ORGANIZATION AND ADMINISTRATION

Accreditation History

1. General Information.
   (a) State when the Law School was founded and the year in which it received 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 16 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 Accreditation Committee or Council.
   (b) If the Law School is aware of any third-party comments regarding its accreditation status since the last site evaluation, provide the Law School’s response to those comments.

3. Schools Seeking Provisional Approval.
   Provide a thorough review of any relevant updates to the Law School’s feasibility study and reliable plan for coming into compliance with the Standards, in particular, 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.
   Discuss the Law School’s progress toward reaching full compliance with each of the Standards. Include all matters called to the attention of the Law School in the Council’s or former Accreditation Committee’s most recent decision letter.

**Commented [EB1]:** I brought this up from Q.6, which was labeled “Standard 201,” but this info doesn’t really relate to 201; it seems to fit better here.

**Commented [EB2]:** I thought it a bit odd to be asking the school to review its own feasibility study and reliable plan. Isn’t that what the site evaluators do? So I’m suggesting we just ask the school to provide any updates to those documents, in particular, the plan’s projections for students (number and qualifications), financing the Law School operation, and the relationship between the two. Isn’t that what we really want?
(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.

Discuss whether the Law School can demonstrate that it is in full compliance with each of the
Standards. Include all matters called to the attention of the Law School in the Council’s or former
Accreditation Committee’s most recent decision letter. Discuss any changes made in the Law
School’s reliable plan for reaching full compliance.

(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. Standards 201(a) and 201(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 how the faculty and dean each have a significant role in determining educational
policy.

Standards 201(e) and 201(a).

(a) 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.

(b) 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.

(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, describe how it is governed by a board with
responsibility and authority for ensuring operation of the Law School in compliance with the
Standards.
7. Standard 201(d).

If the Law School is part of a University or other entity, does the University or other entity have any policies that are inconsistent with the Standards? If yes, describe the policies and how they have been implemented (e.g., policies on academic freedom, nondiscrimination, tenure). Standard 201(d).

8. Standard 201(e).

(a) If the Law School is not part of a University, describe how it is governed by a board with 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.

(b) Is the position of the dean full-time? Describe how the Dean has the authority and support necessary to discharge the responsibilities of the position.

(c) Does the Dean hold appointment as a member of the faculty with tenure? If not, explain.

(d) 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.

(e) 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.

Describe the process that was used to prepare this Site Evaluation Questionnaire and the Law School Self-Assessment, including a description of the Dean's and faculty's involvement in the process.

**Law School Finances**

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

(a) Describe the Law School’s annual budget development and monitoring process, including which persons or groups are involved in the process.

(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 in compliance with the Standards.

(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 Law 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) Describe any special financial agreements, support agreements, or incentives between the Law School and its University or parent entity. 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 Law School or the University or other entity of which it is a part, if applicable, and summarize the applicable insurance provider, policy limits, and deductibles. Provide a summary as to how the Law School or the University will fund the deductible and any potential losses outside of the insurance policy coverage, if applicable. [Note: “Significant litigation” is litigation that has the potential to negatively affect the current or anticipated financial resources available to the Law School, or the University’s or Law School’s accreditation.]

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

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

For Law Schools that are part of a University:
(a) How 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? List the individual(s) responsible for University budgeting, including contact information.

(b) Describe the manner in which the Law School obtains 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.

(c) Based on the relevant attachments and reports regarding 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.

Non-Discrimination, Equality of Opportunity, Diversity and Inclusion

13. Standard 205 [Faculty and Staff].

(a) Does the Law School’s nondiscrimination policy regarding faculty and staff prohibit discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability? If the Law School is part of a University, does the Law School have a nondiscrimination policy that is separate from that of the University?

(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 has adopted and applies policies of employment of faculty and staff that directly relate to this affiliation or purpose. If so, please describe. Describe how notice of these policies has been given to faculty and staff prior to their affiliation with the Law School.


(a) Does the Law School’s nondiscrimination policy regarding students and student admissions and retention prohibit discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability?

(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 of 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 Law 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.


Explain how the Law School has demonstrated by concrete action a commitment to providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and 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. Provide details of recruiting and hiring efforts for the current and previous two academic years (AALS interviews, campus or other interviews, etc., for tenured, tenure-track, and contract faculty).

