

Office of the Managing Director on Legal Education

Site Evaluation Report Template
and Instructions

2018-2019



AMERICAN BAR ASSOCIATION

**Section of Legal Education
and Admissions to the Bar**

Instructions for the Site Evaluation Report Template

Site Team Role

The site team is responsible for submitting to the Council a report that addresses the factual information relevant to each of the Standards so that the Council can determine whether a school is in compliance with the Standards.

The team's report should be candid in its evaluation of the school and its program and in reporting facts bearing on the school's compliance with the Standards. The site team's role is not to determine compliance with the Standards, but rather to report facts and observations to enable the Council to make the compliance determination. The report of the site evaluators should be written to give the Council as much information relevant to the Standards as possible, so it may take appropriate action based upon the team's report.

If a site visit report suggests conclusions as to whether a school complies with the Standards, is missing information, or has an overly congratulatory or critical tone, then the work of the Council is made more difficult and misunderstandings on the part of the law school can arise. For that reason, in such a case, the internal reviewer will sometimes ask for missing information, seek clarification on ambiguities, or make changes as appropriate. The Managing Director's Office will seek assent to changes, but will make the final determination as to the final version of the report. A full report of the facts found and observations made by the site team will communicate effectively the team's overall impressions without interfering with the responsibility that rests with the Council to conclude whether those facts establish compliance with the Standards. Members of a site team have a challenging task to stay within the role of fact-finders, but the site team chair is an experienced site evaluator and will provide guidance and leadership on this issue.

The "Procedures for the Site Evaluation" discusses preparing for the site visit, the site visit schedule, and key elements of the visit.

Site Report Template

To promote consistency, efficiency, and fairness, the Council has developed a Site Evaluation Report Template to be used by site evaluation teams. A copy of the template follows these instructions and will be sent to team members in hard copy and electronically. The template now contains 81 questions, reduced from the 91 questions in the template used for the previous several years.

The site team chair will assign each team member primary responsibility for certain portions of the site report. The site report consists of the following sections:

Organization, Administration, Institutional Planning, and Finances: Questions 1 – 19

Program of Legal Education: Questions 20-43

Faculty: Questions 44-55

Students: Questions 56-69

Library and Information Resources: Questions 70-77

Facilities, Equipment, and Technology: Questions 78-81

After receiving assignments from the chair, team members should complete the report using the new template. Each team member should provide his or her completed portion of the template to the chair. Many chairs will ask team members to prepare a draft of their section of the report prior to the visit in order to focus on the areas where the team has questions.

General Guidelines for writing the report

Remember to provide facts and not opinions or comparisons.

Respond to each question in the template. If a question is not applicable, please say "Not applicable." If the report is silent on a particular matter covered by the Standards, then the Council has no clear signal as to what the omission indicates. Often a brief sentence that indicates the matter was reviewed by the site visit team can eliminate confusion in the review of the school and save the school from having to report further information to the Council to provide assurance that the school is operating in compliance with a Standard.

If a question has subsections, respond to each subsection separately.

Do not remove the questions from the template. The completed template will include all of the questions and all of the responses. This is particularly important because the numbers in the template correspond to the numbers in the Site Evaluation Questionnaire submitted by the school and in the decision letter that will be drafted by the Council.

Verify the information provided by the law school. For some purely factual questions, it will be sufficient to copy or briefly summarize the response provided by the law school (usually in the SEQ – Narrative Responses), or in some cases to simply answer "Yes," after verifying the information. **Please be sure to summarize rather than copy and paste large sections of the SEQ.** If you do decide to copy information from the SEQ, be certain to edit the information carefully to ensure it is responsive to the question and does not include language such as "our students," "we," "our policy," etc." For other questions, an analysis of the information provided or of observations made onsite will be more appropriate.

Format of Final Report

The template should be submitted in Word using Arial 11. The report should be single-spaced with double spaces after headings and between paragraphs. Do not indent headings and paragraphs. All headings and paragraphs should flush left. Note that the questions are all in **bold**. The responses should not be in bold, so they stand out.

Reports drafted using the previous, 91-question template typically ranged from approximately 80 to 100 pages. Because the new template has ten fewer questions, reports using the current template may well be shorter.

The chair of the site evaluation team is responsible for putting the report together and for assuring that the style used throughout the report is consistent. The Council prefers to capitalize the terms "Law School" and "University" throughout the report and to use the Oxford comma.

Please make the report complete in itself and avoid the incorporation by reference of material contained in an appendix or in other documents. If the team acquires materials not included in

the site evaluation documents, that it believes the Council should consider in its deliberations, those materials should be sent separately to the Managing Director's Office.

Timeline for Submission

The chair should submit the Site Report electronically to William.Adams@americanbar.org in the Managing Director's Office six weeks following the visit. Once the office receives the report, it will be reviewed internally. The office may contact the chair if additional information or editing is needed prior the report being sent to the school. After receiving the report, the law school has 30 days to respond to the report and make factual corrections. The report is then calendared with the Council for review. Delays in submission of the report result in delays in receipt of the report by the school and in review by the Council.

TEMPLATE FOR DRAFTING A SITE EVALUATION REPORT

INTRODUCTION

- (a) Name of the Law School visited and type of site visit:
- (b) The date(s) of the site visit:
- (c) Names of the site team members; indicate the chair of the site team:
- (d) Brief synopsis of the site team's activities onsite:

ORGANIZATION AND ADMINISTRATION

Accreditation History

1. General Information

(a) When was the Law School founded, where is it located, and when did it obtain its ABA accreditation?

(b) If the Law School has separate locations, provide the date when the Council granted acquiescence to establish each separate location, including branch campuses. *[Note: A separate location is a location within the United States at which the Law School offers more than sixteen credit hours of the program of legal education and that is not in reasonable proximity to the Law School's main campus.]*

2. Fully Approved Law Schools.

(a) List any matters on which the Law School is currently reporting to the Council.

(b) Were any third-party comments received? If so, report on the nature of the comments and how the Law School addressed them.

3. Schools Seeking Provisional Approval.

Provide a thorough review of the Law School's feasibility study and reliable plan for coming into compliance with the Standards. Discuss the plan's projections for students (number and qualifications), financing the Law School operation, and the relationship between the two.

4. Provisionally Approved Law Schools.

(a) List any matters on which the Law School is currently reporting to the Council, including all matters called to the attention of the Law School in the Council's most recent decision letter.

