

# THE PARALEGAL *Educator*

American Association for Paralegal Education

Volume 21, No. 1

Spring 2007

## ***ACROSS THE GLOBE***

Come to the 26th Annual AAFPE Conference

October 24-27, 2007 in Baltimore, Maryland

*The Paralegal Educator* is published three times a year by the American Association for Paralegal Education, 19 Mantua Road, Mt. Royal, New Jersey 08061. (856) 423-2829 Fax: (856) 423-3420 E-mail: info@aafpe.org

**PUBLICATION DATES:** Fall, Winter and Spring

**SUBSCRIPTION RATES:** \$50 per year; each AAFPE member receives one subscription as part of the membership benefit; additional member subscriptions available at the rate of \$30 per year.

**ADVERTISING RATES:** (856) 423-2829

**EDITORIAL STAFF:**

- Mary Kubichek - Editor-in-Chief
- Meridyth M. Senes - Executive Director
- Pamela J. Bailey - Publications Editorial Board Chair
- Laura Alfano
- Gary Bauer
- Shelley Esposito
- Thomas Goldman
- Charlotte Harris
- David Herzig
- Greg Kehel
- Christine Lissitzyn
- Janet Olejar
- Carole Olson
- Alana Rose
- Linda Spagnola
- Joan Fraczek Spadoni
- Anita Tebbe
- Nancy Wagner

**PUBLISHER:**

American Association for Paralegal Education  
Articles and letters to the editor are invited and should be submitted to the Chair of the Publications Editorial Board.

**DEADLINES:** March 1, June 1, and November 1. Topics may express opinions or provide information on any matter appearing in *The Paralegal Educator* or otherwise be reasonably related to law, justice, and the education of paralegals. Articles should be approximately 750 words, single-spaced, in Microsoft® Word®, 12-point Times New Roman. Publication and editing of submissions are within the purview of the Editors, President, and Executive Director.

The opinions expressed in *The Paralegal Educator* are those of the authors and are not necessarily those of AAFPE.

Articles may be reprinted with the permission of AAFPE. To secure permission to reprint articles, please contact the Executive Director.

© 2007 American Association for Paralegal Education

## Table of Contents

	<b>Page</b>
“SERVICE” With Style and a Smile! .....	3
President’s Column .....	5
Membership Report .....	6
President-Elect’s Column .....	7
Baltimore 2007 Annual Conference Call for Abstracts .....	8
Technology and the Paralegal .....	9
ESI: What Paralegals Need to Know .....	10
AAfPE CD Library .....	12
The Americans With Disabilities Act .....	13
What I Learned Last Year .....	17
Ten Things I Wish I Knew When I Started Teaching .....	19
The Incredible Shrinking Vocabulary .....	22
The FUN-damentals of an Introductory Paralegal Course .....	23
Getting Started with Online Paralegal Instruction .....	24
ABA Approval Commission Comments .....	26
Report from the “New Kid on the Board” .....	27
Report from the Writing Task Force .....	27
AAfPE Calendar of Events .....	28
Board of Directors Nomination Form .....	29
The Omniscient Mentor .....	30
Baltimore’s Best Places .....	32
Mary’s Corner .....	33
Publisher’s Corner .....	34

**ON THE COVER:** One of the main attractions in Baltimore, MD — the National Aquarium. See pages 3 and 32-33 for details on the Conference and its host city.

## 2007 AAFPE Conference Baltimore • October 24–27, 2007

### “SERVICE” With Style and a Smile!

Nicholas W. Riggs, Sullivan University  
National Conference Committee Member



I recently had the honor to do something of “service” for others. I fulfilled my civic obligation by “serving” on jury duty. My number was called twice during the two weeks I had to sit in the jury pool room but, alas, I was not selected to “serve” on either jury. As I was sitting through *voir dire* both times it became abundantly clear that being an attorney was an instant disqualifier. Despite not being picked, I felt that I had done my share to make our justice system work the way it should. Also, those long hours of waiting in the jury pool room gave me a chance to think about writing this article. You see, I already had been called into “service” by Conference Committee Chair, Kathryn Myers, to write it.

I hope it is obvious that the opening theme of this article is “service.” Consider the following definition and uses of the word “service.”

**ser-vice:** work done by somebody for somebody else as a job, a duty, or a favor

- **noun:** an act of helpful activity; help; aid; to do someone a service
- **adjective:** of service; useful
- **idioms:** at someone’s service, ready to be of help or use to someone; at one’s disposal

Suffice it to say that all those who plan, develop, implement and

participate in every national and regional AAFPE conference provide immeasurable **service** to each member of AAFPE, to the organization, to paralegal students and to the paralegal profession. What we do and what we learn at AAFPE conferences have a profound, “snow-balling” effect. The effect usually starts in our offices, rolls into the classroom, spirals into each office where our graduates work, spins into the local legal community, travels across the country, and finally impacts the world. Keep in mind the theme for this year’s conference: *Across the Globe — Paralegal Practice and Education*.

So what’s in store for the national conference? We will retain the style to which attendees are accustomed — quality sessions with time for networking among fellow educators and vendors and, oh yes, time for fun. Please reference the “Smile” in the title of this article.

Transitioning into the “global” theme of the conference, it will be divided into four spheres, just like earth’s four spheres of **water, air, living things, and land**. The **water** (the fundamental source of life) or **program fundamentals track** has sessions and information for new and veteran program directors alike:

- Newcomers Orientation
- AAFPE Information Exchange Room

- Partnering with High Schools/Dual Enrollment
- Motivating Adjunct Faculty
- Advisory Boards
- Creative Connections: Your Campus, Students & the Legal Community
- Cultural Awareness and Communication
- Point/Counterpoint: Intro to Law v. Intro to the Profession
- Starting and Maintaining a LEX Chapter
- ABA Approval and Reapproval
- Regulation of Paralegals
- Employers and Hiring: Helpful Hints for Emerging Grads
- Regional Meetings for Networking with Fellow Program Directors
- Associate, Baccalaureate, Certificate and Military Education Roundtable Discussions.

The **air** (think flying to a foreign destination) or **international track** is chocked full of relevant and exciting sessions:

- Globalization of the Paralegal Curriculum
- International Employment Law
- International Experiences for Students
- International Externship: Cultural Emersion
- “Off-Shoring” of Paralegal Work
- International Students in Your Program: Dealing with Diversity.

*Continued on page 4*



## Conference *Continued*

The **living things** (students are living things despite what you might think) or **teaching track** will cover a wide range of topics:

- Practical Legal Ethics Exercises
- Teaching Competition
- Practical Application: Reading Comprehension
- Learning Modalities
- Practical Projects (if participants bring sufficient quantity and quality of ideas and materials, a CD may be produced)
- Access to Justice: Clinical Community Programs
- Restorative Justice
- Writing Workshop.

Last, but certainly not least, is the **land** (the closest I can come to a connection is “LAN,” local area network) or **technology track**. Typically, this track contains some of the best attended sessions and events, and once again it will not disappoint. In this track you will find:

- Point/Counterpoint: Use of Technology in the Paralegal Program
- E-Discovery/E-Filing

- ESI (Electronically Stored Information) – Ethically Speaking
- Quality Online Education: Standards and Evaluation
- ABA Tips on Converting a Traditional Class to Online Delivery
- Software Theater Vendor Demonstrations – Abacus, Livenote/CaseSoft, CaseMap, SoftPro, TimeMap
- Pre-conference Workshop – SmartDraw Toolbox; additional registration fee; limited to participants with computers; full licensed version of SmartDraw free.
- Post-conference Workshop (Saturday & Sunday) – Abacus Toolbox: 2 day training; additional registration fee; limited to participants with computers; Certified Trainer status when complete.

Conference attendees will also have the chance to find out how they can give back to AAFPE and their peers by attending sessions on planning the next national conference, hosting a regional conference, and publishing. And don't forget the annual business meeting, awards luncheon, and final day brunch with a noted speaker.

The conference hotel should be in great shape. Sheraton recently purchased it and all guest rooms are being renovated. Here is information on the hotel:  
Sheraton Baltimore City Center Hotel  
101 West Fayette Street  
Baltimore, MD 21201  
Phone: (410) 752-1100  
Fax: (410) 385-6865

To keep that smile on your face while attending the conference, find time to experience one or more of the following “10 Best Things” in Baltimore: National Aquarium, Lexington Market, Fort McHenry, Obrycki's Restaurant, Harborplace & The Gallery, Recher Theatre, Brighton's Orangerie Restaurant, Admiral Fell Inn, Pride of Baltimore II, and Mt. Washington Tavern. And don't forget to eat some crab because Baltimore is the home of crab cakes and Maryland crab soup. Please read the companion articles (pp. 32-33) for more on Baltimore entertainment opportunities. Finally, remember to post the conference dates, October 24-27, 2007, in your calendar. It was my pleasure being of “service” to you by writing this article! ■

*Nick is a graduate of the University of Kentucky with a bachelor's degree in Political Science. Nick is also a graduate of the Brandeis School of Law at the University of Louisville. After law school, Nick engaged in general practice for several years with the law firm of Frockt & Klingman in Louisville, Kentucky. Nick was later appointed to the positions of City Administrative Officer, City Clerk & Tax Assessor for the City of Shively, Kentucky. After his stint in municipal government, Nick turned his attention to legal education. Nick is celebrating his 20th year as the Director of Legal Studies at Sullivan University in Louisville. He has hosted an AAFPE regional conference, has presented several times at regional and national conferences, and has been a member of the AAFPE National Conference Committee since 2004.*

## MESSAGE FROM THE PRESIDENT

### Planning for AAFPE's Future

It is hard to believe, as I write this, that a week has gone by since the Board of Directors met in Baltimore on Friday, February 23rd through Sunday, February 25th. We had a full agenda of topics that needed to be addressed in a compact weekend. At times we had to eliminate breaks and continue to cover our agenda. As I have indicated on a number of occasions, I am very fortunate that I am surrounded by a group of talented individuals who bring a breadth of experience and expertise to the Board and make invaluable contributions in so many ways. We toured the hotel facilities in preparation for the national conference in October. Our hotel is situated in a great centrally located area that will provide our members access to a wide array of wonderful sites to visit while attending the Annual Meeting.

For the past several years I have attended various meetings that were held in Baltimore and as a result I have had the opportunity to explore the area. I continue to be amazed by all the development that has transformed this city and has made it into a fun and vibrant place. The Baltimore Inner Harbor offers more to see and do than you might imagine. Besides the fact that it is one of the most visited areas of the city, the Inner

Harbor and the surrounding neighborhoods offer a variety of fine dining, cultural experiences and exciting nightlife.

I have also been working closely with our National Conference Committee on planning the Annual Meeting. I am pleased at how hard our National Conference Committee and its members work. The committee members, under the leadership of Kathryn Myers, together with Talley staff, have made great progress so far in planning the meeting. I will continue working with them on conference-related issues. As you know, our conference will address the increasing globalization of legal practice and its impact on paralegal education and practice.

Developing our strategic planning processes was a major initiative for the past several years and continues to show results. Looking ahead I have arranged for the Board of Directors to have some productive strategic planning sessions in June 2007 when we gather in Chicago for AAFPE's next Board meeting and hope to be able to report the results of our meeting to the membership at our Annual Meeting next October. As previously reported, I formed a committee on the future direction of our Journal.



AAfPE President  
**Hedi Nasheri**  
Kent State University

This committee has been looking at this issue carefully with the help of the membership, in order to make a recommendation for the Board and membership as to what would be appropriate for the future. Many of the members attended the session in New Orleans last October where the current results of that committee were reported. The Journal project continues to consume a great deal of time and the Journal Committee has been working hard at analyzing survey results which we will discuss at our Annual Meeting. We all recognize the need for a Journal that meets the needs of our members, that is affordable, and enhances the scholarly reputation of AAFPE. I have appointed Christine Lissitzyn, a member of our Board of Directors, to co-chair this committee with Ron Goldfarb and report results and findings to the membership in Baltimore during our general meeting session.

I had the opportunity to attend the 2006 International Paralegal Management Association's Annual Conference & Expo which was held last October in Denver. As most of you are aware, IPMA is a professional association of

*Continued on page 6*

## President's Column

Continued from page 5

approximately 600 paralegal/legal assistant managers, attorneys, legal administrators and law firms, corporations, government agencies and paralegal educators. I met with the officers and their management company and had the opportunity to discuss AAFPE's mission and goals as well as our up-coming conference in Baltimore. In part due to its global theme, our conference is of much interest to them given the fact that they are an international organization. We need to collaborate and work closely with other paralegal-related

organizations. As part of this effort, both with national and international organizations, our newly formed International Networking Committee, under the leadership of Judy Gibbs, has its work cut out in the coming year. New committees were created last year, and some of the committees remained the same as the previous year. For example, another committee which was formed recently, under the leadership of Joy Smucker, is addressing the challenging topics of professionalism, communication and leadership in a global and diverse world. How can we, as an organization and as

individuals model these skills? And how can we teach these skills? These are just some of the key questions the committee will be working on this year.

