Office of the Managing Director on Legal Education

Site Report Template
and Instructions

2020-2021

American Bar Association
Section of Legal Education
and Admissions to the Bar
Instructions for the Site 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 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 and Administration**: 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 (SEQ) 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 within 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.
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.]

(c) State whether the Law School is public, private non-profit, or private for-profit. Identify any University or other entity with which the Law School is affiliated.

(d) Provide the name of the institutional accrediting body for the Law School or the University or other entity of which it is a part. State when the Law School or the entity of which it is a part was last re-accredited.

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

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 or former Accreditation Committee’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 or former Accreditation Committee’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 (a)-(c)

(a) Describe how the Dean and the faculty have the primary responsibility and authority for planning, implementing, and administering the Law School’s program of legal education, including curriculum; methods of instruction and evaluation; admissions policies and procedures; and academic standards.

(b) Describe whether the Dean and the faculty recommend the selection, appointment and retention of faculty members. (Note: do not discuss the tenure process or any formal 405(c) long-term contract process here as those subjects are addressed in Questions 51 and 53).

(c) Describe how the faculty and dean each have a significant role in determining educational policy.

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(e).

(a) 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.

(b) 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).


(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, including how many future years are projected and 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 three 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. Describe any special financial agreements, support agreements, or incentives between the Law School and its University or parent entity.

(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 and how it might affect 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 University budget for the current fiscal year and the two most recently completed fiscal years. If audited financial statements were provided, report the relevant revenue, expense, and income figures from the statements, but do not attach the audited financial statements.

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, describe such policies and indicate how the Law School provides notice of these policies to faculty and staff prior to their affiliation with the Law School. If these policies are published, indicate where they may be found.

(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 below in Question 14(d).]

(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.


(a) Review and verify information provided on Minority Admissions. Insert Report: Minority Admissions (Report 3).

(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.


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 /non-full-time faculty that are diverse with respect to gender, race, and ethnicity. [See Report: Teaching Resources]


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.


(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) Provide a list of the 1L required courses and the number of credits.

(b) Provide a list of the upper-level required courses and the number of credits.

(c) 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 maintain 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.

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.


Describe how the Law School utilizes both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students?


Has the Law School adopted and implemented an assessment plan? Explain how the Law School conducts an ongoing evaluation of its program of legal education, learning outcomes, and assessment methods and uses the results to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.

Curriculum


(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 (if any such students remain enrolled) meets the requirement of the former Standard that each student receive 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.

(a) Describe how the Law School ensures that each student satisfactorily completes at least one writing experience in the first year that is faculty supervised.

(b) To demonstrate the rigor of the writing experience, include factual detail such as class size; the number and nature of the writing assignments; opportunities for students to submit drafts, receive faculty comments, and incorporate those comments in subsequent versions of the written work; reliance on teaching assistants; use of peer assessments; and the extent of faculty supervision.

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

(a) Describe how the Law School ensures that each student satisfactorily completes at least one additional writing experience after the first year that is faculty supervised.

(b) To demonstrate the rigor of the writing experience, include factual detail such as class size; the number and nature of the writing assignments; opportunities for students to submit drafts, receive faculty comments, and incorporate those comments in subsequent versions of the written work; reliance on teaching assistants; use of peer assessments; and the extent of faculty supervision.

(c) 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 include opportunities for individualized assessment and multiple drafts.

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

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

28. Standard 305.

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, pro bono activities, 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. Standards 303(a)(3), 303(b)(1), 304(e) and (f).

(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 (if any such students remain enrolled), describe how the Law School ensures that each student meets the requirement of the former Standard that each student receive 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 provide substantial opportunities to students for law clinics or field placements?

(f) Describe how credit granted for such experiential course is commensurate with the time and effort required and the anticipated quality of the educational experience.

(g) 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?

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 it ensure that the courses meet the requirements of Standards 304(a)(1)-(6):

(1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;

(2) develop the concepts underlying the professional skills being taught;

(3) provide multiple opportunities for performance;

(4) provide opportunities for a student performance, self-evaluation, and feedback from a faculty member;

(5) a classroom instructional component; and

(6) provide direct supervision of the student’s performance by the faculty member.