(b) List the dates of all prior site evaluations.

(c) Discuss whether the projections in the reliable plan for students (number and qualifications) and financing the Law School operation have been met or revised.

5. Schools Seeking Full Approval.

(a) List any matters on which the Law School is currently reporting to the Council, including all matters called to the attention of the Law School in the Council's most recent decision letter.

(b) List the dates of all prior site evaluations.

(c) Discuss whether the projections in the reliable plan for students (number and qualifications) and financing the Law School operation have been met or revised.

Governance

6. Standard 201 and 201(e).

(a) Indicate whether the Law School is public or private and, if private, whether the Law School is organized as a for-profit or a not-for-profit entity. Indicate whether the Law School is independent or part of a University.

(b) If the Law School is part of a University, provide the name of the institution, the accrediting body for the institution, and when was the institution last reaccredited. If the Law School is not part of a University and has been accredited by another accrediting organization, indicate the name of the Law School's institutional accreditor and the date when the Law School was last accredited.

(c) Indicate the state licensing status of the Law School or the entity of which it is a part.

(d) If the Law School is not part of a University, provide the name and a brief description of the board that has the responsibility and authority for ensuring operation of the Law School in compliance with the Standards.

(e) If the Law School is part of a University, describe how the Law School fits within the University organization, (e.g., the reporting lines within the University).

7. Standard 201(d).

If the Law School is part of a University, does the University have any policies that are inconsistent with the Standards? If so, indicate which policies are inconsistent and describe the policies the Law School has adopted and implemented to ensure operation of the Law School in compliance with the Standards.

8. Standard 201(a) and 201(c).

Describe how the dean and the faculty have the primary responsibility and authority for planning, implementing, and administering the program of legal education of the Law School, including curriculum, methods of instruction and evaluation, admissions policies and procedures, and academic standards.

9. Standard 203.

(a) Describe the faculty and tenure status, duties, and qualifications of the dean. If the dean does not hold an appointment as a member of the faculty with tenure, describe the dean's appointment and the extraordinary circumstances that led to the dean's appointment to a position other than of a faculty member of the Law School with tenure.

(b) Is the position of the dean full-time? Does the dean have the authority and support necessary to discharge the responsibilities of the position? Explain if there are any facts that would call this into question.

(c) If the dean was appointed since the last site evaluation, describe how the procedure used to select the dean ensured meaningful involvement by the faculty or a representative body of the faculty. If the procedures did not ensure meaningful involvement, explain.

(d) If there is a current dean search in progress, describe how the process to select the dean ensures meaningful involvement by the faculty or a representative body of the faculty. If there is an interim dean, describe how the interim dean was appointed and how long the interim dean has been in the position.

10. Standard 204.

(a) Describe the processes that were used to prepare the document(s) required by Standard 204, including a description of the dean's and faculty's involvement.

(b) Does the Law School's Self Assessment address the elements required by Standard 204(b):

(1) a statement of the law school's mission and of its educational objectives in support of that mission,

(2) an evaluation of the educational quality of the law school's program of legal education, including a description of the program's strengths and weaknesses, and

(3) a description of the school's continuing efforts to improve the educational quality of its program. [Note: any major concerns raised in the Law School's Self Assessment.]

Law School Finances

11. Standard 202(a), (c), and (d).

(a) Report the Law School's operating income and expenditures for the past two fiscal years (if available) and the budgeted amounts for the current year. Describe the Law School's annual budget development and monitoring process, including which persons or groups are involved in the process. Insert Report: Law School Finances

(b) Describe the Law School's long-term financial projection process, how many future years are projected, and list the key assumptions used.

(c) Explain how the Law School's current and anticipated financial resources are sufficient to allow it to operate its program of legal education. If there are concerns raised in the record or onsite with respect to the Law School's ability to operate in compliance with the Standards, provide sufficient facts to enable the Council to make a determination about the Law School's compliance with Standard 202(a).

(d) Do the Law School's financial plans for the next five years show that the Law School will be operating at a deficit during any one of those years? If yes, describe the plan or planning process (including the timeline of such a process) for managing the deficits in a way that allows the school to continue to operate its program in compliance with the Standards.

(e) For Law Schools that are part of a University:

(1) Describe the University financial projection process, indicate how many years are projected, and describe how future projected deficits, if any, will be met.

(2) Describe how any University current fiscal year operating deficit would be met.

(f) Describe any significant litigation affecting the University or Law School.

(g) If the University or Law School has a bond rating from a national agency, state the general bond ratings since the last review.

12. Standards 202(b) and (e) and Interpretation 202-1.

For Law Schools that are part of a University:

(a) Is the Law School given the opportunity to present its recommendations on budgetary matters to the University administration before the budget for the Law School is submitted to the governing board for adoption? Explain.

(b) Does the Law School obtain annually from the University an accounting and explanation for all charges and costs assessed against resources generated by the Law School and for any use of resources generated by the Law School to support non-Law School activities and central University services? Explain.

(c) Report the University's operating income and expenditures for the past two fiscal years and the budgeted amounts for the current year. Describe any concerns regarding the long-term viability of the institution or its ability to support the Law School in accordance with the Standards. *Insert Attachment: The Law School budget for the current fiscal year and the two most recently completed fiscal years.*

Non-Discrimination, Equality of Opportunity, Diversity and Inclusion

13. Standards 205(b) and (c) and Interpretations 205-1, 205-2 and 205-5.

(a) Provide the Law School nondiscrimination policy that is applicable to **faculty and staff**. Does the policy prohibit discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability? Provide the citation or link to the policy and indicate where the policy is published. If the Law School is part of a University, indicate if the Law School has a nondiscrimination policy that is separate from that of the University. Explain.

(b) Describe how the Law School fosters and maintains equality of opportunity for faculty and staff without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.

(c) If the Law School has a religious affiliation or purpose, state whether it adopted and applies policies of employment of faculty and staff that directly relate to this affiliation or purpose. If so, please describe. Additionally, explain whether notice of these policies has been given to faculty and staff prior to their affiliation with the Law School.

(d) If the Law School has a religious affiliation or purpose, do any of the policies related to the religious affiliation, purpose, or policies contravene any other Standard, including Standard 405(b) concerning academic freedom?

