Site Evaluation Workshop for Law School Representatives and New Site Evaluators

Saturday, October 21, 2017

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Site Evaluation Workshop for Law School Representatives and New Site Evaluators

*Saturday, October 21, 2017*

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<td>7:30 a.m.</td>
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| 8:30 – 9:15 a.m. | Guggenheim 1 & 2 | **Welcome and Overview**  
**Speakers:** Jeff Lewis, Barry Currier, William Adams, and Barbara Studenmund  
Overview of ABA Accreditation process, AALS membership review process and workshop program |
| 9:15 – 10:00 a.m. | Teylers    | **Before the Visit** [Site Evaluators Perspective]  
**Speakers:** Ed Butterfoss and Catherine Carpenter  
Arrangements, assignments, schedule; pre-visit; “the box” (school materials); materials from the ABA – include the new Self-Study. |
|              | Guggenheim 1 & 2    | **Before the Visit** [School Perspective]  
**Speakers:** Mary Lu Bilek and William Adams  
New Self-Study (Narrative and Data Entry); preparing Law School community for the visit; schedule and arrangements |
| 10:00 – 10:15 a.m. | Grand Foyer | **Beverage Break** |
| 10:15 – 11:00 a.m. | Guggenheim 1 & 2 | **Recurring Issues**  
**Speaker:** William Adams  
Diversity efforts, bar passage and academic support, rigor of legal writing, professional skills, professional responsibility, class attendance |
| 11:00 – Noon  | Guggenheim 1 & 2   | **During the Visit/Mock Site Team Meetings**  
**Speakers:** Mary Lu Bilek, Catherine Carpenter and Joan Howland  
Enterance interview, class visits, faculty office visits, main campus appointments, clinic site visits, student meetings, alumni gathering, crises/complaints, review of records, communication within team and between team and school; going beyond the Standards. |
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<td>Guggenheim 3</td>
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| 12:45 – 1:15 p.m. | Guggenheim 1 & 2 | **After the Visit**  
**Speaker:** Ed Butterfoss  
Site report template, covering the Standards in the report, timeliness, post-visit contact, Accreditation Committee process, decision or recommendation letters, major accreditation issues, evaluations |
| 1:15 – 2:00 p.m. | Guggenheim 1 & 2 | **CONCURRENT SESSIONS**  
**Reflections on a Site Visit: A Dean’s Perspective, A Chair’s Perspective**  
**Speakers:** Mary Lu Bilek and Jeff Lewis |
|              | Teylers | Self-Study Reports and the new Annual Questionnaire  
**Speakers:** Ken Williams and Becky Stretch |
| 2:00 – 2:45 p.m. | Guggenheim 3 | **DISCUSSION GROUPS I**  
**Faculty** – Ed Butterfoss  
Adjunct faculty; role in governance, faculty visits |
|              | Teylers | Students [for new site evaluators] – Stephanie Giggetts  
Including admissions, academic support, attrition and bar passage |
|              | Field | Finances and Administration – Tom Galligan  
Including review of financial resources in relation to the school’s programs; “negative and material.” |
|              | Guggenheim 1 & 2 | Program of Legal Education and Self Study – William Adams  
Including required curriculum, legal research & writing, skills training, breadth and depth of upper class curriculum, coverage of recent standards changes including professional skills and pro bono. |
|              | Prado 1 | Information Resources, Technology & Facilities – Joan Howland  
Including assessing the sufficiency of library staffing, services, collection and resources; library director status; “negative and material.” |
| 2:45 – 3:00 p.m. | Grand Foyer | Beverage and Snack Break |
| 3:00 – 3:45 p.m. | Guggenheim 3 | **DISCUSSION GROUPS II**  
**Faculty** [repeated] |
|              | Teylers | Students [for school representatives] |
|              | Field | Finances and Administration [repeated] |
|              | Guggenheim 1 & 2 | Program of Legal Education and Self Study [repeated] |
| 3:45 p.m. | Guggenheim 1 & 2 | Reconvene for Adjournment  
Informal Q & A for Anyone Interested |

Date: 10/11/17
Standard 204 of the ABA Standards and Rules of Procedure for Approval of Law Schools provides:

**Standard 204. SELF STUDY**
Before each site evaluation visit the law school shall prepare a self study comprising (a) a completed site evaluation questionnaire, and (b) a law school self assessment that includes (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.

The 2017-2018 Self Study is made up of two parts:

**Part I. Site Evaluation Questionnaire [Standard 204(a)]**
- Narrative responses
- Required supplementary materials

**Part II. Law School Self Assessment [Standard 204(b)(1) – (b)(3)]

**Part I. Site Evaluation Questionnaire (SEQ)**

**SEQ: Narrative responses**

Download the Word version of the 2017-2018 Site Evaluation Questionnaire: Narrative Responses from the Questionnaire page of the Section’s website: [http://www.americanbar.org/groups/legal_education/resources/questionnaire.html](http://www.americanbar.org/groups/legal_education/resources/questionnaire.html)

Complete the SEQ using Word, preferably using Arial 11 as the font.

The narrative portion of the SEQ has six parts:
- Organization, Administration, Institutional Planning, and Finances – Questions 1 – 10
- Program of Legal Education – Questions 11 – 38
- Faculty – Questions 39 – 56
- Students – Questions 57 – 75
- Library and Information Resources – Questions 76 – 86
- Facilities, Equipment, and Technology – Questions 87 – 90

The questions in the SEQ match the subject matter of the questions in the Site Report Template and in the Accreditation Committee’s Decision Letter, so please do not delete any questions. If a question is not relevant, simply say, “Not applicable.”
**SEQ: Required Supplementary Materials**

Throughout the SEQ are references to required supplementary materials. There are three types of required supplementary materials – attachments, reports, and materials to be provided on-site.

**Attachments** include documents, policies, financial information, resumes, course information, and other materials submitted directly from the Law School.

**Reports**, with the exceptions noted in the Questionnaire, are generated by the ABAQuest system based on the data reported in the current and previous two Annual Questionnaires.

**Materials to be provided on-site** are materials that are difficult to duplicate and can be reviewed by site team members during the site visit. Where appropriate, materials can be provided in electronic format.

Note that in prior years the SEQ included a data entry portion in the Quest system. All data entry has now been moved to the Annual Questionnaire. Certain information is collected only in the three years leading up to a site visit.

Until the data entry in the Annual Questionnaire is finalized and submitted, any reports that are generated will have the watermark notation “Preliminary” across them. Law schools often find it necessary to make corrections to data that has been entered, so it is recommended that law schools allow sufficient time to review the data entered and to make appropriate corrections.

When the data entry has been completed, the Law School should press the “Submit” button in the Admin Section of the ABAQuest system. Once that has been done, the watermark will be removed from the reports.

To meet the Self Study submission deadline of at least six weeks prior to the site visit, law schools with a fall site visit will be required to submit the Self Study prior to October 15, the date when the Annual Questionnaire closes. After the Annual Questionnaire closes, the Law School must inform the site team chair if any of the reports were amended after the Self Study was submitted. If the Law School must update any information in the Annual Questionnaire, the Law School must contact Ken Williams to reopen the AQ or to make any amendments.

**Part II: Law School Self Assessment**

Part II of the Self Study is the Law School Self Assessment in which the Law School must prepare an analysis of the Law School’s program of legal education that covers the substance of the requirements of Standard 204 (b)(1) – (b)(3).

The Self Assessment can be in one or multiple documents so long as the Law School clearly indicates how it is fulfilling the requirements of each of the particular items required by the Standard. [See Managing Director’s Guidance Memo on Standard 204 dated January 2015, updated March 2017.]
Submission of Self Study

Timing

The Self Study must be received by the team members and the Managing Director’s Office at least six weeks prior to the site visit. If the Self Study materials are not complete, the site visit could be delayed or cancelled.

The Law School may begin work on the narrative portion of the SEQ as soon as the Council has approved the SEQ: Narrative Responses for the academic year of the Law School’s site visit. The approved SEQ for site visits held in the prior academic year may be used for preliminary work, but the narrative portion of the SEQ must be submitted using the template for the academic year in which the site visit will take place.

The Law School may begin work on the Self Assessment at any time. Most law schools begin work on the Self Assessment at least one year prior to the site visit. The Law School should begin work on the Self Assessment in sufficient time to prepare a probing and critical self assessment of the Law School.

Format

The Law School must submit to the Managing Director’s Office one copy of the Self Study on a flash drive and one hard copy of the Self Study. The hard copy of the materials should be placed in 3-ring binders and should not be bound.

The school should contact the site team chair to determine whether the members of the site team want only electronic copies of the materials, or both electronic and paper copies. A hard copy of the materials should be provided on-site for use by the site team.

The Dean’s Signature Page must be completed and uploaded on the Law School’s admin page in the ABAQuest system. A copy should also be included with the materials submitted to the Managing Director’s Office.

The Self Study – both thumb drives and hard copies – must be presented in the order indicated in the image below. Include each Attachment and each Report separately in the appropriate folder on the thumb drive. Do not include them as one large document. Reports should be provided in Word except for the few Reports that cannot be generated in the Quest system in Word.

Please make sure that the file path for each document on the thumb drive is not excessively long. The file path includes the file names as well as folders, etc.
Address
Office of the Managing Director
ABA Section of Legal Education and Admissions to the Bar
321 North Clark, Floor 21
Chicago, IL  60654

Inquiries
Ken Williams, Data Specialist: 312-988-6739 or kenneth.williams@americanbar.org
ABA Section of Legal Education website: http://www.americanbar.org/legaled
Organization, Administration, Institutional Planning, and Finances

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) For provisionally approved Law Schools, include the dates of all prior site evaluations.

General Information: Required Supplementary Materials

Provide the following report:
Report #1: J.D. and non-J.D. Enrollment

2. Accreditation History.

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

(b) For provisionally approved Law Schools, include all matters called to the attention of the Law School in the Council’s or Accreditation Committee’s most recent decision letter.

(c) 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. Standards 201 and 201(e).

(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) List 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 reaccredited.

(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.

(e) If the Law School is part of a University, describe how the Law School fits within the University organization. (e.g., the reporting lines within the University).
Standards 201 and 201(e): Required Supplementary Materials
Attachment #1: An organizational chart of the University.

Attachment #2: For an independent Law School, the Law School’s basic governance documents (such as a charter or institutional bylaws).

Attachment #3: The most recent Dean’s report(s) to the President, Board of Trustees, and/or alumni, if any.

4. Standard 201(d).

If separate policies at the Law School are used to address any inconsistencies between the University’s policies and ABA Standards, describe the policies and how they have been implemented. (e.g., policies on academic freedom, nondiscrimination, tenure)

5. Standards 201(a) and 201(c).

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.


(a) Does the Dean devote full professional time to the Law School? If not, explain. Describe how the Dean has the authority and support necessary to discharge the responsibilities of the position.

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

Standard 203: Required Supplementary Materials
Attachment #4: Current resume of the Dean.

Attachment #5: An organizational chart of the Law School.

Attachment #6: The list of current faculty committees, together with the membership rosters for each.

7. Standard 203(c) and Interpretations 203-1 through 203-3.

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 there is a current dean search in progress, describe how the process to select a dean ensures meaningful involvement by the faculty or a representative body of the faculty.

8. Standard 204.

(a) Describe the process that was used to prepare the Law School Self Assessment, including a description of the Dean's and faculty's involvement in the processes.

(b) For Law 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.

9. 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:
(1) an accounting and explanation from the University for all charges and costs assessed against resources generated by the Law School; and
(2) an accounting and explanation from the University for any use of resources generated by the Law School to support non-law school activities and central University services.

Standards 202(b) and 202(e) and Interpretation 202-1: Required Supplementary Materials

Note: See Question 10 for all required supplementary materials for Standard 202.

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

(a) Describe the Law School 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.

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

(e) For Law Schools that are part of a University:
(1) Describe the University financial projection process, indicate how many years are projected, and describe how future projected deficits, if any, will be met.
(2) Describe how any University current fiscal year operating deficit would be met.

(f) Describe any significant litigation affecting the Law School or University, 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.]
If the University or Law School has a bond rating from a national rating agency, state the general bonding ratings since the last review.

**Standard 202: Required Supplementary Materials**

Attachment #7: A financial statement for the current fiscal year and audited financial statements for the previous two fiscal years, including supplementary schedules and management letters, for the Law School’s parent University or for the independent Law School or its parent.

Attachment #8: The budget for the University and the Law School for the current fiscal year.

Attachment #9: Future-year(s) budgetary projections, if available. Include Law School projections as well as University projections.

Attachment #10: The most recent budget-to-actual revenue and expenses report and the written report of the analysis of the variances, if available. Include Law School reports as well as University reports.

Attachment #11: If a Law School is part of a University, provide copies of accountings and explanations as required by Standard 202(b) for each of the current and previous two fiscal years.

Attachment #12: A summary of the endowment and quasi-endowment funds (and those acting as endowments), or permanently and temporarily restricted investment funds for non-profit entities, held by or on behalf of the Law School for the current and previous two fiscal years. For funds held on behalf of the Law School, identify the nature of the funds and the conditions under which the Law School or University may access these funds.

Attachment #13: A summary of the Law School’s current long-term debt, including debt service schedules.

Attachment #14: A copy of the Law School’s most recent budget presentation to the University.

Attachment #15: If the University or Law School has a bond rating from a national rating agency, the most recent general rating report from the agency.

Provide the following reports:

- Report #2: University Income/Expenses
- Report #3: Expenditure Summary
- Report #4: Revenue Summary
- Report #5: Reserves

**Program of Legal Education**

11. **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 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.]

Standard 310: Required Supplementary Materials
Attachment #16: The Law School’s written policies and procedures for determining the credit hours that it awards for coursework.

13. Standards 311(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 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 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 coursework taken in a pre-admission program, except for credit that may be granted pursuant to Standard 505?


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

15. 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;
   (iv) other educational benefits.
(b) If the Law School allows students who are not enrolled in a part-time division to take a reduced load, describe how the Law School provides those students 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;
   (iv) other educational benefits.

**Standard 312: Required Supplementary Materials**
Attachment #17: For schools with more than one enrollment or scheduling option, class schedules for the current and preceding academic years.

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

Describe the learning outcomes that the Law School has identified.

17. Standards 301(a) and 303.

(a) Describe how the Law School maintains a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

(b) Describe the required first-year curriculum, including a list of the courses required and the number of credits. (Include a chart if it facilitates the response.)

**Standards 301 and 303: Required Supplementary Materials**

Provide the following report:
Report #6: Curriculum Summary

Provide the following on-site:
Assessments and course syllabi for the previous academic year.

18. Standards 301(a) and 303.

(a) Describe the required upper-level curriculum, including a list of the courses required and the number of credits. (Include a chart if it facilitates the response.)

(b) Describe any other requirements (e.g., pro bono participation, number of semesters) a student must complete to receive a J.D. degree.