(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)(1)-(6) as well as 304(b)?

31. Standard 304(a) [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 Standards 304(a)(1)-(6):

(1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;

(2) develop the concepts underlying the professional skills being taught;

(3) provide multiple opportunities for performance;

(4) provide opportunities for a student performance, self-evaluation, and feedback from a faculty member;

(5) a classroom instructional component; and

(6) provide direct supervision of the student’s performance by the faculty member.

(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(a)(1)-(6) as well as 304(c)?

32. Standard 304(a) and (d) [Field Placement Programs].
(a) If the Law School offers any field placements 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 Standards 304(a)(1)-(6):

(1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;

(2) develop the concepts underlying the professional skills being taught;

(3) provide multiple opportunities for performance;

(4) provide opportunities for a student performance, self-evaluation, and feedback from a faculty member or site supervisor;

(5) a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; and

(6) provide direct supervision of the student’s performance by the faculty member or site supervisor.

(b) Describe how the Law School’s field placement program satisfies the requirements of Standard 304(d):

(1) A written understanding among the student, faculty member, and a person in authority at the field placement;

(2) A method for selecting, training, evaluating, and communicating with site supervisors;
(3) evaluation of each student’s educational achievement by a faculty member;

(4) sufficient control of the student experience to ensure that the requirements of the Standard are met; and

(5) A method of maintaining records to document the steps taken to ensure compliance with the Standard.

(c) 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(a)(1)-(6) as well as 304(d)?

**Distance Education**


(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 many distance education courses does the Law School offer? Provide a breakdown between asynchronous and synchronous courses?

(5) what is the maximum number of distance education credit hours the Law School allows?

(6) 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;

(7) 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; and

(8) how the Law School has established an effective process for verifying the identity of students taking distance education courses that also protects student privacy.
(9) 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.

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 #6A: Summer/Intersession Programs for the Law School’s Own Students
- Report #6B: ABA-Approved Summer/Intersession Programs
- Report #6C: ABA-Approved Semester/Year-Long Study Abroad Programs

(a) 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 #6D: Number of Students Earning Credit Towards the J.D. Degree at a Foreign Institution.*

(b) Describe how the Law School complies with the requirements in Criterion I.A.4 of the **Criteria for Accepting Credit for Student Study at a Foreign Institution** that each student has an academic advisor and a written plan that defines the educational objectives the student seeks to achieve during the period of study abroad.

(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.

(d) Describe how the Law School ensures that no more than one-third of the credits required for the J.D. degree for any combination of (1) student participation in a study outside the U.S. 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).

(e) Describe how the Law School ensures that students do not earn credits exceeding two-thirds of the credits required for the J.D. degree though credit awarded pursuant to Standards 307(b), (c), and (d).
(f) 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?

(g) Please list all foreign program(s) offered by the Law School, including summer, intercession and semester and/or year-long program(s) and also review the Supplemental Questionnaire for Programs Offered by an ABA-APPROVED Law Schools in a Location Outside the United States and report on any complaints received about the foreign programs.

Academic Standards and Support

35. Standard 308.

(a) Describe the Law School’s policies relating to academic standards, including those for:

(1) regular class attendance;

(2) good standing;

(3) academic integrity;

(4) graduation; and

(5) dismissal.

(b) Indicate where in the Law School’s rules and regulations the policies are published.

(c) Describe the Law School’s written due process policies with regard to taking any action that adversely affects the good standing or graduation of a student and state where they are published.

(d) Describe how the Law School ensures adherence to the policies described in subsections (a) and (c).

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 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, and how those policies and procedures require the minimum 42.5 hours of in-class and out-of-class work per credit. Also describe the Law School assesses the amount of out-of-class student work required in each course. 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.

39. Standard 311(a) and Interpretation 311-1
(a) Does the Law School require successful completion of at least 83 credit hours for graduation? Provide a citation and/or link to the applicable rule or policy.

(b) How does the Law School ensure that of these credits hours, at least 64 of the credits required for graduation are earned through attendance in regularly scheduled classroom sessions or direct faculty instruction? [Note: courses taken at another law school prior to transferring may be counted in the required 64 credits].