We have a very exciting year ahead of us and I look forward to working with all of you. I want to thank many of you who have shared your ideas and thoughts with me. I really appreciate hearing from you. Please stay in touch with any suggestions or recommendations that you might have and e-mail me directly at [hnasheri@kent.edu](mailto:hnasheri@kent.edu). ■

## MEMBERSHIP REPORT Marisa Campbell, Membership Chair

### NEW MEMBERS

AAFPE is pleased to welcome the following new members since the last issue of *The Paralegal Educator* was published:

#### **Institutional**

**Argosy University**  
Santa Ana, CA

**George Washington University**  
Washington, DC

**Madison Area Technical College\***  
Madison, WI

**Santa Barbara Business College\***  
Ventura, CA

**University of California**  
Riverside Extension

**Wilmington College\***  
New Castle, DE

#### **Associate**

**National University**  
Los Angeles, CA

**Santa Fe Community College**  
Santa Fe, NM

**Wilbur Wright College**  
Chicago, IL

#### **Individual**

**Ellen Boegel**  
St. John's University  
Staten Island, NY

**Fern L. Burnett**  
Fresno City College  
Fresno, CA

**Dianna L. Noyes**  
Noyes Publishing  
Cary, NC

**Kim D. Phifer-Starks**  
Mississippi Gulf Coast  
Community College  
Gulfport, MS

**Victoria Ring**  
713Training.com  
Columbus, OH

**David T. Tirella**  
Cotton, Jayson & Foster  
Tampa, FL

### MEMBERSHIP STATISTICS

*As of February 2007*

Institutional	343
Associate	38
Individual	46
Sustaining	14
Affiliate	2
Honorary	17
<b>Total</b>	<b>460</b>

\* Past Associate, now Institutional Member

## MESSAGE FROM THE PRESIDENT-ELECT



AAfPE President-Elect  
**Marisa Campbell**  
Meredith College

### The Board Works to Make AAFPE a Better Organization

I hope that everyone is having a wonderful semester as spring begins to wend its way to all of our campuses. The “spring” Board meeting in Baltimore, Maryland, the last weekend of February ended with a small blizzard across Maryland. As I write this, I am looking at the week-old picture of my son standing next to a snowman and dreaming of the flowers just starting to push through the early March cold in North Carolina.

In my last President-Elect column, I spoke about the procedure manual for the Board that Joy Smucker, Ed Quist and I have been working on. We found materials that had been updated through 2000. Joy Smucker has taken the materials and organized them and now the three of us hope to finish revisions in time for the June Board meeting. This will give the Board members an opportunity for comment and we should have the new Board Procedures Manual in place by the Annual Meeting in October. I think that this will lead to more consistent working of the Board of Directors on behalf of the members and provide for smoother transitions.

Some of the Regional Directors have already been contacted by individuals providing information to the Board as state representatives. This is an informal group that will help the Board stay current with paralegal issues across the country. Thanks to those who have already volunteered — if you have not, please look at the regional conferences as an opportunity to make a commitment to AAFPE and your fellow educators.

One of the issues that came up at the February Board meeting was a need to review our membership categories and our membership applications. Hedi has asked me to put together a task force to review our current criteria for membership categories, to review the applications, and to put together a check list for the President-Elect to follow in reviewing applications for new members as well as renewals. The hope is to have something by June in case this leads to any bylaw changes in October. The Board is aware that three months may prove to be too short a time frame and this process may not be completed until October 2008. If you would like to serve on the

Membership Task Force, please contact me at [campbellma@meredith.edu](mailto:campbellma@meredith.edu).

As the Regional Directors described the substantive educational sessions at the upcoming regional conferences, as well as some of the fun events, I found myself wishing that I could attend each one of them. The regional conferences truly are great places to network. If your institution is near one of the regional conferences, encourage your faculty to attend. If there are institutions close to the regional conferences that are not AAFPE members — call or e-mail the directors of those programs to come and see for themselves the benefits that come from being a member of AAFPE and the collegiality of the gatherings.

If you have any questions or concerns about AAFPE — or can think of anything that would make AAFPE a better organization and better serve your needs — please contact any of the Board members. I am excited to serve as one of your representatives on the Board and I look forward to continuing to serve your needs. ■

*Marisa may be reached at [campbellma@meredith.edu](mailto:campbellma@meredith.edu).*

**BALTIMORE 2007  
CALL FOR ABSTRACTS/PAPERS**

**TOPIC AREAS:**

- Trends and Issues in Paralegal Education and Practice in the Global Economy
- Issues Related to Licensure and Governmental Regulation of Paralegals
- Looking to the Future: What Changes Do You See Coming
- Immigration Law
- 'Offshoring' of Paralegal Work: Job Gains or Losses
- Unauthorized Practice of Law
- Legal Research on International Law Issues Using the Internet
- Electronic Filing
- Electronic Discovery
- Attracting and Retaining Paralegal Students
- The Ethical Utilization of Paralegals
- Hot Trends in Paralegal Education and Practice

**BALTIMORE  
2007 ANNUAL CONFERENCE**

**THEME**

***Paralegal Education and Practice in a Global Legal Market***

**ABSTRACT SUBMISSION**

Title of Your Presentation:

---

Name:

---

Institutional Affiliations:

---

Address:

---

Phone:

---

Fax:

---

Email:

---

Abstracts should be e-mailed to Kathryn Myers <kmyers@smwc.edu> or mailed to: Kathryn Myers, Paralegal Studies, Saint Mary-of-the-Woods College, Guerin Hall, Saint Mary-of-the-Woods, IN 47876, Phone: (812) 535-5235, Fax: (812) 535 5177

# Technology and the Paralegal

Thomas Goldman, Bucks County Community College

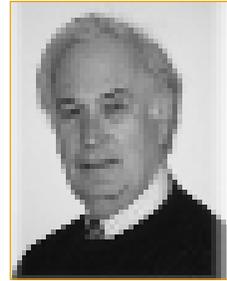
The American Bar Association in its guidelines for approval of paralegal programs states that computer skills are ranked among the most important skills paralegals must have as a precondition for success in the field. The problem with teaching computer skills today is the rapid advances that occur in technology change the skill set which must be understood for success in the varying legal environments in which paralegal graduates find themselves. Most students in paralegal programs today bring with them some knowledge of basic applications such as word processing, e-mail usage and Internet searching. Many returning students, however, do not have some of the same basic understanding that younger paralegal students bring with them as a result of their lifelong exposure to technology. For each, however, the necessary skill set is the same. They must learn about the different types of software applications used in the working environment.

A technology course can only address the features found in the most current version of available software. But software changes almost as regularly as the seasons of the year. There are constantly new updates, corrections, and patches. Just when one has mastered Microsoft Office Suite 2003® and the XP operating system, Microsoft releases its newest versions, Microsoft Office Suite 2007® and Microsoft Vista®. These new versions have fundamental differences from the

old that require an end user to invest some time and effort to learn them. Microsoft is not the only company to regularly update its software. Every application program used in the legal community undergoes regular updates — some minor, some major.

The most important skill set for success is not learning the appropriate key strokes, but rather how to use the help features in software programs, and the training materials and tutorials readily available from the software vendors. At some point, everyone who uses software must learn how to use a new feature or to refresh their recollection on the use of an infrequently used feature. Emphasis upon the use of the help menus and supporting documentation enables users to utilize these programs with the least amount of external support.

The accepted method of teaching many applications has been to teach the use of the most popular features of applications keystroke-by-keystroke. When programs had limited features and functionality, this worked well. A student could replicate the keystrokes and produce the documents requested. The newest generation of software programs are feature-enriched applications that perform multiple functions. Integration has taken on a new life with single programs performing three, four or more individual programs. For example, the office management packages available today include programs for



calendaring, timekeeping, address books, document management, accounting and graphic presentations. All were separate programs a few years ago.

Law offices use office management software from a variety of developers and vendors. So, how does an educator decide which program to offer and teach? How can you prepare your students for the workplace with a set of skills that will prepare them for these rich and diverse software options?

Students should be introduced to the kinds of applications they will use in the workplace — general applications, industry-specific applications and general utility programs — and the framework in which they are used.

For example:

- General Applications: word processing, spreadsheets, databases, graphics and presentation
- Industry Specific Applications: law office management, case management, document management, trial presentation
- General Utility Software: firewall, anti-virus, compression, document viewers

The foundation of any course involving technology and technical skills should include learning the functions of these types of programs, the sources of

*Continued on next page*

## Technology *Continued*

the information, the use of the end product, and the format for optimal work product. Specific program variations will not be significant because the student will have a solid foundation of knowledge about the terminology and usage of the applications. They will understand the concept behind the usage of each type of application and will know how to use the HELP feature available in EVERY

program found in the workplace. If additional help is needed, most programs have built-in tutorials for specific tasks or online tutorials for more in-depth training.

No more panicked runs to the local bookstore for a guide to the program or calls to remote help desks around the world for assistance. The skill set is understanding the concept of the tools and how to use available help features. ■

*Thomas F. Goldman is the former director of the ABA approved paralegal studies program at Bucks County Community College, Newtown, Pennsylvania. He chairs the AAFPE Technology Task Force. He is a business and litigation attorney who has worked in the computer and high technology industry, a former computer game designer and unabashed computer geek. He can be reached at goldmant@tfgoldman.com.*

## ESI: What Paralegals Need to Know

Michele C.S. Lange, Esq.

*Editor's Note: In keeping with AAFPE's mission, this article explores the skills our students must develop in today's reality.*

On December 1, 2006, discovery in civil litigation changed forever. After more than five years of planning, proposed changes relating to "electronically stored information" (ESI) in the Federal Rules of Civil Procedure (FRCP) recently took effect. The changes mean that ESI will become commonplace in all future discovery projects, and as educators of paralegals, you should be aware of the benefits and dangers associated with the new amendments, whether it be collecting, searching, reviewing, or producing ESI.

### **What is ESI? Where is it located?**

Amended Rule 34(a) now includes ESI under the definition of a "document." ESI is any information that is created or stored using computer technology of any kind. It includes data contained in word-processing documents,

spreadsheets, photos, metadata, e-mails and audio recordings, to name a few. Paralegals should work with their client's IT managers to determine where ESI may be stored (e.g., servers, backup tapes, hard drives, CD-ROMs, USB drives, Blackberries, cell phones, etc.). The addition of Rule 26(b)(2)(B) further states that only "accessible" ESI needs to be produced in discovery, and inaccessible ESI may be produced if good cause is shown and there is not an undue burden or cost on the parties. This two-tier structure will require that legal teams familiarize themselves with their clients' ESI to ensure that they are able to make educated decisions about its accessibility.

### **How can paralegals assist with the early case assessment conferences?**

Early in the litigation, amended Rule 26(f) now requires parties to meet and discuss issues relating

to ESI, and Rule 16(b) was amended to call for the results of such discussions to be reported to the judge. At these conferences, the parties should discuss whether ESI will likely be requested and the type and potential scope of the requests. Parties should be prepared to answer and discuss specific questions regarding the location, format, amount, and accessibility of their client's ESI with opposing counsel. Furthermore, at the initial meet and confer meeting, counsel should come to an agreement on how to proceed with discovery of ESI including the form of ESI production, allocation of costs, inadvertent disclosure of privileged documents, litigation holds and other issues. Paralegals will be a crucial resource for helping counsel prepare for these meetings.

*Continued on next page*

## ESI *Continued*

### How should ESI be produced?

Another important issue associated with e-discovery is production format. Parties must consider how and in what format responsive documents will be exchanged in discovery. An amendment to Rule 34(b) now permits the requesting party to designate the format for production of ESI. If the production format is not specified, the responding party can state the format it intends to provide and produce the ESI either as it is ordinarily maintained or in a reasonably usable format. Native, tiff, online repositories, and litigation support load files — paralegals should be knowledgeable enough about the advantages and disadvantages of the various production formats to steer the legal team into producing or receiving ESI in an optimal format.

### What happens when ESI is destroyed?

Electronic data is inherently fragile, and thus easy to lose or destroy. New provisions in Rule 37(f) (the so-called “safe harbor from sanctions”) offer limited protection against sanctions for a party’s inability to produce ESI lost “due to routine, good-faith operation of an electronic information system.” It should be noted that Rule 37(f) only limits sanctions issued pursuant to the Federal Rules of Civil Procedure and does not alter the court’s ability to impose sanctions derived from inherent or other sources of authority. Moreover, even when information is lost due

to a party’s good-faith routine operation of a computer system, the amendment allows for sanctions under the Federal Rules in “exceptional circumstances.” Both the client and legal team have a duty to ensure that data that is reasonably likely to become subject to discovery is not inadvertently destroyed. Paralegals can help ensure that good faith steps to preserve data are in place as soon as a litigation hold is issued.