(a) Describe how the Law School ensures that each student 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) 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 receives substantial instruction
in the history, goals, structure, values, rules, and responsibilities of the legal profession and its members.

20. **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 experiences, 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.

21. **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 experiences, 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.

22. **Standard 303(b)(1).**

(a) Describe how the Law School offers substantial opportunities for law clinics or field placements.

(b) For the current and previous two academic years, state the number of seats available in law clinics and field placements and how many were filled.

**Standard 303(b)(1): Required Supplementary Materials**

Provide the following report:
Report #6: Curriculum Summary

23. **Standard 303(a)(3) and Standard 304.**

(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, describe how the Law School ensures that each student receives substantial instruction in other professional skills generally regarded as
necessary for effective and responsible participation in the legal profession. 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) 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?


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 Standard 304(a) [direct faculty supervision of student performance; opportunities for performance, faculty feedback, and self evaluation; and a classroom instructional component] as well as Standard 303(a)(3)?

**Standard 304(a): Required Supplementary Materials**

**Provide the following on-site:**
For any simulation course, a syllabus or other document demonstrating compliance with Standard 304(a).

25. Standard 304(b).

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

**Standard 304(b): Required Supplementary Materials**

**Provide the following on-site:**
For any law clinic, a syllabus or other document demonstrating compliance with Standard 304(b).

26. Standard 304(c). Domestic Field Placement Program

(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 Standard 304(c) [direct supervision of the student's performance by a faculty member or site supervisor; opportunities for performance, feedback from either a faculty member or a site supervisor, and self-evaluation; a 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 how the Law School’s field placement program provides the following:
(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) A method of maintaining records to document the steps taken to ensure compliance with the Standard.

**Standard 304(c): Required Supplementary Materials**

**Provide the following on-site:**
For any **domestic** field placement program, provide a syllabus or other document demonstrating compliance with Standard 304(c).

Any manuals or instructions developed for the training of site supervisors involved with field placement programs.

A list of all current academic year field placement site supervisors with addresses, emails, and phone numbers.

27. **Standard 304(c). Field Placements Outside the United States**

(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 Standard 304(c) [direct supervision of the student’s performance by a faculty member or site supervisor; opportunities for performance, feedback from either a faculty member or a site supervisor, and self-evaluation; a 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 how the Law School's field placement program provides the following:
(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) A method of maintaining records to document the steps taken to ensure compliance with the Standard.

**Standard 304(c): Required Supplementary Materials**

**Provide the following on-site:**
For any field placement program **outside the United States**, provide a syllabus or other document demonstrating compliance with Standard 304(c).

Any manuals or instructions developed for the training of site supervisors involved with field placement programs.
A list of all current academic year field placement site supervisors with addresses, emails, and phone numbers.

28. 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.

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

If academic credit is given for participation in the Law School’s law review(s), moot court program(s), and any other competition(s), indicate for each such program the number of credit hours permitted and how each student’s academic achievement is evaluated by a faculty member.


(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 has completed instruction equivalent to 28 credit hours toward the J.D. degree 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.


(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 ensures that students do not earn credits exceeding one-third of the credits required for the J.D. degree for participating in (1) studies or activities outside the United States that are approved in accordance with Criteria as adopted by the Council, and (2) field placements outside the United States that are not held in conjunction with such programs.
Standard 307: Required Supplementary Materials

Provide the following reports:
Report #7A: Summer/Intersession Programs for the Law School’s Own Students
Report #7B: ABA-Approved Summer/Intersession Programs
Report #7C: ABA-Approved Semester/Year-Long Study Abroad Programs
Report #7D: Number of Students Earning Credit Towards the J.D. Degree at a Foreign Institution

Provide the following on-site:
Copies of individual written plans required by Criterion I.A.4.(b) of the Criteria for Accepting Credit for Student Study at a Foreign Institution for the current and previous two academic years.

32. Standard 308(a).

(a) Provide 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 ensures adherence to those policies.

Standard 308(a): Required Supplementary Materials
Attachment #18: The Law School’s applicable standards for
(1) regular class attendance;
(2) good standing;
(3) academic integrity;
(4) graduation; and
(5) dismissal.

Attachment #19: Any Law School grade distribution policy, mandatory or otherwise.

Provide the following report:
Report #8: Non-transfer Attrition Rates

33. Standard 308(b).

(a) Describe the Law School’s due process policies with regard to taking action that adversely affects a student’s good standing or graduation. Indicate where in the Law School’s rules and regulations the policies are published.

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

Standard 308(a): Required Supplementary Materials
Attachment #20: The Law School’s written due process policies with regard to taking action that adversely affects a student’s good standing or graduation.
34. **Standard 309(a).**

(a) Describe how the Law School communicates its academic standards and graduation requirements to students.

(b) Describe how the Law School provides guidance on course selection.

35. **Standard 309(b).**

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.

36. **Standard 313, Interpretation 313-1, and Standard 506.**

(a) 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.

(b) If non-J.D. students are permitted to enroll in J.D. courses, what are the Law School’s policies concerning such enrollment? If non-J.D. students are permitted to enroll in limited-enrollment J.D. courses, list all classes from which J.D. students were excluded due to the enrollment of non-J.D. students and provide the number of J.D. students that were excluded. 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.

**Standard 313: Required Supplementary Materials**

*Provide the following reports:*
- Report #9A: Non-J.D. Program Enrollment
- Report #9B: Non-J.D. Students Enrolled in J.D. Courses

37. **Standard 314 and Interpretations 314-1 and 314-2.**

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.

38. **Standard 315 and Interpretation 315-1.**

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

**Faculty**

39. **Standard 401.**

Summarize the qualifications and experience of the faculty, including their academic qualifications, experience in teaching or practice, teaching effectiveness, and scholarship.
Standard 401: Required Supplementary Materials

Provide the following report:
Report #10: Faculty Profiles – All

Provide the following on-site:
A copy of the current resume/CV for every full-time faculty member, including scholarship and service.

Copies of scholarship produced by the faculty for the current and previous two years.

40. Standard 402, Interpretation 402-1, and Definition 7.

Standard 402, Interpretation 402-1, and Definition 7: Required Supplementary Materials

Provide the following report:
Report #11: Teaching Resources

41. Standard 402, Interpretation 402-1, and Definition 7.

(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.

42. Standard 402 and Interpretation 402-2.

(a) 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.

(b) 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.

43. Standard 403(a).

(a) Provide information to demonstrate that the full-time faculty teach substantially all of the first one-third of each student’s coursework.

(b) Provide information to 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.

Standard 403(a): Required Supplementary Materials

Provide the following reports:
Report #12: Student Contact Hours – Full-Time and Part-Time Faculty
Report #13: Faculty Summary
44. 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 non-full-time faculty.

Standard 403(b) and Interpretation 403-1: Required Supplementary Materials

Provide the following on-site:
Student evaluations of faculty for the two most recently completed academic years.

45. Standards 205(b) and 205(c) and Interpretations 205-1 through 205-5.

(a) Provide the applicable (University or Law School) nondiscrimination policy on race, color, religion, national origin, gender, sexual orientation, age, and disability regarding faculty and staff.

(b) 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.

(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 been given to faculty and staff prior to their affiliation with the Law School.

Standards 205(b) and 205(c) and Interpretations 205-1 through 205-5: Required Supplementary Materials
Attachment #21: A copy of the Law School’s and/or University’s (if the Law School is covered by the University’s) nondiscrimination/EEO policy relating to faculty and staff. If the policy is located on the Law School’s or University’s website, also provide the URL.

46. Standard 206(b).

For the current and the previous two academic years, 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.

Standard 206(b) [full-time faculty]: Required Supplementary Materials

Provide the following report:
Report #14: Faculty Recruitment

47. 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 faculty that is diverse with respect to gender, race, and ethnicity. Describe the results of these efforts.

Standard 206(b) [non-full-time faculty]: Required Supplementary Materials

Provide the following report:
48. 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 a staff that is diverse with respect to gender, race, and ethnicity. Describe the results of these efforts.

49. Standard 404.

(a) Describe the Law School’s policies regarding the responsibilities of full-time faculty. Indicate where the policies are published.

(b) With respect to the responsibilities of full-time faculty, describe how the full-time faculty collectively:
   (1) is involved in teaching, preparing for classes, being available for student consultation about those classes, assessing student performance in those classes, and remaining current in the subjects being taught;
   (2) is involved in academic advising, creating an atmosphere in which students and faculty may voice opinions and exchange ideas, and assessing student learning at the Law School;
   (3) is actively engaged in scholarship as defined by the Law School;
   (4) provides service to the Law School and University, if applicable, including participation in Law School governance, curricular development, and other institutional responsibilities described in the Standards;
   (5) provides service to the profession; and
   (6) provides service to the public, including pro bono activities.

(c) Indicate how the Law School ensures adherence to those policies.

   **Standards 404(a)(1) through 404(a)(6): Required Supplementary Materials**
   Attachment #22: Law school (as distinct from University) policies with respect to a faculty member’s responsibilities in teaching, scholarship, service to the Law School community, and professional activities outside the Law School, if any.

50. Standard 404(b).

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

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

51. Standard 405(a).

For the current and previous two academic years:

(a) State 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 the names and ranks of those who have been added to the faculty.
(c) State the number, position, and the circumstances if offers of a faculty position have been declined.

**Standard 405(a): Required Supplementary Materials**
Attachment #23: The Law School faculty handbook(s), bylaws, and constitution, if any.

Attachment #24: The Law School's academic freedom, tenure, and promotion policies and procedures.

Attachment #25: A copy of any written University or Law School policies that are different for clinical or legal writing and research faculty from those applicable to full-time tenured/tenure-track faculty.

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

(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 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.

**53. Standard 405(b).**

(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).

**54. 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.

**55. 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. Indicate if there are no clinics.

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

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

Explain the steps the Law School takes to attract and retain a faculty well-qualified to provide legal writing instruction as required by Standard 303(a)(2).

Students


(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) 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.

Standard 501: Required Supplementary Materials
Attachment #26: The Law School’s application for admission.
Attachment #27: The published statement of the Law School’s standards for admission.

Provide the following reports:
Report #8: Non-transfer Attrition Rates [see also question 32]
Report #15: Admission and First-Year Class Profiles
Report #16: Student Listings

58. Standard 205.

(a) Provide the nondiscrimination policy applicable to students and student admissions.

(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 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.

**Standard 205: Required Supplementary Materials**
Attachment #28: A copy of the Law School’s and/or University’s (if the Law School is covered by the University’s) nondiscrimination/EEO policy relating to students. If the policy is located on the Law School’s or University’s website, also provide the URL.

Attachment #29: The published statement of equal opportunity in placement.

59. **Standard 206(a).**

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.

**Standard 206(a): Required Supplementary Materials**

Provide the following report:
Report #17: Minority Admissions and First-Year Class Profiles

60. **Standards 502(a) through 502(c).**

(a) Except as described in question 60(b), does the Law School require a bachelor’s degree for admission to its J.D. degree program?

(b) For the current and previous two academic years, if the Law School has admitted students without baccalaureate degrees awarded by an institution that is accredited by an accrediting agency recognized by the United States Department of Education, describe the circumstances under which such students were admitted and explain how the Law School complies with the requirements of Standard 502(b) – (c). State the number of students admitted and enrolled as first-year students as of October 5 in each year who did not hold a baccalaureate degree awarded by an institution that is accredited by an accrediting agency recognized by the United States Department of Education before matriculation in Law School.

61. **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.

62. **Standard 503 and Interpretation 503-3.**
(a) Describe any admissions test used in place of the LSAT as permitted by Interpretation 503-3 to assess an applicant’s capability of satisfactorily completing the Law School’s educational program and how the Law School uses the test results.

(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.

**Standard 503 and Interpretation 503-3: Required Supplementary Materials**

Provide the following report:
Report #18: The 503-3 report from the current Annual Questionnaire

63. **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) state whether 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.

64. **Standards 505.**

(a) Does the Law School admit students with credit for courses completed at another law school approved by the Council? If yes, how does the Law School ensure that the courses 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, how does the Law School determine 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) How does the Law School determine that the studies at the non-ABA approved law school were toward a J.D. degree and that the content was such that credit would have been granted toward degree requirements at the admitting 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, 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 it offers?

(1) If yes,
   (i) Explain how the 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?

65. Standard 316.

   Standard 316: Required Supplementary Materials

   Provide the following report:
   Report #19: First-Time Bar Passage Reports

66. Standard 316.

   If the Law School is unable to demonstrate compliance with Standard 316 using the first-time bar passage reports, complete the reports for ultimate bar passage. [See Managing Director’s Guidance Memo on Standard 316 dated August 2016.]

   Standard 316: Required Supplementary Materials

   Provide the following report:
   Report #20 (if applicable): Ultimate Bar Passage Reports

67. 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.

68. Standard 504(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.


   (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 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.

70. Standard 508.

For students in each enrollment or scheduling option offered by the Law School, describe how the Law School provides basic student services, including financial aid counseling and maintenance of accurate student records.

71. Standard 508.

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

**Standard 508: Required Supplementary Materials**

**Provide the following report:**
Report #21: The Employment Summary

72. Standard 207 and Interpretation 207-1.

(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?

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

(a) Does the Law School have a link on its home page titled “ABA Required Disclosures,” as required by the Managing Director’s Guidance Memo on Standard 509 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) Employment Summary Reports; and
(3) 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.]

**Standard 509 and Interpretations 509-1, 509-2, and 509-4: Required Supplementary Materials**
Attachment #30: Current Law School catalog or equivalent or the URL if the catalog or equivalent is available on the web.

Attachment #31: A list of all courses that are included in the Law School’s course offerings, however published, but that have not been offered during the previous two academic years and are not being offered in the current academic year.

**Provide the following reports:**

### 74. 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.

**Standards 509(b)(3) and 509(d) and Interpretation 509-3: Required Supplementary Materials**
Attachment #32: Sample letters of conditional scholarship offers made to applicants in the current and previous two years.

### 75. 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.

**Provide the following on-site:**
Copies of complaints from the most recent accreditation period that implicate the Law School’s compliance with the Standards.

### Library and Information Resources

### 76. Standards 601(a)(1) and 601(a)(2).

(a) Describe how the law library provides expertise, resources, and services that enable the Law School to carry out its program of legal education, accomplish its mission, and support scholarship and research.

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

### 77. Standard 601(a)(3).


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.


Describe how the law library keeps abreast of, and adopts as appropriate, technological and other developments affecting the library’s support for the Law School’s program of legal education. Include descriptions of personnel assigned to these tasks, the roles that they play, and methodologies used.

79. Standards 601(b) and 602(d).

(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 has provided, 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.

80. Standard 602 and Interpretation 602-1.

(a) Describe the law library’s relationship to the University library. Indicate how administration of the law library is sufficiently autonomous from the University library to allow the Law School to direct its growth and development and control the use of its resources.