14. Standards 205(a), (b), (c), and (d) and Interpretations 205-1, 205-2, 205-3, and 205-4.

(a) Does the Law School use admission policies or take other action to preclude admission of applicants or retention of students on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability? If yes, explain. Quote the nondiscrimination policy applicable to students and student admissions. Provide the citation or link to the policy and indicate where the policy is published. *[Note: Provide the policy applicable to students and admissions not the statement applicable to employers, which is covered above in Question 13.]*

(b) Explain how the Law School fosters and maintains equality of opportunity for students without discrimination or segregation on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability.

(c) If the Law School has a religious affiliation or purpose, has it adopted and applied policies for admission of students that directly relate to this affiliation or purpose? If yes, describe such policies and indicate how the Law School provides notice of these policies to students prior to their affiliation with the Law School. If these policies are published on the Law School's website, also provide the URL.

(d) Describe how the Law School communicates to every employer to whom it furnishes assistance and facilities for interviewing and other placement services the school's firm expectation that the employer will observe the principles of non-discrimination and equality of opportunity on the basis of race, color, religion, national origin, gender, sexual orientation, age, and disability in regard to hiring, promotion, retention, and conditions of employment. If this information is published on the Law School's website, also provide the URL.

15. Standard 206(a).

(a) Review and verify information provided on Minority Admissions. Insert Report: 2017 Minority Admissions (Report 17) and 2016 Minority Admissions (Report 19).

(b) Describe how the Law School demonstrates by concrete action a commitment to diversity and inclusion by providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and a commitment to having a student body that is diverse with respect to gender, race, and ethnicity.

16. Standard 206(b).

(a) Describe the Law School's concrete actions that demonstrate the Law School's commitment to having a full-time faculty that is diverse with respect to gender, race, and ethnicity. [Note: Be sure to inquire about actions in addition to attending the AALS Faculty Recruitment Conference.]

17. Standard 206(b).

For the current and previous two academic years, describe the Law School's concrete actions that demonstrate the Law School's commitment to having an adjunct faculty that are diverse with respect to gender, race, and ethnicity. [See Report: Teaching Resources]

18. Standard 206(b).

For the current and previous two academic years, describe the Law School's concrete actions that demonstrate the Law School's commitment to having a staff that is diverse with respect to gender, race, and ethnicity. Describe the results of these efforts.

19. Standard 207 and Interpretation 207-1.

(a) Briefly describe the Law School's policies and procedures for assessing and handling requests for reasonable accommodations made by qualified individuals with disabilities. Provide the citation or link to the policies and indicate where the policies are published.

(b) Describe how the Law School ensures adherence to those policies and procedures.

(c) How many students have received accommodations in the current and prior two academic years?

PROGRAM OF LEGAL EDUCATION

Rigor, Learning Outcomes, Assessments

20. Standard 301(a).

(a) Based on a review of the law school's program of legal education from the responses to the SEQ and the on-site visit, please discuss facts that indicate that the Law School is meeting the requirement to have a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

(b) What is the required 1L curriculum? Provide a list of the courses required and the number of credits.

(c) What is the required upper-level curriculum? Provide a list of the courses required and the number of credits.

21. Standards 301(b) and 302 and Interpretations 302-1 and 302-2.

Has the Law School adopted learning outcomes designed to achieve the objectives of the program of legal education? Indicate where the learning outcomes are published.

22. Standard 314 and Interpretations 314-1 and 314-2.

How does the Law School utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students?

23. Standard 315 and Interpretation 315-1.

Explain how the Law School conducts an ongoing evaluation of its program of legal education, learning outcomes, and assessment methods.

Curriculum

24. Standard 303(a)(1).

(a) Does the Law School require that each student admitted beginning with the Fall of 2016 satisfactorily completes one course of at least two credit hours in professional responsibility that includes substantial instruction in rules of professional conduct, and the values and responsibilities of the legal profession and its members.

(b) Does the Law School require that each student who enrolled prior to Fall 2016 receives substantial instruction in the history, goals, structure, values, and responsibilities of the legal profession and its members?

25. Standard 303(a)(2) and Interpretations 303-1 and 303-2.

Does the Law School require at least one writing experience in the first year that is faculty supervised and that provides opportunities for individualized assessment and multiple drafts? Include a description of the rigor of the writing experience noting factors such as class size, the number and nature of writing assignments, the form and extent of individualized assessment of a student's written products, and the number of drafts required.

26. Standard 303(a)(2) and Interpretations 303-1 and 303-2.

(a) Does the Law School require at least one writing experience after the first year that is faculty supervised and that provides opportunities for individualized assessment and multiple drafts? Include a description of the rigor of the writing experience noting factors such as class size, the number and nature of writing assignments, the form and extent of individualized assessment of a student's written products, and the number of drafts required.

(b) If study outside the classroom, such as moot court, law review or directed research, can be used to satisfy the upper level writing requirement, explain how those experiences are faculty supervised and provide opportunities for individualized assessment and multiple drafts.

27. Standard 303(b)(2) and Interpretations 303-3 and 303-4.

Indicate how the Law School offers substantial opportunities for student participation in pro bono legal services, including law-related public service activities.

28. Standard 305 (a) through (c).

Does the Law School grant credit toward the J.D. degree for courses (other than field placements) that involve student participation in studies or activities in a format that does not involve attendance at regularly scheduled class sessions, including moot court, law review, and directed research? If yes, how does the Law School satisfy the requirements of Standard 305 as to these activities, in particular, the requirement of Standard 305(c) that each student's academic achievement shall be evaluated by a faculty member?

Experiential Learning

29. Standard 303(a)(3) 303(b)(1), and 304.

(a) Describe how the Law School curriculum provides each student with an opportunity to complete one or more experiential course(s) totaling at least six credit hours.

(b) For students who enrolled in Fall 2016 and later, how does the Law School ensure that each student satisfactorily completes one or more experiential course(s) totaling at least six credit hours?

(c) For students who enrolled prior to Fall 2016, describe how the Law School ensures that each student receives substantial instruction in other professional skills generally regarded as necessary for effective and responsible participation in the legal profession?

d) Describe how the Law School ensures that no student uses a single course to satisfy more than one requirement in Standard 303(a)?

(e) how does the Law School ensure that each student in a simulation, law clinic, or field placement course has successfully completed sufficient prerequisites or receives sufficient contemporaneous training to assure the quality of the student experience?

(f) How does the Law School provide substantial opportunities to students for law clinics or field placements?