17. Standard 206(b).

For the current and previous two academic years, explain how the Law School has demonstrated by concrete action a commitment to having an adjunct/non-full-time faculty that is diverse with respect to gender, race, and ethnicity. Describe the results of these efforts.


For the current and previous two academic years, explain how the Law School has demonstrated by concrete action a commitment to having a staff that is diverse with respect to gender, race, and ethnicity. Describe the results of these efforts.


(a) Describe the Law School’s policies and procedures for assessing and handling requests for reasonable accommodations made by qualified individuals with disabilities. Indicate where in the Law School’s rules and regulations those policies and procedures 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. Standards 301(a).

(a) Describe anything else that contributes to the rigor of your law school, in terms of the quality and content of your curriculum, the qualifications of your faculty, the diversity of your student body, the resources available to support legal education, and any other factors that contribute to 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.

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

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

(c) Describe anything else that contributes to the rigor of your 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.

Describe the learning outcomes that the Law School has identified adopted and state where they are published.


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


Has the Law School has 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) Describe how the Law School ensures that each student satisfactorily completes one course of at least two credit hours in professional responsibility. Describe how the course includes substantial instruction in rules of professional conduct, and the values and responsibilities of the legal profession and its members.

(b) If the Law School does not already require a course of at least two credit hours in professional responsibility, report on progress toward meeting this requirement and describe how the Law School ensures 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, rules, 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 to meet with the writing instructor, 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; Standard 403(b).

Describe how the Law School offers substantial opportunities for student participation in pro bono legal services, including law-related public service activities. Indicate the degree to which credit is granted for any pro bono activities and the extent to which those activities are supervised by the faculty.

28. Standard 305.

If academic credit is given for participation in the Law School’s law review(s), moot court program(s), and any other competition(s), describe how the requirements of Standard 305 as to these activities are met, in particular, the requirement of Standard 305(c) that each student’s academic achievement shall be evaluated by a faculty member. Indicate for each such program how each student’s academic achievement is evaluated by a faculty member.

Experiential Learning

29. Standards 303(a)(3), 303(b)(1), 304(e) and 304(f).

(a) Explain 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. Note: This requirement applies beginning with Fall 2016 1L students.

(b) 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 receives substantial instruction in other professional skills generally regarded...
as necessary for effective and responsible participation in the legal profession. List all courses used to satisfy this requirement.

(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) Describe how the Law School offers substantial opportunities for students to participate in pro bono legal services, including law related public service activities.

(f) 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(b) [Simulation Courses].

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): and 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)?

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.

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

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): and 304(c): [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)?

Commented [KS23]: The concern here is that the schools will respond here instead of 31 & 32 below...so we’re proposing that instead of “describe” we just ask them to “list”

Commented [KS24]: This was missing from the SEQ (it was in the SRT).

Commented [EB25]: I propose we just refer to (a) since (b) is really just a definition and doesn’t impose any requirements (but I’m not sure this is the way to go; proposing it more to generate discussion).

Commented [EB26]: I lean toward including the subsections to insure we get all the info we need.

Commented [EB27]: Same comment as above re: simulation courses.
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.

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): and 304(d) [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 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; and sufficient control of the student experience to ensure that the requirements of the Standard are met] as well as Standard 303(a)(3)?

(b) Demonstrate Describe how the Law School’s field placement program provides the following 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.

**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 the Law School ensures that a student may be granted no more than 15 credit hours of distance education toward the J.D. degree;

(5) how the Law School ensures that a student may be granted no more than 10 credits for distance education courses during the first one-third of a student’s program of legal education before enrolling in a distance education course; 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.

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

**Studies Outside the United States**


(a) If the Law School grants credit for student study at a foreign institution (including dual degree programs) under the Criteria for Accepting Credit for Student Study at a Foreign Institution, provide the statement required by Criterion I.A.3 that defines the educational objective the Law School seeks to achieve in allowing students to study abroad for credit toward the J.D. degree.
(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 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 students do not earn credits exceeding 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 one-third of the credits required for the J.D. degree though credit awarded pursuant to Standards 307(b), (c), and (d), pursuant to subsections (a), (b), and (c) above, for participating in (1) studies or activities outside the United States that are approved in accordance with the Criteria as adopted by the Council, and (2) field placements outside the United States that are not held in conjunction with such programs.

