

A photograph of the New York Law School building, featuring a series of tall, white, fluted columns. The building is partially obscured by lush green trees in the foreground. A tall, modern building is visible in the background to the right. The sky is clear and blue.

**NEW YORK
LAW SCHOOL**

Learn law.
Take action.

Meet Our Clinicians



Left to right: Joy Fasanya 3L, Professor Deborah N. Archer, and John Murillo 2L.

introduction

A legal education is no longer defined by the casebook or the Socratic dialogue. Today, successful law students don't just go to law school to learn law—they go there to take action. Clinical and skills-based learning opportunities are critical components of the law school experience for students who aspire to competence, integrity, and professionalism as practitioners. As Professor Lawrence M. Grosberg, Director of New York Law School's Lawyering Skills Center, says, "Knowledge of the law is not enough. Law students must learn how to analyze the law and then effectively apply that analytical work product to the particular situation presented."

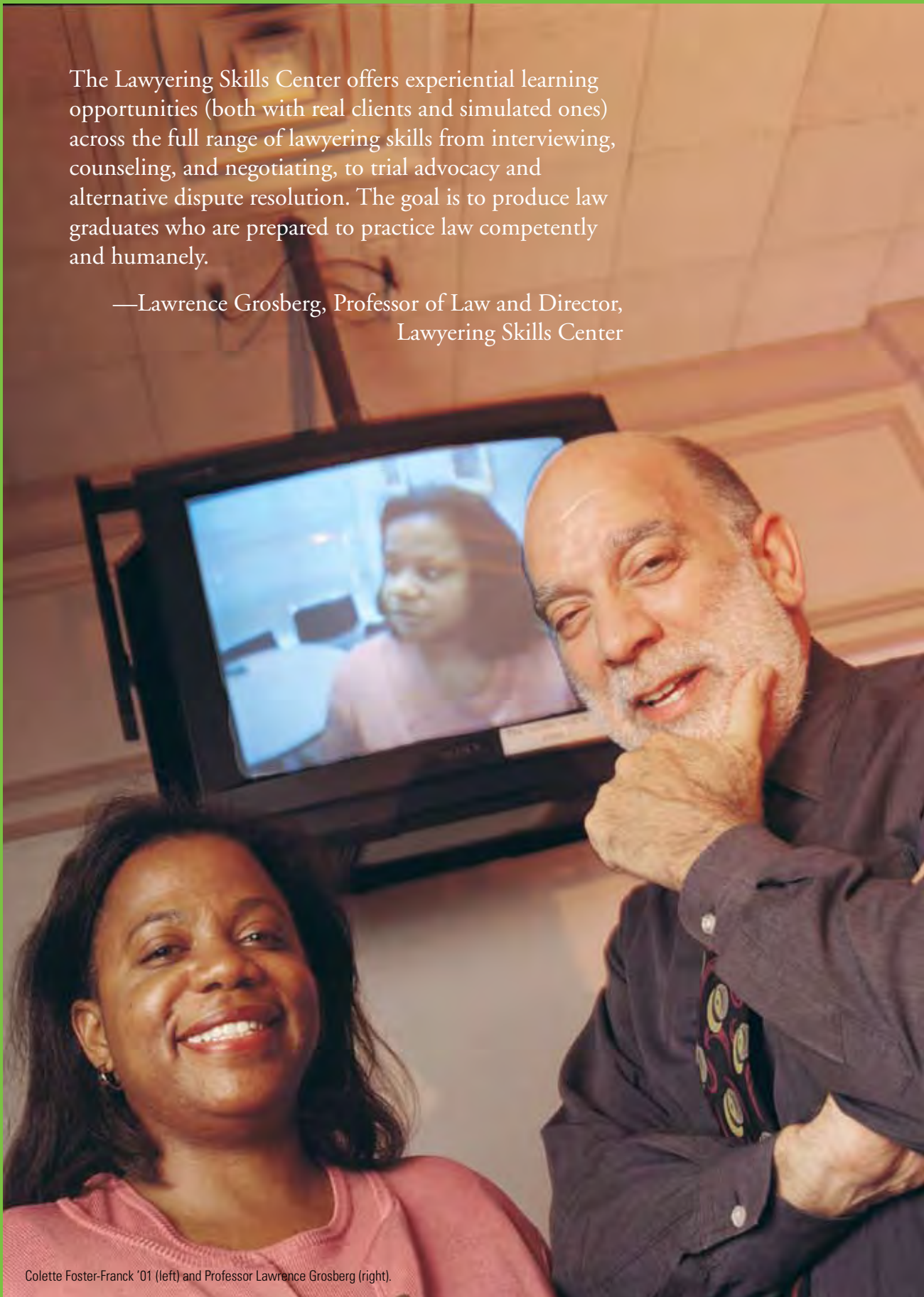
New York Law School's clinical/lawyering skills curriculum is a product of innovation, a highly experienced faculty, and the School's determination to fully exploit its ideal location. Situated in lower Manhattan, in the heart of the city's legal, financial, government, and corporate headquarters, the School affords students an extraordinary array of clinical and lawyering skills opportunities. Immersion in the legal life of this great city is not just a dream for New York Law School students—it's an essential part of their learning experience, and an integral part of the School's identity and curriculum.

The integration of theory and practice begins in the first year with a course called Lawyering, which introduces students to much of what lawyers really do: interviewing and counseling clients, investigating and evaluating facts, and developing case theories. The upper-level curriculum offers multiple opportunities for students to gain hands-on experience in a real-world setting: An extensive externship program places students in the offices of practicing attorneys or in judicial chambers. A rich array of clinics enables students to work under faculty guidance on their own cases with real clients and adversaries. Simulation courses provide opportunities for students to apply the law contextually in situations where they counsel clients, negotiate with an adversary, or actually try cases before a jury. In addition, workshop courses in specific areas of law combine a substantive seminar with a placement in a law office where students work in that area of law.

All of these clinical and skills opportunities represent a systematic effort by New York Law School to help students develop and refine their legal reasoning and analysis skills by applying those skills to common as well as complex legal problems. This fusion of perspectives gives the School's graduates an extremely strong basis on which to build a productive, responsible, and rewarding life in the profession.

The Lawyering Skills Center offers experiential learning opportunities (both with real clients and simulated ones) across the full range of lawyering skills from interviewing, counseling, and negotiating, to trial advocacy and alternative dispute resolution. The goal is to produce law graduates who are prepared to practice law competently and humanely.

—Lawrence Grosberg, Professor of Law and Director,
Lawyering Skills Center



Colette Foster-Franck '01 (left) and Professor Lawrence Grosberg (right).

the clinical program

Lawyering Course

Beginning with the first-year Lawyering course, every student is given the opportunity to use his or her legal reasoning and analysis skills in a simulated interview of a client, in an interview of a witness, and finally, in a session in which the student counsels a client. In developing the course, Professor Grosberg and his colleagues employed a teaching technique that borrows from one used in medical education for more than 30 years. In their adaptation, an actor playing the part of a witness or client is interviewed or counseled by the student, who is then evaluated on his or her ability to communicate and obtain information.