[Note for Questions 30-32: Standards 303 and 304 were revised in August 2018; the revisions did not enact any substantive changes but, changed where the requirements for various experiential courses appeared by moving all the requirements to Standard 304. Questions 30-32 below refer to the previous Standards because due to timing issues, the SEQ asked the schools to complete the Questions in that form, and the information provided will be sufficient for the Council to determine compliance.]

30. Standard 304(a) [Simulation Courses].

(a) If the Law School offers any simulation courses to satisfy the experiential course requirement of Standard 303(a)(3), how does the Law School ensure that the courses meet the requirements of Standard 304(a) [direct faculty supervision of student performance; opportunities for performance, faculty feedback, and self-evaluation; and a classroom instructional component] as well as Standard 303(a)(3)?

(b) Do discussions with the faculty together with the course descriptions and/or syllabi of the simulation courses listed as satisfying the experiential course requirement demonstrate that the courses meet the requirements of Standard 304(a) as well as 303(a)(3)?

31. Standard 304(b) [Law Clinics].

(a) If the Law School offers any law clinics to satisfy the experiential course requirement of Standard 303(a)(3), how does the Law School ensure that the law clinics meet the requirements of Standard 304(b) [direct faculty supervision of student performance; opportunities for performance, faculty feedback, and self-evaluation; and a classroom instructional component] as well as Standard 303(a)(3)?

(b) Do discussions with the faculty together with the course descriptions and/or syllabi of the law clinics listed as satisfying the experiential course requirement demonstrate that the courses meet the requirements of Standard 304(b) as well as 303(a)(3)?

32. Standard 304(c) [Field Placement Programs].

(a) If the Law School offers any field placements (domestic or outside the United States) to satisfy the experiential course requirement of Standard 303(a)(3), how does the Law School ensure that the field placements meet the requirements of Standard 304(c) [direct supervision of the student's performance by a faculty member or site supervisor; opportunities for performance, feedback from either a faculty member or a site supervisor, and self-evaluation; a written understanding among the student, faculty member, and a person in authority at the field placement; a method for selecting, training, evaluating and communicating with site supervisors; a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; evaluation of each student's educational achievement by a faculty member; sufficient control of the student experience to ensure that the requirements of the Standard are met; and a method of maintaining records to document the steps taken to ensure compliance with the Standard] as well as Standard 303(a)(3)?

(b) Do discussions with the faculty together with the course descriptions and/or syllabi of the field placement courses listed as satisfying the experiential course requirement demonstrate that the courses meet the requirements of Standard 304(c) as well as 303(a)(3)?

Distance Education

33. Standard 306 and Interpretations 306-1 and 306-2.

(a) If the Law School allows credit for distance education courses, describe:

(1) the process by which the academic content, method of course delivery, and method of evaluating student performance is approved. If this process differs from that used for reviewing other courses, explain the difference.

(2) how the Law School's technological capacity, staff, information resources, and facilities are sufficient to ensure the educational quality of distance education.

(3) how the Law School ensures that credit is granted for distance education courses only if: (i) there is opportunity for regular and substantive interaction between faculty

member and student and among students; (ii) there is regular monitoring of student effort by the faculty member and opportunity for communication about that effort; and (iii) the learning outcomes for the course are consistent with Standard 302.

(4) how the Law School ensures that a student may be granted no more than one-third of the credit hours required for the J.D. degree for distance education courses *[Note: The Self-Study/SEQ completed by the School may reflect the previous version of the Standard (no more than 15 credits). Because the revised Standard is more lenient (up to one-third of the credits required for the J.D. degree), Schools will be evaluated this year under the revised Standard.]*;

(5) how the Law School ensures that a student may earn no more than 10 distance education credits during the first one-third of a student's program of legal education *[Note: The Self-Study/SEQ completed by the School may reflect the previous version of the Standard (no distance ed courses before completing 28 credits). Because the revised Standard is more lenient (up to 10 credits during the first one-third of a student's program of legal education), Schools will be evaluated this year under the revised Standard.]*; and

(6) how the Law School has established an effective process for verifying the identity of students taking distance education courses that also protects student privacy.

(7) whether there are any additional charges associated with verification of student identity, and, if so how students are notified at the time of registration or enrollment.

(b) Describe the training or support that is provided to ensure effective teaching in distance education courses.

Studies Outside the United States

34. Standard 307 and Interpretations 307-1 and 307-2.

(a) If the Law School grants credit for student participation in studies or activities in a foreign country, provide the following information.

Insert Report: Study Abroad Programs containing:

Report #7A: Summer/Intersession Programs for the Law School's Own Students

Report #7B: ABA-Approved Summer/Intersession Programs

Report #7C: ABA-Approved Semester/Year-Long Study Abroad Programs

Also, review and report on any complaints received about the foreign programs.

(b) If the Law School permits individual student study at a foreign institution in accordance with the Criteria for Accepting Credit for Student Study at a Foreign

Institution, has the Law School developed and published a statement that defines the educational objectives the Law School seeks to achieve in allowing students to study abroad for credit toward the J.D. degree? *Insert Report #7D: Number of Students Earning Credit Towards the J.D. Degree at a Foreign Institution.*

(c) Describe how the Law School ensures that students do not earn credits for study outside the United States exceeding two-thirds of the credits required for the J.D. degree for participating in a program sponsored by an ABA approved law school, including programs held in accordance with the Criteria for Approval of Foreign Summer and Intersession Programs Established by ABA-Approved Law Schools; programs held in accordance with the Criteria for Approval of Foreign Semester and Year-Long Study Abroad Programs Established by ABA Approved Law Schools; and field placements outside the United States. *[Note: The Self-Study/SEQ completed by the School may reflect the previous version of the Standard (no more than one-third of the credits required for the J.D. degree). Because the revised Standard is more lenient (up to two-thirds of the credits required for the J.D. degree), Schools will be evaluated this year under the revised Standard.]*

(d) Describe how the Law School ensures that law students do not earn credits exceeding one-third of the credits required for the J.D. Degree for any combination of 1) participation in study outside the United States by the school's own students under the Criteria for Accepting Credit for Student Study at a Foreign Institution and 2) credit granted for courses completed prior to admission at a law school outside the United States in accordance with Standard 505(c). *[Note: The Self-Study/SEQ completed by the School may reflect the previous version of the Standards that permitted granting credit not exceeding one-third of the credits required for the J.D. degree for EACH of 1) and 2) above but, did not limit the total credits so earned to one-third. Because the revised Standard is more restrictive, Schools will be evaluated this year under the previous Standard, but the Site Team should verify the School is in the process of enacting policies and procedures to meet the revised Standard.]*

(e) Does the law school ensure that a student participating in study outside the United States has successfully completed sufficient prerequisites or will contemporaneously receive sufficient training to assure the quality of the student educational experience?

