section brings into the equation the perspective of a brilliant professional in legal education who has witnessed and been a participant in the development of legal education over the past thirty-five years throughout the country in general and in Georgia and Atlanta in particular. Dean Johnson, a man of insight and vision, has aspirations for legal education's future development. He sees the establishment of this proposed law school as a unique opportunity to work in this direction.

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I.

Perspective of the Board of Regents
of the University System of Georgia

A REPORT ON
ESTABLISHMENT OF A LAW SCHOOL AT
GEORGIA STATE UNIVERSITY

University System of Georgia

August 18, 1981

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[Editorial Note: In general the Regents' Report is presented here verbatim. In the interest of brevity portions have been deleted, and this is properly indicated. Also deleted are portions dealing peculiarly with the Woodrow Wilson College of Law arrangement which never materialized.]

I. Historical Perspective

Georgia State University was established in 1913 as the Georgia Tech Evening School of Commerce, became an independent unit of the University System, known as the Atlanta Extension Center of the University System of Georgia, in 1935, and became the Atlanta Division of the University of Georgia in 1947. The institution became an independent unit of the University System again, this time known as the Georgia State College of Business Administration, in 1953, and has retained the independent status, but not the same name, ever since. The name was shortened to Georgia State College in 1961, and it was changed to Georgia State University in 1969.

From its inception, the institution has had a special mission to provide education to the citizens of metropolitan Atlanta. In fulfilling this mission, primarily under the leadership of President Noah Langdale, Jr., who has served as its president since 1957, it has achieved a status as one of the great urban universities in the United States of America, offering programs of high quality in business, in the liberal arts, in the sciences, in teacher education, and in a number of other fields of particular interest to the students in its service area. The notable omission is the discipline of legal education.

One of the hallmarks of Georgia State University is its active evening program: approximately 45% of its classes are held in the evening hours. This characteristic renders Georgia State education accessible to those residents of Atlanta who hold day-time jobs and must attend classes in the evening, if at all. Approximately 45% of Georgia State students are enrolled in evening classes.

Another distinguishing characteristic of Georgia State University is the racial composition of its student body. Of the 20,537 students enrolled in the fall quarter, 1980, 3,401 (16.7%) were black. Georgia State University enrolls more black students than any other institution in the University System, including the three traditionally black senior colleges.

In 1974 the Board of Regents studied the need for a law school at Georgia State University. On July 10, 1974, the Special Study Committee which had been appointed for that purpose submitted its Report to the Board in which it went on record as favoring the establishment of a law school at Georgia State University. . . . Although the Board of Regents approved the Report favoring the establishment of the law school, the project was never funded; consequently, the law school never came into being. . . .

In 1980 the Woodrow Wilson College of Law, a private institution in Atlanta, became frustrated in its attempt to receive American Bar Association (ABA) accreditation and decided to cease operations. In 1981 it offered its considerable assets in real property, securities and cash to Georgia State University on condition that there be created the Georgia State University Woodrow Wilson College of Law, . . . After some discussion in the Board meeting on June 9-10, it was decided that Board Chairman Lamar Plunkett should appoint a Special Committee to review the matter thoroughly. . . .

The Special Committee met several times and discussed all relevant issues. Many people, including the President of Georgia State University, the President of the University of Georgia, the Deans of the three existing ABA accredited law schools in the State of Georgia, (at the University of Georgia, Emory University, and Mercer University), members of the House

and Senate, and a representative of the Supreme Court of Georgia were interviewed. At a meeting on July 31, in Savannah, Georgia, the Chancellor's Office was asked by the Special Committee to synthesize the arguments which had been presented, both for and against the acceptance of the gift from the Woodrow Wilson College of Law and the concomitant establishment of the law school at Georgia State University, and to make a recommendation to the Special Committee at the August, 1981, meeting of the Board. This Report is submitted in response to that request.

II. Arguments For and Against

. . . The . . . question is that which deals with the wisdom or unwisdom of creating a new law school at Georgia State University at this time. The Board of Regents, prior to the appointment of the Special Committee in June, 1981, clearly indicated that it intended not to be bound by the 1974 decision of the Board authorizing the establishment of a law school at Georgia State University; it wished to make a new decision based on the relevant factors existing in 1981 which would be discussed in the Special Committee Report.

A. Arguments in Support of Law School

The principal arguments which support the establishment of the proposed law school are:

- 1) There is no opportunity for the working population of metropolitan Atlanta to obtain legal education from an accredited law school on a part-time or evening schedule. The proposed law school would provide that opportunity.
- 2) The black population, which is underrepresented in the legal profession, would be particularly well served by the proposed law school at Georgia State University.
- 3) A law school is well suited to Georgia State University's mission as an urban university, and to the needs of the city of Atlanta and the entire metropolitan Atlanta area. . . .

B. Arguments in Opposition to Law School

The principal arguments opposing the establishment of the proposed law school are:

- 1) There is not sufficient demand by the public for legal services to justify the creation of another law school and the demand by qualified applicants from Georgia for legal education is being met.
- 2) The creation of a law school with a reasonable expectation of being accredited is an expensive proposition which will detract from the state's ability to fund its existing programs of higher education, included in which is an accredited law school of great renown at the University of Georgia.
- 3) The creation of a law school at Georgia State University will put it in competition with other accredited law schools in the state for a diminishing pool of qualified students. The other accredited law schools in Georgia are the Lumpkin Law School at the University of Georgia, the Emory University School of Law at Emory University, and the Walter F. George School of Law at Mercer University. Emory and Mercer are both private institutions; however, it is the policy of the Board of Regents to be cognizant of the programs available at the private colleges and universities of the state and to avoid competitive duplication when possible.
- 4) It will be difficult to attract highly qualified full-time faculty to teach in a program which will have a large evening component.

III. Discussion of Arguments Pro and Con

A. The arguments A1, A2, and B1, above are related and may be considered together.

At the national level a strong argument can be made for the proposition that existing law schools can handle the demand for legal education. . . . [However] At the state and local levels, the situation may be different. While it is true that virtually all students in Georgia who take the LSAT and who make an acceptable score are admitted to an ABA-accredited law school, it is also true that a person who is working in Atlanta and who knows that there is no ABA-approved law school available during off-work

hours is extremely unlikely to take the LSAT.

There are hundreds of thousands of people in Atlanta who constitute the pool from which applicants to an accredited law school, offering evening classes, could be drawn. Many of these potential students are black. Blacks are underrepresented in the legal profession and in students currently enrolled in programs of legal education. In 1979 only 10,000 minority students were enrolled in the nation's 169 ABA-approved schools. They constituted only 8% of the total enrollment. In Georgia, where 26.8% of the population is black, blacks constitute only 5.0% of the enrollment in the three ABA-approved law schools. Many of the people who would be served by an ABA-approved law school at Georgia State University do not have the financial resources to attend the other three such law schools in the state, even if other circumstances permitted their doing so. The tuition at the private schools is beyond the means of many, and the cost of moving to Athens and establishing residence there deters their seeking admission to the University of Georgia. . . .

Even if it could be demonstrated that Georgia has a sufficient number of lawyers to meet its foreseeable needs, that would not constitute a definitive argument against the creation of an additional law school if, at the same time, it could be shown that there is a strong unmet demand for legal education. It is not the function of the University System to regulate the supply of professionals to fit the demand for their services; that is the function of the marketplace. At the same time, it would be unconscionable to encourage students to enter the arduous study of law if it were known in advance that there would be no rewarding opportunities available to them upon graduation.

Many students who would enroll at the proposed law school at Georgia State University would do so for the advantage a legal education would provide them in the conduct of their regular business or profession rather than to prepare them to become practicing lawyers. However, the fact that there is a strong interest in having any law school approved by the ABA could be construed to mean that most students are considering the possibility, at least, of becoming practicing attorneys.

[Editorial note: On pp. 104, 106-7 of this study are tables which deal with the actual number of completed applications received by the College of Law for admission to its September 1981 class, the disposition of these applications, and indicators as to the caliber of these applicants. These are presented as updated data available to show extraordinary demand.]

B. The argument labeled B2 in Section II, above, addresses the cost of establishing a law school and the finiteness of the fiscal resources available to the University System and asks, in effect, can the State of Georgia afford two state-supported law schools? A similar question arises whenever a new program is proposed which duplicates an existing program at some other University System institution. Seldom, however, are the anticipated program costs as large as in the present instance. Section V of this report deals with the costs in some detail. It is possible, however, that ABA accreditation standards may require an increase in these figures. Cost is a major factor in the consideration of this proposal. . . .

C. Argument B3, Section II addresses the question of the competition for qualified students with the other three ABA-approved law schools in the state. While it is true that some students might be drawn from Emory University or Mercer University to the proposed school, this effect is not expected to be major. The University of Georgia already constitutes a less

expensive option to either of the two private schools, and it enjoys a national reputation that no newly created law school could rival. Thus, the establishment of the proposed law school at Georgia State University would offer little additional inducement to the prospective students in the Atlanta area who have traditionally been served by Emory and Mercer. The effect on the enrollment at the University of Georgia School of Law might be more significant than on that of the private institutions; but, again, because of the established quality and national reputation of the University of Georgia's School of Law, this effect is not expected to be major.

D. The Special Committee has been told that it will be difficult for Georgia State University to recruit a law faculty of high quality because of the heavy emphasis on the evening program. The argument (B4, Section II) runs that well-qualified faculty members in the legal fields are in great demand and that they will prefer to take appointments that will leave their evenings free. There is some validity to this argument, but other urban schools have evening programs of high quality with extensive evening offerings in cities that have much less to offer in the way of professional opportunities and living conditions than Atlanta has.

E. Perhaps the most cogent argument in favor of the proposed law school is that Georgia State University and the City of Atlanta, by virtue of the kind of university and the kind of city they are, merit an ABA-approved law school which offers an evening program. Tables III-3 and III-4 show the number of ABA-approved programs available to evening students and part-time students in the 21 metropolitan areas and the 21 states, respectively, with the largest populations. These tables demonstrate that among these 21 cities, only Dallas, St. Louis, Cincinnati and Atlanta lack ABA-approved

evening and part-time programs, and only North Carolina, Wisconsin, and Georgia, among these 21 states are similarly deprived.

[Editorial note: Tables III-3, III-4, and III-5 will be found at pages 36-40 of this study. Table III-5 shows enrollment in ABA-accredited law schools in major metropolitan areas.]

Other relevant statistics on this general point are the following:

- 1) Of the 169 ABA-approved law schools in the United States, 63 have evening programs.
- 2) Of the 169 ABA-approved law schools in the United States, 83 have part-time programs.
- 3) Of the 50 states, 24 states have ABA-approved law schools with evening programs. The Commonwealth of Puerto Rico has 3 ABA-approved law schools with evening programs.
- 4) Of the 50 states, 29 states have ABA-approved law schools with part-time programs. The Commonwealth of Puerto Rico has 3 ABA-approved schools with part-time programs.
- 5) The nearest ABA-approved law schools for Atlanta area residents to obtain an evening or part-time legal education at the present time are as follows:
 - a) Memphis State University, Memphis, Tennessee;
 - b) The University of Miami, Miami, Florida.

[Editorial note: A "part-time program" refers to a law school which operates both a day division and an evening division program; an "evening program" refers to a law school which operates only an evening school; the former is cumulative of the latter.]

IV. Proposed Curriculum

There are several factors which determine the development of an academic program for Georgia State University . . . College of Law. Among these are the circumstances specific to the State of Georgia and the accreditation requirements of the American Bar Association (ABA). The Supreme Court of Georgia has promulgated certain requirements for admission to sit for the Georgia Bar Examination. Compliance with the course of study

requirements of the ABA will essentially meet circumstances specific to the State of Georgia. Additionally, Georgia places a greater emphasis on the study of the professional responsibilities and ethics of the legal profession than currently called for by the ABA.

Because ABA accreditation is critical to the ultimate success of Georgia State University . . . College of Law, ABA accreditation shall be pursued from the very beginning. . . . In developing the academic program for Georgia State University College of Law, the specific course of study to be offered will be framed pursuant to the advice of the ABA educational consultant to be engaged prior to the implementation of the program. . . .

V. Facilities

[Editorial note: This section of the Regents' Report is omitted because it has been updated. See pp. 114-118 of this study.]

VI. Proposed Budget

[Editorial note: This section of the Regents' Report is omitted because it has been updated. See pp. 72-76 of this study.]

VII. Conclusions and Recommendations

The issue of a law school at Georgia State University has been before the Board of Regents since 1974 when the establishment of such a school was approved but not funded. . . . therefore, the basic decision required is whether or not a law school should be established at Georgia State University.

The recommendation of the Special Committee on the Law School is that Georgia State University be authorized and directed to begin the planning of a program of legal education leading to the J.D. degree and that a new administrative unit be created which shall be named the Georgia State University . . . College of Law within which that degree program shall be administered. . . .

The Special Committee is fully aware that it is recommending a program which will require additional funding for Georgia State University. . . . part will come from student tuition and fees; some may come from endowments and special gifts which are being earnestly sought by Georgia State University. The remainder will come from the state appropriation to the Board of Regents. This extra state allocation to Georgia State University will be approximately \$850,000 for fiscal year 1983 and will level out at \$1.3 to \$1.5 million in 1986, at which time the total operating budget will range between \$2 million and \$2.5 million per year.

It is the belief of the Special Committee that in approving the creation of the Georgia State . . . College of Law, the Board of Regents will be providing an opportunity for a legal education to many Georgians who could not otherwise pursue this educational or career goal. The City

of Atlanta and its metropolitan area, in which one-third of all Georgians reside will benefit greatly. The opportunities which a public, ABA-approved law school in Atlanta will open up for the city in its role as Capital of Georgia and the commercial center and transportational hub of the Southeastern United States are of inestimable value. Finally, the action will give Georgia State University a program which is almost demanded by its role as an urban university, and will enable it to become even more illustrious than it presently is in the company of other such universities in this country. The Special Committee urges the Board to approve this Report and its recommendations.

[Editorial note: The recommendation of the Special Committee was adopted by the Board by a vote of 10-2, 2 members not voting, 1 absent.]

II.

Perspective of Georgia State University

COLLEGE OF LAW
FEASIBILITY STUDY

by

Dr. Margaret M. Sullivan

Georgia State University
Office of Institutional Planning

July, 1982

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Characteristics of Metropolitan Atlanta

Metropolitan Atlanta is a classic example of a dynamic, modern densely populated, urban area: more than 2 million people; a multiplicity of local governments; a capital city of a state government; a regional center of the federal government; the financial capital and regional distribution center of the Southeast; a range of business activity from a plethora of "mom and pop" enterprises to an array of multi-national corporate enterprises; an airport which ranks with Chicago O'Hare as the busiest in the world and which is fast becoming not only a hub of interstate air traffic but of international air traffic; a cultural, educational and entertainment center; an "inner city" core, rated as one of the "distress" centers of America; a suburbia, rated as one of the most delightful places in America; in which to live; etc. It is, indeed, a classic example of a dynamic, modern, densely populated, urban area, and this is a conclusion too clear to require documentation.

The next important question is whether or not it will become more so, or less so, in the years ahead? What about its further development? The following data is offered in support of the proposition that it will become even more so a classic example of a dynamic, modern, densely populated urban area.

State Population

One planning document, "Population Growth and Change in Georgia" (Bachtel, 1981), reports a 19.1 percent increase in Georgia's population between 1970 and 1980. There are 874,696 more people living in the state now than in 1970. This population increase, according to Bachtel, can be attributed largely to in-migration.

Population shifts also are occurring within the state. Most of the counties holding or increasing in population are in the northern part of the state, in close proximity to the metropolitan Atlanta area. Growing counties must respond to the impact of population growth in community services, such as providing water and sewage systems, police and fire protection, and housing. Government services and educational entities must also adjust to the impact of population in-migration.

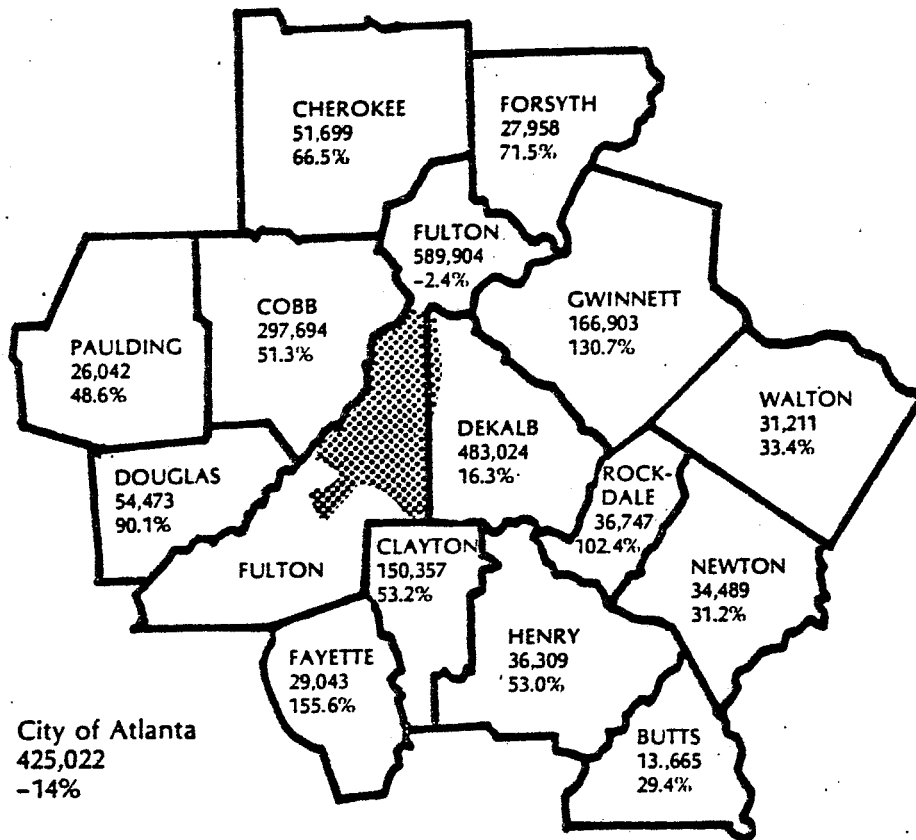
Atlanta Population

The Atlanta Standard Metropolitan Statistical Area (SMSA) encompasses 15 counties, 83 incorporated towns, and more than 2,000,000 people. Population in this region has increased more than 27 percent since 1970. Figure 1 (see page 27) shows 1980 population figures and percent change in the population of each county since the 1970 census. Fayette, Gwinnett, and Rockdale counties have more than doubled in population, while Forsyth, Cherokee, Cobb, Douglas, Clayton, and Henry counties have grown by more than 50 percent.

Population Projection

What are the population projections for Georgia and Atlanta? Will the reported trends continue? The Bureau of Economic Analysis suggests a 10.2 percent increase in the population of Georgia by 1990, with most of the increase coming to the northern part of the State.

The Atlanta Area Planning and Development Commission (APDC) region, which includes approximately one-half of the SMSA, is expected to increase by more than 465,800 people and to contain 50.5 percent of the state's inhabitants by 1990. It is projected that the population of Georgia will continue to be concentrated in the north central portion of the state (Zimmerman, Evans, and Leopold, 1979).