(f) Describe how the Law School ensures that students participating in study outside the United States must have successfully completed sufficient prerequisites or must contemporaneously receive sufficient training to assure the quality of the student educational experience.

**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 how the Law School’s written policies ensure adherence to those due process procedures 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).


(a) Describe how the Law School provides academic advising for students that communicates effectively its academic standards and graduation requirements and that provides guidance on course selection to students.

(b) Describe how the Law School 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. Describe the academic support services provided to students, including program content, goals, staffing, selection process, and efforts to evaluate the effectiveness of the program. Indicate the criteria for eligibility to participate and the criteria for mandatory participation, if any.

Academic Requirements

38. Standard 310.

(a) Describe the Law School’s policies and procedures for determining the 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, including how the Law School assesses the amount of out-of-class student work required in each course, indicate where in the Law School’s rules and regulations the policies and procedures are published.

(b) Indicate how the Law School ensures adherence to those policies. Provide examples. [See Managing Director’s Guidance Memo on Standard 310 dated May 2016.]

3839. 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 at least 64 of the credits required for graduation are earned through attendance in regularly scheduled classroom sessions or direct faculty instruction?

(a) Describe the Law School’s policies and procedures for determining the credit hours that it awards for coursework, including how it assesses the amount of out-of-class student work required in each course. Indicate where in the Law School’s rules and regulations the policies and procedures are published.

(b) Indicate how the Law School ensures adherence to those policies. Provide examples. (See Managing Director’s Guidance Memo on Standard 310 dated May 2016.)

40. Standards 311(a) and (b) and 311(d) 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 monitor 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 (and the documentation in the student’s file) in which the Law School has allowed a student to exceed the 84-month limitation in Standard 311(b).

(c) Does the Law School prohibit the granting of credit toward the J.D. degree for coursework taken prior to a student’s matriculation in a law school, including for course work taken in a pre-admission program, other than credit that may be granted pursuant to Standard 505?

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

(a) Describe how the Law School ensures that a student is not permitted under any circumstances to enroll at any time in coursework that exceeds 20 percent of the total credit hours required by the Law School for graduation. Provide a citation and/or link to the applicable rule or policy.

(a)(b) Describe how the Law School ensures that credit for J.D. degree shall only be given for course work 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.

(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. If the Law School has a part-time division that has received acquiescence from the Council or has more than one enrollment or scheduling option, describe how the Law School provides those students with reasonably comparable opportunities for access to:

(ii) the Law School’s program of legal education;
Courses taught by full-time faculty:

(ii) courses taught by full-time faculty;

(iii) co-curricular programs;

(iv) other educational benefits.

Non-J.D./Certificate Programs

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

(a) Does the Law School offer a degree or certificate program other than its J.D. degree program?

(b) Has the Council granted acquiescence in the program non-J.D. degree or certificate program? If so, when?

(c) Does the Law School ensure that any reference to a non-J.D. degree or certificate program does not announce or suggest that the program is approved by the Council or “ABA-approved”?

(bd) Indicate how the Law School ensures that enrollment of non-J.D. students does not interfere with the ability of the Law School to operate in compliance with the Standards and to carry out its program of legal education.

FACULTY

Faculty Size and Qualifications

44. Standard 401.

Summarize the qualifications and experience of the full-time faculty, including their academic qualifications, experience in teaching or practice, teaching effectiveness, and scholarship.

45. Standard 402, Interpretations 402-1 and 402-2, and Definition 76.

(a) State whether full-time faculty members devote substantially all their working time to teaching, scholarship, service, and governance. Explain any exceptions.

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

(c) List any full-time faculty member who regularly engages in law practice or has an ongoing relationship with a firm or other business. Describe any such law practice or relationship with a firm or other business. For any faculty members noted above, describe how the Law School ensures that their outside activities do not unduly interfere with their responsibilities as full-time faculty members.

Teaching Resources and Effectiveness

Commented [EB37]: I usually like to track the Standard, but I wonder if we should delete this since I asked about specifically in Question 47. I noticed we took these words out of this question in the SRT.

Commented [EB38]: I added these because that is where questions (b) and (c) come from.
46. Standard 403(a).

(a) Do the Contact and Credit Hours reports demonstrate that the full-time faculty teach substantially all of the first one-third of each student's coursework? If not, explain.