Academic Standards and Support

35. Standard 308.

(a) Briefly describe the Law School's academic standards, including those for regular class attendance, good standing, academic integrity, graduation and dismissal. Where are the standards published, and how does the Law School ensure adherence to them? Provide any additional information raised in the Law School's materials or during the site visit as to the soundness of the Law School's academic standards or evaluation of scholastic achievement.

(b) Provide information regarding the school's academic attrition rate.

Insert: Attrition Report containing (1) Academic Attrition, (2) Transfer Attrition and (3) Other Attrition

(c) Briefly describe the Law School's due process policies with regard to taking any action adversely affecting the good standing or graduation of a student and how the Law School ensures adherence to the policies. Provide the citation or link to the policies and indicate where the policies are published.

36. Standard 309(a).

How does the Law School provide academic advising that communicates effectively the Law School's academic standards and graduation requirements, and that provides guidance on course selection?

37. Standard 309(b).

(a) How does the Law School provide academic support designed to afford its students a reasonable opportunity to complete the program of legal education, graduate, and become members of the legal profession? How does the Law School monitor and evaluate the success of its program?

(b) If the Law School imposes additional or different requirements based on a student's GPA, state of bar examination, or other factor, describe those differences here.

Academic Requirements

38. Standard 311(a) and Interpretation 311-1

Describe how the Law School ensures successful completion of at least 83 credit hours of instruction of which at least 64 credit hours are earned through attendance in regularly scheduled class sessions or direct faculty instruction [*Note: courses taken at another law school prior to transferring may be counted in the required 64 credits*].

39. Standard 310 and Interpretations 310-1 and 310-2.

(a) Describe the policies and procedures the Law School has adopted for determining credit hours that it awards for coursework, including co-curricular activities for which credit is awarded. Provide the citation or link to the policies and indicate where the policies are published.

(b) How does the Law School ensure adherence to the policies? Describe any issues that were raised during the site visit.

40. Standard 311(b) and (d) and Interpretations 311-2 and 311-3

(a) Does the Law School require that a J.D. degree be completed no earlier than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced study at the Law School or at a law school from which the Law School has accepted transfer credit? Provide a citation and/or link to the applicable rule or policy. How does the Law School monitor this requirement?

(b) Since the last site evaluation, has the Law School granted an extension of the period of time to complete law school based on extraordinary circumstances? If so, did the Law School place a statement in the student's file explaining the circumstances leading to the exception?

(c) Does the Law School prohibit the granting of credit toward the J.D. degree for course work taken prior to a student's matriculation in a law school, including for course work taken in a pre-admission program?

41. Standard 311(c)

(a) Does the Law School have a policy that limits the maximum number of credits a student may enroll in at any time to 20% of the total coursework required for the J.D.? (The 20% maximum limit may not be exceeded, but normal rounding is permitted.) Provide a citation and/or link to the applicable rule or policy.

(b) Explain how the Law School ensures adherence to this policy. Describe any issues that were raised during the site visit.

42. Standard 312.

(a) If the Law School has a part-time division that has received acquiescence from the Council, describe how the Law School provides students in that part-time division with reasonably comparable opportunities for access to: (i) the Law School's program of legal education; (ii) courses taught by full-time faculty; (iii) co-curricular programs; and (iv) other educational benefits.

Non-J.D./Certificate Programs

43. Standard 313, Interpretation 313-1, and Standard 506.

(a) If the Law School offers any non-J.D. degree or certificate programs.

Insert Non-J.D. Programs Report containing: (1) Non-J.D. Program Enrollment and (2) Non-J.D. Students Enrolled in J.D. Courses

(b) If the ABA is mentioned in reference to any non-J.D. degree or certificate program on the School's website or in promotional/marketing materials distributed to potential students, provide the language used.

(c) Is there any evidence that the non-J.D. degree programs offered by the Law School have a negative impact on the J.D. program? If yes, explain. (e.g., too few faculty to conduct both J.D. and non-J.D. programs; impact of non-J.D. students in J.D. classes; lack of space to accommodate both programs; lack of library and information resources to support both programs; or a J.D. curriculum that lacks diversity and richness in course offerings due, in part, to the support of the non-J.D. program).

FACULTY

Faculty Size and Qualifications

44. Standard 401.

Describe the qualifications of the faculty with reference to its education, experience in both teaching and practice, scholarship, and the ability of the faculty to carry out the Law School's program of legal education.

45. Standard 402, Interpretation 402-1, and Definition (7).

(a) Review and verify Teaching Resources. Insert Report: Teaching Resources

(b) Explain whether the Law School has a sufficient number of full-time faculty to carry out its program of legal education. In so doing, consider the size of the student body and the opportunities for students to meet individually with full-time faculty members; the nature and scope of the educational program; and the opportunities for the faculty to fulfill their teaching responsibilities as well as conduct scholarly research, participate in the governance of the Law School, and provide service to the profession and public. If there are concerns raised in the record or onsite with respect to the Law School's ability to operate in compliance with the Standards, provide sufficient facts to enable the Council to make a determination.

(c) Explain whether the full-time faculty devote substantially all their working time to teaching, scholarship, service, and governance at the Law School.

(d) If any faculty members are regularly engaged in law practice or have ongoing relationships with a law firm or other entity, indicate the number and circumstances of such faculty members.

(e) For any faculty members noted above, describe how the Law School ensures that the outside activities of the faculty members do not unduly interfere with their responsibilities as full-time faculty members.

Teaching Resources and Effectiveness

46. Standard 403(a).

(a) Indicate whether the full-time faculty teach substantially all of the first one-third of each student's coursework.

(b) Indicate whether the full-time faculty teach either more than half of all of the credit hours actually offered by the Law School or more than two-thirds of the student contact hours generated by student enrollment at the Law School. Insert Report: Student Contact Hours and Credit Hours – Full-Time and Part-Time Faculty.

47. Standard 403(b) and Interpretation 403-1.

(a) Describe the Law School's efforts to ensure teaching effectiveness of the full-time faculty. (e.g., a faculty committee on effective teaching, class visits, institutional review of student evaluations, and other efforts).