(b) Describe how the director of the law library and the Dean, in consultation with the faculty of the Law School, determine law library policy.

(c) Describe how the director of the law library and the Dean are responsible for the selection and retention of personnel, provision of law library services, and collection development and maintenance.

81. 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.
82. Standard 604 and Interpretation 604-1.

Describe the staff of the law library, including its expertise and number, and any significant changes since the last site evaluation. Indicate whether the staff is sufficient in expertise and number for the library to provide appropriate library and information resources services to the Law School.

**Standard 604 and Interpretation 604-1: Required Supplementary Materials**
Attachment #33: Law Library Organizational Chart

83. Standard 605.

Describe how the law library 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.

84. Standards 606(a), 606(b), and 606(c) and Interpretations 606-1, 606-2, 606-3, and 606-4.

(a) Describe the formats by which the law library provides a core collection, through ownership or reliable access, of essential materials as described in Standard 606(b).

(b) Describe how the law library also provides a collection that, through ownership or reliable access, meets the research, curricular, and educational needs of the students; supports the teaching, scholarship, research, and service interests of the faculty; serves the Law School’s special teaching, scholarship, research, and service objectives; and is complete, current, and in sufficient quantity or with sufficient continuing access to meet faculty and student needs.

(c) Is the library a party to any cooperative agreement or a member of any consortia providing resource sharing, mutual access to services, cooperative collection development, or other collaborative activities among the participating libraries? If so, describe how this allows the library to provide access to the resources needed by faculty and students.

85. Standard 606(d).

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

**Standard 606(d): Required Supplementary Materials**
Attachment #34: Collection Development Plan

86. Standard 606(e).

Describe the means by which the law library provides suitable space and adequate equipment to access and use information in whatever formats are represented in the collection.

**Facilities, Equipment, and Technology**

87. 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.

88. Standard 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;

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

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

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

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

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

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

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

Standard 702(a) and Interpretation 702-3: Required Supplementary Materials
Attachment #35: Floor plans, maps, or similar guides of all Law School facilities that will assist site team members while on-site.

89. Standards 207(a), 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 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.

90. 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 facilities are used by others, state generally the hours per week of such use, indicating day and night use separately.

**Standard 702 and Interpretations 702-1 and 702-2: Required Supplementary Materials**
Attachment #36: A copy of the lease documents for any portion of the facilities used for Law School programs that are subject to a lease.
Self Study 2017-2018
Site Evaluation Questionnaire – Required Supplementary Materials

*Required Attachments*

**Question 3: Standards 201 and 201(e)**

Attachment #1: An organizational chart of the University.

Attachment #2: For an independent Law School, the Law School’s basic governance documents (such as institutional by-laws).

Attachment #3: The most recent Dean’s report(s) to the President, Board of Trustees, and/or alumni, if any.

**Question 6: Standard 203**

Attachment #4: Current resume of the Dean.

Attachment #5: An organizational chart of the Law School.

Attachment #6: The list of current faculty committees, together with the membership rosters for each.

**Questions 9 and 10: Standard 202**

Attachment #7: A financial statement for the current fiscal year and audited financial statements for the previous two fiscal years, including supplementary schedules and management letters, for the Law School’s parent University or for the independent Law School or its parent.

Attachment #8: The budget for the University and the Law School for the current fiscal year.

Attachment #9: Future-year(s) budgetary projections, if available. Include Law School projections as well as University projections.

Attachment #10: The most recent budget-to-actual revenue and expenses report and the written report of the analysis of the variances, if available. Include Law School reports as well as University reports.

Attachment #11: If a Law School is part of a University, provide copies of accountings and explanations as required by Standard 202(b) for each of the current and previous two fiscal years.

Attachment #12: A summary of the endowment and quasi-endowment funds (and those acting as endowments), or permanently and temporarily restricted investment funds for not-for-profit entities, held by or on behalf of the Law School for the current and previous two fiscal years. For funds held on behalf of the Law School, identify the nature of the funds and the conditions for the Law School or University to access these funds.

Attachment #13: A summary of the Law School’s current long-term debt, including debt service schedules.
Attachment #14: A copy of the Law School’s most recent budget presentation to the University.

Attachment #15: If the University or Law School has a bond rating from a national rating agency, the most recent general rating report from the agency.

**Question 12: Standard 310**

Attachment #16: The Law School’s written policies and procedures for determining the credit hours that it awards for coursework.

**Question 15: Standard 312**

Attachment #17: For schools with more than one enrollment or scheduling option, class schedules for the current and preceding academic years.

**Question 32: Standard 308(a)**

Attachment #18: The Law School’s applicable standards for
(1) regular class attendance;
(2) good standing;
(3) academic integrity;
(4) graduation; and
(5) dismissal.

Attachment #19: Any Law School grade distribution policy, mandatory or otherwise.

**Question 33: Standard 308(b)**

Attachment #20: The Law School’s written due process policies with regard to taking action that adversely affects a student’s good standing or graduation.

**Question 45: Standards 205(b) and 205(c) and Interpretations 205-1 through 205-5**

Attachment #21: A copy of the Law School’s and/or University’s (if the Law School is covered by the University’s) nondiscrimination/EEO policy relating to **faculty and staff**. If the policy is located on the Law School’s or University’s website, also provide the URL.

**Question 49: Standard 404**

Attachment #22: Law school (as distinct from University) policies with respect to a faculty member’s responsibilities in teaching, scholarship, service to the Law School community, and professional activities outside the Law School, if any.

**Question 51: Standard 405(a)**

Attachment #23: The Law School faculty handbook(s), bylaws, and constitution, if any.

Attachment #24: The Law School's academic freedom, tenure, and promotion policies and procedures.
Attachment #25: A copy of any written University or Law School policies that are different for clinical or legal writing and research faculty from those applicable to full-time tenured/tenure-track faculty.

**Question 57: Standard 501**

Attachment #26: The Law School’s application for admission.

Attachment #27: The published statement of the Law School’s standards for admission.

**Question 58: Standard 205**

Attachment #28: A copy of the Law School’s and/or University’s (if the Law School is covered by the University’s) nondiscrimination/EEO policy relating to **students**. If the policy is located on the Law School’s or University’s website, also provide the URL.

Attachment #29: The published statement of equal opportunity in placement.

**Question 73: Standard 509 and Interpretations 509-1, 509-2, and 509-4**

Attachment #30: Current Law School catalog or equivalent or the URL if the catalog or equivalent is available on the web.

Attachment #31: A list of all courses that are included in the Law School’s course offerings, however published, but that have not been offered during the previous two academic years and are not being offered in the current academic year.

**Question 74: Standards 509(b)(3) and 509(d) and Interpretation 509-3**

Attachment #32: Sample letters of conditional scholarship offers made to applicants in the current and past two years.

**Question 82: Standard 604 and Interpretation 604-1**

Attachment #33: Law Library Organizational Chart

**Question 85: Standard 606(d)**

Attachment #34: Collection Development Plan

**Question 88: Standard 702(a) and Interpretation 702-3**

Attachment #35: Floor plans, maps, or similar guides of all Law School facilities that will assist site team members while on-site.

**Question 90: Standard 702 and Interpretations 702-1 and 702-2**

Attachment #36: A copy of the lease documents for any portion of the facilities used for Law School programs that are subject to a lease.
**Required Reports**

**Question 1: General Information**

Report #1: J.D. and non-J.D. Enrollment

**Questions 9 and 10: Standard 202**

Report #2: University Income/Expenses  
Report #3: Expenditure Summary  
Report #4: Revenue Summary  
Report #5: Reserves

**Question 17: Standards 301 and 303; and Question 22: Standard 303(b)(1)**

Report #6: Curriculum Summary

**31. Standard 307 and Interpretations 307-1 and 307-2.**

Report #7A: Summer/Intersession Programs for the Law School’s Own Students  
Report #7B: ABA-Approved Summer/Intersession Programs  
Report #7C: ABA-Approved Semester/Year-Long Study Abroad Programs  
Report #7D: Number of Students Earning Credit Towards the J.D. Degree at a Foreign Institution

**Question 32: Standard 308(a)**

Report #8: Non-transfer Attrition Rates

**36. Standard 313, Interpretation 313-1, and Standard 506.**

Report #9A: Non-J.D. Program Enrollment  
Report #9B: Non-J.D. Students Enrolled in J.D. Courses

**Question 39: Standard 401**

Report #10: Faculty Profiles – All

**Question 40: Standard 402, Interpretation 402-1, and Definition 7**

Report #11: Teaching Resources

**Question 43: Standard 403(a)**

Report #12: Student Contact Hours – Full-Time and Part-Time Faculty  
Report #13: Faculty Summary

**Question 46: Standard 206(b) [full-time faculty]**

Report #14: Faculty Recruitment
**Question 47: Standard 206(b) [non-full-time faculty]**

Report #11: Teaching Resources

**Question 57: Standard 501**

Report #8: Non-transfer Attrition Rates [see also question 32]
Report #15: Admission and First-Year Class Profiles
Report #16: Student Listings – All Entering Students

**Question 59: Standard 206(a)**

Report #17: Minority Admissions and First-Year Class Profiles

**Question 62: Standard 503 and Interpretation 503-3**

Report #18: The 503-3 report from the current Annual Questionnaire

**Question 65: Standard 316**

Report #19: First-Time Bar Passage Reports

**Question 66: Standard 316**

Report #20: (if applicable): Ultimate Bar Passage Reports

**Question 71: Standard 508**

Report #21: The Employment Summary

**Question 73: Standard 509 and Interpretations 509-1, 509-2, and 509-4**


*Materials Required On-site*

**Question 17: Standards 301 and 303**

Assessments and course syllabi for the previous academic year.

**Question 24: Standard 304(a)**

For any simulation course, a syllabus or other document demonstrating compliance with Standard 304(a).

**Question 25: Standard 304(b)**

For any law clinic, a syllabus or other document demonstrating compliance with Standard 304(b).
**Question 26: Standard 304(c)**

For any **domestic** field placement program, provide a syllabus or other document demonstrating compliance with Standard 304(c).

Any manuals or instructions developed for the training of site supervisors involved with field placement programs.

A list of all current academic year field placement site supervisors with addresses, emails, and phone numbers.

**Question 27: Standard 304(c)**

For any field placement program **outside the United States**, provide a syllabus or other document demonstrating compliance with Standard 304(c).

Any manuals or instructions developed for the training of site supervisors involved with field placement programs.

A list of all current academic year field placement site supervisors with addresses, emails, and phone numbers.

**Question 31: Standard 307**

Copies of individual written plans required by Criterion I.A.4.(b) of the Criteria for Accepting Credit for Student Study at a Foreign Institution for the current and previous two academic years.

**Question 39: Standard 401**

A copy of the current resume/CV for every full-time faculty member, including scholarship and service.

Copies of scholarship produced by the faculty for the current and previous two years academic years.

**Question 44: Standard 403(b) and Interpretation 403-1**

Student evaluations of faculty for the two most recently completed academic years.

**Question 75: Standard 510**

Copies of complaints from the most recent accreditation period that implicate the Law School’s compliance with the Standards.
Office of the Managing Director on Legal Education

Site Evaluation Report Template
and Instructions

2017-2018

AMERICAN BAR ASSOCIATION
Section of Legal Education
and Admissions to the Bar
**Site Team Role**

The site team is responsible for submitting to the Accreditation Committee a report that addresses the factual information relevant to each of the Standards so that the Council and the Accreditation Committee 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 Accreditation Committee to make the compliance determination. The report of the site evaluators should be written to give the Accreditation Committee and the Council as much information relevant to the Standards as possible, so that they 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 Accreditation Committee and 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 Accreditation Committee or 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 and the Accreditation Committee have developed a Site Evaluation Report Template to be used by site evaluation teams. A copy of the template follows these instructions and will be sent to team members in hard copy and electronically.

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

Organization, Administration, Institutional Planning, and Finances: Questions 1 – 10
Program of Legal Education: Questions 11 – 38
Faculty: Questions 39 – 56
Students: Questions 57 – 75  
Library and Information Resources: Questions 76 – 86  
Facilities, Equipment, and Technology: Questions 87 – 90

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 Committee 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 Committee to provide assurance that the school is operating in compliance with a Standard.

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

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

*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 a discussion 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.

Because the template includes the questions, expect that the report will be longer than was previously the norm for site reports. It is not unusual for the report, utilizing the new template, to be approximately 80 to 100 pages in length.
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 Accreditation Committee 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 that were not included in the site evaluation materials that it believes the Accreditation Committee should consider in its deliberations, those materials should be transmitted separately to the Managing Director’s Office.

**Timeline for Submission**

Submit the Site Report electronically to William.Adams@americanbar.org in the Managing Director’s Office six to eight weeks following the visit. Once the office receives the report, it will be reviewed internally. The office may contact the team 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 Accreditation Committee for review. Delays in submission of the report result in delays in receipt of the report by the school and in review by the Accreditation Committee.
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, Administration, Institutional Planning, and Finances

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) For provisionally approved law schools, include the dates of all prior site evaluations.

(d) What is the total J.D. and non-J.D. enrollment at the Law School for each of the past three years? Insert Report #1: J.D and non-J.D. enrollment.

2. Accreditation History.
(a) List any matters on which the Law School is currently reporting to the Accreditation Committee or Council.
(b) For provisionally approved law schools, include all matters called to the attention of the Law School in the Council’s or Accreditation Committee’s most recent decision letter.

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

3. Standard 201, 201(e).
(a) Indicate whether the Law School is public or private and, if private, whether the Law School is organized as a for-profit or a not-for-profit entity. Indicate whether the Law School is independent or part of a University.

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

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

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

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

4. 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. (e.g., promotion and tenure requirements do not facilitate recruitment and retention of law faculty.)
5. Standard 201(a) through (c).
Describe how the dean and the faculty have the primary responsibility and authority for
planning, implementing, and administering the program of legal education of the Law
School, including curriculum, methods of instruction and evaluation, admissions policies
and procedures, and academic standards.

(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.

7. Standard 203(c) and Interpretations 203-1 through 203-3.
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 not, explain. 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.

8. 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.
(c) For law 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.

(d) For provisionally approved schools, discuss whether the projections in the reliable plan for students (number and qualifications) and financing the Law School in the operation have been met or revised.

9. Standard 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 Report #2: University Income/Expenses.

10. Standard 202(a), (c), and (d).
(a) Report the Law School’s operating income and expenditures for the past two fiscal years and the budgeted amounts for the current year. Insert Report #3: Expenditure Summary.

(b) Describe the Law School’s long-term financial projection process, how many future years are projected, and list the key assumptions used. How will the Law School's current financial condition affect the Law School's ability to carry out 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 Accreditation Committee to make a determination about the Law School's compliance with Standard 202(a).
(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 Accreditation Committee to make a determination.