### CONCLUSION

These FRCP changes will influence almost every case in federal court, and a vast majority of state court cases as state legislatures adopt

the new FRCP provisions in full or in part. E-discovery is no longer a best practice; it is the required practice and could lead to malpractice for incorrect application of the new Rules. E-discovery is here in full force and all legal professionals, including paralegals, should be prepared for the impact. ■

*Michele C.S. Lange, Esq. is a staff attorney in the Legal Technologies business line at Kroll Ontrack Inc. Kroll Ontrack provides electronic discovery, paper discovery and computer forensics services to law firms, corporations, government agencies and individuals.*  
[www.krollontrack.com](http://www.krollontrack.com)

## TWO GREAT NFPA EVENTS IN 2007!

[www.paralegals.org](http://www.paralegals.org)

**LEARN  
LEVERAGE  
LEAD**

NFPA 2007  
**TECH.INSTITUTE**  
18 JULY 2007  
OMNIA LOUPEENN - OCEAN PITTSBURGH

**Joinin' it up  
in Tampa Bay!**

NFPA 2007  
**Annual Convention**  
October 18-21, 2007  
Hyatt Regency, Tampa, Florida



# A Paralegal Educator's CD Library

- 1. AAfPE Model Syllabi & Model Surveys**      **Member Price: \$95.00**      Non-member price: \$395.00  
 The original CD containing 23 model syllabi plus three surveys. A must for your resource library! **Model Syllabi:** Administrative Law (1996), Alternate Dispute Resolution (1997), Bankruptcy Creditor's Rights (1998), Business Organizations (1994), Constitutional Law (1996), Contract Law (1999), Elder Law (1997), Employment Law (1995), Environmental Law (1995), Family Law (1994), Interviewing and Investigation (1995), Introduction to Law (2000), Introduction to Paralegalism (1993), Law Practice Management (1996), Law Office Computer Applications (1998), Legal Ethics and Professional Responsibility (1998), Legal Research & Writing (1993), Legal Research & Writing & CALR (2001), Litigation (2000), Paralegal Internship (1998), Probate and Estate Administration (1994), Real Estate Law (1993), Tort Law (1996), Wills, Trusts, and Estate Planning (1995) **Model Surveys:** Employer Survey, Graduate Survey, Student Satisfaction Assessment (Editable .doc files)
- 2. AAfPE 2002 Model Syllabi Supplement**      **Member Price: \$30.00**      Non-member price: \$60.00  
 Contains Introduction to Paralegalism, Estate Planning & Administration and Introduction to Legal Nurse Consulting. (Editable .doc files)
- 3. AAfPE 2003 Model Syllabi Supplement**      **Member Price: \$30.00**      Non-member price: \$60.00  
 Contains Criminal Law & Procedure, Family Law, Real Estate Law, Sports and Entertainment Law. (Editable .doc files)
- 4. AAfPE Model Exit Assessment Tools**      **Member Price: \$85.00**      Non-member price: \$170.00  
 Contains: Core Competencies, Model Capstone Syllabi: Advanced Paralegalism, Advanced Research & Writing, Applied Law Office Technology, Model Portfolio Requirements, Model Internship Requirements, PLUS Comprehensive Exit Assessment Test with Key and Grading Rubrics. (Editable .doc files)
- 5. Papers from the 2003 AAfPE Regional Conferences**      **Member Price: \$45.00**      Non-member price: \$90.00  
 A compendium of papers presented at AAfPE's 2003 North Central, North East, Pacific and South East Regional Conferences covering a broad range of topics. (Editable .doc files)
- 6. 2004 Model Syllabi Supplement**      **Member Price: \$30.00**      Non-member price: \$60.00  
 Contains: Business Organizations (revised 2004), Interviewing and Investigation (revised 2004), American Indian Law (new) and Model Primer on Transitioning to online (new). (Editable .doc files)
- 7. 2004 Education Series**      **Member Price: \$95.00**      Non-member price: \$195.00  
 The Virtual Law Office Contains: The Virtual Law Office and Classroom Projects. (Editable .doc files)
- 8. 2005 AAfPE Model Syllabi Supplement**      **Member Price: \$35.00**      Non-member price: \$65.00  
 An update to the original CD on Administrative Law (revision and update); Employment Law (revision and update); Environmental Law (revision and update); Tort Law (revision and update); and new for 2005 — Intellectual Property. (Editable .doc files)

TITLE	Quantity		Member	Non-Member	Total
1. Model Syllabi/Model Surveys		@	\$95.00	\$395.00	
2. 2002 Syllabi Supplement		@	30.00	60.00	
3. 2003 Syllabi Supplement		@	30.00	60.00	
4. Exit Assessment Tools		@	85.00	170.00	
5. Regional Meeting Papers (2003)		@	45.00	90.00	
6. 2004 Syllabi Supplement		@	30.00	60.00	
7. The Virtual Law Office		@	95.00	195.00	
8. 2005 Model Syllabi Supplement		@	35.00	65.00	

**ORDER TOTAL:** \_\_\_\_\_ \$

Name \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone \_\_\_\_\_ E-mail \_\_\_\_\_

**FORM OF PAYMENT:**  Check (# \_\_\_\_\_) Payable to AAfPE

Credit Card  VISA  MasterCard  American Express

\$ \_\_\_\_\_

Amount to be Charged

Card # \_\_\_\_\_ Expiration Date \_\_\_\_\_

Name on Card (printed) \_\_\_\_\_ Authorized Signature \_\_\_\_\_

**Return this order form to AAfPE.**  
 AAfPE CDs  
 19 Mantua Road  
 Mt. Royal, NJ 08061  
 Fax: 856-423-3420  
 Tel: 856-423-2829  
 E-mail: info@aafpe.org

## The Americans With Disabilities Act: Parts 2 and 3 of a 3 Part Series

© 2006 William D. Goren, Northwestern Business College,  
and Mary Noe, St. John's University

*This article is actually two articles in one – the second and third parts of a three part series. In the first section, William D. Goren will discuss some traps that are out there with respect to paralegal programs when dealing with the Americans with Disabilities Act. In the second article, Mary Noe will discuss how the learning environment of the classroom can be set up so that all persons, including those with disabilities, have the best chance of succeeding.*

### Paralegal Programs and the Americans with Disabilities Act (ADA): Some Traps

The traps facing paralegal programs *vis à vis* the ADA are varied. Basically, it all starts with the ADA's definition of "otherwise qualified." As you recall from the first article, a person may have a disability and not be protected under the ADA because he or she is not otherwise qualified. Since this article focuses upon accommodating a student in a paralegal program, we need to look at otherwise qualified in the context of Title II of the ADA (governmental entities) and Title III of the ADA (private businesses). With respect to Title II of the ADA, a person is considered to be otherwise qualified if he or she can, with or without reasonable modifications to rules, policies, or practices; the removal of architectural, communication, or transportation barriers; or the provision of auxiliary aids and services, meet the essential eligibility requirements for receiving services or participating in programs or activities provided by a public entity.<sup>1</sup> With respect to Title III of the ADA, which covers private businesses, otherwise qualified is not a term you find in Title III. However, since a business does not have to accommodate a person with a disability with respect to its goods, services, facilities, privileges, advantages, or

accommodations if to do so would be an undue burden or would fundamentally alter the nature of its business,<sup>2</sup> it is proper to ask what is the fundamental nature of that business.<sup>3</sup> In short, while "otherwise qualified," does not appear in Title III of the ADA, utilizing the concept of otherwise qualified as a vehicle for managing the obligations under Title III of the ADA makes good sense as a matter of preventive law.

Thus, here are just some of the traps out there for the paralegal program (the list is not meant to be exclusive). First, do not make the mistake of confusing reasonable modifications of your program or business with whether the person has the ability to make it as a paralegal. For example, on the AAFPE Listserv, there was an extended discussion about whether keyboarding belongs in the paralegal program as a requirement and, if so, what speed that should be. The consensus was that keyboarding belonged in the paralegal program. However, consensus broke down when it came to the speed at which that requirement should be set. The paralegal program makes a mistake by doing one of several things. One mistake would be setting the requirement too high.

Does a student really need to type free from errors at 75 words a minute to satisfy the essential requirements of the paralegal curriculum?

Second, let's say you have a student with a learning disability, whom you just know will not make it out there as a paralegal. The paralegal program refuses to accommodate her despite her being able to complete the program with reasonable modifications. Both are mistakes exposing the program to ADA liability. With respect to the 75 wpm requirement, is that even a reasonable requirement?<sup>4</sup> While all paralegals do engage in some degree of clerical work, a paralegal is not a secretary; typing skills may be essential, but an incredible rate of speed without errors may not be. With respect to the learning disabled student, the focus needs to be on the program's own requirements and not that of the marketplace. The question has to be: can the student make it through the program with or without reasonable accommodation and not whether the student can make it as a paralegal in the real world.

Third, the disability services

*Continued on next page*

department may make an assumption that every type of disability gets its own prescribed list of reasonable accommodations. For example, anyone who is deaf gets a sign language interpreter. Another example may be anyone with a learning disability gets extended time on a test. This would be a mistake as no two disabilities are the same, and the ADA mandates that every individual with a disability be considered on his or her own terms.<sup>5</sup>

Finally, it is conceivable, though one would hope not likely, that

disability services could insist on certain accommodations for a student and ignore faculty input. For example, what if the accommodations determined by disability services include longer time on tests, but your course is a writing course and contains no tests. Clearly, that accommodation is not going to be appropriate. If the faculty person is faced with this possibility, the best solution is to go to the disability services department and explain the problem. Chances are good that they will be quite willing to work

with you to figure out a way to accommodate that person *vis à vis* your course requirements. After all, failure to do so, could lead to a claim that the individual student with a disability was not being reasonably accommodated.

There are most certainly other traps out there for the paralegal program in relation to the ADA,<sup>6</sup> but hopefully this article has given the reader an idea of just some of the pitfalls out there. Of course, there is no substitute for counsel that is familiar with the ins and outs of the ADA.

### LESSONS TO BE LEARNED FROM STUDENTS WITH DISABILITIES

For approximately the last ten years I have been a hearing officer for the New York State Department of Education in the area of Special Education Law. Governing federal and state law provide federal and state funds to school districts to provide a free appropriate public education to students with disabilities in compliance with the Individuals with Disabilities Education Act (IDEA).<sup>7</sup> To meet the IDEA's requirements, states "must provide each student with a disability 'special education and related services' designed to serve the student's needs."<sup>8</sup> The classifications of disabilities range from severe, such as autism, to moderate, such as learning disability. The law governs students from the age of three to twenty-one or when a student receives a high school or the equivalent of a high school diploma.<sup>9</sup> Therefore, colleges are unable to qualify for IDEA

funding. Universities, however, are bound by the laws of the Americans with Disabilities Act and Section 504 to provide accommodations. In New York State, community colleges usually are able to provide more assistance to students with learning disabilities or attention deficit disorder. A college professor has no legal obligation to provide services unless notified by the college disability office.<sup>10</sup> I have never been notified that one of my students had a disability and therefore have used traditional methods of delivering the course material. It didn't take long to find out that my teaching methods were ineffectual.

Fortunately, I had the ability to make adjustments. As a Special Education Hearing Officer, I have the opportunity at Special Education due process hearings to listen to a special education teacher's testimony regarding her

teaching methods *vis à vis* my own teaching methodology.

After listening to this testimony, I came to the conclusion that it was time to make some substantial changes in the way I presented material, and perhaps the techniques used for teaching a student with a learning disability could be employed for my regular education student. After all, regardless of disability, students today have very short attention spans and, oftentimes, problematic reading comprehension and writing skills as well.

First, I changed my course goals and then the methods of meeting those objectives. What greater purpose can I aspire to than to increase the student's reading comprehension level, increase his or her analytical skills and improve his or her writing ability? If successful, the student would have acquired enduring skills long

*Continued on next page*

## ADA *Continued*

after s/he has forgotten the details of the substantive law.

I realized that what I now needed to do was to get students actively involved in learning. I accomplished this in several ways. My first objective was to give each student individualized attention, which is critical to meet student needs. I recognize that depending on teacher course load and the size of classes, there may be degrees of individualized attention that can be offered. Nevertheless, regardless of class size (most of mine have about 25 students in a class), every student has to believe that the teacher is available to him or her and providing individual feedback. An example is an approach I developed with respect to analyzing case law. Every time we meet, I assign a decision relevant to the subject. In the beginning of the semester, I assign short, simple, interesting cases. You can only build on small successes.