Students are confronted with the challenge of combining their knowledge of the law, their analytical abilities, and their interpersonal skills. That challenge is at the core of all of the courses in the Lawyering Skills Center curriculum, including advanced simulation courses that build on the Lawyering course, an extensive Externship Program, and a wide range of clinics—all geared toward providing students with the experiential learning opportunities that familiarize them with law in practice.

Victoria Benton 3L (left) with David Kapner, Supervising Attorney, The Legal Aid Society (right).



Adam Roth 3L (far right).



Left to right: Professor Mariana Hogan, Professor Frank Bress, and Irwin Shaw, Attorney in Charge, The Legal Aid Society, Criminal Defense Division, Manhattan.



Luba Reife 3L (left) and Rosy Kandathil, Attorney, The Legal Aid Society (right).

Clinics

Under the direct supervision of full-time faculty (often working closely with practicing lawyers), students in clinical programs act as lawyers for real clients, as mediators in real disputes, or as court evaluators in judicial guardianship proceedings. All clinics have a seminar component in addition to the fieldwork. In these seminars, students study substantive law and practice crucial lawyering skills through simulation sessions in which they meet clients, interview witnesses, deal with adversaries, and appear in court.

“The clinics at New York Law School give students an invaluable opportunity to develop their legal skills while also teaching students to advance fairness and equity in the law. The intensive interaction with clients, adversaries, and community groups provided through our clinics produces well-trained, thoughtful graduates prepared to tackle complex legal problems.”

—Deborah N. Archer, Professor of Law

- **Criminal Law Clinic** – Each student works closely with a faculty supervisor and an experienced Legal Aid Society (LAS) attorney on misdemeanor cases as well as assisting LAS lawyers on felony cases at all stages of the criminal process, from arraignment through trial.
- **Elder Law Clinic** – Under the supervision of a faculty member and an experienced practicing attorney, students work on actual cases involving guardianship proceedings, serving as court evaluator or the attorney for the alleged incapacitated person.
- **Mediation Clinic** – Following an intensive 30-hour training session held at the beginning of the semester, clinic students observe and conduct actual mediations in the New York Small Claims Court and assist in other court-annexed mediations.
- **Securities Arbitration Clinic** – Students represent clients in securities arbitrations who have suffered damages due to the misconduct of their former stockbrokers and brokerage firms. They assist clients unable to obtain legal representation in pursuing their complaints, acting as lawyers in arbitration proceedings before the Financial Industry Regulatory Authority (formerly the National Association of Securities Dealers).
- **Urban Law Clinic** – Students are introduced to civil litigation and advocacy in a variety of contexts and forums through representing low-income clients with problems caused or worsened by urban poverty, such as special education, government benefits, and employment discrimination cases.

TESTIMONIALS

Client Testimonial:

"The students made my goals their number one concern. I thought that I had lost all my money. The students helped restore my confidence in myself; they assured me that it could happen to anyone. I'm so glad that they are doing this for the community."

—Client of the Securities Arbitration Clinic; identity withheld due to terms of the settlement

Judge Testimonial:

"This program has not only provided its students with insight to the real practice of law, but has provided much needed assistance to the Court and, more importantly, to the neediest in our community. Also, the students gain an opportunity to work under the direct supervision of experienced attorneys in the field of elder law."

—Hon. John M. Leventhal, Judge on guardianship cases handled through the Elder Law Clinic

Student Testimonials:

"It's great to be able to help clients who can't afford attorneys on their own or have already used up their resources on a bad attorney. It's been one of the best experiences of law school."

—Michelle Pakula '06, Securities Arbitration Clinic

"My experience in the Urban Law Clinic was by far the best experience I've had in law school. . . . I had the opportunity to work very closely with plaintiffs from under-represented classes, which required me to refine my interpersonal and communication skills. . . . More importantly, the clinic really gave me the chance to feel like I was making a difference."

—Barbara M. Vaccaro 3L, Urban Law Clinic

"In a clinic you get the chance to interview, counsel, and represent real clients. Clinical work raises your confidence level and allows you to try out different tactics in a supportive environment. You receive feedback from your instructors that you can put into practice in the next client interaction."

—Michelle Spadafore '06, Mediation Clinic

"With the assistance of my mentor attorney, I took part in a guardianship proceeding to evaluate the capacity of an alleged incapacitated woman. I interviewed all the interested parties and drafted a court evaluator report with recommendations that were submitted to the court. It was thrilling to have my first appearance in court and to finally be able to put my knowledge to use."

—Amanda Wolf 3L, Elder Law Clinic

Left to right: Caitlyn Gale 2L, Professor Lawrence Grosberg, Kiel Roeschke 2L, Noelle Fiorentino 3L, Paul Colley 2L.

Robert Ward, Director of Video Projects (left), and Professor Mariana Hogan (right).



Externships

The Externship Program enables second- and third-year students to earn two or four credits by working in government offices, public interest organizations, corporations, or law firms, while reflecting on their experiences and discussing them with faculty. Students in the four-credit program also participate in a weekly seminar introducing them to legal practice issues through the use of readings, simulations, discussion, and video. In addition, externs complete written assignments designed to highlight aspects of their placement experiences and meet with a faculty member three times throughout the course of their placements to discuss their experiences and what they are learning. The goal is for students to examine the application of the law in specific contexts and to explore a variety of lawyering issues from different perspectives. The externship experience is an exceptional opportunity for students to maximize what is learned through the placement in ways that simply are not possible in the usual part-time or summer job experience.

Placement locations have included the New York Stock Exchange, Viacom, Revlon, the Equal Employment Opportunity Commission, the Federal Trade Commission, the Securities Exchange Commission, and numerous law firms, including Debevoise & Plimpton, Kenyon & Kenyon, Sidley Austin LLP, and Stroock & Stroock & Lavan LLP. In addition, students have been placed in several nonprofit organizations, including the American Civil Liberties Union, Amnesty International, CONNECT, MFY Legal Services, the Open Society Institute, and the Urban Justice Center.

From left to right: Professor Mariana Hogan, Victoria Benton 3L, and Aubrey Robertson 3L.



“New York Law School externship students don’t have to experience the sink or swim introduction to the practice of law many of us endured. Externships with a mentor attorney or judge who is committed to teaching provide a more positive introduction. Each semester, externship students take advantage of enviable learning opportunities in the panoply of courthouses and law offices located within blocks of the School.”

—Professor Mariana Hogan, Director of Externship Programs



Iryna Licandro 3L (left) with Ilissa Brownstein, Attorney, The Legal Aid Society (right).



Aubrey Robertson 3L (left) with David Kapner, Supervising Attorney, The Legal Aid Society (right).