(b) Describe the Law School's efforts to ensure teaching effectiveness of the adjunct faculty. (e.g., class visits; institutional review of student evaluations; the Law School's orientation, guidance, monitoring, and evaluation of adjuncts; and other efforts).

(c) Review and report on the quality of faculty instruction by full-time and adjunct faculty. If the Law School has distance education classes, report on the team's visits to those classes.

Responsibilities of Full-Time Faculty

48. Standard 404(a).

(a) Has the Law School adopted and published written policies with respect to the full-time faculty members' responsibilities consistent with the core responsibilities listed in the Standard? Provide the citation or link to the policies and indicate where the policies are published.

(b) With respect to the responsibilities of full-time faculty, describe how the full-time faculty collectively:

(1) is involved in teaching, preparing for classes, being available for student consultation about those classes, assessing student performance in those classes, and remaining current in the subjects being taught;

(2) is involved in academic advising, creating an atmosphere in which students and faculty may voice opinions and exchange ideas, and assessing student learning at the Law School;

(3) is actively engaged in scholarship as defined by the Law School;

(4) provides service to the Law School and University, if applicable, including participation in Law School governance, curricular development, and other institutional responsibilities described in the Standards;

(5) provides service to the profession; and

(6) provides service to the public, including pro bono activities.

49. Standard 404(b).

(a) Describe the steps that the Law School takes to encourage faculty members to meet their responsibilities of service to the Law School, University, the profession, and the public, including participation in pro bono activities.

(b) Describe how the Law School periodically evaluates how each faculty member discharges his or her responsibilities in teaching, scholarship, service to the Law School community, and professional activities outside of the Law School.

50. Standard 405(a).

Describe the Law School's ability to attract and retain a competent faculty. Please report on changes in the composition of the faculty in recent years. As appropriate, report on offers for faculty positions in recent years and the success that the Law School has had in faculty hiring. *[Note: The team should neither review nor report on levels of faculty compensation, including base salary, stipends and fringe benefits. Should the team receive an allegation of discrimination that is alleged to be manifested in terms of disparate salaries; the team chair should contact the Office of the Managing Director for instructions.]*

51. Standard 405(b) and Interpretations 405-1 through 405-4; Standard 201(b).

(a) Indicate whether the Law School has an established and announced policy with respect to tenure. Provide the citation or link to the policy and indicate where the policy is published. Note any concerns raised in the record or onsite involving the Law School's tenure policy.

(b) Describe the process for granting tenure and promotion of faculty, indicating the role of the faculty, dean, and central administration. If the Law School policy differs from that of the parent University, describe.

(c) Since the last site evaluation, explain any situation in which the recommendation of the law faculty and dean relating to promotion or tenure was not followed.

52. Standard 405(b).

(a) Indicate whether the Law School has an established and announced policy with respect to academic freedom. Provide the citation or link to the policy and indicate where the policy is published. Note any concerns raised in the record or onsite involving the Law School's academic freedom policy.

(b) Indicate the extent to which the policy on academic freedom applies to all faculty members regardless of whether they are full-time, part-time, or adjunct and regardless of their status (i.e., tenure/tenure-track faculty, clinical faculty, legal writing faculty), and any others with teaching responsibilities.

53. Standard 405(c) and Interpretations 405-6 and 405-7.

(a) Describe the Law School's system of security of position for full-time clinical faculty. (Indicate if there are no clinics.)

(b) If the full-time clinical faculty do not have a system of tenure, state the length of the contracts for full-time clinical faculty and whether the contracts will be renewed, including whether the contracts are presumptively renewable. *[See Report: Teaching Resources.]*

(c) If the contract system does not lead to a presumptively renewable contract of at least five years in length, describe how the Law School ensures academic freedom and note whether it is the same academic freedom as provided to tenure-track faculty.

(d) Indicate the total number of full-time clinical faculty and how many are on short-term contracts.

54. Standard 405(c) and Interpretation 405-8.

(a) Describe how full-time clinical faculty participate in Law School governance in a manner reasonably similar to other full-time faculty members, including whether full-time clinical faculty participate in and vote at faculty meetings and whether they serve on faculty committees with voting rights.

(b) Describe the non-compensatory perquisites for full-time clinical faculty.

55. Standard 405(d) and Interpretation 405-9.

Describe how the Law School affords legal writing faculty such security of position and other rights and privileges of faculty membership as may be necessary to (1) attract and retain a faculty well-qualified to provide legal writing instruction as required by Standard 303(a)(2), and (2) safeguard academic freedom.

Include a description of any history revealed in the record of difficulty attracting and retaining a well-qualified legal writing faculty.

STUDENTS

Admissions

56. Standard 501(a) and (b).

(a) Describe how the Law School meets the requirement that it adopt, publish, and adhere to sound admissions policies and procedures consistent with the Standards, the Law School's mission, and the objectives of its program of legal education.

(b) Describe how the Law School's admission policies and procedures result in the admission only of applicants who appear capable of completing its program of legal education and being admitted to the bar. Provide the citation or link to the policies and

indicate where the policies are published. Insert Report: Admission; Report: LSAT and UGPA Percentiles; Report: 2017 Admissions and First Year Class Profiles (Report 15); and Report: 2016 SEQ Admissions Report (Report 16). Review and verify the information provided in the report.

(c) If the Law School's non-transfer attrition rate for a class exceeds 20%, explain. Insert Report: 2017 Non-Transfer Attrition (Report 8) and Report: 2016 SEQ Attrition Report (Report 7).

(d) If the Law School has a pre-admission, special admission, or conditional admission program, describe the program.

57. Standard 501(c).

During the current or previous two academic years, has the Law School readmitted any student who has been disqualified for academic reasons from the Law School, or admitted any student who has been disqualified from another Law School? If so, briefly describe the Law School's policy. State how many students have been readmitted and confirm whether for every admission or readmission the Law School places in the admittee's file a statement of the considerations that led to the decision to admit or readmit the previously disqualified individual.

58. Standard 502(a) through (c).

(a) Does the Law School require for admission to its J.D. program a bachelor's degree that has been awarded by an institution that is accredited by an accrediting agency recognized by the United States Department of Education?

(b) If not, does the Law School limit exceptions to the requirement of a bachelor's degree to those permitted in 502(b)(1) and (2) or 502(c)?

(c) If the Law School admitted to its J.D. degree program any student who did not satisfy the requirements of Standard 502(a) or (b), describe the extraordinary circumstances that clearly demonstrate that each such student has an aptitude for the study of law. For every such admission, does the Law School include a statement of the considerations that led to the admission decision in the admittee's file?