Students must classify every sentence in the decision as fact, law, issue, etc. This forces students to read slowly and stay focused on what they are reading. I require that they circle every word which they don't understand, then find and write the definition on the page. At the next class students are then required to write a short answer to a question. Students refer to their reading which is marked to provide them with help. Each assignment is graded and returned with comments centered on that individual's work so that each student gets feedback specifically directed to

him or her. At the beginning of the semester, we do parts of these assignments together in class for instructive purposes and to build confidence. This encourages students to believe that the work is not beyond the scope of what they can do. Additionally, I ask one or two students to present the case so that they learn to articulate their thoughts. I always try to encourage students and give them examples of errors made at every level of the judicial system; even higher courts overrule decisions of lower courts which are found to be incorrect. No one is perfect.

Another teaching method I use is having students discuss what they have read in groups of two or three which helps them to learn from each other and forces them to contribute. They develop a partnership both socially and educationally. One of my goals is to erase the deep level of insecurity about their own thinking.

Other tools I have used include posing a fact pattern and then having students represent the plaintiff, defendant and judge. This gives them a stake in their position and allows them to be creative in their arguments. Allowing students to explore arguments in groups when posed with a problem gives them an opportunity to share critical analysis and articulate their thoughts before their peers. Through my AAFPE colleagues, I incorporated the idea of crossword puzzles to reinforce new vocabulary words which the students work on together in class and use for review. Finally, I explore the Internet for audio and

visual podcasts, cases, news articles and other information that is interesting and relevant. I'm amazed at what I find. I think every student in my Administrative Law class will remember that some bottled water contains benzene and that Coca Cola contains carcinogens and the FDA either can't do anything about it or chooses to do nothing.

As a result of these changes, the days of memorization are over, my classes are more interesting and interactive than before, and I am reaching more students than ever before. In short, the same techniques that are used to teach students with attention deficit disorder in schools are working for my regular education students.

My experience in special education has helped me formulate new methods of teaching. However, I continue to search for the experiences of other teachers. Ken Bain, Adjunct Professor of History at New York University wrote an article adapted from his book *What the Best College Teachers Do* (Harvard University Press 2004). Mr. Bain's research of more than 60 professors found several common principles: 1) Create a "natural" learning environment where students find the learning interesting, are able to input their opinions, conclusions and receive feedback without fear of embarrassment; 2) Devise problems where students reason from evidence and examine their reasoning to become critical thinkers. Be sure to pose highly provocative questions and try and get the student's blood to boil so

## ADA *Continued*

that there is an engaging discourse that the teacher can channel; 3) While their “blood is boiling,” the teacher must guide the students so they can understand the significant issues and decipher the forest from the trees. All of these methods are implemented in an environment where students feel safe.

It is well established that providing students with answers and information is of little use when the law, technology and the world change so quickly. An age old standard of slowly increasing their comprehension throughout the semester with graded reading assignments provides students with lifelong skills regardless of the changing information. The continuous requirement of writing in class assures authenticity and originality.

Finally, I believe the burden is on the teacher, who is familiar with the course material, to be creative and varied in the delivery of the material, to work at inventing ways to engage the students in a secure atmosphere and provide individual feedback to address each student’s needs. This is exactly what the good teacher of children with disabilities does. The methodology of teaching can be explored with all students and if successful, should be an opportunity for all teachers to try. ■

### REFERENCES

- <sup>1</sup> 28 C.F.R. § 35.104.
- <sup>2</sup> See 28 C.F.R. § 36.303(a).
- <sup>3</sup> See *PGA Tour v. Martin*, 532 U.S. 661, 683 (2001) (Referring to the fundamental

nature of golf *vis à vis* a competitor accessing a golf tournament was shot making).

- <sup>4</sup> The analogy is to the EEOC’s Interpretive Guidance regarding 29 C.F.R. § 1630.2(n). That particular regulation discusses what is an essential function of the job *vis à vis* Title I of the ADA. The point being made by the EEOC is that the EEOC will look beyond what the employer says to see how that job is actually structured. While it is the Department of Justice that regulates Title II and III of the ADA, there is no reason to think that the Department of Justice also would not take it as face value what the paralegal program says is an essential eligibility requirement if such requirement is not a reasonable one. Complicating things further are screen readers for the blind and voice dictation software, such as Dragon Naturally Speaking and how that might affect typing speed on a keyboard.
- <sup>5</sup> See *Sutton v. United Airlines*, 527 U.S. 471, 483 (1999).
- <sup>6</sup> It should be noted that the paralegal program, if its college or university takes federal funds, also has to worry about the Rehabilitation Act of 1973. The Americans With Disabilities Act actually takes the principles contained in the Rehabilitation Act, expands on them, and applies them to entities beyond those which take federal funds.
- <sup>7</sup> 20 U.S.C. § 1412(a)(1)(A)
- <sup>8</sup> *Grim v. Rhinebeck Cent. Sch. Dist.*, 346 F.3d 377, 379 (2d Cir.2003)
- <sup>9</sup> 20 USC 1412.
- <sup>10</sup> See *Coddington v. Adelphi University*, 45 F. Supp. 2d 211, 217 (E.D.N.Y.1999)

*William D. Goren is an Associate Professor of Legal Studies at Northwestern Business College at their Naperville, IL campus where he has won several teaching excellence awards. Mr. Goren is a frequent presenter at AAfPE meetings and is also widely published on a variety of topics, including: the Americans With Disabilities Act; Health Law, Preventive Law, Sports Law, Contracts Law, Legal Research and Writing, and Education of Paralegals. Among his many*

*publications are the books published by the American Bar Association: Understanding the Americans With Disabilities Act: An Overview for Lawyers (ABA 2000); and Understanding the ADA, 2nd Edition (ABA 2006). He has also written a manuscript for Employment Law for the Paralegal to be published by Aspen Publishing. Mr. Goren has an A.B. in Political Science from Vassar College, a J.D. from the University of San Diego School of Law and an LL.M. in Health Law from DePaul University. Mr. Goren wishes to state that the views expressed herein are based upon his study of the ADA over the years. The views expressed are his own and do not necessarily represent the views of Northwestern Business College.*

*Mary Noe is an Assistant Professor of Legal Studies, St. John’s University, New York. She is also a State Certified Hearing Officer in Special Education and has written numerous articles on Special Education, including one published in the New York Law Journal. Ms. Noe previously served as an Administrative Law Judge in the New York State Department of Health, Office of Professional Medical Conduct. She has also presented at the AAfPE National Conference on successful student learning techniques. She received her undergraduate degree from Brooklyn College, magna cum laude and her J.D. from St. John’s University School of Law.*

## What I Learned Last Year

Susan Demers, J.D., St. Petersburg College

*A Short Summary of Service on the Florida Bar President's Special Commission on Paralegal Regulation*

In August of 2005 Alan Bookman, the newly installed president of the Florida Bar, created a Special Commission to Study Paralegal Regulation. The 21 member commission was made up of 16 members of the Florida Bar, four paralegals (one of whom served as vice-chair) and one non-lawyer member of the Florida Legislature. Of the 16 attorneys, three were paralegal educators. Ross Goodman, a member of the Florida Bar Board of Governors and instructor in the University of West Florida's four-year legal studies program, served as chair. Michele Rehwinkel Vasilinda of Tallahassee Community College's two-year program served on the committee, as did I. I am the Program Director of St. Petersburg College's Paralegal Studies Program that includes a two-year and four-year program, both of which are approved by the American Bar Association. I have been a paralegal educator since 1982 and am extremely active in both statewide bar activities and in our local voluntary bar association, serving during that year (2005-06) as its president.

Since I am a known quantity in our local legal circles and see the members of our local legal community on a regular basis, I felt qualified to represent both of my constituencies: the paralegal community and the practicing bar. Time did not prove this happy hypothesis to be true. Apparently my basic assumptions about

attorney/paralegal relations were faulty—so faulty that I now tell my students on a regular basis that I have a new religion. Having seen the light, I believe all paralegal educators, but most particularly those of us who are also members of the Bar, need to step up to the plate and tell the story of the good works of our programs. We need to take any opportunity to speak at length and in detail about the qualifications of our faculty and the skills of our students because it became clear to me in the process of this commission's work that the vast majority of our colleagues at the bar — even those who seem to respect us and appreciate our professionalism — haven't a clue what goes on in our classroom and what our students can do.

The Bar and President Bookman created the Commission to deal with a then pending bill in the Florida legislature which would mandate paralegal licensing under the Department of Professional Regulation (under the executive branch of Florida's government). This proposed statute was the direct result of lobbying efforts by a group in the organized paralegal community. After years of negotiation with the Bar, they determined that nothing would happen there and decided to take their case to another branch of government. (The Florida Bar is under the direct authority of the Florida Supreme Court and serves as the licensing and regulatory

body for Florida's 60,000 plus attorneys.) Dismayed by potential conflicts of regulatory interest within the law office, the legislature asked the Bar to reconsider its position *vis à vis* paralegal regulation. This is the explanation for the participation on the committee of State Representative Juan Zapata. Representative Zapata is from Miami where the people calling themselves paralegals and dealing directly with the public have harmed some citizens. While this is an unauthorized practice of law issue, the paralegal community felt that this was besmirching the good name of the profession and Representative Zapata seemed to agree with them.

From the very first meeting it was obvious that there was a divide in the room — lawyer vs. paralegal — with the paralegal educators bridging the gap. Many came into the process with their minds set on one particular outcome and were not shy about announcing it to the room.

We held a public hearing, taking testimony from lawyers and paralegals alike. From this testimony and the commissioners' questions, a picture began to emerge. There is little or no understanding on the part of the Bar regarding the curriculum taught in paralegal programs and consequently most attorneys have no idea how to judge a credible

*Continued on next page*

## What I Learned *Continued*

program. There is little or no understanding on the part of the bar of the role of accrediting bodies. There is little or no understanding on the part of the Bar of the actual ABA approval process nor what such approval might mean.

At times in the process it became clear that paralegals and lawyers often had antithetical interests. Many insurance companies and other large legal consumers have lists of functions for which they are willing to pay attorney time and those that must be performed by paralegals. Lawyers are employers, and in our state, despite the existence of many national firms, the majority of Florida lawyers are small practitioners and have a business interest in keeping compensation low. Several commission members spoke of the public's interest in keeping compensation low in order to keep legal fees low.

After mediation, the Commission ultimately reported out a proposal for a type of voluntary regulation, creating a paralegal section of the Florida Bar. Paralegals who meet certain educational (and, at the beginning, experience) standards can choose to register with this

section and be known as Florida Registered Paralegals. I understand this to be substantially similar to the plan adopted by North Carolina. The Board of Governors of the Florida Bar has recommended to the Florida Supreme Court that this proposal be adopted. The Supreme Court has scheduled oral argument on the proposed rule for April 16, 2007.

I do not know the outcome of all of this. Many in the paralegal community were disappointed by the voluntary nature of the proposed rule. Many in the same community were disappointed in any movement to standardize credentials. A large number of lawyers were offended by the intrusion into what they believed were the proprietary affairs that are the inner workings of their law offices. Indeed, in the closing minutes of the Commission's existence, after reporting out a compromise that did not mandate any particular course of action, one attorney opined that it was her belief that the Bar had been hijacked by a special interest group and that no public interest was being served.

Through the process, one thing did become clear to me. While the members of the Bar may disagree as to the role and duties of a paralegal, the word paralegal

does have meaning to the general public and most would be shocked to find that when their attorney sits them down with an employee whom that attorney calls a paralegal, that word has no legal standard attached to it.

I am not a paralegal and I do not profess to know what is in the best interests of the profession as a whole. I will tell you that what I learned through this entire process convinces me that the paralegal profession has a huge educational task before them—educating their employers and co-workers as to the depth of their knowledge and the breadth of their skills. What became obvious to me was that although many of my colleagues respect me and what I know, they do not have a clue what paralegal educators do everyday and how what we teach our students can assist them and their clients. Anything AAFPE can do as an association, or we can do as individuals, to help in the educational process can only help our students, our graduates and, ultimately, the clients they serve. ■

# Ten Things I Wish I Knew When I Started Teaching

Deborah E. Bouchoux, Esq.

I have been teaching paralegal students for more than 20 years and have taught in four separate (all outstanding) paralegal programs. Over the course of several years, I have developed a list of things I wish I knew when I first began my teaching career. Following is my “top ten” list of some rather sensitive topics and the manner in which I (or other instructors I know) handle these issues. The suggestions given are mere suggestions and may not be applicable to all teaching situations.