Source:

U.S. Bureau of Census
 Census of Population
 1970 and 1980

Figure 1

**Fifteen-County Atlanta
 Standard Metropolitan Statistical Area
 Population and Percent Increase
 1970-1980**

Employment

Growth in employment is often interpreted as evidence of an economically healthy community. The Census of Service Industries, conducted in 1972 and 1977, reflects growth patterns in many service categories in Georgia. The Atlanta Chamber of Commerce (1981), using Georgia Department of Labor employment figures for the 15-county Atlanta SMSA, reported the total increase in non-agricultural employment to be over 47 percent. Some of the non-agricultural employment areas that have experienced growth are identified in Table 1 (page 29). Thus, population growth and economic indicators reflect that this is a vibrant area, which recently has been described by the National Broadcasting Company as the number one area of the country in which to live.

Employment Projection

As Georgia continues to grow, it is expected that Georgia's work force will increase by more than 459,300 in the next 10 years. The high demand employment fields, as identified by the Georgia Department of Labor in the Atlanta SMSA, have a need for such practitioners as nurses, elementary and secondary school teachers, accountants, auditors, managers, secretaries, clerical workers, drafters, dentists, dental hygienists, pilots, engineers, architects, lawyers, and service workers. If the average projected annual job openings for professional, technical, and managerial personnel in the Atlanta SMSA (1976-1982) are combined, this group would be the largest anticipated employment category. The United States Department of Labor has identified the 35 fastest growing occupations nationwide through 1985. College training is required for employment in many of these growing occupations; for example, college training is required for nurses, bank

Table 1
Growth in Selected Employment Areas in the Atlanta SMSA

<u>Employment Area</u>	<u>Percent Increase</u> <u>1970-80</u>
Finance, Insurance, and Real Estate	47.9
Wholesale Trade	53.2
Retail Trade	50.6
Government	57.1
Services	101.7
Transportation	39.7
Construction	33.6
Manufacturing	6.0

Source:

Atlanta Chamber of Commerce, 1981.

officers and managers, insurance agents and brokers, personnel managers, social workers, and lawyers. Since these employment categories require highly educated and skilled people, the projections have great implications for educational institutions in the Atlanta region.

Education

How do the citizens of metropolitan Atlanta increase their level of education and skill training? The Governor's Committee on Postsecondary Education (1981) reported that there are 6 public vocational technical schools, 8 public colleges or universities, 8 private certificate or diploma institutions, 19 private colleges or universities, 112 proprietary certificate or diploma institutions, 5 proprietary degree-granting institutions, and 15 Bible colleges - a total of 173 postsecondary institutions in the Atlanta region. Each of these institutions serves a distinct educational need within the community. Georgia State University, one of the many postsecondary institutions serving the Atlanta region, has many unique qualities and characteristics to set it apart from other postsecondary institutions in the state and the Southeast.

Characteristics of Georgia State University

General

It is an interesting fact that as the past 70 years has seen the emergence of metropolitan Atlanta to what it is today; it has also seen the emergence of Georgia State University to what it is today. Indeed, it is more interesting that Georgia State's reason for being from its inception in 1913 to the present time has been to serve the educational needs of the Atlanta community at the level of higher education in ways that no other educational institution could or would. The very warp and woof of Georgia State University has been generated by its 70-year

intimate association with the unique characteristics and needs of the community which is metropolitan Atlanta.

Such is the basis for the comment in the Regents' Report:

From its inception (Georgia State University) has had a special mission to provide education to the citizens of metropolitan Atlanta. In fulfilling this mission . . . it has achieved a status as one of the great urban universities in the United States of America . . .

A nationally recognized, unaffiliated authority shares these views. Clark Kerr (1980), president emeritus of the University of California and former chairman of the prestigious Carnegie Commission on the Future of Higher Education, recognized that "Georgia State University has been serving the people of the city (the Atlanta metropolitan area) in a way that few universities in the nation have been able to accomplish." He went on to predict that Georgia Sate University, in the year 2000, will be, as it is today, one of the most successful, or perhaps the most successful, of the new urban-oriented universities in the United States.

As earlier indicated, Georgia State University and the University of Georgia, are the only comprehensive universities in the University System of Georgia. Georgia State, to be sure, is second to the University of Georgia but it tries harder. In 1982 its enrollment exceeded 20,000 students. It includes six colleges:

College of Arts and Sciences
College of Business Administration
College of Education
College of Health Sciences
College of Public and Urban Affairs
College of Law

The urban commitment of Georgia State pervades the educational program of these colleges, and numerous collateral services are designed for the students and the community. More than 50 diverse departments

offer course work to qualified students, and a Division of Developmental Studies provides "catch-up" preparation for entering undergraduate degree programs.

Associate, Bachelor, Master, Doctor of Philosophy, and Doctor of Business degrees are conferred by the colleges. More than 50,000 degrees have been awarded during the last 25 years by Georgia State University. The Colleges of Arts and Sciences, Business Administration and Education conferred the majority of degrees awarded in FY 1981.

The University operated during 1981-1982 with a budget in excess of 70 million dollars. The Fifth Year Interim Report (1982) to the Southern Association of Colleges and Schools stated that for the past five years, education and general expenditures per FTE student have shown consistent growth. State appropriations have also grown in the same period of time. The state appropriations have grown more than 10 million dollars since 1979-1980. Private gifts, grants and contributions have almost doubled since 1979-1980.

Administration

Georgia State University is an independent unit of the University System of Georgia, which, as earlier indicated, is governed by the Board of Regents. This is a constitutionally-prescribed instrumentality of the State of Georgia with constitutional powers over matters of higher education. Members are appointed by the Governor for seven-year terms, and as a body, the Board determines policy and provides direction for and supervision over, the 33 independent units of the University System. The Board also elects a Chancellor who is the chief administrative officer of a staff which otherwise supports the administration of the System.

The President of Georgia State University is its chief executive officer and serves at the pleasure of the Board. Dr. Noah Langdale, Jr., has just celebrated his twenty-fifth year as President.

Figure 2 (page 34) illustrates the administrative organization of the University. The Dean of the College of Law reports to the Vice President of Academic Affairs, as do the deans of the other five academic colleges.

Need for a Law School at Georgia State University

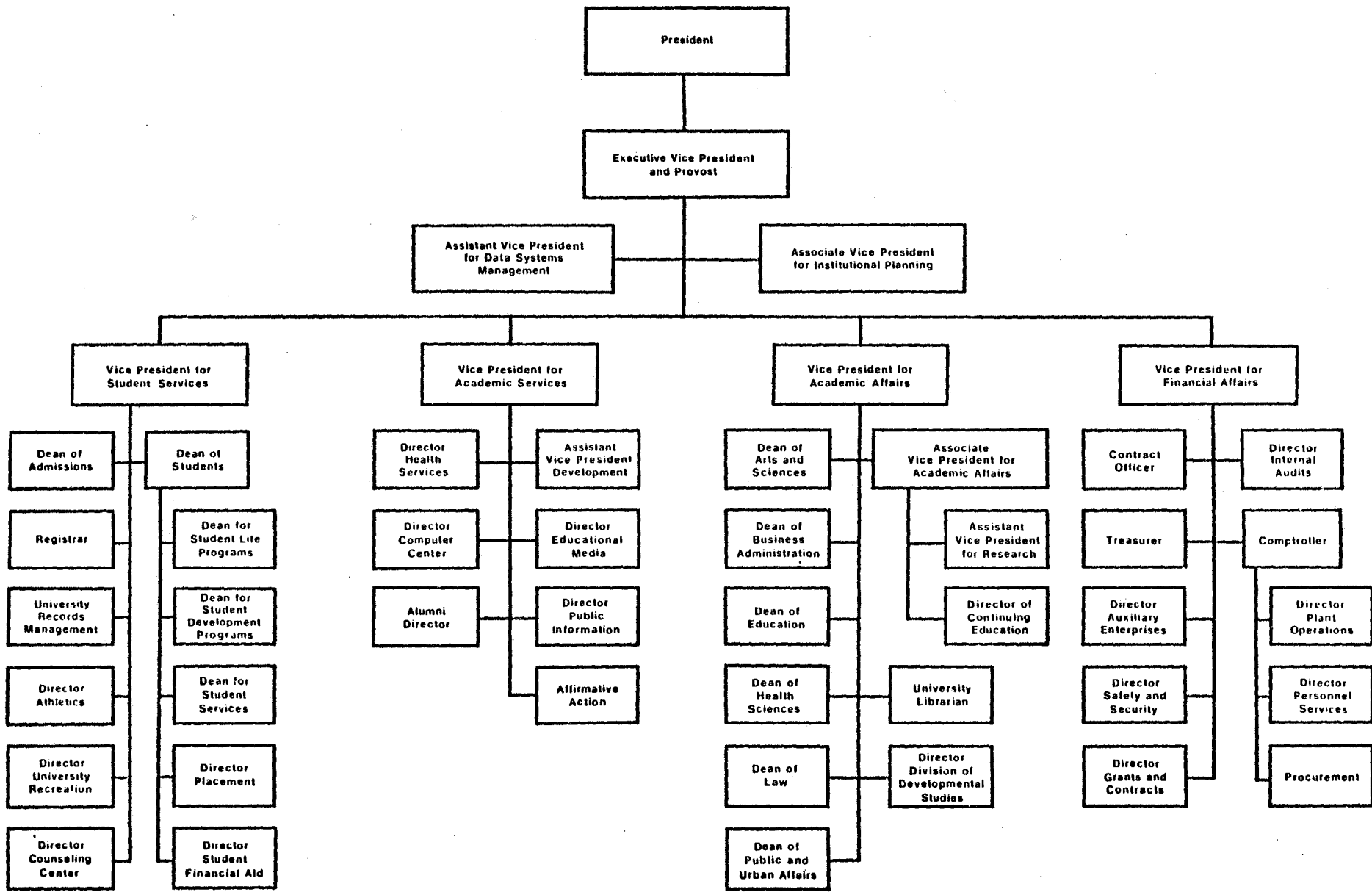
The Regents' Report, after its recommendation that the College of Law be established at Georgia State University, concluded:

Finally, the action will give Georgia State a program which is almost demanded by its role as an urban university. . .
(emphasis added)

When the Regents' Report is read in its entirety, it is clear that the action of the Board was founded, in large measure, on two well-developed patterns which prevail rather distinctly throughout the United States:

- 1) Whenever there has developed in this country a dynamic, modern, densely populated urban area, a law school (or more) affording a part-time ABA-accredited program of legal education to its citizens appears to be something of a natural concomitant therewith.
- 2) Wherever a state has a population in excess of 4 million, a law school (or more) affording a part-time ABA-accredited program of legal education to its citizens also appears to be something of a natural concomitant in that state.

Obviously, these patterns are not absolutes, and obviously, too, they have not developed as natural phenomena except in a social science sense. In this sense, based on empirical data, it is not far-fetched to conclude that with a proper concentration of population, with whatever caused it to continue, however difficult of identification and quantification,



Source: Executive Vice President and Provost (October, 1981)

Figure 2

Georgia State University Administrative Organization
 (Source: Georgia State University Fact Book 1981-82)

a part-time ABA-accredited law school is needed, unless contrary factors can be identified and quantified.

Even so, what this does say, unmistakably, is that data based on nationwide factors are not pertinent; better a bad guess than an answer known to be wrong.

Moreover, what this may also say, unmistakably, in that data relating to the supply of lawyers at any particular time, oversupply or undersupply, is too ephemeral to be pertinent in measuring the need for more or less law schools when the establishment of quality law schools is always a long-term endeavor.

So, it seems that the question must be narrowed to factors viewed as carefully as possible in terms of quality and accessible legal education in the Southeast, in Georgia, and in metropolitan Atlanta.

Demographic Factors

The Regents' Report included certain tables which are included at this point at Table 2 (page 36) and Table 3 (page 37). With reference to Table 2, the Regents' Report noted:

These tables demonstrate that among these 21 cities only Dallas, St. Louis, Cincinnati and Atlanta lack ABA-approved evening and part-time programs, and only North Carolina, Wisconsin and Georgia, among these 21 states are similarly deprived. (emphasis added)

Referring to Table 3, the Regents' Report further notes:

The nearest ABA-approved law schools for Atlanta area residents to obtain an evening or part-time legal education at the present time are . . . Memphis State University, Memphis, Tennessee and the University of Miami, Florida.

Table 2
Metropolitan and State ABA Evening and Part-time Programs*

<u>Metropolitan Area</u>	<u>1980 Population</u>	<u>ABA Evening Program</u>	<u>ABA Part- time Program</u>
New York City	16,065,000	7	7
Los Angeles	11,439,000	2	2
Chicago	7,697,000	5	5
Phildelphia	5,530,000	3	3
San Francisco	4,845,000	2	2
Detroit	4,606,000	4	4
Boston	3,443,000	2	4
Houston	3,086,000	2	2
Washington, D.C.	3,045,000	5	5
Dallas	2,964,000	0	0
Cleveland	2,830,000	1	1
Miami	2,579,000	1	1
St. Louis	2,345,000	0	1
Pittsburgh	2,261,000	1	1
Baltimore	2,166,000	1	1
Minneapolis	2,109,000	1	1
Seattle	2,084,000	1	1
**Atlanta	2,029,618	0	0
San Diego	1,860,000	2	2
Cincinnati	1,651,000	0	0
Denver	1,615,000	1	1
 <u>State</u>			
California	23,668,562	8	9
New York	17,557,288	5	8
Texas	14,228,383	2	3
Pennsylvania	11,866,728	2	2
Illinois	11,418,461	5	5
Ohio	10,797,419	4	4
Florida	9,739,992	1	1
Michigan	9,258,344	4	5
New Jersey	7,364,158	3	3
North Carolina	5,874,429	0	0
Massachusetts	5,737,037	3	4
Indiana	5,490,179	1	2
**Georgia	5,464,265	0	0
Virginia	5,346,279	1	0
Missouri	4,917,444	0	2
Wisconsin	4,705,335	0	0
Tennessee	4,590,750	1	1
Maryland	4,216,446	2	2
Louisiana	4,203,972	1	2
Washington	4,130,163	2	2
Minnesota	4,077,148	1	1

*The 21 metropolitan areas and 21 states with the largest populations

**Special emphasis

Source: University System of Georgia

Table 3
Enrollment in ABA Accredited Law Schools in Major Metropolitan Areas

<u>Institutions in Metro Areas</u>	<u>Number of Law Students</u>	
	<u>Full-Time</u>	<u>Part-Time</u>
Atlanta, Georgia		
*Georgia State University	0	0
Emory University	800	0
	<u>800</u>	<u>0</u>
Baltimore, Maryland		
University of Baltimore	485	549
University of Maryland	507	248
	<u>992</u>	<u>797</u>
Boston, Massachusetts		
*University of Massachusetts-Boston	0	0
Suffolk University Law School	968	856
New England School of Law	542	428
Boston College	750	0
Boston University	1,050	0
*Northeastern	394	0
Harvard	1,780	0
	<u>5,484</u>	<u>1,284</u>
Chicago, Illinois		
*University of Illinois-Chicago Circle	0	0
De Paul University	809	340
Illinois Institute of Technology	605	302
John Marshall Law School	1,001	638
Loyola University	449	250
Northwestern	525	0
University of Chicago	524	0
	<u>3,913</u>	<u>1,530</u>
Cincinnati, Ohio		
*University of Cincinnati	371	0
Northern Kentucky University	229	278
	<u>600</u>	<u>278</u>
Cleveland, Ohio		
*Cleveland State University	630	520
Case Western Reserve	666	0
	<u>1,296</u>	<u>520</u>
Dallas, Texas		
SMU	590	0

(Note: An unaccredited law school -
Trinity School of Law - is in Dallas.)

(continued on next page)

Table 3, Continued

<u>Institutions in Metro Areas</u>	<u>Number of Law Students</u>	
	<u>Full-time</u>	<u>Part-Time</u>
Detroit, Michigan		
*Wayne State University	720	355
University of Detroit	470	273
Detroit College of Law	405	440
	<u>1,595</u>	<u>1,068</u>
Houston, Texas		
*University of Houston	833	304
South Texas College of Law	642	549
*Texas Southern University	347	0
	<u>1,822</u>	<u>853</u>
Kansas City, Missouri		
*University of Missouri-Kansas City	468	98
Los Angeles, California		
Loyola Marymount	850	450
Southwestern University	925	783
U.C.L.A.	1,016	0
University of Southern California	530	0
Whittier	187	223
	<u>3,508</u>	<u>1,456</u>
Louisville, Kentucky		
*University of Louisville	372	179
Memphis, Tennessee		
Memphis State	395	139
Miami, Florida		
University of Miami	1,140	217
Milwaukee, Wisconsin		
*University of Wisconsin-Milwaukee	0	0
Marquette	455	0
	<u>455</u>	<u>0</u>
Minneapolis/St. Paul, Minnesota		
Hamline University	478	0
*University of Minnesota	723	0
William Mitchell College of Law	117	1,001
	<u>1,318</u>	<u>1,001</u>
New Orleans, Louisiana		
Loyola University	534	247
Tulane University	623	0
	<u>1,157</u>	<u>247</u>

(continued on next page)

Table 3, Continued

<u>Institutions in Metro Areas</u>	<u>Number of Law Students</u>	
	<u>Full-Time</u>	<u>Part-Time</u>
New York, New York		
Brooklyn Law School	750	275
Columbia University	1,024	0
Fordham University	720	378
New York Law School	827	429
New York University	1,374	1,206
Yeshiva University	900	0
	<u>5,595</u>	<u>2,288</u>
Newark, New Jersey		
*Rutgers University	603	180
Seton Hall University	681	503
	<u>1,284</u>	<u>683</u>
Philadelphia, Pennsylvania		
*Temple University	800	400
University of Pennsylvania	666	0
	<u>1,466</u>	<u>400</u>
Pittsburgh, Pennsylvania		
*University of Pittsburgh	667	0
Duquesne University	320	364
	<u>987</u>	<u>364</u>
San Diego, California		
California Western School of Law	687	0
University of San Diego	677	296
	<u>1,364</u>	<u>296</u>
San Francisco, California		
Golden State University	524	287
University of California-Berkeley	918	0
University of California-Hastings		
College of the Law	1,536	0
University of San Francisco	570	190
	<u>3,548</u>	<u>477</u>
St. Louis, Missouri		
St. Louis University	589	0
Washington University	611	52
	<u>1,200</u>	<u>52</u>

(continued on next page)

Table 3, Continued

<u>Institutions in Metro Areas</u>	<u>Number of Law Students</u>	
	<u>Full-Time</u>	<u>Part-Time</u>
Washington, D.C.		
American University	603	255
Antioch School of Law	450	0
Catholic University	493	256
Georgetown University	1,521	436
George Washington University	1,000	400
Howard University	470	0
	<u>4,537</u>	<u>1,347</u>

Source:

Barron's Guide to Law Schools, 1980.

American Bar Association Review of Legal Education in the United States, Fall, 1979.

* Regarded as major "urban universities" as defined by the Committee of Urban Program Universities.