Student Testimonials:

“[My mentor] made me feel like an associate in the office by giving me lots of responsibility.”

—Scott Morris '04, Karp & Kalamotousakis

“This experience, especially the attention to details, will be helpful not only in the entertainment field, but in all fields where one wrong word or misplaced colon can change the meaning of a paragraph and/or the liability in a contract.”

—Maria Foffe '03, NBA Entertainment

“Externships provide the experience of working directly in an office environment. At my externship I was able to participate in regular team meetings, make contacts, do practical legal research, and get a real feel for whether the legal work and office environment I was in was a good fit for me.”

—Lea Bays '07, Open Society Institute's Justice Initiative

“The Externship Program at New York Law School gives students a chance to witness and participate in the legal concepts discussed in the classroom, rather than merely reading about them. My externship experience not only reinforced the curriculum, but taught me things I would never have learned otherwise.”

—Adam Buchanan 3L, Fasulo, Shalley & DiMaggio LLP

Mentor Testimonial:

“[Our extern] was a great asset to our firm. She was intelligent, hard-working, and motivated. She impressed us so much, she was offered a summer position with the firm.”

—Adam Leitman Bailey, Attorney, Adam Leitman Bailey, P.C.

TESTIMONIALS

Judicial Externships

Students in the Judicial Externship Program earn law school credits while volunteering with a judge or magistrate in one of the many courthouses within blocks of the School or in surrounding jurisdictions. Participating students almost invariably describe it as the highlight of their law school experience. Students are not simply placed with judges in order to do library work; they are exposed to litigation skills through observation of courtroom and chambers practice, they take part in chambers discussions among the judge and law clerks, and they have the added benefit of being privy to the judge's perspective on the lawyering they observe.

Student Testimonials:

"My writing and research skills improved dramatically. . . . The clerk was like my own personal writing professor."

—Justina Kingen '04, Justice Joan A. Madden

"This externship gives you an excellent opportunity to observe what good lawyering looks like, but more importantly, what bad lawyering is like (and what not to do)."

—Winnie Lee '05, Magistrate Michael H. Dolinger, SDNY

Mentor Testimonial:

"My extern was outstanding. She took complicated motions from the very first, reviewed all submissions, and wrote memos that were excellent."

—Hon. Barbara A. Curran, Superior Court of New Jersey, Civil Division

Left to right: Professor Frank A. Bress, Stephen Singer, Loyola Law School; David Utter, Juvenile Justice Project of Louisiana.



Simulation Courses

These innovative courses focus on integrating theory and practice by involving second- and third-year students in complex simulations of legal transactions as well as simulated trials. The simulation approach provides opportunities for students to practice the lawyering tasks—advising clients, drafting papers, conducting negotiations, appearing at proceedings, and conducting trials—that lawyers are commonly called upon to perform, and can also be a powerful vehicle for teaching the substantive law of a given field. Close review of videotaped performances and interactive computerized skills learning programs enable faculty to provide students with individual feedback and guidance.

“More and more, computers are being used to present evidence. As the movement is gaining ground, new courtrooms are being built with total computer access. It’s basically the newest skill lawyers have to include in what they know about trial practice.”

—Eugene Cerruti, Professor of Law

Simulation courses currently offered:

- Advocacy of Criminal Cases
- Alternative Dispute Resolution
- Negotiating, Counseling, and Interviewing (NCI)
- Trial Advocacy

Workshops

Workshops combine a seminar with a supervised placement in a public or private office where a particular body of law is practiced. A workshop is similar to an externship, except that all of the students in a workshop are placed in offices that handle similar matters (e.g., all students in the Criminal Justice Seminar and Workshop are placed in prosecutors’ offices where they work on criminal prosecutions). They are usually taught by a full-time faculty member with the assistance of an adjunct professor who practices in the area. Each year, a number of workshops are offered, providing two crucial benefits for students: an excellent educational experience and an opportunity to make contacts that may help them in postgraduate placement.

Workshop courses currently offered:

- Criminal Justice Workshop and Seminar
- Entertainment Law Seminar and Workshop
- Family Court Practice Seminar and Workshop
- Immigration Practice Seminar and Workshop
- International Human Rights Law Seminar and Workshop
- Media Law Seminar and Workshop
- New York City Law Seminar and Workshop



Faculty Testimonial:

“An externship program coupled with a seminar setting . . . provides for an enriched and interesting mix in the classroom. Guest speakers are stunned by the students’ depth of knowledge and their ability to integrate theory and reality.”

—Professor Lenni B. Benson, Immigration Practice Seminar and Workshop

Other Skills Courses

In addition to the many clinics, externships, simulation courses, and workshops available, New York Law School offers a wide selection of other skills-based courses, including the following:

- Drafting: Contracts
- Drafting: Corporate Documents
- Drafting: General Principles
- Drafting: Judicial Opinions
- Drafting: Legislation
- Drafting: Litigation Documents
- Drafting: Real Estate Documents
- Drafting: Wills and Trusts
- Entertainment Law: Drafting & Negotiation
- Intellectual Property Licensing and Drafting: Art Law
- Intellectual Property Licensing and Drafting: Biotech
- Intellectual Property Licensing and Drafting: Hi-tech
- Intellectual Property Licensing and Drafting: Media
- Intellectual Property Licensing and Drafting: Publishing
- Lawyering Skills in the Representation of Persons with Mental Disabilities
- Patent Claim Drafting
- Tax Procedure and Tax Practice Skills
- Visual Persuasion in the Law
- Writing Skills for Lawyers

the benefits of our location

New York Law School has been able to leverage its lower Manhattan location to make unparalleled clinical and lawyering skills opportunities available to students. What happens within a few blocks of the School? Urban Law Clinic students represent clients asserting employment discrimination claims in federal court. Judicial externs work in the chambers and courtrooms of federal and state judges. Experienced assistant U.S. attorneys teach in the trial advocacy program. Mediation Clinic students mediate disputes between parties in the Small Claims Court three blocks away. Externship and workshop students work with mentor attorneys in private law firms and government agencies—and it's all within walking distance of the School.

There is an exceptional synergy between the nearby practicing lawyers and judges and the Law School. The students' experiential learning includes actual representation of clients under the supervision of full-time faculty; assisting practicing attorneys (mentors); clerking for judges; conducting simulated jury trials; negotiating with nearby practicing attorneys; and observing highly skilled lawyers in action. The easy accessibility of the School is a major reason why it is privileged to have many of the best lawyers in the city serving as adjunct professors, assisting the full-time faculty in teaching skills courses.

In turn, students have access to almost every kind of private law practice, in-house corporate legal staff, legal aid and public interest law practice, governmental counsel office, and court that exists in the United States. While the School may not be able to accommodate those students who want to experience a rural law practice, there are very few other "lawyering" options that are not within its neighborhood grasp.