40. Standards 311(b) and Interpretations 311-2 and 311-3.
(a) Does the Law School require that the course of study for the J.D. degree may be completed no earlier than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced law study at the Law School or a law school from which the school has accepted transfer credit? Provide a citation and/or link to the applicable rule or policy. How does the Law School ensure adherence to this requirement?

(b) Indicate whether, since the last site evaluation, (1) any student has been allowed to exceed the 84-month limitation in Standard 311(b), and (2) if so, whether a statement explaining the extraordinary circumstances is in the student’s file. Describe any circumstances in which the Law School has allowed a student to exceed the 84-month limitation in Standard 311(b).

41. Standards 311(c) and (d).
(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.

(c) Describe how the Law School ensures that credit for J.D. degree is given only for coursework taken after the student has matriculated in a law school’s J.D. program of study, except for credit that may be granted pursuant to Standard 505. A Law School may not grant credit toward the J.D. degree for work taken in a pre-admission program.
42. Standard 312.

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: (a) the Law School’s program of legal education; (b) courses taught by full-time faculty; (c) co-curricular programs; and (d) 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) Has the Council granted acquiescence in the non-J.D. degree or certificate? If so, when?

(c) 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.

(d) 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).

(e) Describe the Law School policy granting J.D. students priority registration in courses where J.D. and non-J.D. students are permitted to enroll.
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, Interpretations 402-1 and 402-2, and Definition (6).

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

(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) List any full-time faculty member who also has a full teaching load at another law school and describe the other teaching load.

(e) 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.

(f) For any faculty members noted above in subpart (d) and (e), 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) Do the Contact and Credit Hours reports demonstrate the full-time faculty teach substantially all of the first one-third of each student’s coursework.

(b) Do the Contact and Credit Hours reports demonstrate 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: Contact Hours and Credit Hours.
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/non-full-time 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/non-full-time faculty. If the Law School has distance educations classes, report on the team’s visits to those classes.

**Responsibilities of Full-Time Faculty**


(a) Describe the Law School's policies regarding the responsibilities of full-time faculty that require the full-time faculty, as a collective body, fulfill these core responsibilities:

1. 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. Participating 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. Engaging in scholarship as defined by the Law School;

4. 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. Service to the profession, including working with judges and practicing lawyers to improve the profession; and

6. Service to the public, including participation in pro bono activities.

(b) Indicate where the policies are published and describe how the Law School ensures adherence to those policies.

49. Standard 404(b).

(a) Describe how the Law School periodically evaluates the extent to which the faculty collectively discharges its core responsibilities under the Law School's policies and the
results of that evaluation. 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) [Tenure].
(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, explain.

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

52. Standard 405(b) [Academic Freedom].
(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 describe the process for determining whether the contracts will be renewed, including whether the contracts are presumptively renewable. [See Report: Teaching Resources Summary.]
(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 the steps the Law School takes to afford 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. (Do NOT discuss compensation levels, including base salary, stipends and fringe benefits). 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) and Interpretation 501-3.

(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: Admissions and First-Year Class
Profile Report (#11). 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: Non-Transfer Attrition (Report 10).

(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 for academic reasons from another Law
School? Briefly describe the Law School’s policy.

(a) state how many students have been readmitted;

(b) for each student, provide the name of the student’s previous law school (if admitted
from another law school), law school GPA, LSAT score (or other score used), and UGPA;
and

(c) describe the process used 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, other than for admission permitted under Standard 502(b),
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? If not, explain.

(b) Indicate the number of students admitted under the exceptions to Standard 502(b):

(1) students who completed three-fourths of the credits leading to a bachelor’s
degree as part of a bachelor’s degree/J.D. degree program if the institution is
accredited by an accrediting agency recognized by the United States Department
of Education.
(2) graduates of an institution outside the United States if the Law School assures that the quality of the program of education of that institution is equivalent to that of institutions accredited by an accrediting agency recognized by the United States Department of Education.

(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.

Describe the processes used to ensure that within a reasonable time after a student registers, the Law School has on file the student’s official transcripts verifying all academic credits undertaken and degree(s) conferred. Does the Law School’s policy ensure that all transcripts are received no later than October 15th, consistent with the Managing Director’s Guidance Memo on this Standard, dated January 2018, and what are the consequences/procedures for those students who fail to produce an official transcript by this deadline?