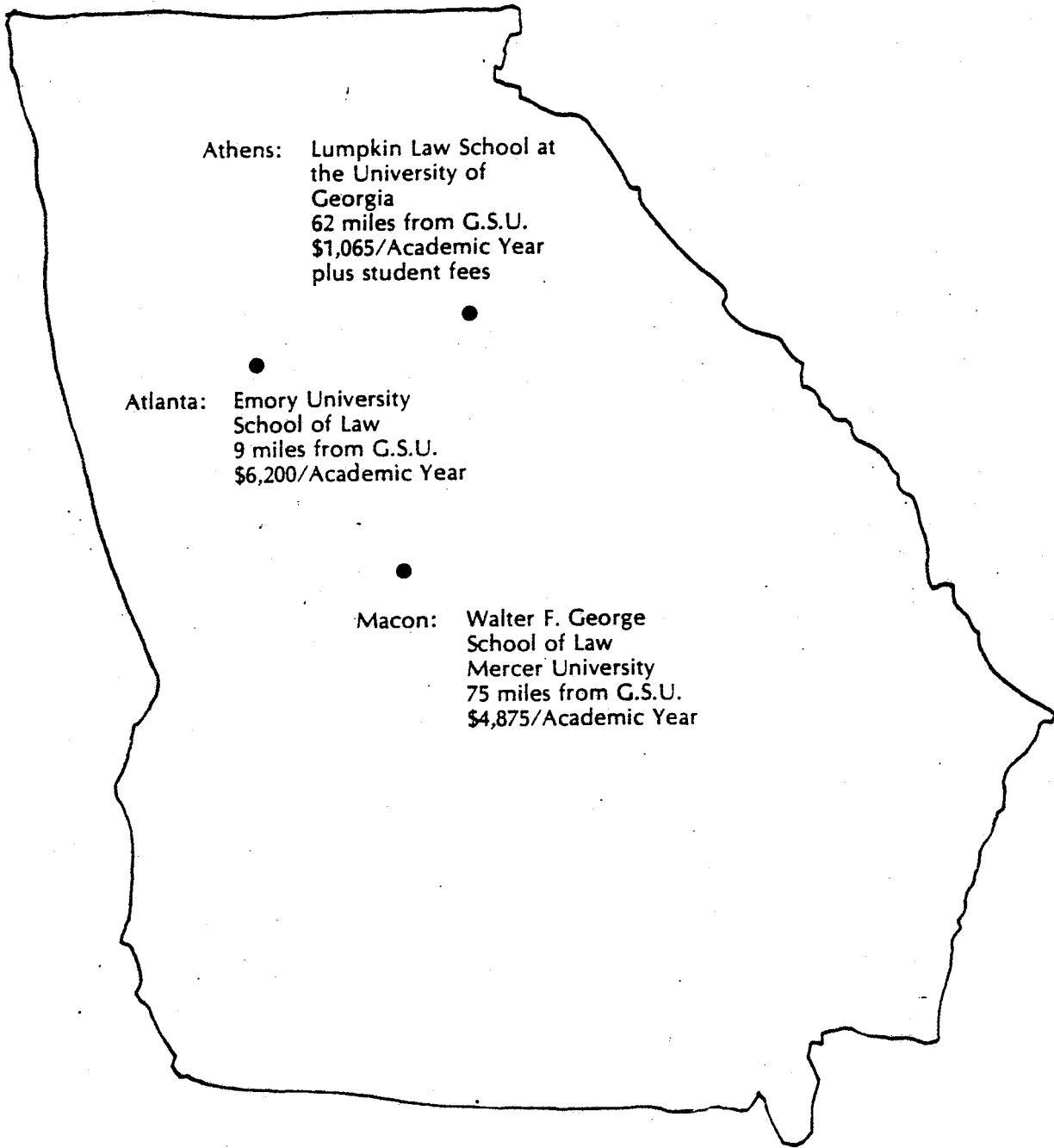
Sociological Considerations

Accessibility to a nationally accredited legal education is of particular importance to both women and black residents of the Atlanta community. Both populations are under-represented in the legal profession. The Georgia State University program will also allow the large number of working business executives and the more than 40,000 state and federal government employees an opportunity to acquire a quality legal education.

Currently there are many qualified Georgia citizens unable to enter nationally-accredited Colleges of Law in Georgia. Figure 3 (page 42) identifies the three nationally-accredited schools in the state which are located in Atlanta, Athens, and Macon. Although these schools meet the needs of some students, commuting time and/or tuition costs as well as full-time day programming are significant barriers to many qualified individuals.

More than 25 postsecondary institutions offer pre-law programs of study in Georgia. Pre-law programs of study are offered by 12 public and 13 private institutions (Governor's Committee on Postsecondary Education, 1981). There are not enough spaces available in the three nationally-accredited law schools located in Georgia to accommodate even the highly-qualified graduates of these pre-law programs.

Of the approximately 650 spaces available in these three law schools for first-year law students, 40 percent are filled by out-of-state students. Emory University in 1981 admitted less than 25% Georgians to its first-year law class. During 1980 and 1981 approximately 66 percent of the Mercer first-year class were Georgia residents. The University of Georgia, the only public law school in the state, in 1981 enrolled approximately 15 percent of its students from out-of-state.



Source:

Offices of Law Admissions
Maps of Atlanta and Georgia

Figure 3

Location and 1982-1983 Tuition of Public and Private
Nationally Accredited Law Schools in Georgia

The University of Georgia and Emory have held their enrollment relatively constant while increasing substantially the number of women, and less substantially the number of minorities. It would seem that the number of students, particularly males, completing a pre-law course of study in Georgia's colleges will find less opportunity to be educated in a nationally-accredited law school in this state as long as there is an increase of population within the state.

But all of this is somewhat beside the point. It simply must be recognized that the three nationally-accredited law schools operating in this State have not effectively attracted minority students, and have no part-time or evening programs for working people. Moreover, many middle-income families are finding it financially impossible to provide their youth with a legal education when full-time study in residence is their only alternative.

A Growing Legal Economy

The fifteen-county area around Atlanta has grown 27 percent since 1970. Concurrent with this population growth has been growth in finance, real estate, and insurance (all services that contribute to and rely upon law firms). According to statistics compiled by the Georgia Department of Labor (1980), legal services in the metropolitan area have increased from 1,218 establishments to 1,763 establishments in the five-year period from 1972-1977. Income to these same legal establishments has almost doubled during the same five-year period - from 116.6 to 223.6 millions of dollars.

The number of J.D. degrees awarded in the state and the enrollment in the law schools in the state have not increased to accommodate this rapid growth. Annual admissions to the Georgia Bar far exceed the number of students graduating from nationally accredited law school in the state.

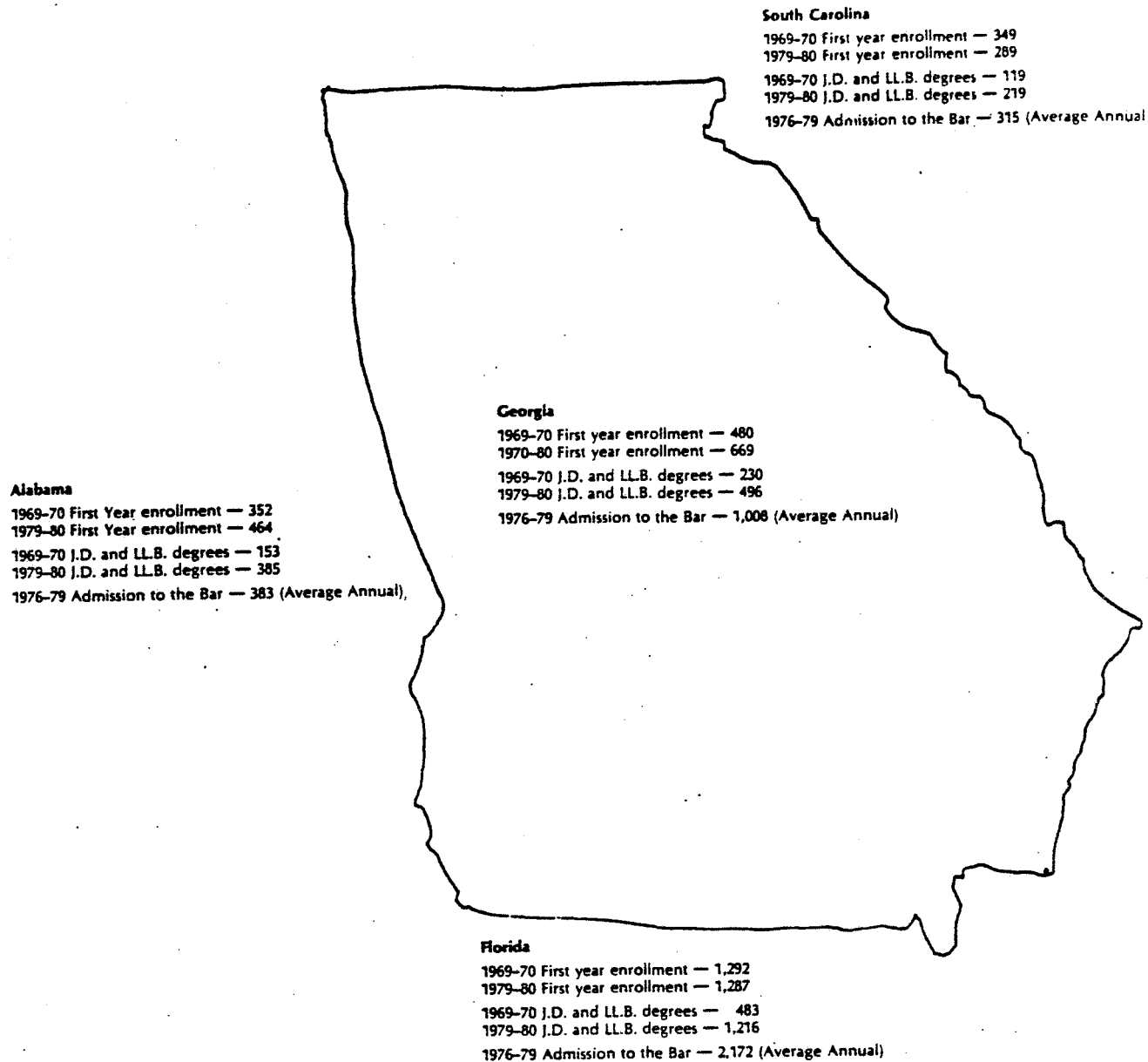
This is also true for South Carolina, Alabama, and Florida, Georgia's neighboring states. Figure 4 (page 45) illustrates this information.

Increased Professionalism

For several years, including 1982, the Georgia Bar Association has prepared a resolution stating that no one be permitted to take the Georgia Bar Examination who did not graduate from an ABA accredited law school. If a resolution such as this were adopted by the Supreme Court of Georgia, and it could likely happen, then:

- the demand for quality legal education from Georgia State University would exceed the high level that exists today.
- more out-of-state lawyers would be employed in the rapidly growing Atlanta legal economy.
- approximately 700 students enrolled in non-ABA law schools in Atlanta (Atlanta Law School, Woodrow Wilson College of Law, and John Marshall College of Law) would not be eligible to take the Georgia Bar Examination and these schools would probably close leaving no opportunity for education for part-time or evening students.

Demographic factors such as location and population, sociological considerations such as service to minorities, economic issues and professional improvement all support the need for a nationally accredited College of Law in Atlanta. The unique urban mission and strong graduate and business programs at Georgia State University makes this institution ideal for a College of Law with a quality academic program.



Source:

"Legal Education in the Southern Region." Paper written by Eva Galambos, SREB, 1981.

(Using data from:

Review of Legal Education, 1971, 1976, 1979.

The Bar Examiner, Vols. 30, 40, 47, 48, 49.

Figure 4

Enrollment in and Degrees Granted by
 Nationally Accredited Law Schools in Georgia
 and Three Neighboring States and Average Annual State Bar Admissions

III.

The Perspective of the Dean of the College

COLLEGE OF LAW

FEASIBILITY STUDY

by

Dean Ben F. Johnson

Georgia State University

College of Law

September 1, 1982

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Introduction

Following the August 19, 1981, mandate of the Board of Regents, Dr. Noah Langdale, Jr., President of Georgia State University, established an Executive Task Force for the development of the College of Law as follows:

Dr. Noah Langdale, Jr., President
Dr. William M. Suttles, Executive Vice President and Provost
Dr. Harold E. Davis, Interim Vice President for Academic Affairs
Dr. Eli A. Zubay, former Vice President for Academic Affairs
Dr. Clifford I. Johnson, Assistant to the President

He also appointed what was known as the Working Group for the development of the College of Law; this was the Executive Task Force expanded to include additional major university administrators:

Dr. Joe B. Ezell, Associate Vice President for Institutional Planning
Dr. George W. Stansbury, Jr., Dean of Admissions
Dr. John D. Marshall, Jr., Assistant to the Provost
Dr. Ralph E. Russell, University Librarian
Dr. Jerry H. Robbins, Associate Vice President for Academic Affairs

The President also appointed a Lawyers Advisory Committee which included twenty-two prominent members of the legal profession in metropolitan Atlanta.

In September, 1981, Dean Orin L. Slagle of the Florida State University College of Law, formerly Dean of the Ohio State University College of Law, was engaged as a consultant, and he made an on-site visit to Georgia State University on September 14 and 15 to advise the developmental groups about action required or advisable from the standpoint of future accreditation by the Association of American Law Schools. Dr. Robert K. Walsh, Dean for many years of the Little Rock School of Law of the

University of Arkansas, was also engaged as a consultant, and he made an on-site visit to Georgia State University on September 21 to advise the developmental groups about various courses of action required or advisable from the standpoint of future accreditation by the Section of Legal Education of the American Bar Association.

On September 16, Dr. Ben F. Johnson, Professor of Law at the Emory University School of Law for over 35 years and Dean of that Law School from 1961 through 1973, was contacted by Dr. Langdale about the prospect of becoming the Founding Dean of the projected College of Law. On October 1, he was appropriately appointed Interim Dean and Visiting Professor of Law. It was understood that he would continue with his regular teaching assignments at Emory for the remainder of the academic year, take early retirement at Emory as of August 31, 1982, and proceed immediately with the development of the College of Law for opening in September 1982.

At this point it seems appropriate to shift to the first person and introduce myself. I was a regular member of the law faculty at Emory University from 1946-1982. This period covered good times, enrollment-wise and placement-wise, and hard times, enrollment-wise and placement-wise. From June 1961 through June 1973, I served as Dean there. For the most part these years were good times, both enrollment-wise and placement-wise. As a consequence of World War II Emory had instituted an evening division, and this was continued until its phase-out in 1970. Thus, I am experienced with the goals and operations of a multiple division law school. When I assumed the deanship at Emory the enrollment was approximately 100 students in the day division and 100 students in the evening division. The full-

time faculty, including the Dean and Law Librarian, numbered six. During my deanship a new \$5 million law school building was constructed, the evening division was phased out, the enrollment increased to 500 full-time students, the full-time faculty to 21 and the law library to approximately 100,000 volumes. As early as 1966 the Emory Pre-Start Program for the enrollment of minority students became a prototype for such programs as CLEO; we instituted a program in clinical education involving a neighborhood law office; we initiated a program of legal assistance for prison inmates which eventually became the Federal Defender Project presently operating in the Northern District of Georgia; we secured funding for the appointment of a Henry Luce Professorship in Law and the Behavioral Sciences to promote the integration of law with other university disciplines; and we secured a chapter of the Order of the Coif. I believe it can be said, modestly, that the Law School of Emory University has now achieved a degree of stature as a national law school, that I was instrumental to some extent in this, and that I have strong qualifications for the challenging, exciting, and satisfying project I have undertaken at Georgia State.

The negotiations which led to my taking this assignment lasted two weeks. This included discussions which included not only sessions with the administrative officials at Georgia State but with the Chancellor of the University System, Dean Thomas Morgan at Emory, members of the bar and other members of the civic and business community. The information at my disposal was essentially what has been presented in the two preceding portions of this study. I was, and am, convinced that both the administration of the University System and the administration of Georgia State

University are genuine in their commitment to establish at Georgia State a law school which will more than meet the accreditation requirements of both the American Bar Association and the Association of American Law Schools. I asked if there existed any expressed or implied special limitations on what we might develop here, and was assured, and am convinced, that there were and are none. In short, it was my evaluation of their commitment that they would seriously consider the implementation of any plans which my leadership might produce in the development of this new law school. No person in his or her right mind would be a law school dean twice unless the opportunity presented an irresistible challenge for some unique contribution to legal education. I see such a challenge in the opportunity which has come to me in this enterprise. The thrust of this portion of this feasibility study will be to pass this on, not merely to those concerned with accreditation, but to the administration of the University System, the administration of Georgia State University, the faculty of Georgia State University and to the faculty of the College of Law as it has been assembled and will be developed in the years to come.

With this in mind, I will attempt in this portion of this study to describe my view of what can be developed at the Georgia State College of Law. Some of this will, in terms of general objectives, be deduced from the basic articles of this enterprise, namely what has already been described in the two preceding portions of this feasibility study. Some will be my own deductions about what can be developed consistent with these basic articles and somewhat in natural supplementation thereof.

In broadest outline, the articles of this enterprise project a law school with these characteristics:

- For many students, a conventional educational program leading to the Doctor of Law (J.D.) degree, utilizing three academic years, with full-time students in residence, in full compliance with the accreditation requirements of the American Bar Association;
- A scheduling of such a program to make possible its accomplishment over a more extended period of time by other students in residence who may not be able to attend full-time, the same producing as nearly possible the equivalence of the conventional three-year program of study and also being in full compliance with the accreditation requirements of the American Bar Association;
- Whether accomplished on a full-time or part-time basis, a curriculum which will qualify its graduates for admission to the bar;
- Curricular and extra-curricular emphasis on the legal problems of modern urban society and its governance at all levels, local, state and federal;
- The integration of such a program of study and the faculty into the variety of other programs of study and other faculties existing at Georgia State University to produce a common university effort with respect to the problems of modern urban society.
- An expanded minority enrollment in the curriculum and extra-curricular programs of such a law school, making possible a broader participation of minority graduates in the legal profession.

Later in this feasibility study I shall state in a more formal way the general purpose of the College of Law, some secondary purposes, and then describe somewhat the mechanisms by which these may be accomplished. For the moment I have presented enough, in my judgment, to justify my personal assessment of the opportunity presented here as "an irresistible challenge for some unique contribution to legal education," especially with respect to the Southeast. Indeed, if a theme were appropriate for a feasibility study I would ascribe one as follows:

Metropolitan Atlanta)	New Horizons
Georgia State University)	in
College of Law)	Legal Education

This I believe deeply, and it states succinctly the reason for my participation.

Philosophically, the theme begins with "legal education as an institution" and seeks to evaluate the projected College of Law at Georgia State in terms of service to legal education as an institution. Four major directions are involved:

First, in my professional opinion, legal education as an institution, even today and more so for the future, needs to develop an affirmative-action attitude about part-time law study - not, of course, to require it of all law schools as in the matter of minority enrollment, nor merely to tolerate it because it has been built inextricably into the financial structure of many schools, nor sentimentally to reverence it as a carry-over of the origins of some schools, nor benevolently to offer it as a sort of tokenism with respect to educational opportunity, but to embrace it affirmatively and make it an attractive alternative equally respectable to conventional full-time programs for those who need it or want it.