Adjunct Professor/Alumni Perspective:



"New York Law School gives students the unique opportunity to step from the threshold of the School right into the heart of New York City's state and federal court systems and the world's financial center, presenting students many different prospective career tracks to explore while they earn their academic credentials. It was those unique opportunities that set me on a career path that I wouldn't trade for anything."

—David N. Kelley '86, Partner; Cahill Gordon & Reindel LLP; Former U.S. Attorney for the Southern District of New York; Adjunct Professor, New York Law School



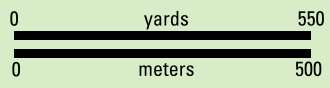
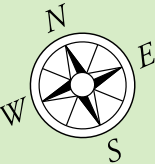
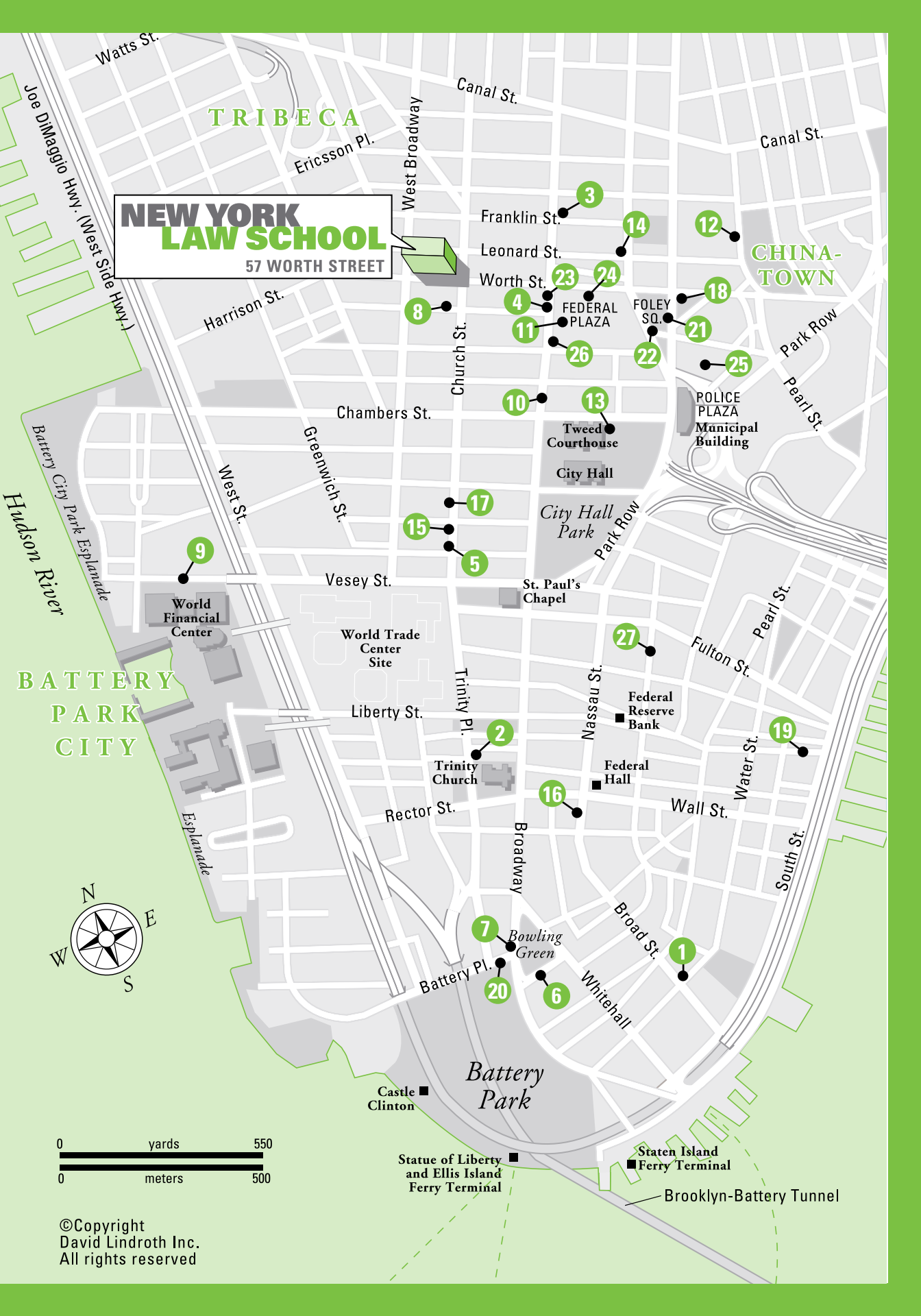
"Building on the excellent foundation I got from taking the Criminal Law Clinic with Professor Cerruti, I went on to try 36 jury trials for the Legal Aid Society and have since become a litigation partner at Herzfeld Rubin. I've also had the opportunity to teach Trial Ad at New York Law School for 18 years and the great pleasure of observing my students go on to competently try cases."

—Lawton W. Squires '83; Attorney, Herzfeld & Rubin, P.C.; Adjunct Professor, New York Law School

Here are just a few of the many local organizations New York Law School students have access to through clinics, externships, workshops, and other opportunities:

1. American Civil Liberties Union
2. American Stock Exchange
3. Community Housing Improvement Program
4. Department of Homeland Security
5. Equal Employment Opportunity Commission
6. Federal Trade Commission
7. Kenyon & Kenyon
8. Legal Aid Society
9. Merrill Lynch
10. MFY Legal Services
11. National Labor Relations Board
12. New York City Criminal Court
13. New York City Department of Education
14. New York City Family Court
15. New York City Law Department
16. New York Stock Exchange
17. Public Interest Law Offices
18. Supreme Court of the State of New York
19. Stroock & Stroock & Lavan LLP
20. United States Bankruptcy Court
21. United States Court of Appeals
22. United States Court of International Trade
23. United States Department of Housing and Urban Development
24. United States Department of Justice
25. United States District Court, Southern District of New York
26. United States Environmental Protection Agency
27. Urban Justice Center

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57 WORTH STREET



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ongoing leadership in clinical scholarship

The Law School has played an important role nationally in supporting and developing scholarship in clinical legal education, a vibrant and growing area of academic research and writing. The Clinical Theory Workshop, which Associate Dean Stephen J. Ellmann has chaired at New York Law School since he joined the faculty in 1992, and the more recently established Clinical Research Institute, both exemplify New York Law School's commitment to clinical scholarship and clinical education in general.

Clinical Theory Workshop

Dean Ellmann started the Clinical Theory Workshops at a time when clinical education was still a fairly new movement in legal education, and when scholarship about clinical or experiential learning was also still quite new. As clinical teaching has spread through America's law schools, new forums and conferences have added to the venues for clinical scholarship, but the New York Law School Clinical Theory Workshop remains one of the most respected venues for clinical scholars. It is a discussion series that continues to attract professors from around the nation to present papers on cutting-edge clinical issues.