**1. I wish I knew students would arrive late for class.** Some students habitually arrive late for class. In Washington, D.C. with its cold winter climate, late arrivals disrupt the class by having to remove their coats and gloves, organize their umbrellas, and then “set up” for class. Some of my classes are at night and the late arrivals often arrive with dinner, unwrapping their meals, crinkling napkins, and spilling drinks. To discourage late arrivals, consider the following:

- Institute a point penalty so that any assignment not turned in promptly at the beginning of a class is marked late. Explain that courts reject late filings and that students need to learn the “rules of the road” as soon as possible. These point penalties encourage promptness.
- Remain silent until the student is completely seated. The silence in the classroom is deafening and most students

make the effort to appear on time thereafter. This “silent treatment” also works well when students talk during your presentation. When I observe such talking (more than a mere comment or two), I usually stop talking completely for however long it takes for the talkers to realize the room is silent. Once I have their attention, I will continue the presentation. On occasion, I have said, “Excuse me. Are there questions? If not, I will continue.”

- Post a sign on the door indicating that students should wait until the next break to enter the room so as not to disrupt other students. This is a rather draconian approach, but several instructors I know assure me it works.

**2. I wish I knew that students would ask for numerous letters of recommendation.** During my first couple of semesters of teaching, I was inundated with requests for letters of recommendation (nearly all of which were for law school applications). What made the task more difficult is that some students who requested recommendations were only average students. This situation is a bit easier now that most students applying to law school need only one recommendation sent to the LSAC central admission center, which then sends separate applications to each school.

To make the task of



recommendation-writing somewhat more manageable, consider the following:

- State that students must earn a grade of “A” or “B” in your class for you to write a letter of recommendation.
- Require that you be given at least three weeks advance notice for writing a recommendation.
- Require that students provide you with all materials, stamps, envelopes, copies of their transcripts, and so forth. On some occasions, a former student may ask for a letter of recommendation several years after a class has ended. If you teach several classes, it may be difficult for you to recall the student’s performance. Thus, asking for a copy of the student’s transcript (or personal statement) will jog your memory.
- Limit the number of letters you will write for any one student. One instructor I know allows only two recommendations per student.

Consider whether you will give a standard “to whom it may concern” letter of recommendation. Students may keep these for years and continue

*Continued on next page*

## 10 Things *Continued*

passing out and using your letter for a variety of purposes. Many instructors prefer that they be personally called by a prospective employer and will then write a specific and targeted letter to that employer for its use only.

A newer approach in Washington, D.C. is for prospective employers to send requests for written evaluations or reviews by email. I have resisted commenting on students in writing and simply call the law firm coordinator and provide my recommendation orally.

**3. I wish I knew some students would ask questions primarily to be noticed in class.** If you are confronted with a student who asks so many questions that necessary material is not being covered, consider the following:

- Announce that you intend to discuss new material first and that once you are through with your presentation, you will entertain questions.
- Note that the student has raised his or her hand and comment that you will respond to questions later.
- Comment that you will be happy to answer the question outside of the class session (especially if it is not relevant to the material you presented).
- Ask students to write down any questions not covered in that class session and state that you will respond to those questions at the beginning of the next class session.

**4. I wish I knew some students were so eager to get a good**

**grade that they would argue with me over every assignment/grade.** This sensitive issue has

been one of the most difficult for me to resolve. Generally, I try to make several comments on papers I grade so that students know what I thought was good about their papers and what I thought needed improving. In many instances, I have invited students to submit a written argument to me, much as they would a court, with supporting “evidence” to support their position. If students can show me that a case or statute or other authority supports their position, I am happy to “restore” points to them. If I make a mistake (and I have, both in grading papers and in calculating grades), I try to apologize promptly and correct the error. In some classes, I have given a short heart-to-heart talk about the value of learning the material and commented that while I understand that everyone wants to perform well and get a good grade, the important thing is to learn the material and that if students believe they have mastered the material then they will have accomplished their goals.

**5. I wish I knew some students would collaborate unfairly with others when doing assignments.** This is another

sensitive issue. In my first research and writing class session, I try to note that while brainstorming is a useful technique and that while I expect that students may well share information as to where to find materials in the law library, when it comes time to “put pen to

paper,” the product must be that of the student and not the result of collaboration. Many law schools ask students to sign statements, either at the beginning of each semester or for each project, that work produced is their own. If I notice that students’ papers are too similar, I make a comment on the papers and remind the students that work must be their own. If another incident occurs, I submit the papers to my program office and ask for guidance.

**6. I wish I knew some students would occasionally be hostile.**

I recently had a student who seemed born to complain. He complained about the classroom, the air conditioning, the assignments, the quality of the printer I used for the written assignments, and nearly everything else. From past experience, I knew that confronting him directly in class (in front of other students) would only make him more hostile. I asked him privately why he was so unhappy and asked if I could do anything. I also requested that he not take up class time with negative comments and to make an appointment with the administration to discuss these problems. He improved slightly but in general remained a negative person in the classroom. These disruptive or hostile students are among the most difficult problems for a teacher and can make one dread going into the classroom. Try killing them with kindness. Try speaking to them privately. Try enlisting the administration for help.

*Continued on next page*

## 10 Things *Continued*

Chances are, these students are negative in other classes as well. Perhaps the program director can speak with the student and comment that several instructors have noticed the student's attitude and ask if the program can help. Sometimes the student will be sufficiently embarrassed to cease complaining.

**7. I wish I knew some students would attempt to enlist me in disputes with other instructors or the administration.** On occasion, a student might say, "Do you think that an instructor should . . . ." This is usually a tip that you are not being asked a rhetorical question but are being asked to side against a position taken by another instructor. Similarly, you may hear grumbling during breaks or before class about another instructor or about the program administration. If asked about another instructor or administrator, consider responding, "It is not appropriate for me to comment about anyone's class but mine. I would not appreciate another instructor making comments about my class, and I never comment about anyone else's class." When I hear rumors and grumbling, I usually call the program administration and try to give a "heads up" that a problem may be brewing. The program office can often defuse the issue before it becomes a difficult problem.

**8. I wish I knew some students would over-rely on the Internet.** Many students are very proficient at using the Internet. Because so many cases and statutes are now accessible on reputable Internet

sites, many students resist going to the law library and prefer to use the Internet to do research whenever possible. I have also discovered that a few students have "cut and pasted" materials from the Internet directly into their assignments. In one instance, a student used significant material from the ACLU website in a final project (with no attribution). The university held an honor board hearing to determine the appropriate penalty for the honor violation. Some paralegal programs require students to sign honor code pledges at the beginning of the program. Others require students to sign honor code pledges on each assignment. In any event, make sure your policy regarding the use of the Internet to do assignments is clearly stated.

**9. I wish I knew I should put everything in writing.** Over the years, I have found that, as is the case with almost everything else in the law, it is better to put things in writing. Therefore, my syllabus outlines the goals and rules for the class, the grading policy, required texts, and a telephone number where I can be reached. Including your (or your institution's) policy on attendance, grading, late assignments, or any other similarly sensitive issue will serve as a reminder to students who have selective memories regarding these matters. The syllabus is also posted electronically on Blackboard, serving as another reminder of my policies for late papers, attendance, and so forth.

**10. I wish I knew it was okay not to know everything.** I think I am a better teacher now than I was

when I was first starting. I think I was so eager to do a good job, I became defensive if a student pointed out that I had misspoken or that I had made an error. It took me a bit of time to realize that it's okay not to know everything. When a student points out that I have made an error, I try to respond, "Thanks. Great catch. Sorry I misspoke (or made that error)," and then move on.

Teaching has been one of the most rewarding and exciting career opportunities I have had. Even on days when I've had a headache or wished I didn't have a class, when I arrive in the classroom, I seem to have a sudden burst of energy and enthusiasm. There are certainly difficult days (and difficult students), but the rewards significantly outweigh any problems. I'm convinced that my students have taught me far more than I've taught them. ■

*Reprinted, in part, from Instructors' Manuals for Aspen Publishing, Inc.*

*Deborah E. Bouchoux is a licensed attorney with more than twenty-five years of experience in legal education. She has taught at various universities, including the University of San Diego, Marymount University, and George Washington University. For the past 15 years, she has been an instructor in the Paralegal Studies Program at Georgetown University in Washington, D.C., where she teaches a variety of subjects, including Legal Research and Writing, Advanced Writing Seminar, and Business Organizations. Her publications include: Aspen Handbook for Legal Writers, Legal Research and Writing for Paralegals and Business Organizations for Paralegals.*

# The Incredible Shrinking Vocabulary

Deborah Orlik

Have you noticed that our students' skills are increasingly, well, decreasing? It is a phenomenon I have been witnessing over the 23+ years I've been in the education profession. A few years ago I went looking for the cause. This search has taken me to a Masters Degree in Education and new ways of looking at education. Among other things, I have concluded that there is a causal connection between these dwindling skills and the fact that most schools now stop teaching reading in the 4th grade. The skill of reading these days is either gotten or not gotten by the time you're 9 or 10 and there you are, either reading or not. Schools also don't spend much time on plain, old, ordinary, non-technical vocabulary anymore. After having investigated the declining skills phenomenon, I now spend a great deal of time puzzling over what words to use in my teaching and, for the most part, I have been discarding the ones that we don't use in everyday conversation.

Do me this favor: check your state's "standards" for education. Thanks to No Child Left Behind, which is called No Child Left A Dime in the public schools, every state has well-publicized educational standards. I read all of the California Standards one day after an intensively frustrating day with 11th graders with microscopic vocabularies. What surprised me was not so much the skills I saw in the Standards but the skills I didn't see. I didn't see "students will learn to use a dictionary."

When I was a child, my father had some "sayings." One of them was "The dictionary is in the hallway." My Dad had a terrific vocabulary and, what's more, he could provide a dictionary-style definition. However, in line with his philosophy that everyone should learn to use research skills, asking Dad for a definition of "impassible" would usually garner only the location of the dictionary. It was in the hallway in both of the houses I grew up in, by the way. Since the family dictionary was passed down to me, I have kept it in the hallway in my house, in honor of Dad, I suppose. The point is, my brothers and I learned, both in school and at home, how to use a dictionary. The California Standards, however, in place of the skill of word meaning investigation via a dictionary say "the student will learn to decipher the meaning of new words from suffixes, prefixes and roots."

At the sentencing stage, the Defendant's family and friends came to testify that he was a good person, but the judge was impassible.

With just a bit of experimentation I learned that what our students can glean from the sentence above, then, is that the judge was "not okay." That's what *impassible* would mean if you boiled it down to *im* (meaning not) and the common understanding of *passible* (quite reasonably deciphered to mean okay). So, there is a completely reasonable, but incorrect, reading

of the sentence. The judge heard all that testimony and he was not okay.

There is a great deal of talk these days about the "dumbing down" of education. Aside from the obviously insulting nature of that expression, I can't say that I ever had a definite position on the concept. Now that I'm paying attention to it, I have noticed a few things about the words I use to express myself when I am around students. Creating a test recently, where I wanted to use the word *expedient*, I did not, because *ex* meaning not any more and *pedient* meaning something walking, I suppose, comes out to something not walking any more. Here's your sentence: "Completing one's timesheet at the end of the day may be expedient but not necessarily the most ethical path." And, now we'll substitute our root-deciphered word and get... well... not what I meant. The student will interpret from that sentence that completing one's timesheet at the end of the day might save one some steps.

On a recent exam, I was going to write, "Lawyers undertake *pro bono* representation out of solicitude for the public," until I asked one of my students what she thought "solicitude" meant and she told me it had something to do with prostitution. Heaven knows what they would have done with, "Disciplinary actions for trust account violations are indicative of the lack of office management courses in law schools."

*Continued on next page*

## Vocabulary *Continued*

I would like to suggest a nationwide Dictionary Skill-Set Reclamation Project. I don't have the project fully formed in my head yet, but I'm getting some of the pieces together in the form of a promise I'm making to myself: I pledge to keep current dictionaries in my classroom at all times, accessible to students. "Current" meaning that emoticon is in it but *misunderestimate* may not be. I pledge to use multi-

syllabic words in my own speech, i.e., I promise not to dumb down what I'm saying in class, and then challenge the students to write down unfamiliar words and look them up. I will reward students for using these words, correctly, in class. I will make an effort to learn new words myself and share them with my students. I'll do my very best to include the skill and joy of using the dictionary in my future lesson plans.

Now, how does this intersect with

the task of textbook writing? Hmm... a topic for a different day. ■

*Deborah Orlik, Esq. has been teaching ethics to legal assistants since 1984. Her book, Ethics for the Legal Assistant, first published in 1986, was the first book dedicated to the subject of professional responsibility for non-lawyers. She has lectured nation-wide on the subject of professional responsibility to lawyers, paralegals, and other professionals.*

## The FUN-damentals of an Introductory Paralegal Course

John Thomas

How can I cover all of the substantive content typically found in an introductory course and still assess my students' grasp of traditional paralegal skills? What skills am I trying to assess in this course? Which assessment methods other than traditional tests or quizzes might I develop and use for this course?