Kelso (1972) found that "employed evening students can perform as well as day students in law school and in the practice - at least if they attend 'B' or 'C' schools" [i.e., "schools of average resources or somewhat better," which are most of the law schools in this country]. It is clear, then, that the potential for the development of an affirmative-action attitude towards part-time legal education in this country is considerable. I believe that the time is at hand for legal education as an institution to pursue the development of models other than the "superstar" model of a law school which has rather universally been accepted as the

only criterion of quality legal education in this country for the last fifty years; I believe there must be alternative models some of which should include part-time legal education as a respected equal with full-time legal education. Such a model is more feasible in densely populated metropolitan centers, and will more likely come in publicly-financed law schools, rather than in privately-financed law schools.

Second, legal education as an institution has satisfactorily expanded the analytical jurisprudence of the late 19th century into the sociological jurisprudence of the middle 20th century, and has accepted in principle the integration of various disciplines of the university into the conventional law school course of study. However, this integration has been carried out for the most part by law faculty, for the most part as an academic study, and for the most part solely as a law school project.

The basic articles of the enterprise involved in this feasibility study suggest a more comprehensive approach: a broader participation by both faculty and students of other university disciplines, on both academic and empirical bases, more as the goal of the total university, and, moreover, the goal of a university located in a densely populated urban area and therefore oriented to a more complete involvement of higher education with modern urban problems. I submit that the operation of a law school in such a context affords considerable potential in the way of new horizons for legal education as an institution.

Third, legal education as an institution has, indeed, embraced the idea of clinical education, but the modes of accomplishing this yet continue somewhat experimental.

From the data submitted in the basic articles of this feasibility

study it is evident that the physical location of the College of Law places its entire operation literally within walking distance of almost every conceivable form of law-related activity from which to develop and evaluate clinical programs, thus making these activities, in effect, campus-based. The exploitation of the possibilities in this area can be of tremendous value to the development of clinical education as an accepted phase of legal education.

Fourth and finally, insofar as legal education as an institution is concerned, the matter of continuing legal education may be going by default to commercial organizations or bar associations. This is not to suggest that this trend should be reversed, but it is to suggest that legal education as an institution may yet have a unique role to play.

The conventional mode of legal education is a more or less structured course of study, utilizing primary source materials, fairly comprehensive, and conducted periodically, with study time in between, over an extended period of time. This, of course, is something quite different and more substantial than conventional CLE programs.

From the standpoint of legal education as an institution, once evening school work is fully accepted with respect to the degree program, it is but logical to extend its mode to nondegree CLE coursework, particularly in a large metropolitan area at a law school with a law library which is physically accessible, day in and day out, with a potential market of thousands of practicing lawyers. This is precisely the opportunity that exists for the College of Law at Georgia State - not in competition with existing CLE programs, but supplementary thereof, in a substantial way.

Accreditation Goals

While the immediate purpose of this feasibility study is to satisfy requirements for provisional ABA accreditation, it is also important as a blueprint for full accreditation by both the American Bar Association and the Association of American Law Schools. Accreditation goals have been established and promulgated as follows:

- 1) At the end of the first year of operation, provisional accreditation by the American Bar Association
- 2) At the end of the third year of operation, full accreditation by the American Bar Association
- 3) At the end of the fifth year of operation full accreditation by the Association of American Law Schools.

As Dean I have informed myself fully as to the Standards and Rules of Procedure for the Approval of Law Schools by the American Bar Association, and both the Georgia State University administration and I are fully committed to the necessary steps to develop a program of legal education which will qualify for approval by the American Bar Association.

In our initial bulletin announcing the 1982 opening of the College of Law we said:

National Accreditation

Every applicant should understand that the College of Law is not accredited at this time by any national accreditation agency. There is no way an educational institution can be accredited in advance of opening. Like any educational institution in the process of being born, Georgia State University's College of Law needs students to start operation, and we want the best we can get who are willing to join with us in this rare experience of founding a law school that expects to be fully accredited.

There are two national accrediting agencies for law schools in this country: the Council

on Legal Education of the American Bar Association (ABA) and the Association of American Law Schools (AALS). The ABA rules allow for provisional accreditation after one year of completed operation; under its rules, full ABA accreditation is possible after three years of operation. When this occurs, all students who have graduated from a school that has been operating for three years in compliance with ABA requirements will receive degrees that will be acceptable throughout the country as ABA-approved. The AALS has no provision for provisional accreditation; after five years, full accreditation by AALS is possible.

The College of Law is new. From its activation, it has been working closely with representatives of the ABA and the AALS. The college's purpose is, in every respect, to be so clearly in compliance with the requirements of these accrediting agencies that provisional and then full accreditation will be forthcoming at the earliest possible time.

We recognize that the American Bar Association rules, with respect to a law school seeking accreditation, require that we make no representation to any applicant that the College of Law will be approved by the ABA prior to the graduation of any matriculating students. To be absolutely in compliance with this requirement, this statement, in this precise language, has been included in every letter of acceptance to accepted applicants.

Statement of Primary Purpose

The primary purpose of the College of Law is to establish and maintain an educational program in law leading to the Doctor of Law (J.D.) degree, in full compliance with the accreditation requirements of both the American Bar Association and the Association of American Law Schools, for the benefit of candidates of acceptable qualifications who meet the requirements for graduation by residence study on a full-time or part-time basis, and who, upon the satisfactory completion thereof, will be qualified academically to stand successfully the bar examination in the

states of their choice, be admitted to the bar, and authorized to practice law therein.

By way of elaboration, our purpose is an educational program professionally oriented to the practice of law in a complex and dynamic society concerned with these major emphases:

- the substantive content of the law and its procedural mechanisms at any particular time;
- an awareness of past developments in these respects, as well as a sense about their future evolution;
- the identification and development of research, writing and advocacy skills of our students;
- an emphasis on professional responsibility as regards the representation of others, the improvement of the law, and the more effective administration of justice.

Except for the matter of part-time study, this could as well be a statement of purpose for the law school of Emory University, of the University of Georgia, or of any nationally-accredited law school. Indeed, with this exception, our purpose is no less than theirs.

Justification for Part-time Legal Education

In the basic articles of this enterprise, however, the extension of the opportunity for a professionally oriented, quality legal education to a variety of career-constituencies which for one reason or another cannot, time-wise or money-wise, devote three years in residence exclusively to the full-time study of law, has been made a matter of the utmost priority. The basic educational philosophy of Georgia State University since its beginning has been to offer educational programs to meet the needs of students irrespective of their ability to attend classes full-time. We are not proposing a multiple division law school in the traditional sense; we are proposing a single program which can be accomplished on either one of

two time-tracks, a nine-quarter schedule or a fifteen-quarter schedule. Course offerings in two sections: one, a day section, and the other, an evening section; same admission requirements, same graduation requirements, same course offerings, same caliber of instruction; to the extent possible, the same in every respect except the time stretch-out from a nine-quarter schedule to a fifteen-quarter schedule of classes.

What career-constituencies will this serve? There are, indeed, six distinct career-constituencies which need this expansion of educational opportunity:

1) Traditional law students - persons recently graduated from college who want careers in the practice of law and are enrolled full-time in a law school, except that they are financing themselves by working 20-30-40 hours each week, often in law offices, notwithstanding a national accreditation requirement that they be full-time law students, or are borrowing thousands of dollars at exorbitant interest rates, the repayment or non-payment of which will plague them for years to come. This career-constituency desperately needs an alternative, especially in southeastern United States; the College of Law at Georgia State University will, in its proposed fifteen-quarter schedule, offer them a more favorable alternative.

2) Persons who want to make careers in the practice of law and have graduated from college, perhaps after working their way through, perhaps somewhat older than the usual college graduate, single, perhaps married with children, a local household and a working spouse, locked into a situation where they cannot afford the prevailing high tuition at privately supported accredited law schools, or even to move their families to the

location of publicly-supported accredited law schools, in order to pursue their career objective on a full-time basis. This career-constituency needs an alternative to the unaccredited proprietary law schools which abound in Atlanta and, indeed, may be expected to proliferate. The College of Law at Georgia State will offer them a more favorable alternative and also retard the proliferation, if not eliminate entirely, these unaccredited proprietary law schools.

3) An increasing number of young people, more often female, who have graduated from college, are attracted to a career in law but, wary of their aptitude for it and, perhaps, concerned with the high cost in time and money of an accredited legal education, take jobs in law offices, become proficient paralegals in one area of the law or another, then after several years of experience know beyond doubt that their destiny lies in a legal career and then want such a career as rich and full as possible. Even so, they, more likely, are beyond the point of beginning anew a legal education at a nationally accredited law school on a full-time basis. Here again, this career-constituency needs an alternative to unaccredited law schools.

4) In the search for more satisfaction in their work, there is a career-constituency which might be called "second-career hopefuls." These are not only early retirees but persons at various stages in their careers who find themselves, for various reasons, at a dead end and want to move in another direction with their lives. Frequently their work has been law-related and they have found satisfaction in this; for the first time they know what a legal career involves and know that if they could only begin again they might be able to live again. They too, more likely, are

beyond the point of beginning anew a legal education at a nationally accredited law school on a full-time basis. Once again, this career-constituency needs an alternative to unaccredited law schools.

5) In a society which is becoming progressively more legalistic there is developing an increasing overlap of law and other disciplines, professions and specializations of one sort and another. This is generating a widespread interest on the part of persons actively involved in these disciplines and specializations in a legal education to complement their existing careers. This situation exists in relation to the academic community, to the business community and to professions other than law. These are persons active in the practice of their work who see the need for a thorough knowledge of the interface of their practice and the law. Here again, they are beyond the point of beginning anew a legal education on a full-time basis at an accredited law school, and they likely have no interest at all in a legal education at an unapproved law school; the College of Law will offer them an alternative. Moreover, more than any other career-constituency, this offers an exciting prospect of enrichment to any basic program of legal education as well as to the development of law.

6) There is a career-constituency of considerable magnitude made up of intermediate and high-level management personnel in business and governmental organizations who in the course of their careers have become aware that a legal education can be an invaluable qualification by which to promote upward mobility in their organizations and their effectiveness in the performance of their duties. This career-constituency has always been a part of legal education to some extent because some law graduates

have traditionally found placement in corporate law departments, but it is a new phenomenon that a legal education has become generally recognized as a new dimension in qualifications when promotions are being considered for top management positions. This new career-constituency is similar to the career supplementation described above, but more business-oriented; many of these people have no intention of practicing law but all will want the official recognition of having successfully passed the bar. Here again, they are beyond the point of beginning anew a legal education on a full-time basis, and are hardly interested in a legal education at an unapproved law school.

The career-constituency served by the conventional full-time accredited law schools is essentially composed of students who are more or less recent graduates at the baccalaureate level and, more often, have not made firm decisions about the direction of their ultimate careers or, at least, have not entered the general work force with the intensity of developing a career choice. Our nine-quarter program will serve this constituency predominantly, while our fifteen-quarter program will serve the six career constituencies described above. There will be some transfer movement from our fifteen-quarter program to our nine-quarter program when a student therein is nearing the completion of the fifteen-quarter program and wants to accelerate the completion of the course of study. Similarly, there will be some transfer movement from our nine-quarter program when a student therein has found a desirable full-time employment opportunity, and, to accommodate to the situation, wants to stretch out the completion of his law-schooling. This demonstrates the flexibility of having both programs.

I believe this analysis of these career-constituencies is accurate,

and that the Board of Regents of the University System of Georgia and Georgia State University, in creating the College of Law as projected in this feasibility study, have taken the lead in anticipating a needed development in legal education as an institution. Legal education needs and should welcome this kind of leadership, and we, of course, need the guidance and approval of the American Bar Association and the Association of American Law Schools to make it work.

We expect our 1982-83 admissions to show a total which will be approximately 60% in the fifteen-hour program and 40% in the nine-quarter program. In terms of grade point averages and LSAT percentile scores, the caliber of the students in the fifteen-quarter program is expected to be somewhat better than that of the nine-quarter program. In the long run, we expect to see both the number of students in each of these programs, as well as the caliber of students, approximate each other. The importance of this is that on such a basis both groups will be treated as of equal importance to the institution and neither will be afforded a basis to perceive of itself as the "step-child" of the institution. In the near term, we expect the nine-quarter program to need and receive more development to match the fifteen-quarter program, but, in the long run, the pace for the fifteen-quarter program will be set by the nine-quarter program.

The Summer Term Projection

Of equal importance to the primary purpose of expanding the opportunity of a legal education to include part-time as well as full-time work, and in the same vein, is our projection of a summer term as a regular academic term in every respect. All units of the University System of Georgia operate on the quarter system, and, given our central location in the

southeast, we have a workable basis for offering a summer schedule of classes in both the nine-quarter program and the fifteen-quarter program as a regular term equivalent in every respect to any other quarter of the academic year. The summer term will be optional. It will enable students who wish to accelerate the completion of their courses of study to do so; it also makes it possible for a student to schedule a quarter off and suffer no prejudice for doing so. More significantly, it makes possible the scheduling of a co-op arrangement for progressing through law school and engaging in law-related employment as a more continuous and integrated learning experience.

The notion of a summer-long vacation is an anachronism at the business and professional levels of education, and just as rapid inflation has made all of us more aware of the time value of money, the high cost of education has made students more aware of the money value of time when related to the completion of requirements for becoming income-producing. The summer session, in legal education, must be made more widely available and attractive for those who want to move ahead in their career goals without undue delay.

Many nationally accredited law schools offer no summer session; we do not fault this. Many do, for a variety of good reasons. Even so, privately-supported law schools have problems justifying acceleration as an uneconomic duplication of course offerings and have little enthusiasm for it. There are the "foreign travel" type, the rigor of which, to say the least, is questionable. But even the best of summer sessions can hardly be evaluated as being the equivalent of a regular academic term for a variety of reasons familiar to most.

At Georgia State, in a large metropolitan setting, where the summer term is viewed as a regular academic term in every respect, we expect to have substantial summer offerings for both day and night classes which will be regular in every respect. We expect to get the volume of students to justify it, to maintain the rigor of the regular academic program, and to offer courses that will contribute in a substantial way to the earlier completion of degree requirements without deterioration of quality because of the acceleration.

Secondary Purposes

So much for the primary purpose of the College of Law. From the fact of our being located in a large urban center such as metropolitan Atlanta, we can identify several secondary purposes of considerable significance seldom duplicated elsewhere, particularly in southeastern United States:

The Interdisciplinary Projection

Joint degree programs. As indicated, the College of Law will focus its degree goals solely on the J.D. degree program. This means that at this time we see no advanced law degree programs in our future. Even so, from the fact of our being a component of Georgia State University, we see unusual opportunities for taking advantage of the several masters' programs being offered here which might lend themselves to the development of joint degree programs. With the MBA-JD joint degree program as a model, there are unusual opportunities for concentrating on what might be called a horizontal projection of law to other disciplines of the university rather than the conventional advanced law degree programs being offered in many law schools, which are essentially a fourth year of

law study and more of a vertical projection of law.

It can be anticipated that within a few years, the College of Law will have developed, in collaboration with the College of Business Administration, a joint MBA-JD degree program. Other areas presently at Georgia State which could be viewed as prospects for a joint degree program with the College of Law are:

College of Business Administration

Master of Insurance (MIns)

Master of Professional Accountancy (MPA)

Master of Science in Real Estate and Urban Affairs (MREUA)

Master of Taxation (MTax)

College of Education

Master of Education (MEd)

College of Arts and Sciences

Master of Arts (majors in social or behavioral science) (MA)

College of Public and Urban Affairs

Master of Public Administration (MPA)

Master of Science in Urban Studies (MSUS)

Graduate Cognate Coursework. The projection of a legal education across discipline lines as manifested in the joint degree programs is, of course, something of an ultimate in interdisciplinary effort. There are other less imposing manifestations possible, and the College of Law will promote this effort. The various curricula of the various disciplines and specializations offered at Georgia State University at the graduate level already prescribe one or more courses as cognate course work to be taken, on an optional or required basis, in some other college of the University.

The College of Law will encourage the enrollment in its classes of graduate students in these various disciplines and specializations, and, conversely, the curriculum of the College of Law will be made liberal enough to allow its students, within accreditation limits, to have credit for selected or approved course work in other disciplines and specializations within the University.

University Faculty Audit of Law Courses. The College of Law will make it possible for any full-time member of the University faculty to have the opportunity to audit any course in its curriculum for his or her own edification, or the enrichment of his or her courses, or to explore the prospect of further interdisciplinary interaction.

Interdisciplinary interaction in universities is more easily talked about than brought about. One must have experienced the compactness of a downtown university campus and the closeness of its day-to-day associations to know that the prospects of productive interdisciplinary efforts are much brighter in such an environment than at more conventional universities where the spaciousness of the campus and resultant diffusion of both faculty and students may work adversely to such aspirations.

The Continuing Legal Education Projection

Earlier in this portion of the feasibility study, I commented on continuing legal education as one of the factors which, to me, in the proposal to establish a law school at Georgia State, presents "an irresistible challenge for some unique contribution to legal education." As with the law library, a program of continuing legal education can be a mechanism for service to the legal profession as well as to legal education as an institution.

There are several thousand lawyers within the fifteen-county area of metropolitan Atlanta, all within an hour's drive of Georgia State - and there are additional governmental personnel and a multitude of persons employed intensively in law-related work; this constitutes a large market for continuing legal education.

To be sure there exists the Institute of Continuing Legal Education in Georgia which conducts a continuous CLE program, as does the Atlanta Bar Association. Moreover, both the American Bar Association/American Law Institute and the Practising Law Institute offer, from time to time, such programs in Atlanta. But for the most part these are one or two-day refresher-type programs. To the extent that we propose to offer this type of short-study program we will do so only in cooperation with these CLE organizations.

The main thrust of our continuing legal education program will be the offering of one, two or three courses, one night a week, usually in two 75-minute sessions for 8-10 weeks, in every respect like a regular law school course, except there will be no examination and no credit. These will be made available, for a fee, to all members of the bar without compliance with regular law school admission requirements, and may be enlarged, depending on the subject, to include persons employed in law-related work as well.

Georgia State University operates a general continuing education program with excellent conference facilities on its centrally-located downtown campus. These facilities are physically located on the two floors immediately above the College of Law. University policy is that the net money proceeds derived from any continuing education program be allocated

25% to the University Continuing Education Program and the remainder to the College or other sponsoring unit for use in the enrichment of its programs; the point is that such proceeds are not preempted for general University purposes, and it takes but a moment's reflection to see that the potential as a revenue source is the equivalent of a sizeable endowment for the enrichment of the College of Law.

Projection of Service to the Legal Profession

Of course, when the College of Law provides a quality legal education for its graduates, it will have rendered the ultimate service to the legal profession. Moreover, though, the legal profession will be the chief beneficiary of our projections for continuing legal education. Subsequently, we will describe what our Law Library will offer in service to the legal profession. All told, it will be apparent that the legal profession in metropolitan Atlanta will be well served by the College of Law.

We will not further belabor the point. We will remain alert to all possibilities and join with the organized bar at every level to advance the awareness of the importance of the role of law in our society, the contribution thereto of the legal profession and to promote the cause which is shared by all in the improvement of the law and the more effective administration of justice.

Projection of Service to the General Community

The potential for community service open to the College of Law alone, and/or in collaboration with other colleges and departments of the University, utilizing faculty members, students, and combinations thereof, in both credit and noncredit programs, structured and unstructured, is almost limitless. There are avenues of public service which

can run to every level of government, city, county, metropolitan area, state and federal, and touch in a substantial way all phases of societal life, rural, suburban and urban. The fifteen-county metropolitan area of Atlanta is that sort of locale; Georgia State University is located at its crossroads; and the College of Law can be an agency for bringing it all together in a variety of projects which remain to be developed.