The Clinical Research Institute

The Clinical Research Institute (CRI) is a project of New York Law School's Justice Action Center. Co-edited by Dean Ellmann and Professor Richard D. Marsico, CRI is the only online forum featuring the work of clinical scholars. It is a part of the Legal Scholarship Network, which in turn is part of the Social Science Research Network (SSRN), a Web library where scholars from around the world post their work, including works-in-progress and published pieces, so that their scholarship is readily available to other scholars. CRI's editors are happy to post any work of clinical scholarship, from clinicians in the United States and elsewhere. (For more information about CRI, visit www.nyls.edu/cri.)

Like the Clinical Theory Workshop, CRI is part of New York Law School's commitment to clinical education, reflected in the range of clinics, externships, and simulation courses described in detail earlier in this brochure.

Municipal Building (left), "Tweed Courthouse" (right).



meet the faculty

The following Lawyering Skills Center professors have played central roles as teachers in clinics, externships, simulation courses, and workshops:



deborah n. archer



frank a. bress



carol a. buckler



eugene cerruti



stephen j. ellmann



aleta g. estreicher



kris franklin



lawrence m. grosberg



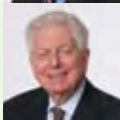
mariana hogan



richard d. marsico



howard s. meyers



peter j. strauss

deborah n. archer

Professor of Law

Director, Racial Justice Project, Justice Action Center

Smith College, B.A. 1993 *cum laude*

Yale, J.D. 1996 (*Journal of Law and Feminism, The Yale Policy Review*)

Law Clerk, Hon. Alvin W. Thompson, U.S. District Court, District of Connecticut

Deborah N. Archer joined the Law School in 2003 and became Professor of Law in 2007. She teaches the Urban Law Clinic, the Externship Seminar and Placement course, and the Racial Discrimination and American Law course, and she directs the Racial Justice Project at the School's Justice Action Center. Previously, **Professor Archer** was a litigation associate at Simpson Thatcher & Bartlett. At the same time, she performed pro bono work on behalf of political asylum seekers and battered women. She is a former member of the Civil Rights Committee of the Association of the Bar of the City of New York and the Committee on Civil Rights of the New York State Bar Association.

After graduating from Yale in 1996, **Professor Archer** clerked for a year with Judge Alvin W. Thompson, U.S. District Court, District of Connecticut, and then spent a year at the American Civil Liberties Union Foundation as a Marvin M. Karpatkin Fellow, involved in federal and state litigation on issues of race and poverty. From there, she became Assistant Counsel at the NAACP Legal Defense and Education Fund, Inc., where she was involved in a number of important cases, including *Maxwell v. Foster*, which defended a challenge to majority-minority voting districts, and *Lewis v. Chicago*, which challenged the Chicago Fire Department's hiring practices.



frank a. bress

Professor of Law

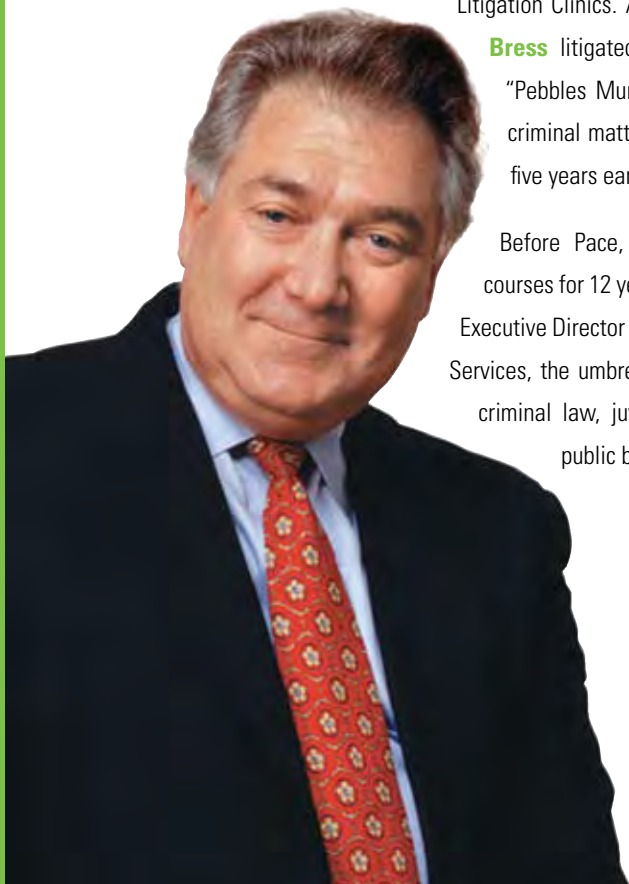
New York University, B.A. 1969

St. John's University, J.D. 1972

Frank A. Bress joined New York Law School in June 2002 after four years as vice president and general counsel for a public company and the previous ten years in private practice. At New York Law School, he co-developed and co-teaches, with Professor Mariana Hogan, the Advocacy of Criminal Cases course and the Criminal Law Clinic. His other courses include the Externship Seminar; Lawyering; Negotiation, Counseling, & Interviewing; and Trial Advocacy.

Earlier in his career, as Associate Dean for Clinical Education at Pace Law School, **Professor Bress** started the clinical education program, developed and taught a Trial Advocacy course and a Homicide Defense Clinic, and developed Child Support Enforcement and Appellate Litigation Clinics. As part of the Homicide Defense Clinic, **Professor Bress** litigated a high-profile murder case on Long Island (the "Pebbles Murder") and achieved the first change of venue in a criminal matter in New York since the Brinks Robbery more than five years earlier, and the last until the Amadou Diallo case.

Before Pace, **Professor Bress** taught clinical and advocacy courses for 12 years at NYU School of Law. While there, he served as Executive Director and Managing Attorney of Washington Square Legal Services, the umbrella under which students practiced in the areas of criminal law, juvenile justice, women's rights, prison reform, and public benefits law.



carol a. buckler

Professor of Law

Associate Dean for Academic Affairs

Yale, B.A. 1978 *cum laude*

Harvard, J.D. 1982 *cum laude*

Carol Buckler became Associate Dean for Academic Affairs in July 2007. Previously, she was the Law School's first Associate Dean for Professional Development. In her five years in that role, she oversaw the offices of Student Life, Career Services, and Public Interest and Community Service. Her courses have included Lawyering, Legal Profession, and the Civil and Human Rights Clinic. In all of these, her focus has been the wide-ranging yet often subtle professional skills needed by practicing lawyers. She is affiliated with the School's Center for Professional Values and Practice.

Dean Buckler gained an early respect for the professional ethic, a code that she turned into a career specialty while still a junior litigator. After graduating from Yale University and Harvard Law School, she began her legal career at Berle Kass & Case, a small Manhattan firm that emphasized public interest work. Assigned to research a question about a possible conflict of interest, she soon became the house expert on ethics.

