

Cornell Law School
Legal Information Institute

Peter W. Martin
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Dean Rudolph C. Hasl
Mr. John A. Sebert

Dear Rudi and John:

Having conducted distance learning courses in law since 1996, Cornell's Legal Information Institute convened its first distance learning workshop this June. Participants included faculty and technologists from a diversity of ABA-accredited law schools, the partner responsible for professional development at a major national law firm, CALI's director of curriculum development, a representative of the Australian National University, and Concord. All participants were directly involved in current or projected distance learning activities.

The focus of the workshop was on the challenging issues of pedagogy, technology, institutional arrangements, and software choices entailed in creating and sustaining effective law courses or programs with significant on-line components. The group found, however, it could not address such matters without reviewing the current accreditation norms and guidelines that bear on these new forms of instruction.

A parallel discussion of the standards and guidelines produced a consensus document that I enclose. It was endorsed at our final session by all the participants affiliated with ABA-accredited schools (names and affiliations listed below*). As I noted above, a number of those attending the workshop represented entities not directly affected by the ABA's regulation of JD education. They abstained from this set of recommendations.

Sincerely,

Peter W. Martin

* Layman Allen - University of Michigan Law School; Tom Bruce - Cornell Law School; Steve Burnett - Seattle University School of Law; George Comeau - Suffolk University Law School; John Farago - CUNY School of Law; Joel Friedman - Tulane Law School; Paul Joseph - Nova Southeastern University, Shepard Broad Law Center; Kenneth Kirwin - William Mitchell College of Law; Peter Martin - Cornell Law School; Elmer Masters - Emory University School of Law; Marjorie McDiarmid - College of Law, West Virginia University; Michael Norwood - University of New Mexico School of Law; Theresa Player - University of San Diego School of Law; Polly Price - Emory University School of Law; Michael Rustad - Suffolk University Law School; Diana Sclar - Rutgers, Center for Law and Justice (Newark); Robert Seibel - CUNY School of Law; and Stephanie Willbanks - Vermont Law School