Financial Resources for the College of Law

The Regents' Report clearly evidences serious consideration at that level of the financial requirements for the establishment of the College of Law, including the awareness that adequate financial support is a major requirement for accreditation.

Even so, something more basic to long-run financial stability needs to be pointed up more prominently in this feasibility study; in many states it is hardly enough that a proposed educational unit is publicly-financed; it is important to know the fiscal relationship between the University System and the General Assembly and the interface, or absence of any interface, between the units of the System and the General Assembly.

As earlier indicated the College of Law is a unit of Georgia State University, a unit of the University System of Georgia governed by a Board of Regents, which is a constitutional body having jurisdiction in higher education within the State of Georgia. The University System receives annually a lump-sum appropriation (i.e. no line-itemizations) from the General Assembly. The Board of Regents determines the allocation of its appropriation among the units of the University System according to the Regents' evaluations of their respective programs. No unit of the University System is exposed directly to legislative control even in matters of state

funding. No unit of the System has, in any official way, the standing to deal legislatively in circumvention of the University System and the Board of Regents. Thus, the decision made by the Board of Regents to establish a law school at Georgia State was a decision based on educational policy and not a consequence of political action. Furthermore, the organizational structure provides for top-level decision-making based on the purposes and performances of the constituent units of the System.

To me, as Dean of the College of Law, a fledgling second law school in the University System, this provides a vital assurance that both of the System's law schools will be viewed as coordinate institutions with somewhat different purposes and that fiscal decisions will be made in the light of these purposes and the respective performances of each school.

Budget for 1981-82

This was the year of start-up. Concededly, it was a short year. Even so, the budget for the year and the expenditures incident thereto were as follows:

1) Salaries

Dean	\$ 70,000
Law Librarian	38,500
Assistant to the Dean	18,500
Secretary to the Dean	12,360

2) Library Materials 300,000

Budget for 1982-83 and Projections for Future Years

Tables 4 and 5 constitute statements of income and expenditures for 1982-83 and projections for future years.

There have been some reallocations within the 1982-83 budget since the date indicated and there will undoubtedly be other revisions as the

Table 4

Projected College of Law Budgets
for Fiscal Years 1983 through 1986

	<u>FY82-83</u>	<u>FY83-84</u>	<u>FY84-85</u>	<u>FY85-86</u>
Income:				
Student Fees (3 quarters)	\$ 152,100	\$ 304,200	\$ 456,300	\$ 456,300
Student Fees (Summer Quarter)	-0-	33,800	67,600	101,400
State Appropriation	<u>594,210</u>	<u>1,140,315</u>	<u>1,732,312</u>	<u>1,845,095</u>
Total Income	<u>\$ 746,310</u>	<u>\$1,478,315</u>	<u>\$2,256,212</u>	<u>\$2,402,795</u>
Expenditures:				
Dean	\$ 70,000	\$ 75,600	\$ 81,648	\$ 88,179
Assistant to Dean	18,500	19,980	21,578	23,304
Secretary to Dean	16,500	17,820	19,245	20,785
Law Librarian	38,500	41,580	44,906	48,498
Secretary to Law Librarian	14,500	15,660	16,912	18,265
Library Assistant II	23,100	24,948	26,943	29,099
Faculty	264,000	617,760	1,129,062	1,219,394
Secretaries for Faculty	28,000	45,360	81,645	88,175
Assistant Law Librarian	25,000	27,000	29,160	31,492
Library Tech. Assistant	16,000	17,280	18,662	20,155
Student Assistants	8,000	8,640	9,331	10,077
Summer Faculty		79,200	185,328	338,718
Subtotal	<u>522,100</u>	<u>990,828</u>	<u>1,664,420</u>	<u>1,936,141</u>
Fringe Benefits (10%)	<u>52,210</u>	<u>99,082</u>	<u>166,442</u>	<u>193,614</u>
Total Personal Services	\$ 574,310	\$1,089,910	\$1,830,862	\$2,129,755
Operating Expense				
Recruitment	\$ 12,000	\$ 10,500	\$ 13,500	
Supplies and Telephone	11,000	34,750	50,040	\$ 50,040
Printing of Law Review			10,000	10,000
Consultants and Travel	9,000	8,500	13,000	13,000
Equipment				
Office Furniture and Equipment	15,000	9,655	13,810	
Library Books	<u>125,000</u>	<u>325,000</u>	<u>325,000</u>	<u>200,000</u>
Total Non-Personal Services	\$ 172,000	\$ 388,405	\$ 425,350	\$ 273,040
Total Expenditures	<u>\$ 746,310</u>	<u>\$1,478,315</u>	<u>\$2,256,212</u>	<u>\$2,402,795</u>
Increase over Previous Year		98%	53%	6%

February 4, 1982

Table 5

College of Law
Budget Projection
Notes and Assumptions

	<u>FY82-83</u>	<u>FY83-84</u>	<u>FY84-85</u>	<u>FY85-86</u>
Number of Faculty	6	13	22	22
Average Faculty Salary	\$44,000	\$47,520	\$51,321	\$55,427
Assumed Raise		8%	8%	8%
Ratio: <u>Faculty Secretaries</u> Faculty	$\frac{2}{6} = .33$	$\frac{3}{13} = .23$	$\frac{5}{22} = .23$	$\frac{5}{22} = .23$
Number of FTE Students (Regular)	150	300	450	450
Number of Students (Summer)	-0-	100	200	300
Average Course Load (Hours)	13	13	13	13
Fees Per Hour	\$26*	\$26*	\$26*	\$26*
Non-Personal Services Inflation		0%	0%	0%

* This is the rate applicable to 1981-82 and used consistently in all of these computations. The rate will be \$30 per hour in 1982-83. It is fixed annually by the Board of Regents. As a systemwide policy the Board has a goal of progressively increasing student fees to defray 25% of the total instructional cost. At present the rate is approximately 22%. Annual increases may be expected to cover inflation, plus some slight "catch-up" adjustments until the 25% goal is reached.

February 4, 1982

year progresses.

It is important to note the following:

- 1) At Georgia State University, physical plant costs and central administrative costs are not charged to the various colleges.
- 2) This budget information does not include income anticipated or derived from other extrinsic sources such as fund-raising from private sources.
- 3) This budget information does not include contributions in services rendered to the College of Law by other divisions of the University, particularly the University Library, which in the start-up period and the first year of operation have been, and are expected to, continue to be, substantial.
- 4) In a publicly supported institution, such as Georgia State University, there is no appropriation of State funds for scholarships or other financial grants, an item which figures prominently in the budgets of privately-supported institutions.

Governance within the College of Law

In an earlier portion of this feasibility study (pp. 32-33) the structures of the administration of the University System of Georgia and Georgia State University were outlined. This section considers the matter of governance within the College of Law.

The Dean

With respect to the powers and duties of the Dean of the College
(as with all deans) the statutes of Georgia State University provide:

- A. He shall provide leadership in the development of the programs of his college . . .
- B. He shall be responsible for reporting to the vice president for academic affairs and the executive vice president and provost any matters which significantly affect the accreditation of his college . . .
- C. He shall preside at all meetings of his faculty, and he shall formulate policies for his college . . . and present them to the faculty for consideration.
- D. He shall recommend the appointment, reappointment, dismissal, and promotion of administrative officers and faculty . . .
- F. . . . the dean shall prepare annually a . . . budget of his college . . . for presentation to the vice president for academic affairs.
- G. The dean shall oversee the work of the students of his college . . . and shall establish adequate procedures to advise students in the selection of courses and fields of study. He shall be responsible for the administering of regulations affecting student scholarship. He shall report to the university office responsible for student records any action taken by him which affects a student's program. He shall report to the office responsible for student records, the office of the chief financial officer, and other offices as designated by the vice president for academic affairs or the executive vice president and provost any action taken by him which affects a student's enrollment.
- H. The dean shall prepare for the catalog the curricula approved by the faculty of his college . . .
- I. On the basis of the record and reports of the university office responsible for student records, he shall certify students for graduation who have satisfied faculty requirements and have been approved for graduation by the faculty.
- J. For all official business of his college . . . he shall serve as a medium of communication with the faculty, the administrative staff, and the students.
- K. Before the close of the academic year, he shall submit to the vice president for academic affairs a report of the work of his college . . .

- L. He shall provide the opportunity for the faculty of his college to organize itself and to adopt appropriate by-laws for its governance effective upon approval by the administrative council and the president.
- M. Through the vice president for academic affairs and the executive vice president and provost, the dean shall recommend to the president the appointment of such associates or assistants as may be necessary in order to enable the dean to discharge efficiently the duties of his office."

Technically, Dean Johnson is Interim Dean and Visiting Professor of Law. His curriculum vitae is as follows:

Age 67; native of Georgia; A.B. (with honors) University of Georgia (1937); J.D. (Doctor of Law with honors) Emory University (1939); LL.M., Duke University (1949); Coif; associated with Sutherland, Tuttle and Brennan of Atlanta (1940-43); active duty U.S.N.R. (1943-46); Assistant Professor of Law, Emory University (1946-51); Associate Professor of Law (1951-55); Professor (1955-1983); Dean (1961-1973); Deputy Assistant Attorney-General (Georgia) for Revenue Matters (1955-1961); Senator, Georgia General Assembly (1963-68); Advisory Group, Special Subcommittee, State Taxation of Interstate Commerce, P.L.86-272 (1961-65); Interim Dean and Visiting Professor of Law, Georgia State University since October 1, 1981.

It is expected that in due course an official appointment will be processed to fill the position of Dean and Professor of Law.

The Faculty

With respect to the faculty of the College of Law (as with all faculties of colleges) the statutes of Georgia State University provide:

1. Authority. Subject to the bylaws and policies of the Board of Regents and to the policies of the university senate on all matters affecting general university policy, and subject to minimum requirements as may be established for the university, the faculty of each college . . . shall have the authority and duty to determine the entrance requirements for its own students; to prescribe and define courses of study for them; to set requirements for degrees, . . . to enact and enforce rules for the guidance and government of its students; and in general, to exercise jurisdiction over all educational matters within the college . . .

2. Autonomy. The faculty of a college . . . shall have the fullest autonomy which is consistent with the maintenance of the general educational policy of the university and with the maintenance of proper academic and administrative relations with the other colleges or schools of the university, provided that the autonomy is not inconsistent with the bylaws and policies of the Board of Regents.
3. Graduate Work. . . .
4. Degrees . . . Through its dean and the president of the university, . . . the faculty of a college . . . shall recommend to the Board of Regents the establishing, modifying, or discontinuing of degrees, . . . attesting to academic credit earned. A recommendation regarding any degree program shall be made only with the approval of such faculty.
5. Organization. Regarding matters within its jurisdiction, the faculty of each college . . . shall have the power to set up rules governing its own procedure and to adopt bylaws and regulations. On call of its dean, each faculty shall hold at least one (1) meeting during each academic quarter. Minutes of all such meetings shall be sent by the dean or his representative to each faculty member of his college, to the vice president for academic affairs, to the executive vice president and provost, and to the president. Special meetings may be called by the dean and must be called upon petition of twenty (20) percent of the faculty eligible to vote; the petition shall specify the purpose of the meeting. Adequate notice shall be given of any faculty meeting."

The University Senate and the Administrative Council

For purposes of coordinating the activities of the various colleges and schools, the statutes of Georgia State University provide for a University Senate as follows:

Duties and Functions. The university senate shall, in keeping with the bylaws and policies of the Board of Regents, exercise legislative functions dealing with the general educational policy of the university, the discipline of students, and all other student activities and affairs, including all matters where the president determines there is a need for uniform policy throughout the university. The university senate shall not adopt any regulations affecting curricula, or the internal affairs of a college, . . . except insofar as such action may be necessary to protect the interests of the university as a whole, but it may make recommendations to the faculty of a college, school, or institute concerning matters within the jurisdiction of that college, school, or institute. . . .

The statutes of Georgia State University also provide for an Administrative Council as follows:

The administrative council shall be an advisory body to the President on all administrative policies of the university. The council may recommend to the President such rules and regulations as will facilitate the administrative operations of the university, bring about closer correlation of its various departments and divisions and improve the quality of all phases of its work.

Conclusions

The basic policies of the University System and of Georgia State University provide for a high degree of autonomy for its colleges. Within the College of Law there will be developed a sense of shared responsibility between the Dean and the faculty, particularly with respect to matters of educational policy. Moreover, there seems to be no impediment to achieving the degree of faculty participation contemplated by accreditation rules in all matters relative to the governance of the College of Law.

Faculty

In General

In general, it is projected that the faculty of the College of Law will be composed predominantly of full-time professional law teachers, obtained in accordance with University-prescribed equal opportunity/affirmative action procedures, from the national market.

Part-time faculty, employed from the local market, will be utilized in four ways:

- 1) Persons engaged in highly specialized fields of legal practice will be utilized to teach courses in the area of their particular specializations;
- 2) Persons engaged in the active practice in the metropolitan Atlanta area who have had successful careers in professional

law teaching but, for one reason or another, have redirected their careers to the active practice, but retain an interest in law teaching. Such persons as these are available and could be an excellent resource for teaching more basic courses in the curriculum;

- 3) As a part of the infrastructure of the first-year curriculum, we expect, after the first year, to recruit a corps of fairly recent top-level law graduates engaged currently in the active practice in metropolitan Atlanta to instruct small sections (10-12 students) in a centrally structured program of Legal Research, Writing and Advocacy;
- 4) As a part of the infrastructure of small classes in the required coursework in Litigation, we expect to recruit a corps of experienced trial lawyers to instruct similar small sections (10-12 students) in a centrally structured program of Trial Advocacy.

General Qualifications

With regards to the qualifications sought in every applicant for a full-time position on the faculty, we require three predominant characteristics:

- 1) Intellectual competence in general, and in law in particular;
- 2) Dedication to professional law teaching as a profession;
- 3) Collegiality with respect to the common cause of achieving the purposes of the College of Law.

Beyond these general qualifications we will seek to achieve within the faculty as a whole a high degree of diversity - diversity in a variety of ways:

- age
- institution of undergraduate education
- institution of legal education
- advanced legal education
- law school teaching experience
- legal work experience
- experience in professional or scholarly writing
- potential for professional development
- potential for institutional development
- potential for professional and public service

Selection

The seven-person faculty of the College of Law for the first year of operation, 1981-82, was selected by Dean Johnson, assisted by a three-member committee of law-trained persons engaged as full-time faculty in the Legal Studies Program of the College of Business Administration, after on-site personal visits and interviews. Each person brought to the campus for interview purposes by the Dean was also interviewed by the Executive Vice President and Provost and the Vice President for Academic Affairs; in addition, the President interviewed all candidates considered for faculty positions above the rank of Assistant Professor. With a law faculty in place after September, 1982, it is contemplated that in the matter of future faculty hiring there will be established a Faculty Recruitment Committee, and appropriate procedures developed for general faculty participation in the process.

Faculty Employment; Work-Load; Student Ratio; Handbook

Full-time faculty will be employed on the basis of a three-quarter academic year. Summer term teaching is not required and is not guaranteed; when mutually agreeable, it will be compensated for in addition to the salary applicable to the preceding three-quarter academic year. Normally, regular full-time faculty appointments will be tenure-track in accordance with the general policy of the University.

It is projected that the annual work-load of a regular full-time faculty member will be the equivalent of two three-hour courses each quarter, with a repeat section in one of these courses (i.e., 9 contact hours per quarter, which in accreditation terms equals a work-load of $7\frac{1}{2}$ hours per quarter, or $22\frac{1}{2}$ hours per academic year). In the process of

planning a faculty member's program for an upcoming academic year (see Faculty Responsibilities and Accountability on next page) this work-load may be reduced 3-6 hours per academic year where research and writing or other projects are identified and projected.

Insofar as it can be planned, it is projected that the instructor/student ratio will not exceed 1:25; our goal is 1:20, and we expect it to work out at approximately 1:23.

The University provides to each regular faculty member a Faculty Handbook which is fully descriptive of matters about which he or she would want to know. The table of contents with respect to faculty procedures and regulation reference these matters:

Appointments to the Faculty	Research with Human Subjects
Security Questionnaire	Compensation for Summer Term
Statement of Health	Extra Compensation
Pay Periods and Deductions	Travel
Fiscal-Year Contracts	Nepotism
Faculty Evaluation	Health Insurance
Tenure	Equal Employment Opportunities
Disruptive Behavior	Life Insurance
Resignation	Supplemental Accident
Termination of Employment	Supplemental Life
Grievance Procedures	Accidental Death
Leave of Absence	Disability Income Insurance
Holidays	Workmen's Compensation
Vacation	Teachers' Retirement
Sick Leave	Deferred Compensation
Retirement Age	Tax Sheltered Annuities
Promotion	Automatic Payroll Deposit
Academic Freedom	Professional Liability Insurance
Outside Activity	Civil Rights Compliance
Political Activity	

Faculty Responsibilities and Accountability

The College will view effective classroom teaching and professional and scholarly writing as the primary function of every faculty member, and all faculty candidates will be periodically evaluated with this in view.

This includes of course, effectiveness in the classroom, but it extends to appropriate preparation for class sessions, accessibility for student counselling, promptness in reporting final grades and, in general, concern for the achievement of satisfactory educational experiences for the students. The College recognizes a responsibility to develop mechanisms for the improvement of its faculty members both in terms of substantive knowledge and in terms of methodology.

Secondary functions include participation in continuing legal education activities, other activities of service to the legal profession, attendance at faculty meetings, participation on law school, University and professional committees, and cooperation in or at events which warrant institutional representation. Again, the College recognizes a responsibility to develop mechanisms which will encourage and assist faculty members with these responsibilities.

It is expected that the Dean will develop a system by which, prior to the beginning of each academic year, in individual conferences, the interests of each faculty member with respect to these responsibilities will be identified and reasonable goals established and, during, and at the end of, the academic year, progress will be systematically reviewed.

Faculty Committees

In accordance with University policy, it is expected that the law faculty will, early on, establish a standing committee structure which, in time, will include the following:

Academic Standards, Etc.	Faculty Research and Writing
Admissions	Interdisciplinary Effort
Continuing Legal Education	Lawyer-Skills Infrastructure
Curriculum, General	Library Policy
Curriculum, First Year	Professional Responsibility
Curriculum, Clinical	Public and Alumni Relations
Faculty Recruitment	Student Affairs
Faculty Reappointments, Etc.	

The 1982-83 Faculty Vitae, Etc.

Since the term beginning September 1, 1982 will offer only a first-year course of study, all teaching in the College of Law will be by full-time professional law teachers - seven in number (excluding the Dean and the Law Librarian) as follows:

James L. Bross

Professor of Law; age 38; native of Ohio; A.B. (English) Catholic University (1966); J.D. (Doctor of Law) Catholic University (1969); LL.M. (Master of Laws), University of Pennsylvania (1971); employed Equal Employment Opportunity Commission (1968-69); Defender Association and Community Legal Services (1969-71); post-doctoral work University of California, Berkeley, in environmental economics; Professor of Law, Lewis and Clark Law School (1971-77); Associate Professor of Law, Chicago-Kent Law School (1977-81); presently consultant in environmental planning; author of numerous monographs and articles in legal publications and also several unpublished course materials; admitted to the bar in District of Columbia and Pennsylvania; member American Bar Association, American Planning Association and Editorial Board of Land Use and Environmental Law Review; teaching assignment in the College of Law: Property Law, Land Use, and Future Interests.