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

(e) For Law Schools that are part of a University:
   (1) Describe the University financial projection process, indicate how many years are projected, and describe how future projected deficits, if any, will be met.
   (2) Describe how any University current fiscal year operating deficit would be met.

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

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

Program of Legal Education

11. Standard 311(a) and Interpretation 311-1
Describe how the Law School ensures successful completion of at least 83 credit hours of instruction of which at least 64 credit hours are earned through attendance in regularly scheduled class sessions or direct faculty instruction.

(a) Describe the policies and procedures the Law School has adopted for determining credit hours that it awards for coursework, including co-curricular activities for which credit is awarded. Provide the citation or link to the policies and indicate where the policies are published.
(b) How does the Law School ensure adherence to the policies? Describe any issues that were raised during the site visit.

13. Standard 311(b) and (d) and Interpretations 311-2 and 311-3
(a) Does the Law School require that a J.D. degree be completed no earlier than 24 months and, except in extraordinary circumstances, no later than 84 months after a student has commenced study at the Law School or at a law school from which the Law School has accepted transfer credit?

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

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

14. Standard 311(c)
(a) Does the Law School have a policy that limits the maximum number of credits a student may enroll in at any time to 20% of the total coursework required for the J.D.? (The 20% maximum limit may not be exceeded, but normal rounding is permitted.)

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

15. 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.

(b) Does the Law School allow students who are not enrolled in a part-time division to take a reduced load? If yes, how many students took a reduced load in the most recently completed academic year?
(c) Does the Law School provide students who take a reduced load 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?

16. 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.

17. Standards 301(a) and 303.
(a) Based on a review of the law school’s program of legal education from the responses to the SEQ and the on-site visit, are there any facts that indicate that the Law School is not meeting the requirement to have a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

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

18. Standards 301(a) and 303.
What is the required upper-level curriculum? Provide a list of the courses required and the number of credits.

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

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

20. Standard 303(a)(2) and Interpretations 303-1 and 303-2.
Does the Law School require at least one writing experience in the first year that is faculty supervised and that provides opportunities for individualized assessment and
multiple drafts? Include a description of the rigor of the writing experience noting factors such as class size, the number and nature of writing assignments, the form and extent of individualized assessment of a student’s written products, and the number of drafts required.

21. Standard 303(a)(2) and Interpretations 303-1 and 303-2.
(a) Does the Law School require at least one writing experience after the first year that is faculty supervised and that provides opportunities for individualized assessment and multiple drafts? Include a description of the rigor of the writing experience noting factors such as class size, the number and nature of writing assignments, the form and extent of individualized assessment of a student’s written products, and the number of drafts required.

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

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

(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, 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, does the Law School ensure that each student receives substantial instruction in other professional skills generally regarded as necessary for effective and responsible participation in the legal profession?

(d) Does the Law School ensure that no student uses a single course to satisfy more than one requirement in Standard 303(a)?
(e) 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?

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

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

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

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

26. Standard 304(c). Domestic Field Placement Program
(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 Standard 304(c) [direct supervision of the student’s performance by a faculty member or site supervisor; opportunities for performance, feedback from either a faculty member or a site supervisor, and self-evaluation; a written understanding among the student, faculty member, and a person in authority at the field placement; a method for selecting, training, evaluating and communicating with site supervisors; a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; evaluation of each student’s educational achievement by a faculty member; sufficient control of the student experience to ensure that the
requirements of the Standard are met; and a method of maintaining records to document the steps taken to ensure compliance with the Standard] as well as Standard 303(a)(3)?

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

27. Standard 305 and Interpretations 305-1 and 305-2. Program of Field Placements Outside the United States
(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 Standard 304(c) [direct supervision of the student’s performance by a faculty member or site supervisor; opportunities for performance, feedback from either a faculty member or a site supervisor, and self-evaluation; a written understanding among the student, faculty member, and a person in authority at the field placement; a method for selecting, training, evaluating and communicating with site supervisors; a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection; evaluation of each student’s educational achievement by a faculty member; sufficient control of the student experience to ensure that the requirements of the Standard are met; and a method of maintaining records to document the steps taken to ensure compliance with the Standard] as well as Standard 303(a)(3)?

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

28. Standard 303(b)(2) and Interpretations 303-3 and 303-4.
Indicate how the Law School offers substantial opportunities for student participation in pro bono legal services, including law-related public service activities.

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

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

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

(a) If the Law School grants credit for student participation in studies or activities in a foreign country, provide the following information, insert:
Report #7A: Summer/Intersession Programs for the Law School’s Own Students
Report #7B: ABA-Approved Summer/Intersession Programs
Report #7C: ABA-Approved Semester/Year-Long Study Abroad Programs

(b) If the Law School permits individual student study at a foreign institution in accordance with the Criteria for Accepting Credit for Student Study at a Foreign Institution, has the Law School developed and published a statement that defines the educational objectives the Law School seeks to achieve in allowing students to study abroad for credit toward the J.D. degree? Insert Report #7D: Number of Students Earning Credit Towards the J.D. Degree at a Foreign Institution.

(c) Describe how the Law School ensures that students do not earn credits exceeding one-third of the credits required for the J.D. degree for participating in (1) studies or activities outside the United States that are approved in accordance with Criteria as adopted by the Council, and (2) field placements outside the United States that are not held in conjunction with such programs.

32. Standard 308(a).
(a) Briefly describe the Law School’s academic standards, including those for regular class attendance, good standing, academic integrity, graduation and dismissal. Where are the standards published, and how does the Law School ensure adherence to them? Provide any additional information raised in the Law School’s materials or during the site visit as to the soundness of the Law School’s academic standards or evaluation of scholastic achievement.

(b) Provide information regarding the school's academic attrition rate. Insert Report #8: Non-transfer Attrition Rates.

33. Standard 308(b).
Briefly describe the Law School’s due process policies with regard to taking any action adversely affecting the good standing or graduation of a student and how the Law School ensures adherence to the policies. Provide the citation or link to the policies and indicate where the policies are published.

34. Standard 309(a).
How does the Law School provide academic advising that communicates effectively the Law School’s academic standards and graduation requirements, and that provides guidance on course selection?

35. 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.

(a) If the Law School offers any non-J.D. degree or certificate programs, insert:
Report #9A: Non-J.D. Program Enrollment
Report #9B: Non-J.D. Students Enrolled in J.D. Courses

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

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

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

38. Standard 315 and Interpretation 315-1.
Explain how the Law School conducts an ongoing evaluation of its program of legal education, learning outcomes, and assessment methods.
Faculty

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

40. Standard 402, Interpretation 402-1, and Definitions (7).
(a) Insert Report #11: Teaching Resources. Review and verify the information provided in the report.

(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 Accreditation Committee to make a determination.

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

42. Standard 402 and Interpretation 402-2.
(a) 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.

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

43. Standard 403(a).
(a) Indicate whether the full-time faculty teach substantially all of the first one-third of each student’s coursework.

(b) Indicate whether the full-time faculty teach either more than half of all of the credit hours actually offered by the Law School or more than two-thirds of the student contact hours generated by student enrollment at the Law School. Insert Report #12: Student Contact Hours – Full-Time and Part-Time Faculty.

44. Standard 403(b) and Interpretation 403-1.
(a) Describe the Law School’s efforts to ensure teaching effectiveness of the full-time faculty. (e.g., a faculty committee on effective teaching, class visits, institutional review of student evaluations, and other efforts).

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

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

45. Standard 205(b) and (c) and Interpretations 205-1 through 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.

(b) 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.

(c) If the Law School has a religious affiliation or purpose, state whether it adopted and applies policies of admission of students and employment of faculty and staff that directly relate to this affiliation or purpose. If so, please describe. Additionally, explain whether notice of these policies has been given to students, faculty, and staff prior to their affiliation with the Law School.
(d) If the Law School has a religious affiliation or purpose, do any of the policies related to the religious affiliation, purpose, or policies contravene any other Standard, including Standard 405(b) concerning academic freedom?

46. Standard 206(b).  
(a) Insert Report #14: Faculty Recruitment. Review and verify the information provided in the report.

(b) 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.]

47. Standard 206(b).  
Describe the Law School’s concrete actions that demonstrate the Law School’s commitment to having an adjunct faculty that are diverse with respect to gender, race, and ethnicity. [See Report 11: Teaching Resources]

48. Standard 206(b).  
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.

49. Standard 404(a).  
(a) Has the Law School adopted and published written policies with respect to the full-time faculty members’ responsibilities consistent with the core responsibilities listed in the Standard? Provide the citation or link to the policies and indicate where the policies are published.

(b) With respect to the responsibilities of full-time faculty, describe how the full-time faculty collectively:
   (1) is involved in teaching, preparing for classes, being available for student consultation about those classes, assessing student performance in those classes, and remaining current in the subjects being taught;
   (2) is involved in academic advising, creating an atmosphere in which students and faculty may voice opinions and exchange ideas, and assessing student learning at the Law School;
   (3) is actively engaged in scholarship as defined by the Law School;
(4) provides service to the Law School and University, if applicable, including participation in Law School governance, curricular development, and other institutional responsibilities described in the Standards;
(5) provides service to the profession; and
(6) provides service to the public, including pro bono activities.

50. Standard 404(b).
Explain how the Law School periodically evaluates the extent to which the faculty discharges its core responsibilities under the Law School’s policies and the contributions of each full-time faculty member to meeting the core responsibilities of the faculty.

51. 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 and since the last sabbatical program review and site visit. 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.]

52. Standard 405(b) and Interpretations 405-1 through 405-4.
(a) Indicate whether the Law School has an established and announced policy with respect to tenure. Provide the citation or link to the policy and indicate where the policy is published. Note any concerns raised in the record or onsite involving the Law School’s tenure policy.

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

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

53. Standard 405(b).
(a) Indicate whether the Law School has an established and announced policy with respect to academic freedom. Provide the citation or link to the policy and indicate where
the policy is published. Note any concerns raised in the record or onsite involving the Law School’s academic freedom policy.

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

54. Standard 405(c) and Interpretations 405-6 and 405-7.
(a) Describe the Law School’s system of security of position for full-time clinical faculty. (Indicate if there are no clinics.)

(b) If the full-time clinical faculty do not have a system of tenure, state the length of the contracts for full-time clinical faculty and whether the contracts will be renewed, including whether the contracts are presumptively renewable. [See Report 11: Teaching Resources]

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

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

55. 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.

56. Standard 405(d) and Interpretation 405-9.
Describe how the Law School affords legal writing faculty such security of position and other rights and privileges of faculty membership as may be necessary to (1) attract and retain a faculty well-qualified to provide legal writing instruction as required by Standard 303(a)(2), and (2) safeguard academic freedom. Include a description of any history revealed in the record of difficulty attracting and retaining a well-qualified legal writing faculty.

Students

(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.

(c) Insert Report #15: Admission and First-Year Class Profiles. Review and verify the information provided in the report.

(d) If the Law School’s non-transfer attrition rate for a class exceeds 20%, explain. [See Report #8: Non-transfer Attrition Rates.]

58. Standard 205.
(a) 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 part (d).]

(b) 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.
(c) 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.

(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) Insert Report #17: Minority Admissions. Review and verify the information provided in the report.

(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.

60. Standard 502(a) through (c).
(a) Does the Law School require for admission to its J.D. program a bachelor's degree that has been awarded by an institution that is accredited by an accrediting agency recognized by the United States Department of Education?

(b) If not, does the Law School limit exceptions to the requirement of a bachelor's degree to those permitted in 502(b)(1) and (2) or 502(c) and, if the Law School admits students under Standard 502(c), does the Law School include the required statement in the admittee's file?

61. Standard 502(d) and Interpretations 502-1 and 502-2.
Does the Law School 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?
(a) Does the Law School use any admission test in addition to or in place of the LSAT to assist the Law School and the applicant in assessing the applicant’s capability of satisfactorily completing the Law School’s program of legal education? If yes, insert Report #18: Non-LSAT Admissions,

(b) Does the Law School use the LSAT or other test results in a manner that is consistent with the current guidelines regarding proper use of the test results provided by the agency that developed the test?

63. Standard 501(c).
During the current or previous two academic years, has the Law School readmitted any student who has been disqualified for academic reasons from the Law School, or admitted any student who has been disqualified from another Law School? If so, briefly describe the Law School’s policy. 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.

64. Standards 505 and 311.
(a) If the Law School admit applicants with credit for courses completed at another Law School approved by the Council, does the Law School assure that the courses were taken as a J.D. degree student?

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

(c) If the Law School grants J.D. degree credit for prior law study at a law school outside the United States, does the Law School limit credit granted to courses for which the Law School would have granted credit toward satisfaction of J.D. degree requirements if earned in its own program?
(d) If the Law School grants J.D. degree credit to graduates of a law school outside the United States for credit hours earned in an LL.M. or other post-J.D. program offered by the Law School, does the Law School limit such credits to those earned through successful completion of a J.D. degree course or courses while the student was enrolled in a post-J.D. degree law program, and does the Law School utilize a grading system for LL.M. students comparable to the grading system for J.D. degree students in the course?

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

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


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

67. Standard 504(a). Does the Law School include the required statement on character, fitness, and other qualifications for admissions both on its website and in its application for admission? Is the language in both places the exact statement required by the Standard? Provide the URL for the statement on the website.

68. Standard 504(b). Describe how the Law School takes additional steps as soon after matriculation as possible to inform students to determine the character, fitness, and other requirements for admission to the bar in the jurisdictions in which they intend to seek admission.

69. 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? [Note: If the Law School is not affiliated with a University, 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.]

(b) 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.

70. 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.

71. Standard 508.
(a) Describe how the Law School provides career counseling to assist students in making sound career choices and obtaining employment.

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

72. Standard 207 and Interpretation 207-1.
(a) Briefly describe the Law School’s policies and procedures for assessing and handling requests for reasonable accommodations made by qualified individuals with disabilities. Provide the citation or link to the policies and indicate where the policies are published.

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

73. Standard 509 and Interpretations 509-1, 509-2, and 509-4.
(a) Does the Law School have a link on its home page titled “ABA Required Disclosures,” as required by the Managing Director’s Guidance Memo on Standard 509? Verify that the link directs the reader to a page that includes all of the disclosures (or a direct link to each of the disclosures) required by Standard 509?

(b) Provide the URLs for the locations on the Law School’s website where the following information is published:
(1) Standard 509 Information Report;
(2) Employment Summary Reports; and
(3) 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: Office of the Managing Director, ABA Section of Legal Education and Admissions to the Bar, 321 North Clark, Chicago, IL 60654]

74. Standard 509(b)(3) and (d) and Interpretation 509-3.
Indicate whether the Law School distributes Scholarship Retention Data to all applicants being offered conditional scholarships at the time the scholarship offers are extended.