She entered law teaching as an adjunct professor at Pace Law School and came to New York Law School in 1991. In addition to speaking and writing about political asylum (growing out of her work in the Civil and Human Rights Clinic),

Dean Buckler is co-author of the popular workplace reference book, *Everything a Working Mother Needs to Know About Pregnancy Rights, Maternity Leave, and Making Her Career Work for Her* (Doubleday, 1994).



eugene cerruti

Professor of Law

Harvard, B.A. 1966

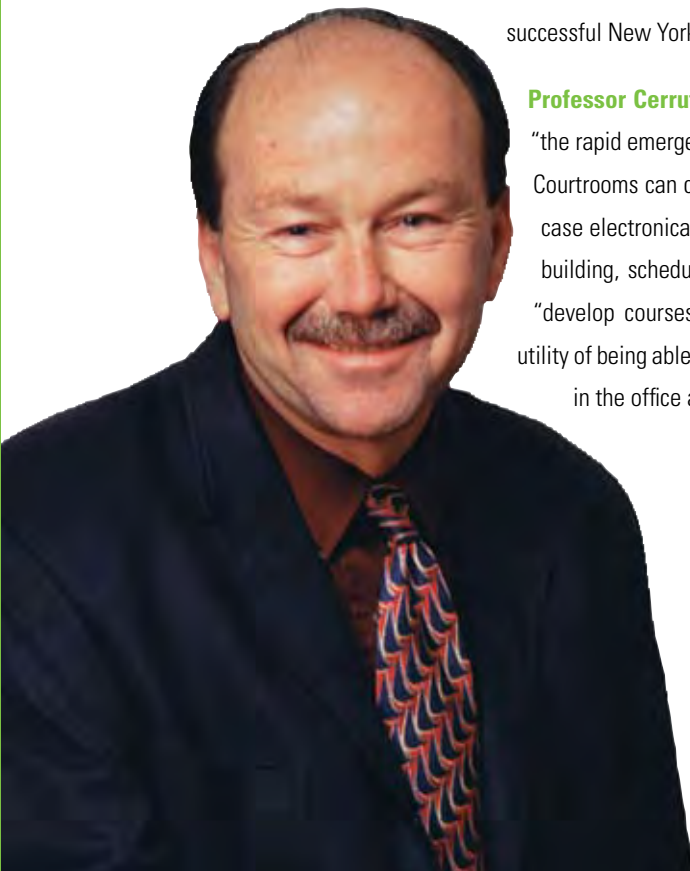
University of Pennsylvania, J.D. 1970

Eugene Cerruti graduated from law school in 1970 and joined the New York Legal Aid Society as a staff attorney in the Criminal Defense Division. In the early 1970s, law schools were starting to offer criminal defense clinics for their students, and when New York Law School approached him to do one, he jumped at the chance. After three years at Legal Aid, he felt clinical experiences—the opportunity to practice what you learn in class—were an important learning tool for future defense attorneys.

Over the next decade, the Criminal Defense Clinic became a well recognized training ground for lawyers hired by both prosecutors' and defense attorneys' offices in New York. **Professor**

Cerruti later turned his attention to teaching Trial Advocacy, another very successful New York Law School program.

Professor Cerruti's current area of interest is what he terms "the rapid emergence of high-tech advocacy in the courtroom." Courtrooms can currently play DVDs of evidence, presenting a case electronically. In the School's new, fully-wired academic building, scheduled for completion in fall 2008, he wants to "develop courses that will teach students the extraordinary utility of being able to use computer technology in litigation, both in the office and the courtroom."



stephen j. ellmann

Professor of Law

Associate Dean for Faculty Development

Chair, Clinical Theory Workshops and Faculty Scholarship Luncheons

Co-chair, South Africa Reading Group

Co-editor, Clinical Research Institute

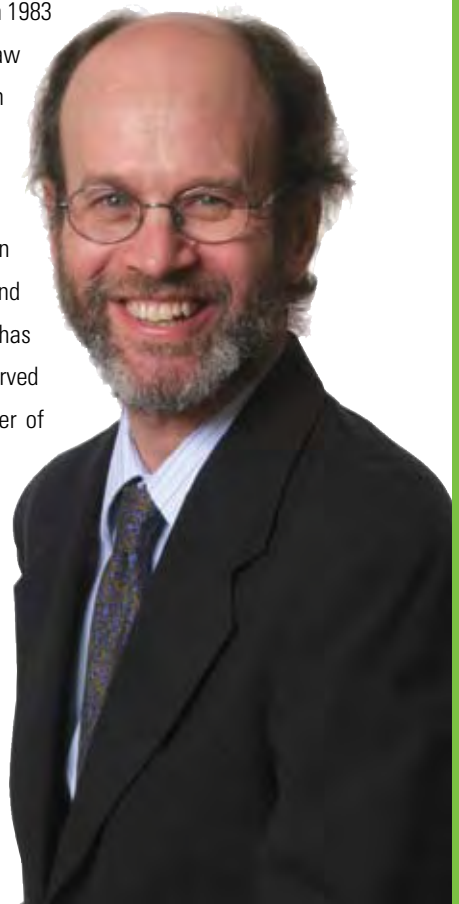
Editor, New York Law School Legal Studies Research Paper Series

Harvard, B.A. 1972 *magna cum laude*, J.D. 1976 *magna cum laude*
(*Law Review*, Note Editor)

Law Clerk, Hon. Elbert Tuttle, U.S. Court of Appeals, Fifth (now Eleventh) Circuit

Stephen J. Ellmann is an award-winning author on legal ethics and an expert in clinical legal education, constitutional law, and South African law. In 1985, he started the Clinical Theory Workshops at Columbia, where he was Associate Professor of Law from 1983 to 1992, and has continued to chair them since he joined the New York Law School faculty in 1992. He initiated the Law School's Clinical Research Institute, and now co-edits the Institute's collection of papers, along with Professor Richard Marsico.

Dean Ellmann's clinical teaching over the years has included supervision of students representing children in foster care (at Columbia) and representing immigrants seeking asylum (at New York Law School). He has also taught several semesters of the School's Lawyering course and served as faculty advisor for students in externships. The author of a number of articles on the skills and ethics of law practice, **Dean Ellmann** is now at work on a co-authored textbook on critical issues in legal interviewing and counseling.



aleta g. estreicher

Professor of Law

Bryn Mawr, A.B. 1970 *cum laude praeter morem*

Columbia, J.D. 1981 Harlan Fiske Stone Scholar (*Law Review*, Articles Editor)

Law Clerk, Hon. Eugene H. Nickerson, U.S. District Court, Eastern District of New York

Aleta G. Estreicher majored in Classical and Near Eastern Archaeology at Bryn Mawr College, but found she needed more human contact than an archaeology career would afford. She became interested in studying law while working at Columbia University, where she volunteered as a union organizer among the clerical staff and served as a liaison between the staff and the union's attorney.