Linda Earley Chastang

Visiting Assistant Professor of Law; age 29; native of District of Columbia; B.A. Sarah Lawrence College (1974); J.D. (Doctor of Law) Howard University (1978); Assistant Attorney General (Florida) in Antitrust Division (1978); litigating attorney, Federal Trade Commission (1978-1982); admitted to the bar in Florida; member of American Bar Association and the Editorial Board of the Florida Bar Journal; teaching assignment in the College of Law: Research, Writing and Advocacy.

Norman A. Crandell

Visiting Professor of Law; age 53; native of Canada; B.A. McMaster University (1952); B.C.L. Marshall-Wythe School of Law (1958); LL.M. University of Illinois School of Law (1965); Director, Institute of Continuing Legal Education, School of Law, University of Georgia (1965-67); Executive Secretary, Southern Federal Tax Institute (1966-67); Director of Continuing Legal Education, American Trial Lawyers Association (1967-68); and the Practising Lawyers Institute (1968-70); Teaching Fellow, University of Illinois College of Law (1958-59); Professor of Law, University of Missouri at Kansas City School of Law (1970-1982); veteran teacher of Contract Law, Legislation and Legal Writing; author of numerous law review articles, monographs and handbooks; admitted to the bar in Georgia and Virginia; teaching assignment in the College of Law: Contract Law, and Legislation.

Richard K. Greenstein

Visiting Assistant Professor of Law; age 34; native of Pennsylvania; B.A., Wesleyan University (1970); Phi Beta Kappa; J.D. (Doctor of Law) Vanderbilt University (1973); LL.M., Temple University (1982); Staff and later Managing Attorney Atlanta Legal Aid Society (1973-1980); Teaching Fellow, Temple University School of Law (1980-1982); teaching assignment in College of Law: Criminal Law and Procedure, Legal Method; Coordinator of Research Writing and Advocacy Programs; Federal Jurisdiction.

L. Lynn Hogue

Professor of Law; age 38; native of Arkansas; A.B. (English), William Jewell College (1966); M.A. (English Literature) University of Tennessee (1968); Ph.D., (American Literature) University of Tennessee (1972); J.D. (Doctor of Law) Duke University (1974). Captain, Judge Advocate General, U. S. Army Reserve (1979-present); Asst. Professor of Public Law, University of North Carolina Institute of Government (1974-76); Assistant and Associate Professor of Law, University of Arkansas at Little Rock (1977-83); Visiting Professor at Detroit School of Law (Spring 1977); Visiting Professor at Emory Law School (Spring 1981); Staff, Arkansas Constitutional Convention (Summer of 1979 and 1980); author of numerous legal publications; admitted to the bar in North Carolina and Arkansas; teaching assignment in the College of Law: Constitutional Law, Administrative Law, and Conflict of Laws.

E. Ray Lanier

Visiting Associate Professor of Law; age 39; native of North Carolina; A.B. (History) University of North Carolina at Chapel Hill (1965); J.D. (Doctor of Law) with honors, Emory University (1968); M.Sc. (Urban Studies) Georgia State University (1982); post-doctoral work, City of London College (1968); Naval Justice School (1969); London School of Economics and Political Science (1977); Judge Advocate General, U.S. Marine Corps (1968-71); associate, Gambrell, Russell, Killorin, Wade and Forbes of Atlanta (1971-73); partner: Lanier, Freeman, Elliott and Price of Atlanta (1973-77); Director of Research, World Congress Center in Atlanta (1979-81); Assistant Professor (Legal Studies), Georgia State University (1977-82); Visiting Professor (International Law), University of Bielefeld in West Germany (1978-79); author of numerous law review articles, monographs and handbooks; admitted to the bar in Georgia; member American Bar Association, Federal Bar Association, and Atlanta Bar Association; teaching assignment in the College of Law: Civil Procedure, International Law and Foreign Business Transactions.

David J. Maleski

Associate Professor of Law; age 35; native of Massachusetts; B.S.C.E. (Civil Engineering) University of Massachusetts (Amherst campus) (1969); J.D. (Doctor of Law) Georgetown University (1972); editor, Georgetown Law Review (1971-72); law clerk to the Honorable Francis J. Quirico, Associate Justice, Massachusetts Supreme Court (1972-73); associate, Ely, King, Kingsbury & Corcoran (of Springfield, Mass.) (1973-75); Assistant Dean and Assistant Professor of Law, Western New England School of Law (1975-77); Associate Professor of Law, McGeorge School of Law (of the University of the Pacific) (1977-1982); admitted to the bar in Massachusetts and California; teaching assignment in the College of Law: Tort Law, Regulated Industries and Intellectual Property.

It will be noted that the average age of this group is 38; they hold baccalaureate degrees from seven institutions:

Amherst
Catholic
North Carolina at Chapel Hill
McMaster
Sarah Lawrence
Wesleyan
William Jewell

They hold first law degrees from seven universities:

Catholic
Duke
Emory
Georgetown
Howard
William and Mary
Vanderbilt

Three hold advanced degrees in law from three universities:

Illinois
Pennsylvania
Temple

Two hold the Master of Arts degree and one holds a Doctorate in Philosophy.

Four have had appreciable law school teaching experience in the subject to be taught in the College of Law, and four have had considerable experience in the active practice of law.

We believe that this make-up of our initial law faculty is remarkable and indicative of our desire with respect to the caliber of our faculty selections.

Basic J.D. Program

Admission

General Policy. It will be the policy of the College of Law to admit to its classes only those applicants who possess the intellectual capacity, maturity, moral character, and motivation necessary for the successful completion of its requirements leading to the Doctor of Law (J.D.) degree.

Beginning Students. Students beginning the study of law will be accepted for admission only in the fall quarter and only as candidates for the Doctor of Law (J.D.) degree. Admission will be based on an evaluation of several factors: (1) an undergraduate baccalaureate degree from an accredited college or university; (2) an acceptable cumulative grade point average on all coursework attempted in undergraduate study; (3) a recent LSAT/LSDAS report showing an acceptable Law School Admission Test (LSAT) score; (4) specified letters of recommendation; (5) a personal statement by the applicant showing reasons why he or she should be admitted to the study of law at the College of Law.

There will be no predetermined preference for any particular group or class of applicants. However, factors in an applicant's nonacademic background which may add diversity to the makeup of the class, and thereby enrich the educational experience of the group, may become factors of importance in choosing among applicants. Such diversity factors are: extracurricular activities indicative of leadership and organizational abilities; unusual work experience, unusual career objectives; geographic origin, advanced study or degrees in other disciplines; and unusual ethnic, racial, cultural, or socioeconomic backgrounds. A personal interview will not be required. An applicant whose application when considered in its entirety indicates that he or she does not appear

capable of satisfactorily completing the required course of study among the students who will make up the class for which the application is made will not be admitted.

For the academic year 1982-83 the College of Law will offer only first-year courses. There will be an offering of traditional second-year classes beginning in the summer quarter of 1983 and the following three academic quarters. Traditional third-year courses will not be offered until the summer quarter of 1984 and academic quarters thereafter.

Transfer Students. A student who wishes to transfer from an ABA- or AALS-approved law school will be considered only after completion of the first year of law study and only if the applicant ranks approximately in the upper half of his or her class. A student who has been excluded from another law school and is ineligible for readmission at such school will not be admitted to the College of Law.

No credit for advanced standing will be allowed for courses completed at law schools which are not nationally accredited. No credit for advanced standing will be allowed for any law school course completed with a grade lower than a "C" or its equivalent.

Transient or Guest Students. Law students who have completed a minimum of one year of law study at an ABA- or AALS-approved law school in good standing and are interested in attending the College of Law in a transient or guest status will be considered for admission in this status. Approval of courses and a letter of good standing from the student's own law school will be required for this purpose.

Foreign Applicants. Any applicant whose native language is not English will be required to take the Test of English as a Foreign Language (TOEFL) to demonstrate a satisfactory level of proficiency in the use of the English language.

Special Students. A person may be permitted to enroll for a particular course or courses being offered in the College of Law as a special student, meaning that he or she does not seek a law degree or credit toward a law degree, when approved by the dean; and it will be a condition of approval that the course taken will never be the subject of academic credit toward a law degree.

Degree Requirements

The J.D. degree will be conferred upon a student who has completed 135 quarter hours of course credit as prescribed by the faculty with an overall average of at least 73 on a numerical scale, or its equivalent on a letter-grade scale. (For this purpose, a fifty-minute class session once a week for not less than nine weeks, constitutes one quarter hour of credit.) In addition to nine weeks of classes there will be at least one week of final examinations each quarter. Three academic years (nine quarters), or the equivalent, of resident study also are required.

In order to receive the J.D. degree from Georgia State University, a transfer student who is admitted to the College of Law must: (1) satisfy the degree and residence requirements applicable at the time of graduation; (2) meet a residence requirement of at least six full quarters of residence or the equivalent at the College of Law; and (3) earn at least 90 quarter hours of the total 135 hours required for graduation at the College of Law.

Scheduling of Curriculum

For purposes of completing the 135-hour curriculum of the College of Law necessary to receive the J.D. degree, persons enrolled as candidates for this degree will be offered the option of two basic course

schedules. The College of Law will offer both a nine-quarter program and a fifteen-quarter program to provide flexibility for students' time schedules. The numerical reference is to the number of academic quarters of residence required for the completion of the curriculum.

The Nine-Quarter Program. This program is designed for the student who devotes substantially all working hours to his or her program of law study. In order for a student to complete the nine-quarter program in the minimum amount of time, the required 135 credit hours and academic residence requirements must be met by taking 12 or 16 hours during specific quarters (see Table 6). The student must take at least nine quarter hours to receive full residence credit for the quarter in this program. Without special permission from the office of the dean, and except as otherwise expressly allowed, a student in this program will not be permitted to enroll for more than 16 credit hours in a quarter.

Students in this program will be advised that for American Bar Association accreditation purposes, the College is required to enforce rules strictly with respect to outside employment of persons enrolled as full-time students, and that employment other than in a student's program of full-time study of law is restricted to time periods that will not adversely affect his or her law studies. A student who has outside employment for more than 12 hours but less than 20 hours in a calendar week will be restricted to a maximum load of 12 credit hours. A student employed for more than 20 hours in a calendar week will be restricted to a maximum of 9 credit hours without special permission from the office of the dean.

Table 6

Outline of the Nine-Quarter Program

FIRST YEAR

<u>Fall Quarter</u>		<u>Winter Quarter</u>	
<u>Course</u>	<u>Hours</u>	<u>Course</u>	<u>Hours</u>
Contracts I	3	Contracts II	3
Property I	3	Property II	3
Torts I	3	Torts II	3
Civil Procedure I	3	Constitutional Law I	3
Research, Writing & Advocacy	2	Criminal Law I	3
Legal Bibliography	2	Research, Writing & Advocacy	1
	<u>16</u>		<u>16</u>

<u>Spring Quarter</u>		<u>Summer Quarter</u>	
<u>Course</u>	<u>Hours</u>	<u>Course</u>	<u>Hours</u>
Contracts III	3	Elective	3
Property III	3	Elective	3
Torts III	3	Elective	3
Constitutional Law II	3	Elective	3
Criminal Law II	3		
Research, Writing & Advocacy	1		
	<u>16</u>		<u>12</u>

SECOND YEAR

<u>Fall Quarter</u>		<u>Winter Quarter</u>	
<u>Course</u>	<u>Hours</u>	<u>Course</u>	<u>Hours</u>
Criminal Procedure I	3	Civil Procedure II	3
Evidence I	3	Evidence II	3
Litigation I	1	Litigation II	1
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	<u>16</u>		<u>16</u>

<u>Spring Quarter</u>		<u>Summer Quarter</u>	
<u>Course</u>	<u>Hours</u>	<u>Course</u>	<u>Hours</u>
Civil Procedure III	3	Elective	3
Legal Profession	3	Elective	3
Litigation III	1	Elective	3
Elective	3	Elective	3
Elective	3		
Elective	3		
	<u>16</u>		<u>12</u>

THIRD YEAR

Elective courses as needed to complete course and residence requirements for graduation.

Note: All courses that are specifically named in this outline are required courses and must be taken at the earliest opportunity offered.

The Fifteen-Quarter Program. This program is designed for the student who wishes to engage in substantial employment while at the same time completing the required 135-hour curriculum by day or evening classes, or both. In order for a student to complete the fifteen-quarter program in the minimum amount of time, the student must enroll for 9 or 10 credit hours per quarter (see Table 7). The student must take at least eight quarter hours to receive full residence credit. Without special permission, and except as otherwise expressly allowed, a student in this program will not be permitted to enroll for more than 10 credit hours a quarter.

General Rules for Both Programs. Generally, it will not be required that academic quarters in residence be successive. A summer quarter, offering courses in both programs, will permit acceleration in the completion of the required curriculum. Except for required sequential courses, a student, for one reason or another, may drop out for a quarter or more and, if in good standing, may resume his or her course of study in a later quarter. This interruption appears, of course, when there is no registration in a subsequent quarter. A student who has failed to register for more than three successive quarters will be presumed to have abandoned his or her course of study and readmission allowed only on the basis of admission and degree requirements in effect at reentry. However a student enrolled in any required sequential course, who drops out during the sequence will not be permitted to resume the sequence except in sequence. This may result in as much as a year's delay.

No minimum course load will be required. However, registration for less than six quarter hours must be approved by the office of the dean. Moreover, credit toward a degree will not be given for otherwise

Table 7

Outline of the Fifteen-Quarter Program

FIRST YEAR

<u>Fall Quarter</u>		<u>Winter Quarter</u>	
<u>Course</u>	<u>Hours</u>	<u>Course</u>	<u>Hours</u>
Contracts I	3	Contracts II	3
Research, Writing & Advocacy	2	Criminal Law I	3
Property I	3	Property II	3
Legal Bibliography	2	Research, Writing & Advocacy	1
	<u>10</u>		<u>10</u>

<u>Spring Quarter</u>		<u>Summer Quarter</u>	
<u>Course</u>	<u>Hours</u>	<u>Course</u>	<u>Hours</u>
Contracts III	3	Elective	3
Criminal Law II	3	Elective	3
Property III	3	Elective	3
Research, Writing & Advocacy	1		
	<u>10</u>		<u>9</u>

SECOND YEAR

<u>Fall Quarter</u>		<u>Winter Quarter</u>	
<u>Course</u>	<u>Hours</u>	<u>Course</u>	<u>Hours</u>
Civil Procedure I	3	Civil Procedure II	3
Torts I	3	Constitutional Law I	3
Criminal Procedure	3	Torts II	3
Litigation I	1	Litigation II	1
	<u>10</u>		<u>10</u>

<u>Spring Quarter</u>		<u>Summer Quarter</u>	
<u>Course</u>	<u>Hours</u>	<u>Course</u>	<u>Hours</u>
Civil Procedure III	3	Elective	3
Constitutional Law II	3	Elective	3
Torts III	3	Elective	3
Litigation III	1		
	<u>10</u>		<u>9</u>

THIRD YEAR

<u>Fall Quarter</u>		<u>Winter Quarter</u>	
<u>Course</u>	<u>Hours</u>	<u>Course</u>	<u>Hours</u>
Evidence I	3	Evidence II	3
Elective	3	Elective	3
Elective	3	Elective	3
	<u>9</u>		<u>9</u>

<u>Spring Quarter</u>		<u>Summer Quarter</u>	
<u>Course</u>	<u>Hours</u>	<u>Course</u>	<u>Hours</u>
Legal Profession	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
	<u>9</u>		<u>9</u>

SUBSEQUENT YEARS

Elective courses as needed to complete course and residence requirements for graduation.

creditable law school courses completed more than six years prior to a student's projected graduation unless approved by the office of the dean and then only after passing a comprehensive examination thereon, or presenting other satisfactory evidence of a satisfactory review.

The Curriculum

General characteristics. Among the law courses being offered in the conventional curricula of the law schools in this country, there is a hard core of more or less basic courses which every law graduate should have had the opportunity to have taken while in law school. These courses can be identified; those which are more basic than others should be required of every graduate; the remainder should be made electives. Even so, these courses will be the primary orientation of our curriculum when it is fully developed. These will be taught, for the most part, in three-hour units; some being sequential to the extent of six or nine hours.

Moreover, into this curriculum will be built a number of infrastructures designed to achieve more particular goals:

The orientation infrastructure. The opening of the fall term will be preceded by a ten-hour orientation program (Table 8). This is not an orientation to the law school or university environs, but an introduction to the study of law. Its purpose is three-fold: (1) to acquaint the prospective law student to some extent with the techniques involved in the study of law; (2) to permit those who are not firm in their commitment to serious study to drop out; and (3) to assist the new student in developing more thorough, more efficient, and more effective work habits for class preparation.

Table 8
1982-83 Orientation Schedule

9-Quarter Program

Wednesday, September 15, 1982

9:00 a.m. Welcome, Registration, etc. (Johnson)
9:30 - 10:00 Introduction to the Study of Law (Johnson)
10:15 - 12:30 Courts and Court Systems (Lanier)
1:30 - 2:45 Common Legal Terms and Procedures (Lanier)

Thursday, September 16, 1982

9:00 - 10:00 a.m. Writing Sample for Clinical Analysis
(Greenstein-Chastang)
10:15 - 11:30 Case Study Exercise I (by sections of 10-12 students,
all faculty participating as section leaders)
1:00 - 2:15 p.m. Case Study Exercise II (by sections of 10-12 students,
all faculty participating as section leaders)

Friday, September 17, 1982

9:00 - 10:15 a.m. Case Study Exercise III (by sections of 10-12 students,
all faculty participating as section leaders)
10:30 - 11:45 Legal Bibliography (Walker)
1:00 p.m. Final Exam Exercise (Greenstein-Chastang)

15-Quarter Program

Monday, September 13, 1982

6:00 p.m. Welcome, Registration, etc. (Johnson)
6:30 - 7:00 Introduction to the Study of Law (Johnson)
7:15 - 8:30 Courts and Court Systems (Lanier)
8:45 - 10:00 Common Legal Terms and Procedures (Lanier)

Wednesday, September 15, 1982

6:00 - 7:00 p.m. Writing Sample for Clinical Analysis
(Greenstein-Chastang)
7:15 - 8:30 Case Study Exercise I (by sections of 10-12 students,
all faculty participating as section leaders)
8:45 - 10:00 Case Study Exercise II (by sections of 10-12 students,
all faculty participating as section leaders)

Friday, September 17, 1982

6:00 - 7:15 p.m. Case Study Exercise III (by sections of 10-12 students,
all faculty participating as section leaders)
7:30 - 8:45 Legal Bibliography (Walker)
9:00 - 10:00 Final Exam Exercise (Greenstein-Chastang)

The first year infrastructure. As the outline of the 135-hour curriculum schedule shows (see Tables 6 and 7), the first-year courses are either the basic courses of law study or introductory to the basic courses; they also demonstrate an early concern with the development of the basic lawyer-skills, namely, legal research, writing and advocacy. Even in the basic substantive law courses it is contemplated that at least one-third of the class time will be devoted to an emphasis on the methodology of analysis, synthesis, etc. Thus, what was introduced in the orientation program is intended to be emphasized throughout the first year's regular course work.