(b) Do the Contact and Credit Hours reports demonstrate that the full-time faculty teach either more than half of all of the credit hours offered by the Law School or at least two-thirds of the student contact hours generated by student enrollment at the Law School? If not, explain.

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

(a) Describe how the Law School ensures the teaching effectiveness of full-time faculty.

(b) Describe how the Law School ensures the teaching effectiveness of adjunct/non-full-time faculty.

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, to fulfill these core responsibilities: Indicate where the policies are published.

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

(1) are 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) are 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) are actively engaged in scholarship as defined by the Law School;

(4) provide 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) provide service to the profession, including working with judges and practicing lawyers to improve the profession; and

(6) provide 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, 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).

[a] Describe how the Law School has established and maintains conditions adequate to attract and retain a competent faculty (Do NOT discuss compensation levels, including base salary, stipends and fringe benefits).

[b] Provide the following for the current and previous two academic years:

(a) State (i) the names and ranks of those who have left the full-time faculty, including clinical, legal writing, and any other full-time faculty.

(b) State (ii) the names and ranks of those who have been added to the faculty.

(c) State (iii) the number, position, and the circumstances if offers of a faculty position have been declined.

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

(a) State whether the Law School has an established and announced policy with respect to tenure. Briefly summarize the 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’s 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 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 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.

(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.

Explain 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 to attract and retain a faculty well-qualified to provide legal writing instruction as required by Standard 303(a)(2). (Do NOT discuss compensation levels, including base salary, stipends and fringe benefits).

STUDENTS

Admissions

56. Standard 501(a) and (b) and Interpretation 501-3.

(a) Describe how the Law School adopts, publishes, and adheres 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.

(c) Insert Attrition Report. If the Law School’s non-transfer attrition rate for a class exceeds 20%, explain.

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

(a) identify the number of students previously disqualified for academic reasons that it has readmitted or admitted;

(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, and UGPA; and

(c) describe the process used and state whether a statement of the considerations that led to the decision was placed in the admittee’s file, the student’s file includes the documentation used to make an affirmative showing that the prior disqualification did not indicate a lack of capacity to complete its program of legal education and be admitted to the bar and a statement of the considerations that led to the decision.

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

(a) Does the School, other than for admission permitted under Standard 502(b), require for admission to its J.D. degree 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? For the current and previous two academic years, did the Law School admit to its J.D. degree program only students with a bachelor’s degree awarded by an institution that is accredited by an accrediting agency recognized by the United States Department of Education?

(b) If not, 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 that fail to produce an official transcript by this deadline?

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

(a) Other than for admissions pursuant to Interpretation 503-3, does the Law School use any admission test in addition to or in place of the LSAT to assist the Law School in assessing an applicant’s capability of satisfactorily completing the Law School’s educational program? [and how the Law School uses the test results.]

(b) If yes, a Law School uses an admission test other than the LSAT, 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 in assessing an applicant’s capability to satisfactorily complete the school’s program of legal education? [Please provide a copy of the document demonstrating this fact to the Site Team.]

(b) 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.

(d) 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.

61. Standard 504.

(a) Provide the URL where the Law School publishes on its website the statement on qualifications for admission to the bar as required by Standard 504. Does the Law School application for admission include the required statement? [See Attachment: Application for Admission]

(b) Describe the additional steps the Law School takes, as soon after matriculation as is practicable, to apprise entering students of the importance of determining the applicable character, fitness, and other requirements for admission to the bar in each jurisdiction in which they intend to seek admission to the bar.

62. Standards 505.

(a) Does the Law School admit students with credit for courses completed at another law school approved by the Council? If yes, describe how does the Law School ensure 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 does the Law School determine that the studies 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 does the Law School determine 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 have a grading system for LL.M. or other post-J.D. students in J.D. courses that is 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 the credit hours granted pursuant to Standard 505(b) through (d) to no more, individually or in combination, than one-third of the total credits the Law School requires for the J.D. degree?

**Bar Passage**

**63. Standard 316.**

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) Describe how the Law School takes 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 previous two academic years.

(c) For Law Schools not affiliated with a University, is the Law School in full compliance with Title IV of the Higher Education Act? Explain any areas of non-compliance, indicating the date from which the institution has been out of compliance. State the result of all financial or compliance audits and program reviews since the last site evaluation.