How many times have you pondered those and similar questions when planning your introductory course? Described below is but one path to help answer those questions. At the outset, I extend my thanks as well as any apologies for lack of attribution for all of the ideas that I have gathered from other educators in their writings and conference presentations.

One pedagogical approach is to first identify what purpose an introductory course fulfills in an overall paralegal program. To facilitate this process, develop a



It is quite likely you will find that your introductory course serves the function of introducing most, if not all, of the program outcomes.

"curriculum map" consisting of your program's overall outcomes listed down the left column and your various paralegal courses listed across the top row of the chart. Under each course, use a code to indicate whether that course addresses for the first time any or all of the elements for each program outcome, alludes to those principles again but not with major emphasis, or significantly emphasizes the principles. Collaboration with faculty who teach the courses can facilitate this analysis, bearing in mind that not every course necessarily addresses each program outcome. This approach is an adaptation of an audit device that identifies where departmental goals are being taught and assessed in courses as

outlined by Barbara E. Walvoord in her book, *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*, published by Jossey-Bass, 2004. A curriculum map can become the foundation for a subsequent assessment matrix as set forth in Appendix K of Ms. Walvoord's book.

It is quite likely you will find that your introductory course serves the function of introducing most, if not all, of the program outcomes. If so, you now have a direction to pursue in integrating assessment tools into such a content-rich course. Consider a simple multiple choice or true/false *pre-test* at the first class meeting consisting of one general question from each

*Continued on next page*

## FUN-damentals *Continued*

chapter of the text you will be using. This assessment does not need to be a part of the student's final course grade, but an analysis can include how many students achieved a particular score, how many students missed each question, and the overall performance of the class. At the end of the semester, administer the identical test again and add an analysis of improved scores to the other factors evaluated.

While traditional tests and quizzes can assess content knowledge and critical thinking skills, what other FUN assignments can be used to measure important paralegal skills? Early in an introductory course, try a scavenger hunt-type assignment in which students are asked to answer groups of questions related to typical paralegal functions. For example, try assigning fifty questions broken down into categories related to things such as national paralegal organizations, local courts, your paralegal curriculum, the American Bar Association's Standing Committee on Paralegals, and, yes, even AAFPE! The questions can be designed

to be answered by researching websites often used by paralegals and do not require the students to contact any government or association officials. Add a few questions which require students to visit your college library and answer questions as simple as titles or pictures from relevant periodicals forcing them to pull books or magazines off a shelf. This is an easily maintainable assignment because, depending on the questions asked, the answers often change each year, e.g., where and when is a national or regional conference being held, who is the President of an organization, how many ABA-approved programs are there in a particular state, when did a particular judge occupy a seat on the local bench, etc.

After some course time has been spent looking at the paralegal profession in general and some substantive areas of law, assign a project in which the students assume they have been invited by their children to speak at a high school "Career Day" seminar. Have the students prepare a speech outline addressing the paralegal profession in general — origin, national organizations, licensing

issues, ethics, etc. — and then ask them to create a hypothetical case and describe a "day-in-the-life-of" the paralegal working on such a case in the office. If time and class size permit, allow for actual presentation of some or all of the speeches. Later in the semester, if your course covers interviewing and investigating topics, have students role play paralegal/witness interviews or have them observe one or two interviews on television or the Internet and critique the interviewer's performance.

These types of assignments can be FUN and meaningful for the student learners and assist the faculty member in assessing important paralegal skills. In the words of the young lad in the old cereal commercial, "Try it, you'll like it!" ■

*John Thomas received his Bachelor of Arts degree from Lafayette College and his J.D. from Temple University School of Law. He is an Associate Professor at Northampton Community College and has served as coordinator for the college's ABA approved paralegal program. John can be reached at [jthomas@northampton.edu](mailto:jthomas@northampton.edu).*

## Getting Started with Online Paralegal Instruction

Patt Elison-Bowers and Chareen Snelson, Boise State University

Distance education has become a widely accepted and viable form of instruction in a variety of colleges, schools, and businesses. Distance education can take various forms. Web-based or online instruction is one form of distance education that is delivered over the Internet. Two questions arise in discussion of

online learning. One question relates to the overall quality of the online course and the other is how to bring the necessary skill set to faculty. Can an online course match the quality of a face-to-face class and how can existing faculty develop the necessary skills to teach in the virtual classroom setting?

The answer to the first question is that, even though the course may take a different form, it is possible to develop highly engaging content in an online or web-based course. One way to approach this is by creatively combining successful classroom instructional techniques with appropriate

*Continued on next page*

## Started *Continued*

electronic media.

In many instances utilization of electronic media requires rethinking course design and the need for additional faculty training to help optimize the chances of realizing the particular “vision” of an individual course in a web-based or online format. For new and existing faculty unfamiliar with an electronic medium, this could pose a serious instructional problem. In an attempt to solve this problem on the Boise State University campus, a core group of staff who were responsible for the technology of web-based or online courses applied for a state Board of Education grant. The grant allowed the academic technology staff to create summer development workshops for faculty who needed training in web-based and online technology.

One workshop was held each year during the summer months. Individual faculty members who applied for the workshop grant were provided with a laptop computer, a stipend, and hours of hands on instruction in web-based and online course design. Each faculty member worked on the redesign of one particular course. Instruction to faculty members was delivered through workshop classes, hands on activities and individual and group consultation with the academic technology staff. Each faculty member was also given

the opportunity to create at least one special electronic feature for the selected course.

Examples of projects suitable for paralegal studies could be a virtual courtroom or online role play. In the redesign phase of health law during the BSU summer workshop, the instructor designed a virtual court. Students who are currently enrolled in health law take a virtual field trip to court each semester. This particular feature is interactive and explains the role and job requirements of various members of the court. Another example of the use of electronic projects that work well in the virtual classroom is online role play. The activity is particularly successful when utilized with controversial topics requiring the ability to examine multiple perspectives, solve group problems, or conduct collaborative inquiry.

In the role play activity, each student is assigned to play the part of a character in a scenario that is common to the field of study. Examples include scenarios written to examine interactions or problematic situations occurring in a courtroom or jury situation. Each student is provided with a fictitious name and background information about the character and the scenario. The background information can be provided in multiple forms such as documents, audio files, or video clips. Students use an online discussion board to act out the role play. They are required to remain in character while the

scenario is being explored. A debriefing may be held afterward to review critical ideas that emerged during the role play activity. Since the discussion is held in an online forum, a full transcript is automatically generated. This allows the instructor and students to retain a copy for review or analysis.

The multimedia used in a role play activity can be produced fairly easily with digital sound and video recording devices. Small hand-held digital audio recording devices are available at many office supply stores. The audio can be transferred to a computer and uploaded to an online course. Video clips may be recorded on many cell phones, digital cameras, or portable digital assistant (PDA) devices. This makes it relatively simple to record media to provide the rich learning experience in an online learning environment.

As colleges and universities struggle with the concept of online instruction and how to integrate multimedia into web-based instruction, the model of summer institutes for faculty members is a viable option. ■

*Patt Elison-Bowers is the the Interim Chair of Psychology and the Administrative Director of the Paralegal Studies Program at Boise State University.*

*Chareen Snelson is an Assistant Professor of Educational Technology in the College of Education at Boise State University.*

## ABA Approval Commission Comments

Anita Tebbe, Chair of the ABA Approval Commission

One of the 2008 presidential candidates has the slogan, "Let's Have a Conversation." That is certainly what the ABA Approval Commission wants to happen always between AAFPE and the ABA.

This column is being written before the important AAFPE regional conferences and the ABA Approval Commission April meetings. At the AAFPE regional meetings, AAFPE has graciously allowed time for the ABA to update members on the projects of four active Approval Commission subcommittees. Thank you.

The Assessment Committee, consisting of Susan Howery, Chair, and Scott Hauert, Sybil Taylor Aytch, and Bob Van der Velde, has been investigating ideas on different assessment tools which could be incorporated in a revised version of the Guidelines concerning the critical assessment part of the self-study reports. While surveys are one way to accomplish assessment, it is not the only tool and can be limiting. The Approval Commission has heard concerns from program directors about the current assessment requirements and since it is an important part of the approval process, we need to insure that it is accomplishing the Standing Committee's goals.

The purpose of assessment is for the program to obtain information that will help with continuous improvement in order to increase student/graduate success. Some possible assessment tools are focus groups; capstone courses; feedback from Advisory Committees, local paralegal organizations and local

bar associations; course evaluations; and student portfolios.

The Library Subcommittee, spearheaded by Scott Hauert, conducted an electronic survey in summer 2006. 604 paralegals, attorneys and other working professionals and 122 paralegal educators responded. The essential focus was twofold: what paper and electronic research tools are being used by the a) legal community and b) paralegal education programs?

In all categories the legal community reported that it provides access to paper sources and thought it "somewhat important" that paralegals be able to conduct research in paper sources. Likewise, in all categories, the legal community reported that it provided access to electronic sources and it was "somewhat important" that paralegals be able to conduct research in electronic sources. Many educators reported that they currently teach all of the sources in both paper and electronic formats. When asked what sources, if any, should be taught only in electronic format, fewer than 20% of the educators thought that any particular category should be taught in electronic form only, with the exception of Shepard's. 39% of educators thought Shepard's should only be taught electronically.

Another important subcommittee, the Alternative Delivery Subcommittee, is headed by Bob Van der Velde, with members Joyce Becker, Moe Lescault, Gary Melhuish, and Ellen O'Donnell.



They are working diligently on developing an internal guide to alternative delivery issues for members of site teams. It is important that site teams remain current in all educational areas, including the evolving area of distance education.

Finally, the Revision of Forms Committee, co-chaired by Joyce Becker and Mattie Evans, with members Janet Holmgren and Dean Peterson, is concentrating on a significant updating of the reporting forms and exhibits. The clarification and streamlining of these forms should be beneficial to all ABA approved schools.

From the valuable input that we receive from you at the AAFPE regional conferences, we will continue to move forward for the improvement of paralegal education. We are excited to have further conversations with you in Baltimore. ■

*Anita Tebbe has an undergraduate degree in history, masters degree in Education, and a law degree. She is a licensed attorney in Kansas. Anita has been director of the Johnson County Community College Paralegal/Legal Nurse Consultant Program for 20 years. She is currently chair of the American Bar Association Approval Commission. She has also served on the American Association for Paralegal Education board and is a past AAFPE president.*

## Report from the “New Kid on the Board”

Christine Lissitzyn, University of Hartford

I have just completed my fourth meeting of the AAFPE Board (we meet three times per year.) I had no idea what I was getting into, but as I was assured by Bill Mulkeen that I would not have to write any reports, I thought “sounds like an easy job. OK, I’ll run.” I soon realized that I had fallen for that New Jersey charm of Mr. Mulkeen — not writing reports is not really much benefit, as the real work of the board is showing up, debating issues and making decisions.

If you are not sure what the board actually does, neither was I. Here is what I found out. First, the board takes seriously its job to plan sites for future meetings. Our goal is to find affordable cities that people can get to cheaply and easily that are still vibrant, fun

places. This is no easy task. First, we need to plan far in advance or we have no choices at all. Second, we may find a hotel with a reasonable room rate, but which would be more than offset by the cost of flying there. Third, we try hard to move sites around the country, but we can’t ignore the fact that the majority of our members are clustered in a few areas.

Holding costs is extremely important to us. We review the financial statements in detail. Is it worth it to run an online toolbox if it costs us almost \$14,000 AFTER deducting the fees paid by participants? What about that \$80 urn of coffee? That’s what it costs us for each breakfast, coffee break, etc. In New Orleans, our total food bill was over \$57,000.



That is almost \$250 for each of the approximately 250 attendees. OK, what if we reduce the food costs? Even if we were willing to serve chicken for every meal, the hotel needs a certain amount of food revenue to make the conference profitable for them. If we cut down on food costs, they will simply increase the room costs.

We are a big, vibrant organization to us, but to hotel planners, we are a “small” organization. That means no hotel will commit to us unless it has another similarly-sized organization to fill the rest of its convention space. If we use too many break-out rooms, they are not available for the other organization — again, that won’t work. Our conference in New Orleans lost money. We have only two main sources of revenue: membership dues and conference registration fees. As hotel fees continue to soar, we are exploring new sources of revenue. Something as small as an overnight “sweep” account by which our cash is invested overnight is making about \$1,500 per month. Everything counts, and we look at everything.