The lawyer-skills infrastructure. This has already been introduced in the orientation program and as an emphasis in the basic first-year course work, but there will be special course work in the development of lawyer-skills as well. As the outline of the 135-hour schedule shows, there are required courses in legal research, writing and advocacy. In the second year this continues in a series of required courses in trial litigation. These special courses will be small-section courses of 10-15 students (see "small-section infrastructure" described next) and, in time, each of these small sections will be led by a local practicing lawyer through a school-structured program to accomplish a common and uniform educational experience for all students. Projected law review and moot court programs will be a phase of this infrastructure.

The small-section infrastructure. One application of this has been described. However, as our faculty and curriculum develop we will add seminar-type courses to extend the coverage of our basic courses by

in-depth attention to more specific aspects thereof. Another application of this can be anticipated in the development of a number of workshop type courses related to a clinical experience or some form of public service or legislative project.

The required/elective infrastructure. The 135-hour curriculum contains a 69-hour segment of required courses and a 66-hour segment of elective courses (see Tables 9 and 10). This, as with all other aspects of the curriculum, may change; but it serves to demonstrate the professional orientation of the College of Law as a part of its primary purpose. While particular courses may be moved from one side of this infrastructure to another, and to some extent the proportions may change, we expect that the required segment of the infrastructure will continue to predominate.

The local law infrastructure. At this time, we do not envision any courses specifically in Georgia law, or a bar review course, with or without credit. We assume every course in a listed curriculum has a content of "taught" or doctrinal law. This is an intellectually constructed content of the subject matter which includes not merely the present state of the law on a particular issue of law in a particular jurisdiction but a much broader coverage of its judicial, legislative and administrative background, its doctrinal consistency, its reception in various jurisdictions and its predictable use as effective law. Even so, we do not intend to ignore the law of Georgia, but, because most of our students will have an interest in the local law, we expect to meet their interest by (1) citing Georgia case law and statute law, when appropriate, as an application of a viewpoint in the doctrinal scheme of things and (2) providing citations of Georgia law whereby a student who desires to do so

Table 9

Required Curriculum

Civil Procedure	Legal Method
Constitutional Law	Legal Profession
Contracts	Litigation
Criminal Law	Property
Criminal Procedure	Research and Writing
Evidence	Torts
Legal Bibliography	

Table 10

Projected Scope of the Elective Curriculum

Accounting and Law	Immigration and Naturalization Law
Administrative Law	Insurance
Agency and Partnerships	Intellectual Property
Antitrust Law	International Law of Nations
Behavioral Sciences and Law	Judicial Administration
Commercial Arbitration	Jurisprudence
Commercial Sales Transactions	Juvenile Law
Commercial Credit Transactions	Labor Law (Arbitration)
Commercial Land Transactions	Labor Law (Collective Bargaining)
Commercial Paper	Labor Law (Discrimination)
Conflict of Laws	Labor Law (Public Employees)
Corporate Law	Landlord and Tenant
Corporate Finance	Land Use and Control
Corporate Reorganization	Law Office Management
Counselling and Negotiation	Legal History
Creditors' Rights and Debtor Relief	Legislation
Damages	Local Government (Municipal) Law
Environmental Law	Marital Property
Equity	Medicine and Law
Family Relations Law	Military Law
Family Property (Estate) Planning	Multinational Taxation
Federal Estate and Gift Taxation	Natural Resources Law
Federal Income Taxation (Individuals)	Products Liability
Federal Income Taxation (Corporations)	Psychiatry and Law
Federal Income Taxation (Partnerships)	Regulated Industries
Federal Income Taxation (Trusts & Estates)	Remedies
Federal Jurisdiction	Restitution
Federal Tax Policy	School Law
Federal Tax Procedure (Civil)	Securities Regulation
Federal Tax Procedure (Criminal)	Social Legislation
Fiduciary Administration	State and Multistate Taxation
Food and Drug Law	Trade Regulation
Forensic Medicine	Transnational Business and Law
Future Interests	Transportation Law
Government Contracts	Trusts
Habeas Corpus	Wills
Health Law	Workers' Compensation

may expand his or her coverage of the matter by self-study.

The interdisciplinary infrastructure. The utilization of joint degree programs between the College of Law and other colleges of Georgia State has been discussed previously. This, of course, is a matter for future development but it is desirable at Georgia State. The effect of this on the law school curriculum will not be great and, certainly, will be in compliance with ABA Standard 305 and the February 1974 interpretation with respect thereto.

The "computer use" infrastructure. We anticipate that the use of computers in legal research is in its infancy and that there is a need to work this into the law school curriculum by what we are calling the "computer use" infrastructure. We really do not know what shape this infrastructure will take. We are planning, as a part of our law library program to affirmatively embrace computer technology in all of its applications to legal materials. Our course in legal bibliography will include an introduction to legal research by the use of computers. We expect to develop more sophisticated courses in computer research methods and practice and, at least, in the development of our lawyer-skills infrastructure, include such quality and quantity of computer-related work as will make our graduates competent in this respect.

Scholastic Requirements in Course

Attendance. Regular attendance at class sessions will be required. Appropriate mechanisms for recording attendance will be developed, as well as sanctions which may extend to a forced withdrawal from the course.

Note-taking. Note-taking is considered a lawyer-skill to be encouraged at least to the extent that tape recording of class sessions

will not be permitted except when reasonably necessary as assistance to a handicapped person.

Examinations. Examinations and term papers will be submitted and graded anonymously. The faculty will develop a system of "student examination numbers" to make such grading possible to a substantial extent without the examiner knowing the identity of the examinee. No re-examinations will be given.

Grading. Final grades in each course will be numerical on a 55-100 scale, and a student's record in the College of Law will be kept on such a basis. This system of grading, however, is not recognized by the University Registrar who is required by University System regulations to keep all official grade records on a letter grade scale, A-D, using a numerical scale of 4.0, with a grade of "F" as a failing grade of no numerical value. On a numerical basis any grade below 60 is a failing grade and a grade of 60 or better is required to receive any credit in the course. A failing grade cannot be converted into a higher grade by repeating the course. When numerical grades are transmitted to the Registrar's Office they will be converted to the required letter grade as follows:

90 or above	A	with a numerical value of 4
80-89	B	with a numerical value of 3
70-79	C	with a numerical value of 2
60-69	D	with a numerical value of 1

Other marks will be used in appropriate circumstances, such as:

S	Satisfactory
U	Unsatisfactory (F)
I	Incomplete
W	Withdrawn without prejudice
WF	Withdrawn failing (F)

Good standing requirements. To be in good standing academically a student must, on the basis of all course work attempted, have the cumulative average shown below as of the conclusion of the course-hours-attempted checkpoint as shown below:

<u>course-hours-attempted</u>	<u>cumulative average</u>
30-32 checkpoint	70 with grades below 70 in no more than 9 hours
60-64 checkpoint	71 with grades below 70 in no more than 12 hours
90-96 checkpoint	72 with grades below 70 in no more than 15 hours

After 90-96 checkpoint a student, to remain in good standing, must have and maintain cumulative average of at least 73. Students are reminded that a cumulative average of 73 is required for the degree.

Any student not in good standing under the applicable standard is automatically ineligible to continue in the J.D. program. Such a student may petition for readmission on probation. Probationary status is not normally granted beyond the checkpoint of 90-96 course-hours-attempted. It is the obligation of any student who is not in good standing and wishes to continue his or her course of study to obtain the necessary probationary status.

A student on probationary status must complete course work constituting "full residence" during the probationary term. No student on probationary status after a good standing checkpoint will be permitted to enroll for the summer term during the continuation of the probationary status unless final grades for a subsequent term show that the student has cleared the requirements for good standing.

The Student Body

Opponents of a law school at Georgia State University have charged that the demand for the expansion of educational opportunities in law in metropolitan Atlanta has been exaggerated by the proponents. During the fall of 1981 there was considerable publicity in the local press about the proposed law school at Georgia State, but it was not until the week after Christmas that we were able to mail out our initial bulletin with application forms and instructions. We now have hard data to indicate the extent of this demand.

Table 11 shows the number of completed applications received as of the date indicated and their geographic source. A significant summary of these is as follows:

Applications from 15-county SMSA (Atlanta)	468
Applications from other Georgia counties	68
Applications from out-of-state	79
Applications from foreign countries	<u>7</u>
Total	622

Applications by Georgia counties:

Fulton	177
DeKalb	152
Cobb	67
Gwinnett	33
Clayton	20
Other SMSA counties (8)	19
Other Georgia counties (39)	68

Applications from other states:

Alabama	3	N. Carolina	6
California	2	New Jersey	1
Colorado	2	New Mexico	1
Florida	20	New York	4
Illinois	3	Oregon	1
Iowa	1	Pennsylvania	5
Maine	1	Rhode Island	1
Massachusetts	3	S. Carolina	11
Michigan	1	Tennessee	10
Minnesota	1	Virginia	8
		Total Out of State	79

Table 11

1982-83 Completed Applications Received

As of September 1, 1982, a total of 622 by applicants' counties (Georgia) of residence and out-of-state (including foreign countries):

1. Atkinson	1	28. Henry	3
2. Baldwin	1	29. Houston	1
3. Bartow	2	30. Jefferson	1
4. Berrien	1	31. Lowndes	3
5. Bibb	2	32. Macon	2
6. Brooks	1	33. McDuffie	1
7. Bulloch	1	34. Meriwether	1
8. Butts	1	35. Mitchell	1
9. Carroll	2	36. Monroe	1
10. Chatham	8	37. Muscogee	4
11. Cherokee	2	38. Newton	1
12. Clarke	5	39. Oglethorpe	1
13. Clayton	20	40. Polk	3
14. Cobb	67	41. Richmond	2
15. Coffee	1	42. Rockdale	3
16. Colquitt	2	43. Seminole	1
17. Coweta	1	44. Spalding	2
18. DeKalb	152	45. Stephens	1
19. Dodge	2	46. Sumter	1
20. Dougherty	1	47. Tift	1
21. Douglas	4	48. Troup	2
22. Fayette	3	49. Walker	1
23. Floyd	1	50. Walton	2
24. Fulton	177	51. Whitfield	3
25. Gwinnett	33	52. Wilkes	1
26. Habersham	1	53. Out of State	86
27. Hall	1		

No recruitment was possible, and considering that most law school applicants file applications prior to Christmas, we consider the number of completed applications received extraordinary. We anticipate 1000 completed applications for 1983-84.

Our completed applications are processed by what is called the "rolling admissions" technique. When an application is completed it comes up immediately for consideration, and is

accepted, or
placed in a stand-by status, or
held for further consideration, or
rejected.

Table 12 presents data on rejections and acceptances as of the date indicated.

The "rolling admissions" technique requires a predetermination of a set of numbers (i.e., GPA and LSAT score) deemed to warrant "immediate acceptance." For 1982-83 this set of numbers was fixed at a 600 LSAT score (67.2 percentile for 1981-82 tests) and 3.0/4.0 GPA. These were selected as credentials which would compare favorably with such law schools as Emory and Georgia. Of course, many applications went over to the "stand-by" status and to the "hold" status where diversity factors also came into consideration. There were no automatic cut-off points, but as the process developed it became evident that a volume of applicants were in due course rejected, and the applicants notified as soon as possible.

Table 13 shows data on 1982-83 acceptances in terms of these academic credentials, after giving effect to diversity factors as well as "the numbers." Be it so or not, this GPA and LSAT data, being universally available, is taken by some to indicate something of the caliber

Table 12

1982-83 Disposition of Completed Applications

	Rejected	Accepted	Withdrawn	Put over Fall '83	Net			
Male	182	167	8	6	153			
Female	<u>80</u>	262	<u>92</u>	259	6	5	<u>81</u>	234
Black	40	43	1	1	41			
White	211	209	13	9	187			
Other	<u>11</u>	262	<u>7</u>	259	1	<u>6</u>	234	
Age 21-25	74	71	8	3	60			
26-30	81	88	4	2	82			
31-35	54	45	1	2	42			
36-40	31	28		1	27			
41-45	15	16		1	15			
46-50	2	6	1		5			
51-up	5	<u>5</u>	259		2	<u>3</u>	234	
Day	110	82	8	5	69			
Night	137	169	5	6	158			
Either	<u>15</u>	262	<u>8</u>	259	1	<u>7</u>	234	
Total		262	259	14	11		234	

August 30, 1982

Table 13

1982-83 Acceptances in Terms of Academic Credentials

Accepts	Day			Evening			Combined			'81-'82 LSAT Equivalent ³
	Pop.	GPA ¹	LSAT% ²	Pop.	GPA ¹	LSAT% ²	Pop.	GPA ¹	LSAT% ²	
White Male	29	3.11	63.96	97	3.05	66.70	126	3.07	66.07	595
White Female	22	3.24	57.86	34	3.43	62.15	56	3.35	60.43	580
Total White	51	3.16	61.33	131	3.15	65.04	182	3.15	64.35	590
Black Male	7	2.90	18.42	9	3.08	21.66	16	3.00	20.25	425
Black Female	10	3.06	30.10	13	3.03	18.46	23	3.04	23.52	465
Total Black	17	2.97	25.29	22	3.05	19.77	39	3.02	22.17	460
Other Male	0	-	-	4	2.92	55.00	4	2.92	55.00	565
Other Female	1	3.41	27.00	1	3.39	19.00	2	3.40	23.00	464
Total Other	1	3.41	27.00	5	3.01	47.80	6	3.08	44.33	535
Total Nonwhite	18	3.02	25.38	27	3.04	24.86	45	3.03	25.13	470
Total Male	36	3.07	55.11	110	3.05	62.59	146	3.05	60.74	580
Total Female	33	3.19	48.51	48	3.32	48.12	81	3.26	48.28	545
Overall Avg.	69	3.12	51.95	158	3.13	58.19	227	3.13	56.29	565

¹ The GPA is the applicant's undergraduate cumulative grade point average using a 4.0 scale. Where the applicant has completed a course of graduate study and received an advanced degree, his or her cumulative grade point average on this graduate work is also weighed in.

² The June 1982 LSAT used a 10-50 scoring scale, whereas prior thereto a 200-800 scoring scale was in use. Most of our applicants had test scores based on the old scale; however, many had a score based on the new scale. In order to equate the difference we have resorted to the LSAT score percentile, using LSAS tables.

³ This converts all LSAT scores on a percentile basis back to an equivalence of 1981-82 LSAT scoring on the 200-800 scale because this for the time being seems to be better understood as a measurement of academic credentials.

of the group as a whole. It is here presented for whatever purpose it may serve.

Table 14 shows that persons accepted by the College for 1981-82 admission have received degrees from 104 colleges and universities.

The Law Library

General Organization

The Law Library is an autonomous unit within the College of Law with a Head Law Librarian selected by, responsible to, and serving at the pleasure of, the Dean of the College of Law, and representative of him in library matters. In accordance with accreditation requirements the Head Law Librarian will be a regular member of the law faculty in a tenure-track position, with faculty rank, and will be an ex officio member.

A unique feature of librarianship at Georgia State is that the University Library constitutes the equivalent of a college by which its professional librarians are on tenure-track as librarians and also hold rank on the faculty of the University Library. This has been extended by the University Library to professional librarians employed by the Law Library.

Personnel

The Head Law Librarian is Dr. Orrin M. Walker who is also Associate Professor on the faculty of the College of Law and Associate Professor on the faculty of the University Library. His curriculum vitae is as follows:

Age 36; native of Connecticut; B.A. (Spanish), Florida State University (1968); M.A. (French), Florida State University (1970); M.S. (Library Science), Florida State University

Table 14

Colleges and Universities of Accepted Applicants
(August 31, 1982)

Adelphi University	Russell Sage College
Alma College	St. Leo College
Armstrong State College	Salem State College
Auburn University	Samford University
Augusta College	San Francisco State University
Barnard College	Savannah State College
Berea College	Shorter College
Berry College	South Carolina State College
Bryn Mawr College	Spelman College
Central State University	State University of New York (Albany)
City University of New York (Queens College)	S.U.N.Y. (Binghamton)
Clark College	S.U.N.Y. (Stony Brook)
Colorado State University	Suffolk University
Columbus College	Sweetbriar College
Cornell University	Texas Southern University
Dartmouth College	Tift College
Duke University	Troy State University
East Kentucky University	Tulane University
Eckerd College	United States Military Academy (West Point)
Emory University	University of Alabama
Fisk University	University of Arkansas
Florida Southern University	U.C.L.A.
Florida State University	University of Cincinnati
Fordham University	University of Denver
Georgetown University	University of Florida
Georgia College	University of Georgia
Georgia Institute of Technology	University of Louisville
Georgia Southern College	University of Maryland
Georgia Southwestern College	University of Michigan
Georgia State University	University of New Hampshire
Grambling State University	University of New Mexico
Guilford College	University of New Orleans
Howard University	University of North Carolina (Chapel Hill)
Ithaca College	U.N.C. (Greensborough)
James Madison University	University of Notre Dame
Juniata College	University of Rhode Island
Kean College	University of the South
Kennesaw College	University of South Carolina
Kent State University	University of South Florida
Lehigh University	University of Southern Mississippi
Macalester College	University of Southwestern Louisiana
Marycrest College	University of Tennessee (Chattanooga)
Marymount College	U.T. (Knoxville)
Massachusetts Institute of Technology	University of Virginia
Medical College of Georgia	Valdosta State College
Mercer University	Vanderbilt University
McGill University	Wake Forest University
Millikin University	Washington University
Morehouse College	Wayne State University
North Georgia College	Wells College
Northern Illinois University	West Georgia College
Oglethorpe University	Yale University
Ohio State University	

(1971); J.D. (Doctor of Law), Mercer University (1978): Information Officer, U.S.A.F. (1971-73); Assistant Law Librarian, University of South Dakota (1978-79); Head Law Librarian, University of South Dakota (1979-80); Head Law Librarian, University of Alabama (1980-82); admitted to the State Bar of Georgia; member of the American Association of Law Librarians and the Southeastern Law Library Association.

Ms. Nancy Johnson has been employed as a reference librarian. She holds a B.A. degree from Marycrest College and an M.L.S. degree from the University of Illinois. She served formerly at the Law Library of the University of Illinois and also, previously, at the Law Library of the University of Chicago. She will hold the rank of Associate Professor on the faculty of the Georgia State University Library.

Ms. Catherine Hall has been employed to assist with reference, government documents and other public services. She holds a B.A. degree from the University of California and an M.A. degree from the University of London where she is also a candidate for a Ph.D. degree in South Asian History; she also holds an M.L.S. degree from the University of California. She has had library experience at the University of Nebraska, the University of California at Los Angeles and the Library of Congress. She will hold the rank of Assistant Professor on the faculty of the Georgia State University Library.

Applications for a cataloger are presently being considered. During the upcoming year, clerical support personnel will be provided by the University Library to assist with the transfer of records and processing.

As these matters are completed, these personnel will function in the Law Library.

The Collection

The University Library has since 1974 been concentrating on the development of its "K" section in anticipation of a law school being established at Georgia State University. In 1981 the estimate of the size of this collection was estimated at 30,000 volumes and the decision was made to transfer this collection to the Law Library upon the establishment of the College of Law. As indicated earlier, \$300,000 was expended for the Law Library in the start-up period. The present hard-cover book count is 36,348. When the College of Law opens in September 1982, the Law Library is expected to have, in hard-cover and microforms, the equivalent of 56,200 volumes.