65. Standard 508.

Describe how the Law School provides all its students, regardless of enrollment or scheduling option, with basic student services, including maintenance of accurate student records, academic advising and counseling, and financial aid and debt counseling. 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. 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.

**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 dated July 14, 2014? Does that link direct 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

Commented [EB55]: This is the new separate bar pass report. Barry sent an email to all schools direct that it be posted “as part of your ABA Required Disclosures, along with the basic standard 509 and employment outcomes.”
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.

(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. [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. Standards 509(b)(3) and 509(d) and Interpretation 509-3.

Indicate whether and how the Law School distributes Scholarship Retention Data to each applicant being offered a conditional scholarship at the time the scholarship offer is extended.

69. Standard 510.

(a) Describe the Law School’s student complaint policy, including appeal rights, if any, for complaints implicating the Law School’s compliance with the Standards. Indicate where the Law School’s complaint policy is published.

(b) Indicate whether the Law School maintains a record of the complaints submitted during the most recent accreditation period and maintains a record of the resolution of the complaints.

LIBRARY AND INFORMATION RESOURCES

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

Briefly describe the services provided by the law library to demonstrate that the library provides the sufficient range of support to enable the Law School to carry out its mission; that the law library has a responsive relationship with the faculty, students, and administration of the Law School; and that the law library remains informed on and implements as appropriate technological and other developments affecting the library’s support for the Law School’s program of legal education.

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 law library, working with the Dean and the faculty, engages in a regular planning and assessment process, including written assessment of the effectiveness of the library in achieving its mission and realizing its established goals.

72. Standards 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 fulfill its responsibility of supporting the Law School and to realize its established goals. Explain any exceptions as well as any significant changes since the last site evaluation.

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

To whom does the library director report? Does the Law School have sufficient administrative autonomy to direct the growth and development of the law library and its resources, to determine library policy, the selection and retention of personnel, the provision of library services, and the development and maintenance of the collection, and to determine and administer the budget for the law library as part of and in the same manner as the Law School’s budget?

(a) Describe how 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) Is the law library administered by a full-time director 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) Does the director of the law library have a law degree and a degree in library or information science? If not, describe how the director has knowledge of and experience in law library administration sufficient to support the program of legal education and enable the Law School to operate in compliance with the Standards.

(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.

Briefly summarize the expertise and number of library staff to establish that the library has staff sufficient in number and expertise to provide appropriate services to the Law School.

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

Briefly describe the library's collection to establish that the library has a core collection of essential materials and a collection that effectively supports the Law School's curricular, scholarly, and service programs and prepares students for effective, ethical, and responsible participation in the legal profession.

77. Standard 606(d).

Describe the method of formulating and periodically updating the law library's written collection development plan. When was the library's collection development plan last reviewed and updated?

FACILITIES, EQUIPMENT, AND TECHNOLOGY

78. Standard 701.

(a) Describe the technology available to support the teaching, scholarship, research, service, and administrative needs of the students, faculty, and staff of the Law School. Include hardware and software resources and technology infrastructure.

(b) Describe the technology staff support and the space for staff operations.

(c) Describe the financial resources available to the Law School to maintain and, as appropriate, adopt new technology.

(d) When was each Law School building constructed? If a Law School building has been remodeled or enlarged since the last inspection, state the date(s) and describe generally the work done.

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

Describe how the Law School provides the following:
(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).

(a) Do all facilities and equipment meet all applicable health and safety codes? If not, describe any plans to address these deficiencies and the time frame in which they will be addressed.

(b) Describe any part of the Law School’s facilities that does not provide reasonable access and accommodations to persons with disabilities consistent with applicable law. Describe any plans to address any deficiencies and the time frame in which they will be addressed.

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

(a) If all or part of the facilities used by Law School programs are not owned free and clear (e.g., leased, subject to a mortgage, pledged as security), describe the terms of occupancy, including the overall lease or financing terms, duration, lease renewal terms, conditions, and termination or foreclosure provisions.

(b) If any of the Law School’s facilities are not under the exclusive control and reserved for the exclusive use of the Law School, explain how and by whom the facility is controlled. Describe how the arrangements permit the proper scheduling of all Law School classes and all other Law School activities, and indicate who schedules classes or other activities.

(c) If some of the Law School’s facilities are used by others, state generally the hours per week of such use, indicating day and night use separately.

Commented [EB61]: Tracks the Standard more closely.