"I am living proof that life is not necessarily a straight line. My practice experience zigzagged from litigation to business law, so I always tell my students not to be too single-minded," she says.

An expert in corporate law, **Professor Estreicher** regularly teaches Corporate & Securities Law: Advanced Topics, Corporations, Property, the Securities Arbitration Clinic, and Securities Regulation. In her Securities Arbitration seminar, students prepare simulated cases, usually with New York Law School alumni playing the client roles. Although the simulations provide useful skills and securities law training, **Professor Estreicher** always hoped eventually to give students the "real thing"—a live client securities arbitration clinic. In 2005, she got her wish, when the School opened the Securities Arbitration Clinic, which she now co-teaches with Visiting Professor Howard S. Meyers, largely funded by a grant from the office of the New York State Attorney General (from a settlement with former Qwest CEO Joseph P. Nacchio).



kris franklin

Professor of Law

Director, Academic Skills Program

Yale, B.A. 1989 *cum laude*

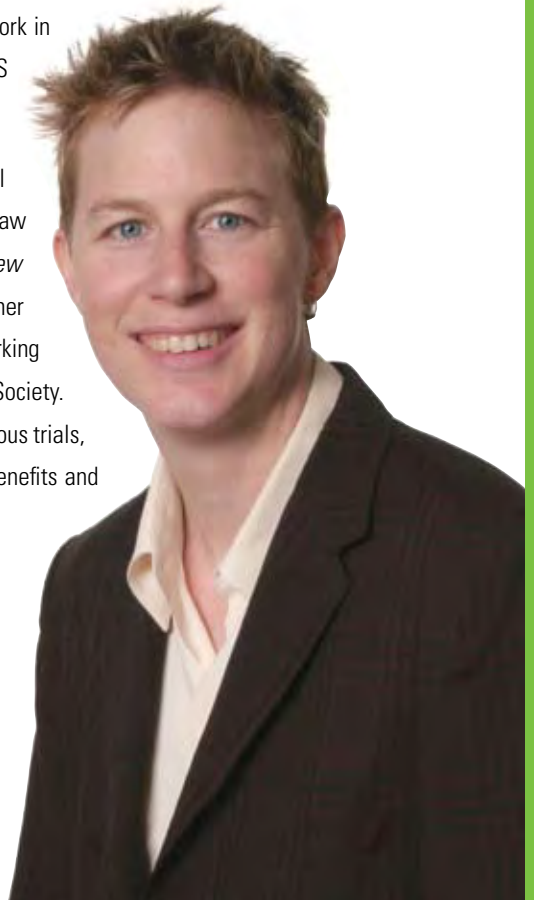
New York University, J.D. 1992 (*Review of Law & Social Change*, Editor in Chief)

Public Interest Law Foundation Fellowship, 1990

Kris Franklin came to New York Law School from NYU School of Law, where she helped shape the current curriculum in critical legal thinking in its Lawyering Program. At New York Law School, she teaches Negotiation, Counseling, and Interviewing; Principles of Legal Analysis; and Torts, and she has also coached student teams in negotiation competitions.

Professor Franklin has become an acknowledged expert in the fields of legal pedagogy and academic support. She is the founder of the New York Area Academic Support Colloquium. She is also frequently asked to speak about her work in these fields, and has served two terms on the Board of the AALS Section on Academic Support.

Professor Franklin, who writes extensively on a range of legal issues, first became involved in the close study of law as a law student at NYU, where she served as an Editor in Chief of the *New York University Review of Law & Social Change*. To guide her teaching, she also draws on her four years as a staff attorney working with a diverse clientele in the Brooklyn office of the Legal Aid Society. There she focused on housing and family law, conducting numerous trials, hearings, and appellate arguments. She also litigated public benefits and immigration cases.



lawrence m. grosberg

Professor of Law

Director, Lawyering Skills Center

Co-director, Elder Law Clinic

University of Southern California, B.A. 1965 *cum laude*, Order of the Palm
Columbia, J.D. 1969 (*Journal of Transnational Law*, Editor)

Professor Grosberg, Director of New York Law School's Lawyering Skills Center, believes law schools need to continue to experiment with new methods of teaching and examining students to "better reflect what they do in practice." His current teaching includes the Mediation Clinic, the Elder Law Clinic, and Lawyering.

His scholarship has focused on how law schools might improve their clinical instruction and, in turn, how the bar admission process might better evaluate an applicant's competence to practice law, as well as on issues of civil procedure. **Professor Grosberg** has applied his understanding of these issues in practice as well as in writing; he recently completed a three-year term as Chair of the Committee on Legal Education and Admission to the Bar of the Association of the Bar of the City of New York, and has served as a consultant to the California Committee of Bar Examiners and the National Conference of Bar Examiners. He has also been a member of the Executive Committee of the New York Lawyers for the Public Interest.

His interest in clinical education has prompted him to promote it abroad through lectures and teaching in Poland, Scotland, Nicaragua, and Russia, where he spent three months in 1999 as the Clinical Legal Education Specialist for the American Bar Association Central and East European Law Initiative (CEELI).

"I believe in the power of experiential learning. My goal is to produce law graduates who are capable of practicing law competently and humanely. A large part of my time is devoted to ensuring that we are using the most progressive teaching methods to accomplish that goal."



mariana hogan

Professor of Law

Director, Externship Program

Brown, A.B. 1976 magna cum laude

Georgetown, J.D. 1979

Since 1994, **Professor Hogan** has directed the Law School's Externship Program. She sees these externships as invaluable opportunities for students to apply classroom learning to real situations and to evaluate possible career choices. In the years she has guided the program, **Professor Hogan** has focused on ensuring the best possible fit between student interests and placement focus and on providing students with the careful mentoring they need from placement supervisors and faculty tutors.

During her first year at Georgetown University Law Center, courses in criminal procedure and torts were her favorites, and a Criminal Defense Clinic, which she took as a visiting student at NYU School of Law, led her to a career in criminal law.

"I can still remember each of the clients I had in my Criminal Defense Clinic in Manhattan Criminal Court more than 25 years ago," **Professor Hogan** says. "Representing clients who were relying on me was a formative experience, and it impressed upon me standards of practice that I have tried to maintain ever since."

Professor Hogan fell in love with teaching while working as an adjunct professor at Wayne State University Law School in Michigan. Returning to New York in 1987, she looked for a way to combine the challenge and interest of teaching with the rewards of client representation. She found the perfect mix in clinical teaching, first for five years at Pace University School of Law and then at New York Law School, where she has taught since 1992. Among the courses she teaches at the Law School are Advocacy of Criminal Cases and the Criminal Law Clinic—both with Professor Frank A. Bress.



richard d. marsico

Professor of Law

Director, Justice Action Center

Director, Economic Justice Project of the Justice Action Center

Chair, First Thursday Lunches

Co-editor, Clinical Research Institute

Fordham, B.A. 1982 *summa cum laude*

Harvard, J.D. 1985 *magna cum laude*

Law Clerk, Hon. Shirley Wohl Kram, U.S. District Court, Southern District of New York

Richard D. Marsico has taught clinical courses, Ethics, and Lawyering, and he directs the Law School's Justice Action Center. His work has included representing community groups campaigning for local development to bring housing and jobs to needy people and to increase banking and financial opportunities in poor and minority neighborhoods.