In addition to planning and finances, we work to increase attendance at regional meetings. Our hotels give us prices based on expected attendance. When you register late or decide not to

*Continued on next page*

### REPORT FROM THE WRITING TASK FORCE

Christine Lissitzyn, Chair

**Mark your calendars now!** On the last day of our AAFPE Annual Meeting next October 27th — Saturday morning from 9 a.m.-Noon — we will present a 3-hour workshop on Writing Skills. In addition to repeating our test of grammar skills and grading rubrics from last year’s Annual Meeting, we plan to offer members who register to attend this workshop the following BONUS attraction:

- a syllabus with fifteen “10 minute” grammar lessons that can be included in any substantive course
- grammar exercises that can be imported into Blackboard and/or WebCT
- Legal Research & Writing assignments, with sample outlines, answers, and grading rubrics
- samples of good legal memos, annotated with IRAC elements
- sample rubrics
- aids to teach students how to use outlines
- email etiquette — big mistakes to avoid

All of this information will be available on CD for purchase at a discount only to participants in the workshop.

If you would like to join the Writing Task Force, contact Christine Lissitzyn at [Lissitzyn@hartford.edu](mailto:Lissitzyn@hartford.edu).

## Writing *Continued*

attend, we sweat. How do we make sure the regional meetings work smoothly when our management company is not on site?

We work on planning articles for *The Educator*, increasing membership in LEX, creating policy based on questions from members, making our Listserv and website efficient and helpful, etc. What committees are working well, what are their future plans, what additional committees or task forces do we need? How do we ensure that we have as many members as possible contributing to the organization and getting value out of it?

I always saw the AAFPE board as a tight-knit group of friends that seemed a bit intimidating. Well, we ARE friends, but that does not mean we always agree. We have heated debates, and often very different ideas. This is no “rubber stamp” board, one that just approves what the President proposes. Hedi will attest to that! But this is what we in AAFPE should want in our board — a group of experienced paralegal educators, spread out geographically, willing to work and with strong opinions.

My goal in spending almost an entire weekend in a hotel conference room is to leave feeling that my presence made a difference. I didn't waste my time. And that, I can assure you, has been my experience as the new kid on the board. ■

*Christine Lissitzyn is Associate Professor and Program Manager of the Legal Studies Program in the College of Arts & Sciences, University of Hartford. She can be reached at [Lissitzyn@hartford.edu](mailto:Lissitzyn@hartford.edu).*

## AAfPE Calendar of Events

### 2007

**March 22-23**  
**South Central Regional Meeting**  
Tulsa, OK

**March 23-24**  
**North Central Regional Meeting**  
Chicago, IL

**March 29-31**  
**Pacific Regional Meeting**  
San Diego, CA

**April 13-14**  
**Northeast Regional Meeting**  
Wilmington, DE

**April 19-21**  
**Southeast Regional Meeting**  
Lexington, KY

**June 1**  
**Educator** articles due to Chair of the Publications Editorial Board for the Fall issue

**June 22-24**  
**Board of Directors Meeting**  
Chicago, IL

**October 24-27**  
**26th Annual Conference**  
Baltimore, MD

**November 1**  
**Educator** articles due to Chair of the Publications Editorial Board for the Winter issue

### 2008

**February 22-24**  
**Board of Directors Meeting**  
Dallas, TX

**March 1**  
**Educator** articles due to Chair of the Publications Editorial Board for the Spring issue

**March 28-29**  
**North Central Regional Meeting**  
Cleveland, OH

**April 3-5**  
**Pacific Regional Meeting**  
Phoenix, AZ

**April 4-5**  
**South Central Regional Meeting**  
Baton Rouge, LA

**April 11-12**  
**Northeast Regional Meeting**  
Tarrytown, NY

**April 11-12**  
**Southeast Regional Meeting**  
Nashville, TN

**June 1**  
**Educator** articles due to Chair of the Publications Editorial Board for the Fall issue

**June 27-29**  
**Board of Directors Meeting**  
Newark, NJ

**October 15-18**  
**27th Annual Conference**  
Dallas, TX

# BOARD OF DIRECTORS NOMINATION FORM

## Notice of Nomination

I nominate the following individuals:

President-Elect (three-year term)

Secretary (three-year term)

Director, Southeast Region (three-year term)

Director, South Central Region (three-year term)

Director, Pacific Region (to fill unexpired two-year term)

**AAfPE Nominee to the ABA Approval Commission - Certificate Program Representative** (one-year term with possible reappointment to a maximum of three years beginning August 2008)

I am the designated representative of an institutional member of AAfPE in good standing.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Institution

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

- Elections will be held during the Annual Conference in Baltimore, MD, October 24-27, 2007.
- Campaign statements are due to AAfPE Headquarters by **June 1, 2007**.
- Candidates for the ABA Approval Commission should also submit a résumé.

Please return this form no later than **June 1, 2007**, along with your candidate statement of approximately 500 words, to AAfPE Headquarters at:

American Association for Paralegal Education  
19 Mantua Road  
Mt. Royal, NJ 08061

---

## THE OMNISCIENT MENTOR

Welcome to “Ask the Omniscient Mentor” column. All members are encouraged to send questions to Pamela Bailey — [bailey@duq.edu](mailto:bailey@duq.edu). Pam will forward them to the “O.M.” and promises to protect your privacy.

### DEAR OMNISCIENT MENTOR:

*I have been teaching for over 20 years and, during the last three semesters, I have had to cope with the most obnoxious and distracting behaviors from my younger students. These students are self-centered, demanding and ignore professional and personal boundaries.*

*My syllabi state that the program is treated as a job. Students must be on time and call if they will miss class, cell phones must be off or on vibrate and there will be no text messaging during class. These rules are ignored.*

*Frustrated in Fargo*

### DEAR FRUSTRATED IN FARGO:

You have described the “Generation Y” student. How do I know? I recently attended a presentation by Dr. Ginny Barnes ([ginny.barnes@mchsi.com](mailto:ginny.barnes@mchsi.com)) on this group, and my 19 year old son is the poster child for Generation Y. He is currently a freshman in college in another state, but while in high school, I would take him and his friends out for a weekly dinner. At the second dinner they were text messaging throughout dinner. I stopped them and explained how rude and disrespectful they were being. They had no clue. They were embarrassed and I never saw cell phones at our table again unless they explained that they were waiting for a call from a parent.

Generation Y students were born between 1980 and 1994. Of course, not all people born during this time exhibit these characteristics. For example, my daughter, born in 1985, has boomer traits.

Generation Y believes that everything is possible and nothing is certain. They were born into a child-focused world. They are consumer-oriented. They regard everything as disposable and do not accept consequences. They believe everything is negotiable: behavior, grades, etc. They plan only for the short term. A semester is long term. They have high self esteem, but it is very fragile. They require significant and constant praise. They get bored quickly. They just want to get it done. They don’t break down projects; they don’t proof; they don’t know how to structure dead time; they want instant gratification and to be able to hyperlink everything.

Dr. Barnes suggested locking the classroom door and other extreme solutions. I won’t do that, I’d rather a student enter a three hour class 10 minutes late because of a child care problem than miss the entire class. She also suggested that instructors ask students what they expect and vice versa and draft a contract. I did not want to spend class time on this but I did take her suggestion and drafted a behavior contract that they had to sign. Yes, it is an adhesion contract. I have referred to it when a student violates it. For example, a student blurted out a homophobic statement during an explanation of same sex marriage in family law. Besides referring to the contract, I reminded the student that I don’t care what his personal views are, I care that you know what the law is, and if you misstate it, don’t admit you graduated from our program.

See page 31 for a sample of my contract. It hasn’t solved all problems, but it has helped.

Good luck,  
O.M.

*Continued on next page*

## BEHAVIOR REQUIREMENTS FOR PARALEGAL PROGRAM

### 1. USE OF TIME:

- Understanding and applying the law is a slow process.
- You cannot multi-task when you study and apply the law.
- You must not rush through a project just to complete it.
- You must proofread all projects.
- You must plan that each assignment will take more time than you planned.
- Plan to use “dead time,” time between classes, activities and family.

### 2. RESPECT IN THE CLASSROOM:

- Be on time.
- Stay throughout the class.
- Stay focused.
- Do not multi-task during class.
- Do not be rude to anyone.
- Be respectful.
- Silence is golden when another is speaking.

### 3. REALITY:

- If this is not your passion then change majors.
- You are not the center of the universe – other people matter.
- Not everything is negotiable.
- There are consequences for everything.
- A spin is not an excuse; an excuse still has consequences.
- Praise is earned – and most of the time you will receive more negative feedback on papers than positive. It is my job to help you improve.
- Not everyone gets an A; grades must be earned.
- There is no instant gratification in the law. You cannot hyperlink to an instant answer.
- You must plan for today, next week, next year and beyond.

### 4. FAIRNESS:

- You will give me notice.

### 5. RULES:

- Assignments must be ON TIME.
- Assignments must follow directions.

### 6. THE BOTTOM LINE:

- You will learn ethics.
- You will learn how to develop your character.
- We are all different but we must all follow rules of conduct, ethics and law.
- You can be a star, but you must follow the rules.

### 7. AS FOR ME, YOUR INSTRUCTOR:

- I will be fair.
- I will give you notice.
- I will be available to help you. You may call me at school and at home.
- I will be on time.
- I will not waste your time.
- Everyone is treated fairly but everyone may not be treated the same.
- I will provide the skills and content that you need to be successful as a paralegal.
- I will care about you.

---

Instructor's signature

Sign name: \_\_\_\_\_

Print name: \_\_\_\_\_

Student

Date: \_\_\_\_\_

## Baltimore's Best Places

Hillary Michaud, Villa Julie College

I wish to extend a very warm welcome to all the AAFPE friends and colleagues who are planning a trip to Baltimore for the 2007 National Conference. October is a wonderful time to experience the sights and delights of our home town. I am pleased to write a short series of articles on what to do, and where to go, once you get here. For this first article, I will focus on places to visit and see the sights, including special places for kids. Watch for a future article on places to dine, drink and hang out while in town.

Charm City, known to some as Baltimore, was founded in 1729, with 25 families. How times have changed. Currently reigning as the 12th largest city in the United States and the 5th among U.S. ports, Baltimore is a big city that feels more like a small town to those of us who live here. Its rich history includes an attempted British sea invasion in the summer of 1814, when Francis Scott Key wrote the poem that became our national anthem, as well as a 1904 fire which destroyed most of the city's business district.

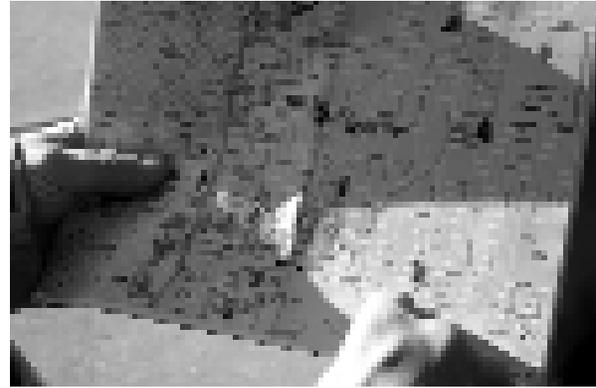
As part of our growth and change, in the 1970s, the waterfront area in downtown Baltimore was transformed into what is now known as the Inner Harbor. This area has become home to luxurious hotels, offices and entertainment, dining and shopping facilities. From the Conference hotel located in the Inner Harbor area, visitors can walk to such sites as the National Aquarium in Baltimore, the Maryland Science Center, Oriole Park at Camden Yards, the Babe

Ruth Birthplace and Museum, the Ravens' M&T Bank Stadium, and Port Discovery.

Several self-guided walking tours are available, beginning in the heart of Inner Harbor, near the tourism kiosk on the waterfront. I had the pleasure of doing the legal work involved in setting up the walking tours just two years ago, when I was a lawyer for Baltimore City! For those wanting a guided land and sea tour, Ride the Ducks Baltimore is another tour you can take (if you do not mind a possible headache resulting from tourists' use of quackers). Tickets for guided tours are available at the tourism kiosk, as well.

One of the best places to visit is the National Aquarium in Baltimore. Our aquarium is world class, featuring a dolphin show, shark tanks, rainforests, the Australia outback, and visiting exhibits. It is home to 16,500 animal residents comprised of 660 different species. The aquarium is located at 500 E. Pratt Street. To get there, walk outside the hotel. Ask someone on the street how to get to the aquarium. The person will point, and you walk in that direction. You could not miss it.

The Maryland Science Center is another leading tourist attraction. The Science Center features dinosaur and fossil exhibits, science experiments and body exhibits, the Davis Planetarium (thoughtfully named after my son, or so I tell him), a special room for kids, and an IMAX theater. Located at 600 Light Street, to get there do the same thing you do to



get to the Aquarium. Follow someone's pointed finger.

Also on the waterfront, visitors can tour the USS Torsk. This former Fleet Submarine for the U.S. Navy is now berthed in Baltimore as the Maryland Submarine Memorial. It is located just outside of the National Aquarium and cannot be missed because, in its retirement, it is painted to look like a shark.