75. Standard 510(a) and (b) and Interpretations 510-1 and 510-2.
(a) Briefly describe the Law School’s student complaint policy, including appeals rights, if any, for complaints implicating the Law School’s compliance with the Standards. Provide the citation or link to the policy and indicate where the policy is published.

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

(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

76. Standard 601(a)(1) and 601(a)(2).
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.

77. Standard 601(a)(3).
Describe how the library, working with the dean and the faculty, engages in regular planning and assessment, including written assessment of its effectiveness in achieving its mission and realizing goals.

Describe how the law library 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.

79. Standard 601(b).
(a) Describe the preparation, submission, determination, and administration of the law library budget. Describe any significant changes to the law library’s budget since the last site evaluation.

(b) Describe how the Law School provides on a consistent basis sufficient financial resources to the law library to enable it to support the Law School and to realize its established goals. If there are concerns raised in the materials or during the site visit, provide additional information as to how the library has not been able to provide faculty or students with resources or services necessary to support the Law School’s teaching and research roles. [Note: It is not appropriate to base a determination of lack of adequate support solely on comparison to expenditures by other institutions, and it is inappropriate to include such comparisons.]
80. 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.

81. 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 Accreditation Committee 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.

82. 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.]

83. Standard 605.
Describe how the law library 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.

84. Standard 606(a), 606(b), and 606(c) and Interpretations 606-1, 606-2, 606-3, and 606-4.
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.

85. Standard 606(d).
Does the law library have a current written collection development plan that is adequate for the Law School’s needs?

86. Standard 606(e).
Does the law library provide suitable space and adequate equipment to access and use all information in whatever formats are represented in the collection?

Facilities, Equipment, and Technology

87. 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.
88. Standard 702(a) and Interpretation 702-3.
Describe how the Law School provides the following: [Note: If there are concerns raised in
the materials or onsite, provide additional information that demonstrates how a deficiency has a
negative and material effect on the Law School’s ability to operate in compliance with the
Standards or to carry out its program of legal education.]
(a) suitable class and seminar rooms in sufficient number to permit reasonable
scheduling of all classes, skills offerings, and seminars;

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

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

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

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

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

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

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

(i) suitable and sufficient space for group study and other forms of collaborative work.
89. Standards 207(a) and 702(b).
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.

90. 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.
Procedures for the Site Evaluation Visits

Site Evaluation Visits

Site evaluations are held in accordance with Rule 5 of the ABA Rules of Procedures for Approval of Law Schools. Generally, site evaluations occur when a law school applies for provisional approval, in years two and four following provisional approval, when a law school applies for full approval, in the third year following full approval, and every seventh year thereafter.

A site team of qualified persons is appointed by the Managing Director’s Office to conduct the site evaluation. In addition to the chair, the team will normally include a lawyer, judge or public member, a university administrator, and several persons who are members of the faculty or staff at other law schools. This composition is not required, and some teams may therefore not consist of this exact line-up of professionals.

Accreditation Review

The Accreditation Committee determines whether a fully approved law school complies with the Standards and whether a provisionally approved law school substantially complies with the Standards and has a reliable plan for coming into full compliance. When a law school applies for provisional approval or a provisionally approved law school applies for full approval, the Accreditation Committee conducts its usual review of the law school, but it makes a recommendation to the Council of the Section on the question of whether a school shall receive provisional or full approval. The Council makes the final determination.

Materials

Six weeks in advance of the site evaluation, the law school will provide each team member with a completed Self-Study. Instructions for completion of the 2017-2018 Self-Study are located on the Section’s website at:
https://www.americanbar.org/groups/legal_education/resources/questionnaire.html

Site evaluators will also receive from the Managing Director’s Office an electronic copy of materials that includes the prior site evaluation report, the most recent decision letter of the Council or Accreditation Committee, and any follow-up correspondence between the law school and the Office. This material should supply evaluators with the basic quantitative and descriptive information needed for the site evaluation visit and completion of the site report.

Travel Arrangements

Team members usually make their own airline reservations, after receiving confirmation of the dates and time of the first meeting from the site team chair. The law school makes the hotel arrangements. Team members should plan their travel far enough in advance to minimize the expense of the site evaluation to the law school. The Guidelines for the Reimbursement of Site Evaluators, which can be found in the Section’s Internal Operating Practices, state:

17. Guidelines for Reimbursement of Site Evaluators and Fact Finder
All reasonable and necessary expenses of members of site evaluation teams and fact finders shall be reimbursed by the visited institution as follows:
(a) Transportation - All necessary transportation on the basis of coach class airfares and ground transportation expenses.
(b) Lodging and Meals - Hotel or motel sleeping rooms at a reasonable cost, including a meeting room when necessary for the work of the site evaluation team or fact finders. Meals shall be reimbursed on a reasonable basis.
(c) Incidentals - Gratuities and miscellaneous items shall be reimbursed.

Team conference room

The law school will provide office or conference room space for the team to use during the site evaluation. Telephone, power, computer with Internet connection, and printer should be available in this room as well as a complete hard copy of the Self Study and the materials that are required by the Self Study to be available onsite. The law school should provide the administrative support required by the team during the site evaluation.

Schedule

Site evaluations are typically scheduled for a three-day period. The site team chair will arrange the specific dates with the dean of the law school, making sure that the president/chief executive officer is available. Site evaluations most often begin on Sunday afternoon and conclude by noon on Wednesday, although some may begin on Wednesday and conclude by noon on Saturday. Each member of the site evaluation team should be present during the entire site evaluation without competing business or personal appointments. This includes evenings when the team will meet to review the information gathered during the day and to plan the next day’s business. The full attention and engagement of each site evaluator is essential to ensure the integrity of the law school approval process and fairness to the institution. A sample schedule is attached as Appendix 1.

Pre-visits

Some site team chairs like to arrange a pre-visit to the law school several weeks in advance of the formal site evaluation during which the chair spends a day confirming the arrangements, and discussing with the dean and others certain key issues for the law school. Sometimes, the pre-visit will focus on particular matters the chair and the dean expect to be central to the review (e.g., admissions, bar passage, or finances). These visits can help ensure a smooth site evaluation and many schools and site team chairs have found them to be very beneficial.

Conference calls

The chair of the site team may schedule one or more conference calls with members of the site evaluation team before arriving onsite. The materials supplied by the law school may suggest matters requiring special attention or special preparation prior to the team’s arrival at the school.

Initial team meeting

At the start of the site evaluation, the team will meet to discuss the site evaluation process and team members’ preliminary impressions of the school. It is the chair’s responsibility to ensure that each team member understands the role of the site evaluation and the site team report in the review of the law school’s program. During this time, the chair should make clear the direction of the site evaluation and should confirm individual tasks of team members. A special briefing should be held for members of the site team who are serving on their first site
evaluation. For site evaluations taking place Sunday – Wednesday, the initial team meeting will generally take place Sunday afternoon and for evaluations taking place Wednesday – Saturday, the initial team meeting will generally take place Wednesday afternoon.

**Opening dinner**

Upon arrival, conversation with the dean and key administrators (usually at dinner the first evening) will give the team an opportunity to get an overview of the school's program, including strengths and possible weaknesses. This conversation with the dean, the school's assessment of its opportunities and needs, and the data supplied through the completed Self Study should permit the team to decide what matters need special attention.

**Day-to-day activities**

The balance of the time on site is left open for team members to do the work that must be done to have the facts and observations needed to complete the site report thoroughly and accurately. Team members will make every effort to meet individually with each member of the faculty and administrative staff. Team members will visit as many classes as possible and will spend time with students in a variety of formal and informal ways. Time will be spent understanding a school's clinical programs, including field placement programs. Team members will also evaluate the library, physical facilities, technology, student services, financial resources, and administrative services at the law school.

Team members will confer with each other throughout the day and, particularly, at the end of each day, including at the team's dinner, to compare impressions and to plan the next day's activities. Something that one of the team members learned during the day may dictate a modification in the plans initially made for the next day's schedule. Finally, it is important to reserve adequate time in which to prepare for the exit meetings with the dean and the president/chief executive officer. The preparation often takes place at the team's dinner on the prior evening.

Team members should make every attempt to gather all relevant information during the site evaluation visit. If necessary, after the site evaluation visit, they may contact faculty and administrators to gather additional facts or information necessary to complete the report. As a courtesy, a team member should notify the team chair of these contacts. It is not appropriate, however, to share drafts of the report with school representatives.

**Key Elements of the Site Evaluation**

**Meetings with the President or Chief Executive Officer**

Two meetings with the president or chief executive officer of the institution typically are scheduled -- one at the beginning of the site evaluation and one at the end. The dean attends the first meeting, but typically does not attend the second meeting.

The first meeting gives the team an opportunity to ask those questions that study of the school's materials has suggested, such as issues concerning the relationship between the university and law school, poor student outcomes, or financial concerns. The purpose of the second meeting with the president/chief executive officer is to summarize the team's findings. The team should review significant strengths and weaknesses in the law school program. Any concerns that are likely to be noted in the site report should be covered so that the report does not contain any
surprises.

In these meetings, the team should emphasize that the purpose of its report is to report facts and observations and not to determine whether the school complies with the Standards. Accreditation decisions are the responsibility of the Accreditation Committee and Council. In making its findings and conclusions with respect to compliance with the Standards, the Committee will consider the site evaluation report and other relevant information submitted by the school. As a general rule, the team should not offer peer advice to the school unless specifically requested.

These meetings with the president/chief executive officer do not preclude other meetings with the administrators outside the law school. For example, it is common for a team member to meet with the vice president for academic affairs about appointment and promotion practices and with the vice president for finance about budgeting.

**Meeting with the Dean**
The team usually meets with the dean before the exit interview with the president/chief executive officer to discuss the report that the team will give to the president.

It is important to review with the dean what the team intends to report to the president/chief executive officer. The dean's comments may be quite helpful and surprises may be avoided as a result.

As with the meeting with the president/chief executive officer, the team should be clear that accreditation decisions are the responsibility of the Accreditation Committee and Council, not the site team. The meeting with the dean should also identify any concerns that the team will discuss in the report so that the report will not contain any surprises.

**Class Visits**
The site team should visit a substantial number of the classes, both day and evening, conducted during the time of the site evaluation. Reviewing copies of student evaluations also may provide some insights into general patterns or practices. Class visitation is part of the general assessment of the quality of the educational program of the institution. It can reveal important things concerning whether the classroom work is sufficiently rigorous, demanding, and of high quality. All members of the team share the responsibility for class visits. Reports on class visits will be collected and reviewed by the person responsible for completing the faculty section of the site report. The site team should do its best to observe professional skills programs, live client clinics, legal writing classes, distance education classes, and field placement programs. Appendix 2 is a sample form for reporting on these visits.

**Faculty Conferences**
The site evaluation team should make its best efforts to meet with each member of the full-time faculty. In order to provide an opportunity for all members of the faculty to meet with a team member, all members of the team will participate in faculty office visits. The team member completing the faculty section of the site report should collect and review reports from other team members on these meetings. Appendix 3 is a sample form for reporting on visits with faculty members.

**Student Conferences**
The schedule will include an open meeting, at a convenient time, for students. The team should also find other ways to meet and interact with students during the site evaluation. Often the
schedule will include an arranged lunch with a group of student leaders. In the meetings with students, the team should specifically inquire into the school’s strengths and possible weaknesses as well as any complaints and praise the students may have regarding the school’s program of legal education and student services.

Conferences with Members of the Administrative Staff
Members of the site evaluation team should confer with members of the law school’s administrative staff. Inquiries should be made regarding such matters as law school admissions and financial aid, law school retention practices, law school placement policies, and law school grievance procedures. A review of the school's policies and records in each of these areas should be undertaken to elicit facts that will assist in determining compliance with the Standards and whether the school's actual practices comport with its stated policies. Meetings also should be held with the law school's development staff to discuss their efforts and goals, their plans for reaching them, and the relationship between development efforts and the school's general financial future.

Dual Division Schools
Teams that visit schools that have substantial programs or scheduling options other than a traditional full-time daytime program should make particular efforts to observe a reasonable number of classes in each program and to talk with students in each program or scheduling option. This may require, for example, scheduling more than one open meeting with students and attending evening classes.

Meeting with Board of Visitors, Alumni, and Other Members of the Bar
A meeting with leaders of the school's support groups, such as the law alumni association, the board of visitors, local and state bar associations, and members of the bench may help the team understand how the school is viewed by those groups and it also may help the school explain its position to those outside constituencies. The chair will confer with the dean about whether to have such a meeting. This should not be a purely social occasion, nor should it be scheduled for an extended period of time.

Site Evaluation Report
The site team will complete a report using the new site evaluation report template. See Site Evaluation Report Template and Instructions.

The site report should be completed as soon as possible. Delays in preparation of the report are unfair to the law school, create problems for the Accreditation Committee, and make it more difficult to complete the report. The chair will advise team members when to submit their portions of the report to the chair so that the report can be finalized within six to eight weeks of the site evaluation.

The chair of the team will transmit the completed site report electronically to the Managing Director's Office.

The chair shall not distribute the report to the school or other accrediting agencies or member organizations. Members of the team shall consider the report to be a confidential document and shall not share it with others. Team members should be extraordinarily careful in discussing the site evaluation with colleagues or others. In particular, no team member should convey to anyone any criticisms that the individual or team has of the school that was visited.
The Managing Director’s Office will conduct an internal review of the site report. In connection with the internal review, the chair may be asked to amplify or modify certain portions as part of the review, so that the report will provide the Accreditation Committee and the Council with the information needed to determine the school’s compliance with the Standards. The report may also be reviewed by the ABA General Counsel's office to ensure its compliance with post Consent Decree compliance and other legal matters. Following these reviews, the Managing Director will forward the report to the school and, if the school is an AALS member, to the AALS.

The law school dean and university president or chief executive officer will review the report and are offered an opportunity to respond to it. This response may correct factual mistakes in the report or include new information occurring after the site evaluation that may be germane to one or more of the team's observations.

The dean and president or chief executive officer will send any response to the site report to the Managing Director, who will distribute it to members of the site evaluation team. The comments from the school will be forwarded along with the site report to the Accreditation Committee.

Team members will get a copy of the report, the school’s response, and the Accreditation Committee’s decision letter so that they can be informed of the outcome of the process that included their site evaluation. Team members should not discuss with the school matters relating to the content of the site report or the action of the Accreditation Committee. Schools should refrain from asking team members for their reaction or response to parts of the site report or the Accreditation Committee’s decision letter.

**Document Retention**

As a general rule team members should retain site evaluation materials and notes until the Accreditation Committee conducts its review of the site report. Receipt of the Committee’s decision letter will signal that the review has taken place. At that point, all hard copies of documents related to the visit should be shredded and electronic copies should be deleted.

**Evaluation of the site evaluation process**

The deans of visited law schools and the members of the site evaluation teams are asked to complete confidential evaluations of the site team and the site evaluation process, as well as for suggestions on how the site evaluation process may be improved. In addition, the internal reviewers and Accreditation Committee monitors are asked to evaluate the quality of the site team reports. These evaluations will be sent by ABA staff.