59. Standard 502(d) and Interpretations 502-1 and 502-2.

Does the Law School require that within a reasonable time after a student registers, and not later than October 15, the Law School has on file the student's official transcripts verifying all academic credits undertaken and degree(s) conferred? How does the Law School ensure compliance with this requirement?

60. Standard 503 and Interpretations 503-1, 503-2, and 503-3.

(a) Does the Law School use any admission test in addition to or in place of the LSAT to assist the Law School and the applicant in assessing the applicant's capability of satisfactorily completing the Law School's program of legal education? If yes, *Insert Report: Non-LSAT Admissions.*

(b) Does the Law School use the LSAT or other test results in a manner that is consistent with the current guidelines regarding proper use of the test results provided by the agency that developed the test? If not, explain.

61. Standards 504(a) and (b).

(a) Does the Law School include the required statement on character, fitness, and other qualifications for admissions both on its website and in its application for admission? Is the language in both places the exact statement required by the Standard? Provide the URL for the statement on the website.

(b) Describe how the Law School takes additional steps as soon after matriculation as possible to inform students to determine the character, fitness, and other requirements for admission to the bar in the jurisdictions in which they intend to seek admission.

62. Standard 505.

(a) If the Law School admits applicants with credit for courses completed at another Law School approved by the Council, does the Law School assure that the courses were taken as a J.D. degree student?

(b) If the Law School grants J.D. degree credit for prior law study at a law school in the United States that is not approved by the Council, does the Law School ensure that the unapproved law school has been granted the power to confer the J.D. degree by the appropriate governmental authority in the unapproved law school's jurisdiction or that graduates of the unapproved law school are permitted to sit for the bar examination in the jurisdiction in which the unaccredited law school is located? Does the Law School limit credit granted to courses that were undertaken as a J.D. degree student and for which the Law School would have granted credit toward satisfaction of J.D. degree requirements if earned in its own program?

(c) If the Law School grants J.D. degree credit for prior law study at a law school outside the United States, does the Law School limit credit granted to courses for which the Law School would have granted credit toward satisfaction of J.D. degree requirements if earned in its own program?

(d) If the Law School grants J.D. degree credit to graduates of a law school outside the United States for credit hours earned in an LL.M. or other post-J.D. program offered by the Law School, does the Law School limit such credits to those earned through successful completion of a J.D. degree course or courses while the student was enrolled

in a post-J.D. degree law program, and does the Law School utilize a grading system for LL.M. students comparable to the grading system for J.D. degree students in the course?

(e) If the Law School grants credit as provided in Standard 505(a) through (d), does the Law School require for the J.D. degree that the student successfully complete a course of study that satisfies the requirements of Standard 311 and meets all of the Law School's requirements for the awarding of the J.D. degree?

(f) Does the Law School limit credit granted pursuant to Standard 505(b) through (d) to no more than one-third of the total required for its J.D. Degree?

Bar Passage

63. Standard 316.

(a) Insert Report: 2018 Bar Passage Report and Report: 2016 SEQ Bar Passage Report (Report 21)

(b) If the Law School cannot satisfy the requirements of Standard 316 by using first-time bar passage rates, report ultimate bar passage in accordance with the instructions provided in the Managing Director's Guidance Memo on Standard 316.

Student Services

64. Standard 507 and Interpretations 507-1, 507-2, and 507-3.

(a) Does the Law School take reasonable steps to minimize student loan defaults, including provision of debt counseling at the inception of a student's loan obligations and again before graduation?

(b) For law schools not affiliated with a University, provide the student loan default rates for the current and two previous academic years. *[See Interpretation 507-2: The student loan cohort default rate is sufficient if not greater than 10% for any of the three most recently published annual cohort default rates.]*

(c) For law schools not associated with a University, did the Law School receive any findings of non-compliance with Title IV of the Higher Education Act, as amended? Explain any areas of non-compliance, indicating the date from which the institution has been out of compliance. Provide the student loan default rates for the current and previous two academic years.

65. Standard 508.

Briefly describe how the Law School provides all its students, regardless of enrollment or scheduling option, with basic student services, including financial aid counseling and

maintenance of accurate student records, and whether the Law School has adequate staff to provide these services.

66. Standard 508.

(a) Describe how the Law School provides career counseling to assist students in making sound career choices and obtaining employment.

(b) Briefly describe the Law School's employment outcomes. Discuss any concerns raised by the Law School's employment outcomes. If the percentage of graduates who are "unemployed seeking" on the Employment Summary Report for any of the past three years is greater than 20%, and/or the percentage of graduates whose employment status is unknown is greater than 15%, discuss how the Law School has addressed or is addressing the issue. *Insert Report: The Employment Summary.*

Consumer Information

67. Standard 509 and Interpretations 509-1, 509-2, and 509-4.

(a) Does the Law School have a link on its home page titled "ABA Required Disclosures," as required by the Managing Director's Guidance Memo on Standard 509? Verify that the link directs the reader to a page that includes all of the disclosures (or a direct link to each of the disclosures) required by Standard 509.

(b) Provide the URLs for the locations on the Law School's website where the following information is published:

(1) Standard 509 Information Report;

(2) Employment Summary Reports;

(3) The information required by Standard 509(c); and

(4) Bar Pass Results.

(c) Describe how the Law School obtains, verifies, publicizes, and distributes consumer information that is complete, accurate, and not misleading to a reasonable law school student or applicant. Verify that the information is published in the manner and for the time frame specified in the Managing Director's 509 Guidance Memo.

(d) Indicate whether the Law School makes public its status as a law school approved by the Council and whether it does so accurately, including the name and contact information of the Council. *[Correct address should be: Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, 321 North Clark Street, Chicago, IL 60654, 312-988-6738.]*

68. Standard 509(b)(3) and (d) and Interpretation 509-3.

Indicate whether the Law School distributes Scholarship Retention Data to all applicants being offered conditional scholarships at the time the scholarship offers are extended.

69. Standard 510(a) and (b) and Interpretations 510-1 and 510-2.

(a) Briefly describe the Law School's student complaint policy, including appeals rights, if any, for complaints implicating the Law School's compliance with the Standards. Provide the citation or link to the policy and indicate where the policy is published.

(b) Does the Law School have a policy requiring that it maintain a record of any complaints submitted during the most recent accreditation period and a record of the resolution of the complaints and does it adhere to that policy?