During law school at Harvard, **Professor Marsico** learned the power of the law as a force for change from his experience in a clinical course where he worked with clients who needed representation and where he could see the positive results of his efforts. In the clinical courses he has taught, he has supervised students representing clients on diverse issues including discrimination, community reinvestment, not-for-profit law, and political asylum, and he has sought to enable students to find this same sense of purpose as lawyers.

Professor Marsico's scholarship now focuses on the Community Reinvestment Act. In 2007, he published a book about this obscure, but crucial, federal law that promotes economic development in impoverished communities. He is examining ways to encourage banks to make loans to businesses and residents of low-income neighborhoods without encouraging predatory lending at high interest rates and on harsh terms.

Professor Marsico has written and lectured extensively in the field, focusing on low-income and minority borrowers. His published research includes a survey on patterns of home mortgage lending to low-income and minority communities in the New York metropolitan area.



howard s. meyers

Visiting Professor of Law

Associate Director, Center on Business Law & Policy

Franklin & Marshall College, A.B. 1989 Phi Beta Kappa

Temple University James E. Beasley School of Law, J.D. 1994 *cum laude*

Howard S. Meyers joined New York Law School as a visiting professor in 2004 to co-teach the Securities Arbitration Clinic with Professor Aleta G. Estreicher. He also teaches Corporations and Accounting for Lawyers, and he serves as Associate Director of the School's Center on Business Law & Policy.

"The Securities Arbitration Clinic bridges the gap between theory and practice," says **Professor Meyers**, "teaching students to think and act like lawyers." Positioned within a mile of Wall Street, he adds, the Clinic provides students with a unique opportunity to work directly with arbitrators, opposing counsel, and clients, gaining hands-on experience that will be invaluable in their careers. "We provide students with the necessary skills and training they can use after graduating to make a real impact."

Professor Meyers entered private practice after serving as a staff attorney in the Northeast Regional Office of the Securities and Exchange Commission's Division of Enforcement in New York City. During his tenure with the SEC, he was responsible for investigating and litigating cases involving sales practice abuses committed by stockbrokers, fraudulent financing and Ponzi schemes, accounting fraud, and the sale of unregistered securities.

Previously, **Professor Meyers** was a senior accountant at the international accounting firm of KPMG, where he earned his certified public accountant license and was responsible for auditing the financial statements of several Fortune 500 companies and regional broker-dealers. **Professor Meyers** is also an arbitrator on behalf of the Financial Industry Regulatory Authority.



peter j. strauss

Distinguished Adjunct Professor of Law

Co-director, Elder Law Clinic

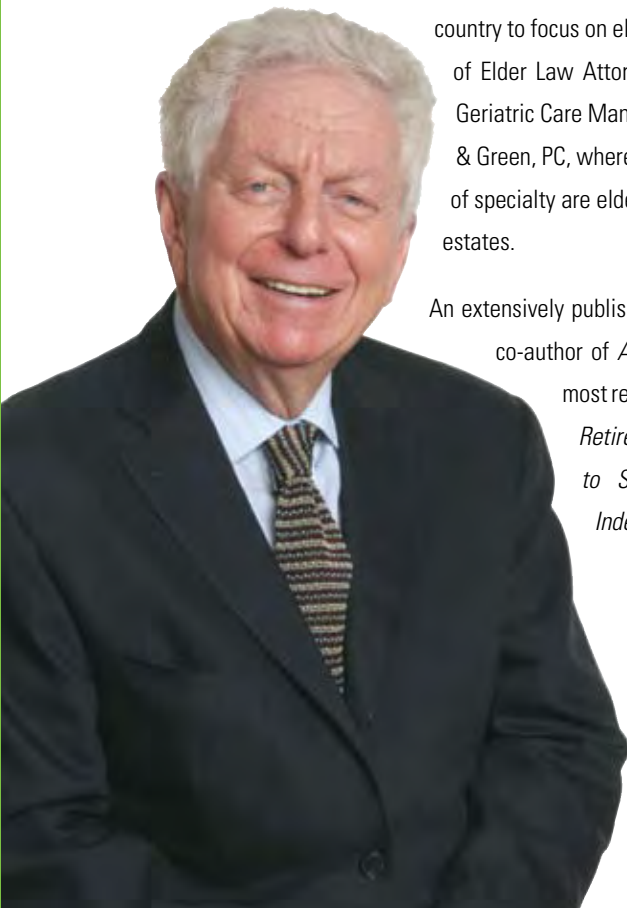
Bowdoin College, A.B., 1957

New York University, J.D. 1961

Peter J. Strauss is Co-director of the Elder Law Clinic, where New York Law School students provide representation to persons for whom a guardianship is sought or serve as court evaluators in guardianship proceedings. He also teaches the Elder Law course. He has been an adjunct professor at New York Law School since 1992 and was named Distinguished Practitioner in Residence in the fall 2003 semester and later became Distinguished Adjunct Professor of Law.

Professor Strauss is nationally recognized as one of the first attorneys in the country to focus on elder law. He is a co-founder of the National Academy of Elder Law Attorneys and the National Association of Professional Geriatric Care Managers. He is a partner in the law firm Epstein Becker & Green, PC, where his practice area is personal planning and his areas of specialty are elder law, guardianship, estate planning, and trusts and estates.

An extensively published author on elder law, **Professor Strauss** is the co-author of *Aging and the Law*, a treatise for professionals. His most recent book (with Nancy M. Lederman) is *The Complete Retirement Survival Guide: Everything You Need to Know to Safeguard Your Money, Your Health, and Your Independence* (Facts on File, Inc., 2003).



About New York Law School

Founded in 1891, New York Law School is an independent law school located in lower Manhattan near the city's centers of law, government, and finance. New York Law School's renowned faculty of prolific scholars has built the School's strength in such areas as constitutional law, civil and human rights, labor and employment law, media and information law, urban legal studies, international and comparative law, and a number of interdisciplinary fields. The School is noted for its seven academic centers: Center for International Law, Center for New York City Law, Center for Professional Values and Practice, Center for Real Estate Studies, Center on Business Law and Policy, Institute for Information Law and Policy, and Justice Action Center. New York Law School has more than 13,000 graduates and enrolls some 1,500 students in its full- and part-time J.D. program and its Master of Laws (LL.M.) in Taxation program.

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NEW YORK LAW SCHOOL

Office of Marketing and Communications

57 Worth Street
New York, NY 10013-2960

T 212.431.2872

E communications@nyls.edu

www.nyls.edu