Baseball fans might tour Oriole Park at Camden Yards and football fans might tour the Ravens' M & T Bank Stadium, both a short walk from the hotel. If the Orioles have a great regular season, perhaps there might be a game to attend (I do not want to say much about this and jinx them).

An interest of sports buffs, the Babe Ruth Birthplace and Museum is located at 301 W. Camden Street. This museum was built in the original house in which George Herman Ruth, aka the Babe, was born on February 6, 1895. While Babe played for the New York Yankees, he was a native son of Baltimore and we remember him fondly in this quaint historic museum.

For families visiting with young children, Port Discovery — The Kid-Power Museum, may be of interest. Located at 35 Market

*Continued on next page*

## Baltimore *Continued*

Place in the Inner Harbor, this children's museum consists of three floors of interactive, educational exhibits and programs for children ages 2-10.

For shoppers, a short walk to Harborplace and the Gallery will satisfy, with stores such as Brooks Brothers, Talbots, Banana Republic, J. Crew, Johnston & Murphy, Coach, Ann Taylor, and more. Many Baltimore souvenirs can be found throughout the many shops in these Inner Harbor shopping facilities.

Beyond the Inner Harbor, a couple of visitor destinations are worth noting. These are just a short cab ride away from the Conference hotel.

You might want to visit America's very first metropolitan cathedral. This is Baltimore's Basilica of the National Shrine of the Assumption of the Blessed Virgin. The Basilica recently underwent significant restoration and is now reopened to the public. It is located at the corners of Cathedral and Mulberry Streets.

For those with an interest in art, the Baltimore Museum of Art is located just three miles from the Inner Harbor at 10 Art Museum Drive (good name, I know). Its exhibits include paintings, sculptures, prints, photographs, and other works of art, both historical and contemporary. It is known for its large collection of Matisse paintings.

For historians, you must visit Fort McHenry National Monument and Historic Shrine. Fort McHenry is the birthplace of our national anthem. You can tour the fort itself. You must go see the

presentation about the battle that occurred there in 1814. The end of the presentation is very poignant. The fort is located on East Fort Avenue.

For those who love trains, the B & O Railroad Museum is a must-see.

Located at 901 W. Pratt Street, this historic site is known as the birthplace of American railroading. It boasts the oldest, most historic and comprehensive American railroad collection in the world. The main museum is a

*Continued on page 35*

## Mary's Corner

I'm Ed Husted's wife (editor's note: Ed is AAFPE's Treasurer) and, thanks to companion fares and Alaska Airlines mileage, I get to go along to AAFPE board meetings from time to time. During the Board's recent meeting in Baltimore, I had a day and a half to explore the downtown area. I was amazed to find so many interesting sightseeing opportunities within walking distance of the hotel where we'll all be staying during next October's National Conference.

First of all, if you've never been to Baltimore, try to plan three or four hours for the National Aquarium. There are 16,500 species of amphibians, birds, fish, invertebrates, mammals, and reptiles. The Aquarium is on the edge of the harbor, just six blocks from the hotel, and is unquestionably one of the premier places to visit.

I was also surprised to discover that Baltimore has so many historical places to visit. For example, we have a priest friend who was raised in Baltimore and told us about the renovation of the Baltimore Basilica, built from 1806 to 1826. It was the first major religious building constructed in the United States after adoption of the Constitution and is known as "America's Cathedral." It is only three blocks from the hotel. Since Ed is a church organist, the priest friend promised he could arrange for Ed to play the huge pipe organ in the Basilica next October. I went to Mass on Sunday morning just to hear the instrument and see the Basilica. Both are magnificent.

The most fun I had was riding the water taxi to the cobble-stoned Fell's Point District. It cost only \$8 for a round trip. A green stamp is placed on your hand and you can ride the water taxi all day, getting off to explore first one historical district after another. Fell's Point is full of small shops, bars, restaurants, and a wonderful bakery with sandwiches and lots of other tasty tidbits. There's even a "doggie store" with goodies for our pets. As I watched, customers walked their dogs in and out for a treat. Finally, my Christmas shopping will be accomplished at La Casa, an amazing little store no one should miss.

My day and a half of scouting around was happy and productive. I look forward to the October return. I know other AAFPE folks will also enjoy a glimpse of this historic old city. If possible, I recommend trying to work in an extra day before or after the National Conference just to enjoy places like the National Aquarium and Fell's Point. ■

## PUBLISHER'S CORNER

### **New Technology and Media Applications for the Paralegal Classroom from Pearson Prentice-Hall**

New technology and video products are now available to help you bring the world of the practicing paralegal into the classroom.

#### **Need Up-to-Date Law Office Application Software?**

New **Technology in the Law Office DVD** will be available free of charge this spring from AAFPE and Prentice-Hall. The *Technology in the Law Office DVD* provides a single source for real world software demos from AbacusLaw, LexisNexis CaseSoft, SmartDraw and Software Technology, together with tutorial exercises for learning the basics of CaseMap, TimeMap, AbacusLaw, Tabs3, Practice Master and SmartDrawLegal. For faculty teaching these software programs, this master disk can be duplicated and freely distributed to students. The DVD also contains the software tutorials prepared by Tom Goldman and presented at the annual and regional meetings.

Tom's new textbook, **Technology in the Law Office 1e**, which has been prepared in response to many requests from AAFPE members, will also be available for review this spring. Contact [goldmant@tfgoldman.com](mailto:goldmant@tfgoldman.com) or [gary\\_bauer@prenhall.com](mailto:gary_bauer@prenhall.com) for more information on the text and software.

#### **Need New Paralegal Practice Videos?**

##### **Paralegal Professional Classroom Video Series on DVD**

This new set of 36 scenario-based videos written by Tom Goldman, Deborah Orlik, and Andrea Wagner cover topics such as résumé writing and interviewing for a job, working in a small family firm, the courtroom players and their roles, paralegals performing various procedures and duties, and a variety of ethical situations. They are available free to adopters of the new edition of **Cheeseman/Goldman, Paralegal Professional 2e**.

##### **Paralegal Professional Ethics Classroom Video Series on DVD**

This series contains 24 scenarios written by Deborah Orlik and Tom Goldman that present common ethical situations paralegals will encounter on the job. These videos are available free of charge to adopters of the new edition of **Deborah Orlik's, Ethics for the Legal Professional, 6e**.

#### **Do Your Students Need to Study On-the-Go?**

##### **New! MP3 Study Guides: VangoNotes**

Students can download a complete study guide or individual chapters to their IPOD or MP3 player and study on-the-go. Each chapter podcast includes a concept review, key term review, practice test, and rapid review. Students can study while traveling, working out, or in between activities they need to get done.

**VangoNotes to Accompany Cheeseman/Goldman, Paralegal Professional 2e** — available now!

**VangoNotes to Accompany, Brown, Legal Terminology 4e** — due summer 2007.

*Gary Bauer is the Senior Acquisitions Editor in the field of legal studies at Prentice-Hall. Contact Gary [gary\\_bauer@prenall.com](mailto:gary_bauer@prenall.com), if you have questions concerning Prentice-Hall products or would like to discuss authoring a textbook.*

## Online Courses From West Legal Studies

Shelley Esposito

As AAFPE members know, the nature of paralegal education is changing. Technology is becoming increasingly important in shaping the future of how legal students and professionals learn and succeed. The new online courses from Thomson Delmar Learning/West Legal Studies reflect that changing nature of paralegal education. The courses offer a way for paralegal programs to bring part or all of their curricula online, bringing more options and flexibility to busy students with demanding schedules.

Our pre-built courses give any institution the immediate ability to offer online courses to students. To get started, an instructor adopts one of our online courses to accompany a text (our courses are designed to accompany any text for the course). An instructor also identifies the platform needed (Blackboard, WebCT, etc.). Students then purchase a package consisting of the selected text with a slimline containing their passcodes for online access. The course is then led and administered by the instructor as part of that institution's paralegal program.

Our courses are comprehensive and highly interactive with hands-on activities, study tools, and quizzing for the student. The courses were built to enhance the learning experience and allow students to apply the concepts presented with downloadable exhibits, a forms database, and video clips where appropriate. They include lecture notes, test banks, and PowerPoint presentations for the instructor.

These courses are also fully customizable — allowing instructors to edit content, reorganize material, or add state-specific material. This ensures the course meets the specific needs of their students within the program.

Introduction to Paralegal Studies and Legal Research and Writing are now available, with courses in Civil Litigation, Contracts, Torts, and Business Organizations and Corporate Law coming later this year. To learn more, or to demo the two available courses, please visit [www.westlegalstudies.com/onlinecourses](http://www.westlegalstudies.com/onlinecourses). ■

*Shelley Esposito is the Acquisitions Editor at Thomson Delmar Learning/West Legal Studies. West Legal Studies has been publishing texts, technology, and other resources for paralegal students and professionals for over 20 years. Shelley may be reached at [shelley.esposito@thomson.com](mailto:shelley.esposito@thomson.com).*

**Baltimore** *Continued from 33*  
roundhouse which made the news a few years ago when heavy snow caused its roof to collapse. But it is back in business again, and train rides are available.

For REAL raven fans, you can visit Edgar Allan Poe's house, now a national historic site, and his grave. The house is located at the corner of 7th and Garden Streets. The grave is located in the cemetery at Westminster Hall, located at the corner of Fayette and Greene Streets. The grave, church and

cemetery are currently owned by the Law School of the University of Maryland!

I hope you have time to see some of these sights on your visit. Even better, I hope you bring family to share the experience with you. In my next installment, I will provide food, drink, and evening entertainment attractions that you can reach on foot, by taxi, or water taxi (weather permitting). While there are plenty of things to eat and drink in Baltimore, we are known for our Maryland crab soup

and our crab cakes. Even those who do not like seafood love these famous Baltimore treats! I would know, because I am one of them. Until next time. ■

*Hillary J. Michaud, Esq., CPA, is the coordinator of the Paralegal Studies Program at Villa Julie College located in Owings Mills, Maryland. Prior to entering the field of education, Hillary served as legal counsel to The Coca-Cola Company and as an Assistant Baltimore City Solicitor. She lives in Baltimore with her husband and two children.*

# AAfPE Board of Directors

## OFFICERS

### **Hedi Nasheri, President**

Kent State University  
330-672-0317  
[hnasheri@kent.edu](mailto:hnasheri@kent.edu)

### **Marisa Campbell, President-Elect**

Meredith College Paralegal Program  
919-760-8354  
[campbellma@meredith.edu](mailto:campbellma@meredith.edu)

### **William J. Mulkeen, Immediate Past President**

Thomas Edison State College  
609-292-4000 ext 2211  
[paralegal@tesc.edu](mailto:paralegal@tesc.edu)

### **Joy Smucker, Secretary**

Highline Community College  
206-878-3710  
[jsmucker@highline.edu](mailto:jsmucker@highline.edu)

### **Ed Husted, Treasurer**

University of Alaska Fairbanks  
907-455-2835  
[ffesh@uaf.edu](mailto:ffesh@uaf.edu)

## BOARD OF DIRECTORS

### **Richard J. Opie, Associate Programs**

Lakeshore Technical College  
888-468-6582  
[richard.opie@gototlc.edu](mailto:richard.opie@gototlc.edu)

### **Christine Lissitzyn, Baccalaureate Programs**

University of Hartford  
860-768-5688  
[lissitzyn@hartford.edu](mailto:lissitzyn@hartford.edu)

### **Pamela J. Bailey, Certificate Programs**

Duquesne University Paralegal Institute  
412-396-4432  
[bailey@duq.edu](mailto:bailey@duq.edu)

### **Lillian E. Harris, Northeast Region**

Brookdale Community College  
732-842-3980  
[lillianeharris@aol.com](mailto:lillianeharris@aol.com)

### **Joan H. Marler, Southeast Region**

Gainesville State College  
678-717-3760  
[jmarler@gsc.edu](mailto:jmarler@gsc.edu)

### **Carolyn B. Smoot, N. Central Region**

Southern Illinois University  
618-453-1230  
[csmoot@siu.edu](mailto:csmoot@siu.edu)

### **Edward B. Quist, South Central Region**

Lamar State College - Port Arthur  
409-984-6382  
[Ed.quist@lamarpa.edu](mailto:Ed.quist@lamarpa.edu)

### **Robert LeClair, Pacific Region**

Kapi'o Iani Community College  
808-734-9100  
[leclair@hawaii.edu](mailto:leclair@hawaii.edu)

## AAfPE HEADQUARTERS

### **Meridyth M. Senes**

#### **Executive Director**

AAfPE  
19 Mantua Road  
Mt. Royal, NJ 08061  
856-423-2829  
Fax: 856-423-3420  
[msenes@talley.com](mailto:msenes@talley.com)

**American Association for Paralegal Education**

**19 Mantua Road**

**Mt. Royal, New Jersey 08061**

*Address Service Requested*