(c) Review the complaints and report if there appears to be a pattern of student complaints and whether they implicate a school's compliance with the Standards.

LIBRARY AND INFORMATION RESOURCES

70. Standard 601(a)(1) and 601(a)(2) 601(a)(4), and 605 and Interpretation 605-1.

Explain how the Law School maintains a law library that:

(a) provides support through expertise, resources, and services adequate to enable the Law School to carry out its program of legal education, accomplish its mission, and support scholarship and research; and

(b) develops and maintains a direct, informed, and responsive relationship with the faculty, students, and administration of the Law School.

(c) remains informed on, and implements as appropriate, technological and other developments that affect the library's support for the Law School's program of legal education.

(d) provides the appropriate range and depth of reference, instructional, bibliographic, and other services to meet the needs of the Law School's teaching, scholarship, research, and service programs.

71. Standard 601(a)(3).

Describe how the library, working with the dean and the faculty, engages in regular planning and assessment, including assessment of its effectiveness in achieving its mission and realizing goals. [Note: The Self-Study/SEQ completed by the School may reflect the previous version of the Standard that required a written assessment. Because the revised Standard is more lenient (requiring only assessment, not necessarily a written assessment), Schools will be evaluated this year under the revised Standard.]

72. Standard 601(b).

(a) Describe the preparation, submission, determination, and administration of the law library budget. Describe any significant changes to the law library's budget since the last site evaluation.

(b) Describe how the Law School provides on a consistent basis sufficient financial resources to the law library to enable it to support the Law School and to realize its established goals. If there are concerns raised in the materials or during the site visit, provide additional information as to how the library has not been able to provide faculty or students with resources or services necessary to support the Law School's teaching and research roles. [Note: It is not appropriate to base a determination of lack of adequate support solely on comparison to expenditures by other institutions, and it is inappropriate to include such comparisons.]

73. Standard 602, 601(a)(3), and 603(b) and Interpretation 602-1.

(a) State whether the Law School meets the following requirements:

(1) The Law School has sufficient administrative autonomy to direct the growth and development of the law library and to control the use of its resources.

(2) The director of the law library and the dean, in consultation with the faculty, determines library policy.

(3) The director of the law library and the dean are responsible for the selection and retention of personnel, the provision of library services, and collection development and maintenance.

(b) If the law library is administered as part of a University library system, indicate how the dean, the director of the law library, and the faculty of the Law School are responsible for the determination of basic law library policies, priorities, and funding requests.

74. Standard 603 and interpretation 603-1.

(a) Explain whether the Law School has a full-time director of the law library whose principal responsibilities are managing the law library and providing information resources in appropriate formats to faculty and students.

(b) Describe the process for the selection and retention of the director of the law library, including whether the Law School determines the selection and retention of the director.

(c) Describe the director of a law library's academic qualifications and knowledge of and experience in law library administration. [Note: If the library director does not have a law degree and a degree in library or information science, indicate what factors exist that demonstrate that the director has the appropriate knowledge of, and experience in, law library

administration to support the program of legal education and to enable the Law School to operate in compliance with the Standards. If there are concerns raised in the record or onsite with respect to the Law School's ability to operate in compliance with the Standards, provide sufficient facts to enable the Council to make a determination.]

(d) Does the law library director hold a law faculty appointment? If not, explain.

(e) Describe the extent to which the law library director has security of faculty position.

75. Standard 604 and Interpretation 604-1.

Describe how the law library has a staff sufficient in expertise and number to provide the appropriate library and information resources to the Law School. *[Note: It is not appropriate to base a determination of lack of adequate staffing solely on comparison to the levels of staffing found at other institutions, and it is inappropriate to include such comparisons.]*

76. Standard 606(a), 606(b), and 606(c) and Interpretations 606-1 and 606-2.

Describe how the law library provides a core collection that meets the research needs of the institution; supports the teaching, scholarship, research, and service needs of the faculty; and serves the Law School's special objectives. Provide additional information if there is a concern that the law library does not provide the necessary resources to meet the needs of the Law School.

77. Standard 606(d).

Does the law library have a current written collection development plan that is adequate for the Law School's needs?

FACILITIES, EQUIPMENT, AND TECHNOLOGY

78. Standard 701.

Describe how the Law School's equipment, technology, and technological support are adequate. If there are concerns raised in the materials or onsite, provide additional information that demonstrates how a deficiency has a negative and material effect on the Law School's ability to operate in compliance with the Standards or to carry out its program of legal education.

79. Standards 606(e) and 702(a) and Interpretation 702-3.

Describe how the Law School provides the following: *[Note: If there are concerns raised in the materials or onsite, provide additional information that demonstrates how a deficiency has a negative and material effect on the Law School's ability to operate in compliance with the Standards or to carry out its program of legal education.]*

(a) suitable class and seminar rooms in sufficient number to permit reasonable scheduling of all classes, skills offerings, and seminars;

(b) a law library that is suitable and sufficient in size, location, and design in relation to the Law School's programs and enrollment to accommodate the needs of the Law School's students and faculty and the law library's services, collections, staff, operations, and equipment;

(c) suitable and sufficient space for staff providing support services, including student support services, to the program of legal education;

(d) office space for full-time faculty members that is suitable and sufficient for faculty research, class preparation, and faculty-student conferences;

(e) sufficient space for part-time faculty members to conduct faculty–student conferences;

(f) suitable and sufficient space for equipment and records;

(g) sufficient and suitable space for conducting any in-house clinical programs, including confidential space for client interviewing, working on and discussing client cases, and security for client files;

(h) suitable and sufficient space for students and faculty for quiet study and research; and

(i) suitable and sufficient space for group study and other forms of collaborative work.

(j) Does the law library provide suitable space and adequate equipment to access and use all information in whatever formats are represented in the collection?

80. Standards 702(b) and 702(a)(5).

Describe how the Law School provides reasonable access and accommodations to persons with disabilities consistent with the applicable law. If any facilities are not accessible, discuss whether the record otherwise shows that the Law School provides reasonable access and accommodations to persons with disabilities. Note any identified violations of health and safety codes for facilities or equipment.

81. Standard 702 and Interpretations 702-1 and 702-2.

(a) If any facilities are leased or financed, describe the Law School's right to continue to occupy them.

(b) Please state if the facilities are under the exclusive control of the Law School, and if not, describe the arrangements that permit proper scheduling of Law School activities.