Microforms will be used to save money and space. Representative micro holdings will include, but will not be limited to, state and federal appellate court reports, rare legal manuscripts, periodicals, and legislative histories.

Using Annex II and III of the ABA Standards and Rules of Procedure for the Approval of Law Schools as points of reference, when the College of Law opens in September 1982, the following will be the status of the Law Library:

Schedule A

- I. National Materials: all in place
- II. Federal Materials: all in place except for administrative agency reports relevant to course offerings of which there are none scheduled as yet
- III. Official State Materials (Georgia): all in place
- IV. Additional Materials: all in place

- V. Specialized Reports (on Legal Education): with existing materials and acquisitions suggested by the law faculty the library will have a wide range of material in this category
- VI. Texts, Treatises and Loose-Leaf Services: all in place
- VII. Law Reviews and Journals: the Library has a wide selection.

Schedule B

This is a list of additional federal materials, other-state statutory materials (i.e. codes) and English materials. The Law Library has every item under this Schedule up-to-date.

Budget Data and Projections

As Table 4 indicates, the budgeted amount for the Law Library for 1982-83 and projections for future years are as follows:

1982-83	\$125,000
1983-84	325,000
1984-85	325,000
1985-86	200,000

Active fundraising efforts focused on law library development have been undertaken and have proved fruitful. It is anticipated that the above budgeted amounts will be increased by no less than \$50,000 per year from private sources either in kind or in money.

Every year the on-going process of collection development and acquisition will add 5,000 or more volumes to the Law Library resources. In addition to building collection breadth, we will also seek the highest quality of specialized subject resources. Acquisitions of this scope and nature will build on a collection already dedicated to support of both curriculum and faculty research.

After its first year the library collection is projected to exceed 60,000 volumes. During the second year the quality and quantity

of the collection will continue to grow, the projection being to approximate 70,000 volumes. After the third year the library is projected to have passed the 80,000 volume mark and be growing towards 100,000 volumes.

As this collection grows it will be necessary, indeed desirable, to take advantage of the opportunities of microforms. Microforms provide obvious space savings and significant cost savings. Additionally, there are many materials, such as government publications, which are being produced only in microform.

Resources already available in the collection in microform include legislative histories, records and briefs, reports and opinions, and specialized collections, such as historical and rare legal publications. Library personnel will instruct and assist all users in the best utilization of these resources. Reader-printers will be readily available for the production of any of these materials in hard-copy format.

The Law Library will also have online access to many legal, law-related, and bibliographic computer data bases. Library membership in OCLC (Online Computer Library Center) and SOLINET (Southeastern Library Network) will facilitate interlibrary loan and cataloging. These organizations will be producing computer tapes of library resources. These tapes will be processed to create a library catalog on microfiche, and will make possible additional on-line library applications.

Library resources in computer-assisted legal research will also be offered. Negotiations with Westlaw and Lexis resulted in Westlaw offering a half-price law school contract. The Westlaw database provides the full text of decisions from the courts of all fifty states and all federal courts. In addition, the entire West system of key numbers, headnotes, and case synopses will be available.

Library Services

Service is a prime library goal. The provision of library services for utilization of library resources will take many forms. Service will include, but not be limited to, bibliographic instruction, research assistance, and computer-assisted research. On-going or refresher training will always be available. Current awareness, personal assistance, or priority attention will be provided as needed.

The Library will strive to emphasize service to students and faculty. In addition, the legal profession, paralegals, and the community of scholars will be encouraged to make use of library resources. In the near future the Law Library desires to provide conference and dictation rooms, video-taping and viewing facilities, and special materials for bibliographic instruction.

The Physical Plant

The Regents' Report identified the Urban Life Building on the Georgia State campus as a likely site for housing the College of Law.

As a follow-up, the Director of Campus Planning made a study of ABA accreditation space requirements, and an outline was developed in compliance therewith, as shown in Table 15. This contemplates the utilization of the entire first floor of the Urban Life Building with an extension onto the parking area under the Student Center Building.

Thereupon, a three-phase renovation of this space was begun:

- Phase I - to be completed by September 1, 1982
- Phase II - to be completed by September 1, 1983
- Phase III - to be completed by September 1, 1984.

The projected cost of the total physical plant renovation and appropriate furnishings is \$1,500,000. Of this amount \$700,000 will cover Phase I and \$800,000 is projected for Phase II. The Georgia State University

Table 15

Program of Space Requirements (Revised 10/23/81)

	<u>Net sq. ft.</u>
1. <u>Administrative Suite</u>	
1 Dean's Office @ 300	300
2 Assistant Deans' Offices @ 200	400
1 Administrative Assistant's Office @ 175	175
3 Secretaries @ 150	450
1 Reception/Information area	225
Records/Duplicating/Storage area	450
	<u>2000</u>
2. <u>Faculty Area</u>	
22 Faculty Offices @ 175	3850
6 Secretaries @ 150	900
Duplicating/Supply/Storage area	550
Faculty Library/Conf. Room/Lounge	1000
	<u>6300</u>
3. <u>Library</u>	
A. Administration	
1 Librarian's Office	175
1 Assistant Librarian's Office	150
2 Secretaries @ 150	300
Reception area	100
Supply area	175
	<u>900</u>
B. Service	
Circulation Counter and Reference	400
3 Work Stations @ 150	450
Supply area	150
	<u>1000</u>
C. Receiving and Processing	
1 Supervisor's Office	150
3 Work Stations @ 150	450
Receiving and Storage area	500
	<u>1100</u>
D. Seating	
150 Student Stations @ 20 each	3000
3 Student Conference rooms @ 150	450
	<u>3450</u>
E. Copy and Duplicating Room	350
F. Microform Processing and Storage	1000
G. Stacks - up to 125,000 volumes	15,000
	<u>22,800</u>
	Total Library - 22,800
4. <u>Student Spaces</u>	
Student Bar Association	150
Law Review	300
Student Lockers	- (utilize main
Student Lounge/Vending area	1500
Additional Student Organization space	250
	<u>2200</u>
corridor)	
5. <u>Instructional Space</u>	
2 Classrooms @ 120/130 Seats (Tiered)	3900
2 Classrooms @ 80/100 Seats	3000
2 Classrooms @ 50 Seats	1500
4 Seminar Rooms @ 20 Seats	1600
	<u>10,000</u>
	Required net sq. ft. - 43,300
	Available gross sq. ft. - 68,900
	Space Efficiency factor - 62.8 %

Foundation has committed \$500,000 to this cost; a fund-raising campaign has been initiated and as of August 10, 1982, a total of \$868,478 had been raised or pledged including \$255,000 received from the GSU Foundation on its pledge. This is a three-year fund-raising effort and is expected to be successful.

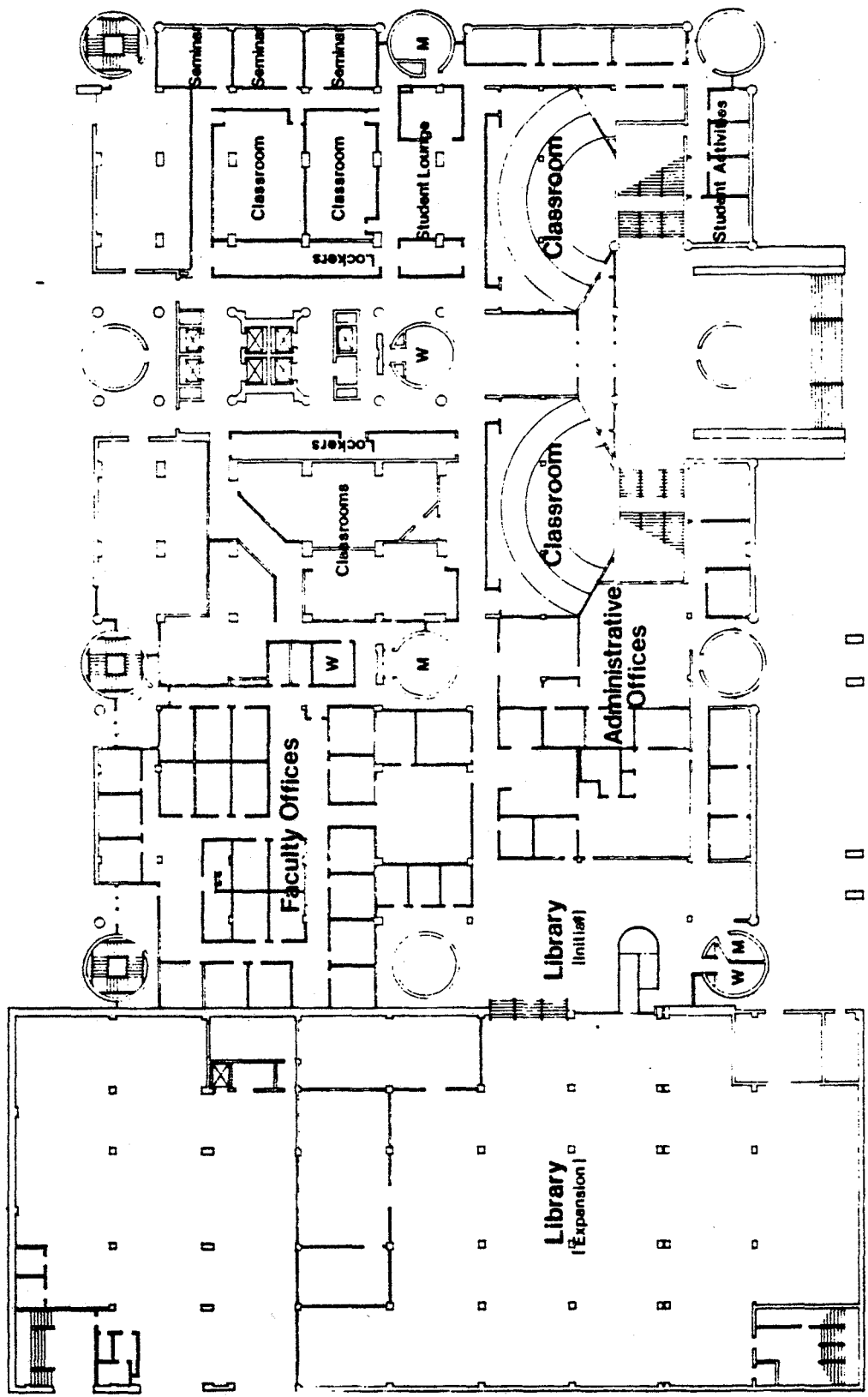
By the opening of the College of Law on September 13, 1982, Phase I will be completed providing ample classroom, library, faculty offices, for operating the scheduled first-year program.

By the beginning of the third year of operation in September 1984, Phase III will have been completed so that the students eligible for our first graduation in June 1985 will have had the use of the completed facility for their final year of law study. (See Figure 5, the physical facilities design.)

As will be noted, neither this drawing, nor the data compiled by the Director of Campus Planning, includes reference to a courtroom facility. We recognize this accreditation requirement and submit the following data on physical space as more than adequate for the courtroom requirements; also we submit additional data on conferencing facilities which will enhance considerably our physical plant resources.

The physical plant of the College of Law will occupy the entire first floor of the Urban Life Building. The second and third floors of this building constitute the University's Conference Center, any portion of which is available, by reservation, to the College of Law.

One facility available is the Urban Life Auditorium. It is a 7,000-square-foot tiered auditorium; its seating is not fixed but lends itself to flexible arrangements (i.e., a capacity of 450 chairs only



GEORGIA STATE UNIVERSITY COLLEGE OF LAW
 FT 10 20 30 40 50 60

Figure 5
 Layout of Completed Physical Plant

or 150 chairs at worktables, depending on the need). At the front at the lowest level is a large area which can, with appropriate stage props, be set up as an appellate courtroom, or as a trial courtroom, or otherwise for a panel discussion group, or for a two-person debate or a one-person lecture. This auditorium is connected by elevator to the ground floor, and is as physically accessible to the College of Law as if it were a part of the law school premises. We contemplate its use as a courtroom, as a lecture hall for programs in continuing legal education, and as a general auditorium for visiting lecturers.

In addition, the University's Conference Center has 17 other seminar and conference rooms, of varying capacities, which are freely available to the College of Law - all of these on the second and third floors, immediately above the premises of the College of Law, accessible by elevator.

Impact on Area Law Schools

The Unapproved Law Schools

There are at present three law schools operating in metropolitan Atlanta which have no national accreditation: The Atlanta Law School, which has been in operation since 1890, the Woodrow Wilson College of Law, and the John Marshall Law School, which began operations during the 1930's. These are proprietary schools, and while nominally approved by the Supreme Court of Georgia to permit their graduates to stand the Georgia bar examination, they are effectively unregulated. They are permitted to continue in operation because there is considerable demand in the Atlanta area for part-time legal education.

Over the years several other unapproved law schools have tried

to establish themselves in the Atlanta area and failed. Moreover, at least one of these unapproved schools has attempted to establish branches in other Georgia cities such as Columbus, Savannah, and Augusta. These branches have not continued for long. This substantiates our contention that only in a large, densely populated urban area is there a demographic base on which to build a quality part-time law school.

For many years it has been a matter of considerable concern among members of the legal profession in Georgia that these non-ABA approved law schools have been permitted to stand the State bar examination, and, when successful, be admitted to the practice of law in Georgia. At its April 3, 1982, meeting the Board of Governors of the State Bar of Georgia requested a rule that "no one . . . be admitted to the bar who is not a graduate of an ABA-accredited law school except persons already enrolled in law schools." No further action has been taken in this regard, and of course, no speculation about Court's future course of action is warranted. It is predictable that the Supreme Court will take no action as long as there is no ABA-accredited law school operating for part-time students in metropolitan Atlanta.

The Approved Law Schools

None of the existing ABA-approved law schools operating in Georgia, Alabama, Tennessee, North Carolina, South Carolina, or north Florida can legitimately claim any unfavorable impact from the establishment of an ABA-accredited law school at Georgia State University operating on a part-time basis because none provides for part-time attendance.

As the Regent's Report (pp. 16-17) concludes, no substantial adverse effect on any of the three ABA-approved schools operating within the State

can reasonably be anticipated. If the Board of Regents, which from its Report is clearly proud of its Law School in Athens, can reach such a conclusion, then this should be assurance enough.

Finally, it is an interesting fact that for this fall (1982) the Law School of Emory University has increased its first-year enrollment from the approximately 225 students which has been fairly consistent at that level in the past to 325 students. This seems to corroborate the supposition of the Regents that the Law School of Emory has a market of its own which is largely unaffected even by national trends much less by local developments.

The Lawyer-Supply Consideration

For the most part the opposition to the establishment of a law school at Georgia State has focused on the alleged oversupply of lawyers which allegedly exists all over the country at this time, and this opposition has come for the most part from the officials of the law schools at Emory University and the University of Georgia.

It is interesting to me, because of my long association with Emory, that when the Board of Trustees of Emory University authorized the establishment of the law school there in 1915 it said:

In establishing this Law School the trustees of the University have realized that there can be no excuse for its existence if it is to do no more than simply increase by one the number of law schools of the type which already exists in the South. These schools are now over-supplying in numbers the demand for lawyers. The legal profession is undoubtedly overcrowded numerically, while the demand for properly trained lawyers continues undersupplied. To provide at home a supply for this real need and to lead other Southern law schools to adopt a program which will enable them to assist therein are the ultimate and larger objects which have led to the establishment of this school.
(emphasis added)

So, in 1915, the Law School of Emory University was brought into being

at a time of oversupply of lawyers. This was because the Trustees had an insight and vision for the future development of legal education in the South.

The Board of Regents of the University System in its August 19, 1981 action in establishing the College of Law at Georgia State evidenced that same concern when it said:

Even if it could be demonstrated that Georgia has a sufficient number of lawyers to meet its foreseeable needs, that would not constitute a definitive argument against the creation of an additional law school if, at the same time, it could be shown that there is a strong unmet demand for legal education. It is not the function of the University System to regulate the supply of professionals to fit the demand for their services; that is the function of the marketplace. At the same time, it would be unconscionable to encourage students to enter the arduous study of law if it were known in advance that there would be no rewarding opportunities available to them upon graduation. (emphasis added)

The conclusion of the Board of Regents was to proceed with the establishment of the College of Law on the basis of an evaluation of the need for legal education rather than the supply-demand economics existing for practicing lawyers at any particular time.

We do not have the documentation for it but we believe that ABA policy in this regard is similar to that of the Board of Regents.

To be sure, law schools have historically served almost exclusively as the educational source of lawyers, and this has generated a notion, which widely prevails, that the supply of lawyers is somehow a proper measure of the need for more or fewer law schools. However, in a legalistic society which has developed in this country over the past 50 years, and, particularly, in a large, densely populated area such as metropolitan Atlanta, there is a considerable basis for believing that a legal education

can, and does, serve a much broader base of career-constituencies than merely the practice of law.

Indeed, in such a context as this, a legal education may well be broadly perceived of as affording a basic qualification for moving, career-wise, in more different directions than any other type of education - a liberal education (so to speak), in a practical way, for career development. The nature of a legal education makes it a significant qualification for one considering a business career, a career in government, even a career in educational administration, and in a variety of other professions, as well as a career in the practice of law.

So much so that it may be fairly predicted that in a large, densely-populated area, such as metropolitan Atlanta, there will always be an unmet demand for law-trained persons - the preserve of law schools. Thus, no longer should the supply of lawyers be viewed as a proper measure of the need for a law school in a large, densely populated area such as metropolitan Atlanta, if, indeed, it ever is a proper measure in any case.

Conclusion

As Dean of the College of Law, I have undertaken in this portion of the feasibility study to state, from my knowledge of the basic articles of this enterprise and my own professional experience, the primary and secondary purposes of the establishment of the College of Law, and to describe the mechanisms for the accomplishment of these purposes. The immediate object of this feasibility study is provisional ABA accreditation and everything presented in it is intended to support this objective. While experience over the next few years may result in some modifications, additions, or deletions, these will be only to further our accreditation effort and to enhance our programs.

I also have attempted to bear witness to the commitment and dedication to this enterprise which I have found both at the University System level and at Georgia State University. I also have described the extensive professional and creative knowledge and experience which has been brought to the task of establishing this law school, of meeting accreditation requirements, and, indeed, of projecting the enterprise beyond accreditation requirements. This University is creating more than a law school; it is dedicated to the creation and maintenance of a high-quality program which characterizes the integrity and excellence of one of the nation's leading urban institutions.

Respectfully submitted,

(Sgd) Ben F. Johnson
Ben F. Johnson
Dean, College of Law

University Endorsement

The undersigned officials of Georgia State University heartily endorse this feasibility study. They respectfully authorize its submission to the Section on Legal Education of the American Bar Association.

(sgd) Noah Langdale, Jr.

Noah Langdale, Jr., President

(sgd) William M. Suttles

William M. Suttles, Executive Vice
President and Provost

(sgd) Harold E. Davis

Harold E. Davis, Interim Vice
President for Academic Affairs

(sgd) Thomas B. Brewer

Thomas B. Brewer, Vice President
for Academic Affairs

(sgd) Ben F. Johnson

Ben F. Johnson, Dean
College of Law

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