**Confidentiality**

The Rules of Procedure for the Approval of Law Schools make clear that, in general, all matters relating to the accreditation of a law school are confidential. While site inspectors may report to colleagues that they were part of a site evaluation team to a particular school or program, they should refrain from offering any but the most general report or comment on the law school.

Law schools may choose to release information about the site evaluation, the site report, and the decision letter as permitted in Rules 49 to 52 of the Rules of Procedure for Approval of Law Schools.

**AALS Membership Review Process**
Most ABA-approved law schools are also members of the Association of American Law Schools (AALS). The AALS conducts its membership review process in parallel with the ABA sabbatical review process. This minimizes the burden on law schools. If the site evaluation is to a school that is an AALS member school, then one member of the ABA site evaluation team is appointed by the AALS. This person is a full member of the ABA site evaluation team and will participate in all of the team’s work, including drafting portions of the report.

The AALS representative prepares a separate report for the AALS that addresses that organization’s specific concerns. The Managing Director’s Office provides a copy of the ABA site evaluation report to the AALS. The AALS Membership Review Committee uses these two reports in determining whether a law school is operating in compliance with the AALS membership requirements. The AALS representative’s separate report is not provided to members of the site evaluation team, including the team chair, or to the Managing Director’s Office.
# Appendix 1

## SAMPLE SITE EVALUATION SCHEDULE

### Sunday
- **2:00-4:30 p.m.** Initial team meeting
- **5:00-6:00 p.m.** Tour of the law school
- **6:30 p.m.** Dinner Meeting: Team, Dean, Senior Law School Administrators. (Because this will be a working dinner, it should be held in a private room at a location selected by the dean.)

### Monday
- **9:00-10:00 a.m.** Entrance meeting with University President/Chief Executive Officer and Provost (optional to include Dean)
- **10:00-12:00 p.m.**
- **Noon-1:30 p.m.** Luncheon meeting: Team Members and Law School Faculty
- **1:30-3:00 p.m.**
- **3:00-4:00 p.m.** Open meeting with students
- **4:00-6:00 p.m.**
- **7:00 p.m.** Team Dinner

### Tuesday
- **8:00 a.m. - Noon**
- **Noon-1:30 p.m.** Luncheon Meeting: The team may use this time to meet with students, graduates, visiting committee members, members of the bench and bar, or other appropriate persons. [Note: Some chairs may schedule other meetings with these groups at breakfast or in the early evening.]
- **1:30-6:00 p.m.**
- **6:00-7:00 p.m.** Reception for members of Alumni, Judiciary and Representatives of Legal Community [optional]
- **7:30 p.m.** Team Dinner: The team should use this opportunity to prepare for the following day’s exit meetings.

### Wednesday
- **7:30-9:15 a.m.** Team breakfast meeting with Dean
- **9:30-11:00 a.m.** Meeting with University President/Chief Executive Officer
- **11:00-11:30 a.m.** Team meeting, follow-up with any remaining questions or issues, and initial consideration of site report
- **Noon** Team departs

* During these periods team members may meet with faculty, visit classes, meet with various law school and university administrative officers; meet with appropriate committees, and visit field placement sites. [Note: If the school has an evening division, the schedule should include an opportunity to visit evening classes and to meet with evening students. This necessarily will require a later team dinner on Monday and Tuesday nights.]
Appendix 2

CLASSROOM VISITATION – SAMPLE REPORT FORM

1. Course Name:

2. Instructor:

3. Evaluator:

4. Date of Visit: Arrived: Departed:

5 a. Approximate number of students attending:
   b. Number registered:

6. a. Room number:
   b. Was the room adequate (seating, sightlines, acoustics, lighting, technology)?

7. If you were present at the start of the class, was attendance taken and, if so, by what method?

8. If you were present at the start of the class, did it begin on time? Did students arrive on time?

9. The general subject matter considered in the class:

10. The method or methods of instruction:

11. Was the class intellectually stimulating and rigorous?

12. Did the instructor appear prepared?

13. Did the students appear prepared and interested in the class?

14. Did the instructor interact with the students and did the class actively participate in the discussion?

15. Did the instructor follow up weak answers by students and press students for more complete answers?

16. To what degree did the class go beyond a superficial consideration of legal questions?

17. Additional strong or weak points concerning the class:

18. Other comments on the class or the classroom:

19. Overall impression of the class on a scale of 1-10 (10 being highest):
Appendix 3

FACULTY OFFICE VISIT – SAMPLE FORM

Faculty member visited:

Site evaluator:

Date, day, approximate time of visit:

Faculty member’s comments on teaching responsibilities (course assignments, teaching load, scheduling, classrooms, quality of students, students’ preparation for class, faculty programs regarding teaching and the improvement of teaching):

Faculty member’s comments on research responsibilities (support for scholarship, intellectual environment, collegial support for research and scholarship, information resources, technology, communications of expectations by administration):

Faculty member’s comments on service responsibilities (encouragement of service; committee structure; committee assignments; work with university, legal profession, or community groups; pro bono work; etc.):

Faculty member’s comments on collegiality, governance, faculty/administration relations (including faculty role in self study and strategic planning, rank and tenure process, annual reviews or post-tenure reviews, etc.):

Other comments and concerns about the law school, its mission, its operation, facilities, etc.:
Appendix 1

Sample Site Visit Scheduling Memorandum

TO: Dean
FROM: Team Chairperson
SUBJECT: Site Visit Schedule and Arrangements

This memo will confirm the schedule and other arrangements that we have discussed.

A copy of the schedule for the visit is enclosed. Please review it and call if you have any questions, further suggestions, or concerns. Unscheduled time will be devoted to class visits, meetings with administrators and faculty members, examination of records, and other tasks related to the site evaluation.

Please send each team member a copy of the school's completed Self Study and the current and prior two years completed Annual ABA Questionnaires at least six weeks prior to your school’s site visit. Consult with the team chair on their preference for electronic or hard copy. Finally, please have a complete set of this material available for the team's use during the visit. Two copies – one hard copy, one electronic – are to be sent to the Managing Director’s office.

If anyone on your staff has been given significant responsibility for site evaluation planning and arrangements, please let me know. Should you identify such an individual, I will plan to deal directly with that person on matters not requiring your immediate attention.

At your convenience, please send me a copy of your current class schedule. A review of it may prompt additional scheduling suggestions.

Please send me the name, address, and telephone number of the hotel where the team will be staying. In my case, it would be helpful if I could have both a bedroom and an adjoining sitting room or parlor. The additional space will be used for team meetings.

The team will need a conference room or other suitable space at the law school for use during the visit.
ABA Team. Travel\Sunday meeting.

Hi everyone.

We will be making our Site inspection in the near future and I thought it might be helpful to mention a couple of organizational items before we meet.

First, as noted earlier, our first meeting will be at 1:00 p.m. on Sunday at the hotel and it now seems timely for you to make air travel arrangements, if you have not already done so. Again, please be sure to arrive by noon and assume we have meeting on Wednesday until noon. When you have made your arrangements, please send a copy of them to me and to ____ at the school so that we will know when to expect each of you.

Second, you should receive the materials from the ABA and the school very shortly. What I would encourage you to do when you receive the school’s materials is to read carefully the Self-Study and then, against the background of the Format Memo for your sections, review the materials in the Annual Questionnaires and Site Evaluation Questionnaire that are relevant to your assignments. (In fact, I would encourage you further, if you can, to try to write a rough draft of your section when you review those materials so that you can determine where you have gaps in information or inconsistencies that need clarification when we are on site.)

Third, on Sunday at our meeting I will ask each person to briefly talk about his or her segments and what they are in particular looking at or what issues they want to pursue in light of the above materials. That way we all can be on the alert if we come across some things that may be helpful to each other and can begin forming a consensus on the areas on which we should concentrate our limited time there.

Fourth, also at our Sunday meeting we will select the classes that we want to attend and divide up the faculty to visit individually. I will bring copies of the class schedule for the days we are there and a faculty roster so that we then can fill in our spaces. The school will provide a telephone and a listing in the team room assigned to us at the school so that you can make appointments once we get there. I also have asked the school to make copies of the class and faculty visitation forms waiting for us in the room so there is no reason to bring them with you.

Fifth, and finally, for those of you who need to meet with key administrative staff in charge of areas for which you are responsible, [I have already circulated a draft of] our schedule with the open times on it, so you should feel free to set up your appointments before arriving if you would like. Indeed, in areas in which you are looking for additional data, I would encourage you to try to make those appointments on Monday so that they may have time to get the information you need before we depart and that will ease you post-visit burdens a lot.

That’s it for now. As always, if you have any questions, please feel free to ask.

Thanks.
August 4, 2014

Associate Dean

____ School of Law

Dear:

As promised, set out below is a series of details regarding setting the schedule for the Site Team’s Visit in March, as well as making necessary arrangements. I will be going to the ABA Chairs Workshop at the end of this month and, after that, will be communicating with my team members and making assignments. When that is done I will send you a list of who is responsible for what portions of our report so that you and other staff members may have some idea about who is likely to be contacting which individuals. If there are any other questions now or later, please feel free to ask. I appreciate all the work that goes into arranging these visits and your early start suggests that things should go smoothly for us at Wake. So, here goes.

First, as the ABA probably already has told you, you should arrange to send the set of your school’s materials (the Site-Evaluation Questionnaire and Appendices and the Self-Study) to each member of the team directly. I believe the ABA has or will be sending you a final list with contact information. The team was just finally appointed last week, so they are verifying contact information and should soon send it along.

Second, I will need to meet with the team members for a few hours on Sunday afternoon (ideally 1-4) at the hotel to make final plans. Thus, would you please arrange for some sort of small meeting room or parlor or some such thing there so that we can gather. As to hotel arrangements, I am not sure who will be coming in on Saturday and who on Sunday morning and once you have identified a hotel, you should just contact the team members directly to find out their travel schedules. (I necessarily will be coming in on Saturday since I am travelling from the West Coast.) Please also let me know if the hotel is close enough to the school so that we will not need cars to get around, but can either walk or take a taxi. If that is not the case, I will need to ask the team members who wants to rent a car and be the designated drivers.

Third, the team also will need a small, secure room assigned to it in the law school where we can leave our things, retrieve messages, etc. The room should have a phone and a computer with access to the internet. An additional copy of the school’s site evaluation materials should be placed in that room so that we do not have to bring all of them with us. It also would be most helpful if you could arrange for an electronic copy of the Self-Study to be available for team members. Also a set of student teaching evaluations, as well as final examinations from the past year, and samples of faculty scholarship, should be in the room. Finally, please provide a telephone directory listing with faculty and staff members so that the team can schedule meetings during the visit.
Fourth, we should plan to have a law-school building tour on Sunday at about 4:30 p.m., followed by dinner with Dean Reynolds and some of her senior staff. She should select whomever she feels appropriate, but the idea is to allow team members to begin talking to some of the key players in preparation for the more detailed questions later so matching some individuals with key areas of the Site Report is helpful. Having the Chair of the Self-Study present also may be useful.

Fifth, as you suggested, we need to have meetings with the President and Provost on Monday morning at the start of the visit, as well as on Wednesday in the late morning. The first meeting should be relatively short as we simply will be introducing ourselves and asking if there is anything the president would like us to investigate while we are on site. If the Dean would like to be at that meeting, she should feel free to join us. The second interview will be longer (1 to 1-1/2 hours) as we will give the President a summary of our findings and what is likely to be in our Report. We will meet separately with the Dean that morning as well, to do the same and so that she will know what we are saying in our meeting with the President. I realize that the order of those exit meetings may depend on the President’s schedule, but in general we should plan on both being completed sometime between noon and 1:00 p.m.

Sixth, we need to schedule an open meeting for students at some time during our visit. Please advise me as to the time and day that would be most likely to be a good time for students to come to such a meeting. Would it also be advisable to meet with student leaders at a separate time or event?

Similarly, although we will try to meet individually with all your faculty members, there should be some event—breakfast, lunch, a reception, coffee, etc.—where we can meet with them as a group. It would be good if some adjuncts also would be included. You are aware of the school schedule and your institutional norms about faculty gatherings, so please advise me what and when would work best.

It is optional whether you have some sort of event with alumni and local supporters with the team. My own disposition is that we do not need such a meeting as part of our fact gathering mission, which always is quite hectic in any event. However, I know that some deans find it useful in their relations with those constituencies to include them in the process. Thus, I leave that judgment to the Dean and you and we will do whatever you think best.

When you have selected the days and times for all the preceding meetings, please let me know because I will then block those times on the team’s schedule before they begin setting up individual meetings. In that vein, it would be helpful if you could let me know generally what the class schedule times are throughout the day. I realize that you will be including a class schedule with the Site Evaluation Questionnaire, but having some sense of the general start and finish of classes will allow us to get an early idea about how to use our “block” times.

Seventh, and finally, would you please have someone make dinner reservations for the team on Monday and Tuesday evenings at restaurants where we can have a private room. We will be having working dinners on both evenings and need to be able to work and talk confidentially. If we are not having lunches with groups during the visit, then just have some simple food in the team room will be fine.
Finally, if the Dean would like to meet with me or talk with me just to answer any questions, talk briefly about what we are likely to be doing, or get a better sense of what to expect, I am happy to do so. I am not currently planning to go to the AALS meeting in January, but could arrange to do so if she wants to meet there. Alternatively, Blake mentioned that he would likely be in the Bay Area sometime in the fall (I assume for Wake) and would let me know so we could get together. If Dean Reynolds will be doing that, that, too, would work well. But, if a meeting appears to create more trouble than it is worth, we can just plan to keep in touch via e-mail and perhaps we can talk on the phone sometime prior to our arrival. Whatever works best for her, will be fine with me.

I think that is all for now and look forward to our visit. As soon as I hear from you as to the “events” schedule, I will set a more detailed schedule and share it with the team and you.

Many thanks.

Mary Kay
ABA Faculty\Student Notice Letter

Dear _____:

As our visit is fast approaching, I thought I should bring to your attention a couple of communications to your faculty, staff, and students that it would be helpful for you to send before our arrival.

Although I am sure that you already have informed the faculty and staff about the impending visit, would you please send them a message reminding them of the dates, noting that we will be trying to meet all of the faculty and key staff and encouraging them to be on campus the days of our visit. Also, please advise them that if anyone would like a private, confidential meeting with a team member, he or she should contact me directly. I will make the arrangements and, depending on the area involved, determine who is best to be there. They can reach me by e-mail at kanem@uchastings.edu or by phone at 415-565-4777.

As to students, please let them know that during our stay we will be trying to attend as many classes as is feasible. Because of the shortness of our visit, that means that team members will be going in and out of classes during the period. We will try to create as little disruption as possible, but, most important, they should realize that the fact that a team member departs early from a class is no reflection on what is happening in the classroom, but merely a function of our compact schedule.