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

(a) Does the Law School admit students without requiring the LSAT pursuant to Interpretation 503-1?

(1) If yes, what test or tests does the Law School use and how does the Law School demonstrate that such other test is a valid and reliable test to assist the school and the applicant in assessing an applicant's capability to satisfactorily complete the school's program of legal education?

(2) Describe the Law School’s experience to date, including review of student performance and assessment of validity and reliability

Insert Report: Non-LSAT Admissions and review copies of documents demonstrating that such other tests are valid and reliable test(s) to assist the school in assessing an applicant’s capability to satisfactorily complete the school’s program of legal education.

(b) If the Law School admits students without requiring the LSAT pursuant to Interpretation 503-3, describe those admissions and demonstrate that they comply with the Interpretation?

(c) Explain how the Law School uses 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.

61. Standard 504.

(a) Does the Law School include the required statement on character, fitness, and other qualifications for admissions both on its website? Does the Law School’s application for admission also include the required statement? Is the language in both places the exact statement required by the Standard? Provide the URL for the statement on the website.
(b) Describe the additional steps the Law School takes, as soon after matriculation as practicable, to inform students of the importance of determining the character, fitness, and other requirements for admission to the bar in each jurisdiction in which they intend to seek admission to the bar.


(a) Does the Law School admit applicants with credit for courses completed at another Law School approved by the Council? If yes, describe how the Law School ensures that only credits granted are from the courses that were taken as a J.D. degree student.

(b) Does the Law School admit students with credit for courses completed at a law school in the United States that is not approved by the Council?

   (1) If yes, does the Law School ensure that the non-ABA-approved law school has been granted the power to confer the J.D. degree by the appropriate governmental authority in the non-ABA-approved law school’s jurisdiction or that the non-ABA-approved law school’s graduates are permitted to sit for the bar examination in the jurisdiction in which the non-ABA-approved school is located?

   (2) Describe how the Law School determines that the courses at the non-ABA-approved law school were undertaken as a J.D. degree student and that the content was such that credit would have been granted toward degree requirements at the admitting Law School?

   (3) What is the maximum number of credits allowed for courses completed at a non-ABA-approved-law school?

(c) Does the Law School admit students with credit for courses completed at a law school outside the United States?

   (1) If yes, describe how the Law School determines that it would have granted credit toward satisfaction of J.D. requirements for courses completed at the foreign law school?

   (2) What is the maximum number of credits allowed for courses completed at a foreign law school?

(d) Does the Law School admit students with credits for credit hours earned in an LL.M. or other post-J.D. program offered by the Law School?

   (1) If yes:

      (i) Explain how the Law School determines that the credit hours earned were pursuant to successful completion of a J.D. course or courses while the student was enrolled in a post-J.D. program.

      (ii) Does the Law School limit the credits to those earned in J.D. courses for which the grading system for LL.M. or other post-J.D. students was comparable to the grading system for J.D. degree students in the courses?
(2) What is the maximum number of credits allowed for credit hours earned in an LL.M. or other post-J.D. program?

(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.

*Insert Report: Ultimate Bar Passage Report (#13a) and First Time Bar Passage Report (#13b)*

Describe the Law School’s bar passage results, including any recent trends, positive or negative, the School has experienced and any efforts to deal with any negative trend, or any anomalous results the School has experienced.

**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. If the Law School does not provide these student services directly, describe how its students have reasonable access to such services from the University of which it is a part or from other sources.

(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: Employment Summary For 2019 Graduates.

**Consumer Information**


(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 revised in December 2019? 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. Bar Passage Outcomes;
3. Employment Summary Reports; and
4. The information required by Standard 509(c).

(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 and how 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) 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 maintain a record of any complaints submitted during the most recent accreditation period and a record of the resolution of the complaints?
(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), 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.


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.

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 whether 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 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, including suitable space and adequate equipment to access and use information in whatever formats are represented in the collection;

(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 in a manner that assures competent and ethical representation of clients and meaningful instruction and supervision of students, 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.
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.