Thanks very much for your help.

Sincerely,
MEMORANDUM

To: Greg Murphy, Chair
Council of the Section of Legal Education and Admissions to the Bar

From: Pamela Lysaght, Chair
Standards Review Committee

Barry Currier, Managing Director
Section of Legal Education and Admissions to the Bar

Date: May 18, 2017

Re: 2017 Annual Questionnaire

A key, and critical, task for the Standards Review Committee (SRC) this year was to combine the functions of the SRC and the Data Policy and Collection Committee. As part of that task, the newly constituted SRC undertook a comprehensive review of the Annual Questionnaire (AQ), in addition to its regular work of considering revisions to the Standards. This review lasted the entire academic year, involving working sessions at SRC meetings, multiple conference calls, and numerous discussions of drafts by the entire SRC. While it remains a work in progress, with more to tackle next year, the overall structure and approach are complete, and most of the sections have been revised. Importantly, the SRC worked collaboratively with the Section office, which took primary responsibility for collecting and collating the SRC’s recommendations and then drafting the new AQ. This Memorandum summarizes the goals and process that informed the comprehensive review and highlights the revisions to the various sections of the 2017 AQ.

Background

Goals:
- Coordinate the AQ with Self Study/SEQ narrative questions, the Site Report Template, and the Decision Letter Template to ensure that the AQ is serving its primary functions: providing information for the sabbatical process, Interim Monitoring, and 509 (all key accreditation functions), as well as information for take-offs.
- Continue the project to streamline the various functions of the accreditation process. (The process began with the Decision Letter Template and, working backwards, included revising the Site Report Template and the SEQ narrative questions template.)

Detailed review of the AQ:
The SRC split into working groups to review the AQ. Each working group was asked to do the following:
- Identify the Standard that the AQ question relates to.
- Identify the accreditation function or functions that the question relates to (providing information for the sabbatical inspection process, Interim Monitoring, 509 Reports, or Take-offs).
- Review the sabbatical reports that are generated from the information gathered.
- Review the questions, definitions, and instructions.
In reviewing the function that the question relates to, the groups were asked to consider the following:

- If the data is included in the 509 Report, should it continue to be?
- If the data isn’t included in the 509 Report, should it be?
- If the data is used as an Interim Monitoring trigger, should it continue to be?
- If the data isn’t used as an Interim Monitoring trigger, should it be?
- Is the information requested in the questions reviewed every year? (e.g., 509 or Interim Monitoring)
- If not, is the question appropriate for the Take-offs? (Currently, all questions in the AQ are in the Take-offs.)
- If not, is the question necessary?

In reviewing the AQ questions, the groups were asked to consider the following:

- Is the question clear?
- Are the instructions clear?
- Are the definitions that are provided clear?
- Do the instructions and definitions match the terminology in the Standards?

In reviewing the sabbatical reports, the groups were asked to consider the following:

- Is the report useful?
- Is the report used in the Site Report Template?
- Are there other reports that should be generated from the information gathered in the AQ?
- If data is collected in the SEQ and not in the AQ, consider whether additional data should be collected in the AQ rather than asking these questions in the SEQ.

**Overall Structure of 2017 AQ:**

- Eliminated separate data entry for schools undergoing site visits. Restructured to collect all relevant data in the AQ going forward. All reports that are part of the Self-Study (SEQ) will be pulled from data entered into the AQ.
- Made it possible to generate all reports from data entered in the AQ. (For example, reports on faculty recruitment and composition of full-time faculty currently are manually completed only in the year of site visit rather than collecting information on this every year.)
- Eliminated current Part III, which covers detailed questions about the library. AALL has already been discussing asking questions on their own.
- Added a section on Non-JD programs as new Part III.
- Moved Bar Passage questions to a new separate Questionnaire (similar to separate Employment Questionnaire). This will permit more timely collection of data on bar passage.
- Eliminated questions about administrators and librarians who do not teach. The information does not provide anything that is monitored annually or reported in 509. Data regarding compliance with 205 and 206 will be obtained during sabbatical reviews.
- Revised and clarified instructions in the AQ.
- Changed timing of collection of faculty information to cover the most recently completed academic year, instead of collecting information based on a split year.
• Eliminated questions that were designed to collect information about the student/faculty ratio. Many of the current questions in the AQ were structured to obtain the data previously needed to calculate student/faculty ratio.
• Focused faculty questions on teaching resources using definition of full-time faculty member from the standards.

Part I: School Information
• Arranged questions in more logical order.
• Added question about regional accreditor.
• Added question about type of law school (University, Independent, Independent and affiliated with a University).
• Added section on Title IV compliance.
• Added more detailed questions on 509 compliance.
• Added a new question on contact person (in addition to the dean) for Accreditation issues.
• Added questions about whether schools have part-time divisions that have received acquiescence.
• Streamlined questions on the curriculum.

Part II: Admissions and Enrollment
The current method for collecting admission offers, “matriculants,” enrollment numbers, and attrition is confusing. Several changes were recommended.
• Restructured the questions about the first-year class to clarify the group that is relevant for the LSAT verification program.
• The “2017 first-year class” is defined as those students who enrolled as first-year students in the period October 6, 2016 to October 5, 2017 and were attending classes as of February 2, 2017 for the winter/spring enrollees, June 15, 2017 for the summer enrollees, and October 5, 2017 for the fall enrollees. It includes:
  o Students who apply, are accepted to, and begin law school in the period October 6, 2016 to October 5, 2017.
  o Students who were admitted in a prior year but deferred admission and are beginning law school with the 2017 first-year class.
  o Students who were admitted in a prior year but took a leave of absence or withdrew prior to October 6 of that year and are beginning law school with the 2017 first-year class. [Note that a student who withdraws after October 6 in a prior year is an attritted student. If that student begins again as a first-year student, the student is classified as a readmitted student.]
  o Readmitted students who have fewer than 15 credits.
  o Students admitted with fewer than 15 credits of prior law study.
• Added admissions questions on those who have been readmitted.
• Added admissions questions on those who were admitted with credit for prior law study (at another ABA-accredited law school, a non-ABA-accredited law school, a foreign law school, or from an LLM program).
• Changed enrollment questions to collect information based on number of credits that must be earned to complete each year at a Law School (1L, 2L, 3L).
• Changed attrition questions to collect attrition data based on the number of credits earned at the time of attrition.
• Condensed attrition data into two categories (non-transfer and transfer) from three categories (academic, transfer, and other).
• Continued collection of admission, enrollment, and attrition data by race/ethnicity and by gender.

Part III: Non-JD
• Combined all questions related to Non-J.D. programs into one section of the AQ.
• Created a drop-down list of all programs that have received acquiescence in order to ensure that law schools report on all programs.
• From the new AQ section, created new reports regarding the enrollment of Non-J.D. students in J.D courses to better monitor the impact of Non-J.D. programs on the J.D. program.
• Removed questions that collected race and ethnicity for Non-J.D. students, as this information is not reported in the 509 report or monitored.

Part IV: Financial Aid
No significant changes at this time. The only change was to move data entry from the SEQ to the AQ.

Part V: Faculty
• Changed the name of this section from Profiles to Faculty.
• Eliminated questions that were designed to collect information about the student/faculty ratio based on the complicated definition in the former Standard.
• Changed timing of collection of faculty information to cover the most recently completed academic year, instead of collecting information based on a split year.
• Reduced faculty profiles to two types based on the definition of FT faculty member in Standards.
  o A full-time faculty member of the law school during the most recently completed academic year.
  o Any person who is not a full-time faculty member of the law school who teaches at least one class in the J.D. program of the law school during the most recently completed academic year.
• Eliminated questions regarding the term in which a person taught
• Eliminated questions about whether the person has significant administrative duties.
• Added questions regarding full-time faculty on contract: the types of contract (presumptively renewable, on track to presumptively renewable, not on track to presumptively renewable), the length of contract, and the type of professor (clinical, legal writing, other).
• Eliminated questions regarding the type of part-time employee (e.g., adjunct, part-time, part-time emeritus, part-time joint appointment).
• Added questions about faculty recruitment to collect the information every year rather than just in the year of a sabbatical visit.
• Eliminated any data entry for site visits. All data entry will be done in the AQ.
  o SEQ had questions on faculty recruitment and on composition of full-time faculty just in the year of the visit. All of that information will be collected in the AQ going forward.
  o SEQ asked for more detail on faculty qualifications (law school attended, other
degrees). That will be covered in the narrative self study and will not involve data entry.

- SEQ also asked for course information to determine compliance with 403. That will be requested in AQ going forward.

- Moved collection of course information from the SEQ to the AQ.
- Changed timing of course information to be collected for the most recently completed academic year. In order to determine compliance with 403, questions were added about whether a course is part of the first one-third of a student’s coursework. Questions will not be asked regarding in what Division (FT or PT) a course is taught. Questions about compliance with 312 (comparable opportunities) will be covered in the narrative portion of the Site Evaluation Questionnaire.

Part VI: Fiscal
No significant changes at this time. The only change is to move data entry from the SEQ to the AQ. This may be a significant project, but it will be left for another year.

Part VII: Foreign Programs
Updated to reflect recent changes in the Criteria.
A Regular Site Report decision letter to the Law School reflects the Committee’s decision regarding the Law School’s compliance with the Standards. Critically, it reports on those areas in which the Law School is in compliance with the Standards under Rule 12(a)(1); identifies those areas where the Committee requests additional information pursuant to Rule 12(a)(2) to enable it to determine the Law School's compliance with a Standard because the record is silent or incomplete; identifies those areas where the Committee has reason to believe the Law School may not be in compliance with the Standards pursuant to rule 12(a)(3); identifies those areas in which the Law School has not established that it is in compliance with a Standard pursuant to Rule 12(a)(4); and notes areas of weakness or concern under Rule 13(b) that could lead to a violation of a Standard. The conclusions must be supported by the findings of facts or, in some cases, the absence of facts in the record.

This template is intended as a guide to assist the drafter of a Regular Site Report decision letter. The template provides guidance on drafting findings of fact when there are no compliance issues and on identifying circumstances as to when it is necessary to provide additional details in the findings of fact. When using this template, leave in references to the Standards. Thus, each finding of fact should begin with a reference to the relevant Standard. Do not delete any Findings of Fact. Each letter must contain 90 findings of Fact which will correspond to the equivalent numbered portion of the Site Report.

A decision letter should be 12-20 pages. The sections of the decision letter must be in the indicated order and include the relevant Standard. Where compliance is established, the findings should be relatively short. Where there are issues of compliance, it is important to keep in mind the possible further steps and proceedings in the accreditation process. These include a report under Rules 12(a)(2) and 12(a)(3), a proceeding under Rules 12(a)(4) and 14, a fact-finding visit and report under Rule 9 and Rule 12(a)(5), or sanctions under Rules 16 and 17, and a later appeal to the Council.

DECISION OF THE ACCREDITATION COMMITTEE

[Month Year]

At its [Dates of the Committee meeting] meeting, the Accreditation Committee (the “Committee”) considered the status of [Name of Law School] (the “Law School”). The Committee had before it the sabbatical site evaluation report submitted by a team consisting of [Names of Site Team Members], following the site evaluation conducted on [Dates of the Inspection]. The Committee also had before it a letter from [Name of Dean or other official submitting response letter] (the “Dean’s Response”), dated [Date of Response], submitted in response to the site evaluation report, as well as other information provided by the Law School and any decisions made by the Committee with respect to the Law School since its last regular site evaluation visit.

FINDINGS OF FACT:

Organization, Administration, Institutional Planning, and Finances

This section provides basic information about the governing structure of the Law School,
the relationship, if any, between the Law School and the University of which it is a part, the role of the dean, the allocation of authority between the dean and faculty, the Law School’s institutional planning, and the Law School’s financial resources. In describing the governing structure, note Standard 201(d), which applies to independent law schools. With respect to institutional planning, Standard 204 requires the Law School to identify its mission and its educational objectives in support of that mission, assess the educational quality of its program, describe continuing efforts to improve the educational quality of its program, and assess the effectiveness in achieving its stated objectives. The findings on finances should focus primarily on whether the current and anticipated financial resources available to the Law School are sufficient to allow it to operate in compliance with the Standards and to carry out its program of legal education. A finding of non-compliance must be accompanied with a finding that the lack of current or anticipated financial resources will have 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.

(1) [State when the Law School was founded, where it is located, and when it obtained its ABA accreditation. If the Law School is provisionally accredited, provide the dates of all prior site evaluations. Additionally, include the total J.D. enrollment at the Law School for the past three years. If the Law School has separate locations, including branch campuses, provide the date when the Council granted acquiescence for each separate location.]

(2) [State the Law School’s current accreditation status, only noting whether the Law School is still subject to Committee or Council review concerning any issue regarding compliance with the Standards or a major change or other request for acquiescence. State whether any third-party comments were received. Elaborate only if there are compliance issues.]

(3) Standard 201, 201(e). [Identify whether the Law School is public or private and, if private, whether the Law School is organized as a for-profit or a not-for-profit entity. Identify any University or other entity with which the Law School is affiliated and the institutional accrediting body, if any, for that entity. State when the University or other entity was last reaccredited. If the Law School is not part of a university, state whether it is governed by a board with responsibility and authority for ensuring operation of the Law School in compliance with the Standards.]

(4) Standard 201(d). [If the Law School is part of a University, state whether the University has any policies that are inconsistent with the Standards. If so, state whether the Law School adopted and implemented separate policies to ensure operation of the Law School in compliance with the Standards (e.g. promotion and tenure requirements that do not facilitate recruitment and retention of law faculty.) If there are no policies that are inconsistent with the Standards, or if the Law School is not part of a university, so state.]

(5) Standard 201(a) through (c). [State whether: the dean and the faculty have primary responsibility and authority for planning, implementing, and administering the program of legal education; the dean and the faculty recommend the selection, retention, promotion, and tenure (or security of position) of faculty members; and the dean and the faculty have a significant role in determining educational policy. Elaborate only if there are deficiencies implicating compliance.]
(6) Standard 203. [State whether the position of the dean is full-time and whether the dean holds an appointment as a member of the faculty with tenure. If the dean does not have faculty tenure, describe the extraordinary circumstances. State to whom the dean reports.]

(7) Standard 203(c) and Interpretations 203-1 through 203-3. [If there has been the appointment of a dean or interim dean since the last site visit, or if a dean search is on-going or planned, briefly describe the process and particularly the involvement of or consultation with the faculty or a representative body of the faculty in the selection of the dean or interim dean. If there has been no dean search, or if one is not planned, since the last site visit, so state.]

(8) Standard 204 and Interpretation 204-1. [State whether the self study contains a completed site evaluation questionnaire, a statement of the Law School’s mission and its educational objectives in support of that mission, an assessment of the educational quality of the Law School’s program, an assessment of the Law School’s continuing efforts to improve educational quality, an evaluation of the Law School’s effectiveness in achieving its stated educational objectives, a description of the strengths and weaknesses of the Law School’s program of legal education, and a statement on the availability of sufficient resources to achieve the school’s mission and its educational objectives. Elaborate only if there are deficiencies implicating compliance. If the Law School is seeking provisional approval, provide a summary the Law School’s feasibility study and reliable plan for coming into compliance with the Standards. Summarize the plan’s projections for students (number and qualifications), financing the Law School operation, and the relationship between the two.]

(9) Standard 202(b) and (e) and Interpretation 202-1. [For Law Schools that are part of a University, state whether 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. Additionally, state whether the Law School has 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. If the Law School is not part of a university, so state.]

(10) Standard 202(a), (c), and (d). [State whether the current and anticipated financial resources available to the Law School are sufficient to allow it to operate in compliance with the Standards and to carry out its program of legal education. If it appears that the Law School does not have current adequate financial resources to sustain a sound program, provide basic information regarding income and expenditures. A table providing income and expenses for the past three years is preferable if readily available. Additionally, if specific program deficiencies caused by inadequate resources have a negative and material effect on the education students receive, provide examples. If there is any concern regarding the sustainability of the financial position of the Law School (adequate anticipated financial resources), provide relevant information in the finding of fact (or note the lack of sufficient information that might lead to a request for additional information in the Conclusions) and, again, state how a deterioration of the financial position would result in specific program deficiencies having a negative and material effect on the education of the students.]
Program of Legal Education

These Standards ensure that the Law School maintains a rigorous educational program that prepares its students for admission to the bar and effective, ethical, and responsible participation in the legal profession. The letter should provide findings that the Law School complies with the Standards in Chapter 3. Provide additional facts only where there is, or appears to be, a compliance issue with a Standard. If the record reflects progress the Law School is making towards meeting the requirements of those Standards being phased in, it is permissible to so note.

(11) Standard 311(a) and Interpretation 311-1. [Provide the number of credit hours of instruction required for graduation (at least 83 credit hours of instruction and at least 64 credit hours in attendance in regularly scheduled class sessions as defined by Interpretation 311-1].

(12) Standard 310 and Interpretations 310-1 and 310-2. [State whether the Law School adopted, published, and adheres to written policies and procedures for determining credit hours that it awards for coursework.]

(13) Standard 311(b) and (d) and Interpretations 311-2 and 311-3. [State whether the Law School requires that a J.D. degree be completed in no less than 24 months and, except in extraordinary circumstances, no more than 84 months after a student has commenced study at the Law School or at a law school from which the Law School has accepted transfer credit. Elaborate only if there are deficiencies implicating compliance. State the extraordinary circumstances if applicable. (Note that under Standard 311(d), a law school may not grant credit for work taken in a pre-admission program.)]

(14) Standard 311(c). [State the maximum number of credits for which a student may enroll for any one semester or quarter and state whether the number does or does not exceed 20% of the total coursework required for the J.D. (The 20% maximum limit may not be exceeded, but normal rounding is permitted.)]

(15) Standard 312. [State the Law School’s enrollment or scheduling options for its J.D. program (full-time day, part-time evening and/or day). If the Law School has an approved part-time evening and/or day program or allows students to attend part-time, state whether all students have reasonably comparable opportunities for access to the Law School’s program of legal education, courses taught by full-time faculty, co-curricular programs, and other educational benefits. If there is no part-time enrollment or scheduling option, so state.]

(16) Standards 301(b) and 302 and Interpretations 302-1 and 302-2. [State whether the Law School is engaged in serious efforts to establish and assess student learning outcomes. See Managing Director’s Guidance Memo on Transition to and Implementation of the New Standards and Rules of Procedure for Approval of Law Schools, dated August 13, 2014.]

(17) Standards 301(a) and 303. [Identify the required 1L curriculum by listing the courses required and the number of credits. Note that 301(a), requires a Law School 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 in the legal profession.
as members of the legal profession. Compliance with other Standards may implicate Standard 301(a). In such situations, it may be necessary to provide additional facts if 301(a) is cited.]

(18) Standards 301(a) and 303. [Identify the required upper-level curriculum by listing the courses required and the number of credits. Note that 301(a), requires a Law School 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. Compliance with other Standards may implicate Standard 301(a). In such situations, it may be necessary to provide additional facts if 301(a) is cited.]

(19) Standard 303(a)(1). [Briefly state whether the Law School meets the two-credit professional responsibility course requirement.]

(20) Standard 303(a)(2) and Interpretations 303-1 and 303-2. [Briefly describe the first-year writing requirement. State whether the course is faculty supervised and whether it provides opportunities for individualized assessment and multiple drafts.]

(21) Standard 303(a)(2) and Interpretations 303-1 and 303-2. [Briefly describe the upper-level writing requirement. State whether the course is faculty supervised and whether it provides opportunities for individualized assessment and multiple drafts.]

(22) Standard 303(b)(1). [State whether the Law School provides substantial opportunities to students for law clinics or field placements.]

(23) Standard 303(a)(3). [For students who enrolled prior to Fall 2016, state whether the Law School ensures that each student receives at least one credit in other professional skills generally regarded a necessary for effective and responsible participation in the legal profession. For students beginning their studies in Fall 2016, state whether the Law School will ensure that each student will satisfactorily complete one or more experiential courses totaling at least six hours. Verify that the Law School ensures that no student may use a single course to satisfy more than one requirement in Standard 303(a).]

(24) Standard 304(a). [State whether the Law School offers simulation courses and whether these courses comply with the requirements of the Standard: direct faculty supervision of student performance; opportunities for performance, faculty feedback, and self-evaluation; and a classroom instructional component.]

(25) Standard 304(b). [State whether the Law School offers law clinics and whether the clinics comply with the requirements of the Standard: direct faculty supervision of student performance; opportunities for performance, faculty feedback, and self-evaluation; and a classroom instructional component.]

(26) Standard 305 and Interpretations 305-1 and 305-2. [Note that the Standard governing field placements was substantially revised and renumbered as 304(c) in August 2016. Law schools evaluated in 2016-2017 will need to demonstrate compliance with former Standard 305.] [State whether the Law School offers field placements. State whether the Law School complies with the requirements specified in the Standard and Interpretations, regarding the adequacy of faculty supervision and evaluation, the training
of field placement supervisors, the opportunities for student reflection, the regular contact between the Law School and the field supervisor where required (3 or more credits), and opportunities for contemporaneous student reflection where required (3 or more credits). Verify whether the studies must be approved in advance and periodically reviewed following the Law School’s established procedures for approval of the curriculum and whether the Law School has developed a statement that describes the educational objectives of the field placement program. If all the requirements of the Standard and Interpretations are satisfied, it is sufficient to state that the Law School’s field placement program meets the requirements of the Standard.]

(27) Standard 305 and Interpretations 305-1 and 305-2. [If the Law School offers opportunities for international externships, state whether the Law School satisfies the requirements of Standard 305 as to these placements, including whether the Law School meets the requirements of Standard 305(e). See also Standard 307(a). If the Law School does not offer such opportunities, so state.]

(28) Standard 303(b)(2) and Interpretations 303-3 and 303-4. [State whether the Law School offers substantial opportunities for student participation in pro bono legal activities and the extent to which these opportunities include law-related service to persons of limited means or to organizations that serve them.]

(29) Standard 305 (a) through (d). [Identify briefly any additional activities, beyond field placements, for which the Law School awards credit toward the J.D. for study outside the classroom. Focus this finding on such co-curricular activities as law review and moot court. State whether each student’s educational achievement in these courses is evaluated by a faculty member.]

(30) Standard 306 and Interpretations 306-1 and 306-2. [If the Law School offers credit toward the J.D. degree via distance education, note briefly if there are any issues identified regarding the requirements specified in the Standard and Interpretations (e.g., if the Law School permits more than 15 total hours of distance education, permits distance education courses before students have completed 28 hours of course work, or does not have an effective process for verifying the identity of students that also protects their student privacy). If there are no issues, it is sufficient to state that the Law School’s distance education courses meet the requirements of the Standard. If the Law School does not offer any credit toward the J.D degree through distance education, so note.]

(31) Standard 307 and Interpretations 307-1 and 307-2. [State whether the Law School grants credit for student participation in studies or activities in a foreign country and whether such studies or activities comply with the Criteria. State whether the Law School permits the total credits for study outside the United States to exceed one-third of the credits required for the J.D. degree. Provide a list of the Law School’s approved programs, stating whether the Accreditation Committee has acquiesced in their creation and whether they were reviewed under the applicable ABA accreditation processes. If the Law School does not grant credit for student participation in a foreign country, so state.]

(32) Standard 308(a). [State whether the Law School has adopted, published, and adheres to sound academic standards, including those for regular class attendance, good standing, academic integrity, graduation, and dismissal. ]
(33) Standard 308(b). [State whether the Law School adopted, published, and adheres to written due process policies with regard to taking any action adversely affecting the good standing or graduation of a student.]

(34) Standard 309(a). [State whether the Law School provides academic advising for students that communicates effectively the Law School’s academic standards and graduation requirements and provides guidance on course selection.]

(35) Standard 309(b). [State whether the Law School provides 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.]

(36) Standard 313, Interpretation 313-1, and Standard 506. [Identify all degrees or certificates the Law School offers in addition to the J.D. degree and confirm that acquiescence has been granted for such programs. It is sufficient to state that acquiescence has been granted. Additionally, state whether the Law School enrolls non-degree students as auditors or non-degree candidates. Unless there is a compliance issue, state that the non-J.D. programs (and non-degree students, if applicable) do not interfere with the Law School’s ability to operate in compliance with the Standards and to carry out its program of legal education.]

(37) Standard 314 and Interpretations 314-1 and 314-2. [Indicate how the Law School utilizes formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students. Indicate if the Law School appears to be on track to adopt a full set of learning outcomes by the end of the 2017-2018 academic year. See Managing Director’s Guidance Memo on Standards 301, 301, 314, and 315, dated June 2015.]

(38) Standard 315 and Interpretation 315-1. [Note the Law School's progress in conducting an ongoing evaluation of its program of legal education, learning outcomes, and assessment methods. Note additionally the Law School’s progress in using the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make changes to improve the curriculum. Indicate if the Law School appears to be on track to adopt and implement an assessment plan by the end of the 2018-2019 academic year. See Managing Director’s Guidance Memo on Standards 301, 301, 314, and 315, dated June 2015.]

Faculty

这些标准有两个目的。首先，确保法学院有政策和实践，以便吸引和保留合格的全职教师，他们的规模对学生的身体和法律教育计划合适，并且完全投身于教学、研究和学术治理，在一个确保学术自由的环境中。其次，确保法学院提供一个没有歧视、平等机会，以及具体行动来促进多元化教师和员工的环境。

(39) Standard 401. [State whether the faculty’s qualifications and experience enable the Law School to operate in compliance with the Standards and carry out its program of legal education. Elaborate only if there are deficiencies implicating compliance.]
(40) Standard 402, Interpretation 402-1, and Definitions (7). [State whether the Law School has a sufficient number of full-time faculty to operate in compliance with the Standards and to carry out its program of legal education. (This determination is made by taking into account 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. Note that if there is an issue of compliance under this Standard, additional Standards may also be implicated, such as Standards 403, 404, 501, and/or various Standards in Chapter 3.) Insert Report #9: Composition of Full-Time Faculty.]

<table>
<thead>
<tr>
<th>Report #9: COMPOSITION OF FULL-TIME LAW FACULTY</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Total</td>
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<tr>
<td>-------</td>
</tr>
<tr>
<td>Tenured</td>
</tr>
<tr>
<td>Tenure Track</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Clinical Non-Tenure Track Faculty on Contract</td>
</tr>
<tr>
<td>On Presumptively Renewable Contract for Term of ≥ Five Years</td>
</tr>
<tr>
<td>On Track to Presumptively Renewable Contract for Term of ≥ Five Years</td>
</tr>
<tr>
<td>Not on Five Year Presumptively Renewable Contract or Tenure Track</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>LRW Non-Tenure Track Faculty on Contract (Include only faculty not counted in the Clinical Faculty above)</td>
</tr>
<tr>
<td>At the Law School for &gt; Four Years</td>
</tr>
<tr>
<td>At the Law School for Two - Four Years</td>
</tr>
<tr>
<td>At the Law School for &lt; Two Years</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Other Non-Tenure Track Faculty on Contract</td>
</tr>
<tr>
<td>Visitors</td>
</tr>
<tr>
<td>Total Full-Time Faculty</td>
</tr>
<tr>
<td>Comments :</td>
</tr>
</tbody>
</table>

(41) Standard 402 and Definitions 7. [State whether full-time faculty devote substantially all their working time to teaching, scholarship, service, and governance at the Law School.]

(42) Standard 402 and Interpretation 402-2. [State whether any faculty members are regularly engaged in outside professional activities, other than those
described in Standard 404(a), that unduly interfere with their responsibilities as a full-time faculty member. If one or more faculty members are regularly engaged in such outside professional activities, state whether the Law School has met its burden to demonstrate that the faculty member(s) has a full-time commitment to the Law School, as set forth in the Standard and Interpretation.

(43) Standard 403(a). [State whether the full-time faculty teaches substantially all of the first one-third of each student’s coursework, and also indicate whether the full-time faculty teaches 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.]

(44) Standard 403(b) and Interpretation 403-1. [Briefly summarize the site team’s observations as to teaching effectiveness. Briefly describe the Law School’s efforts to ensure teaching effectiveness by all persons providing instruction, full-time and adjunct, to its students (e.g., a faculty committee on effective teaching, class visits, institutional review of student evaluations, and other efforts).]

(45) Standard 205(b) and (c) and Interpretations 205-1 through 205-5. [Quote the applicable (University or Law School) nondiscrimination policy on race, color, religion, national origin, gender, sexual orientation, age, and disability regarding faculty and staff. If there is a single Law School nondiscrimination policy that also covers admissions and employment, do not repeat the policy in the student section. If the Law School has a religious affiliation or purpose, state whether it adopted and applies policies of admission of students and employment of faculty and staff that directly relate to this affiliation or purpose. If so, please describe. State whether notice of these policies have been given to students, faculty, and staff prior to their affiliation with the Law School.]

(46) Standard 206(b). [Briefly describe with particularity the Law School’s concrete actions, in addition to attending the AALS Faculty Recruitment Conference, demonstrating a commitment to having a full-time faculty that is diverse with respect to gender, race, and ethnicity. (Note Interpretation 206-1 where a law school is subject to constitutional or statutory prohibitions to consider gender, race, ethnicity, or national origin in employment decisions.) Insert Report #14: Faculty Recruitment]

| Report #14 : FACULTY RECRUITMENT: ENTRY-LEVEL HIRES (E) AND LATERAL HIRES (L) |
|---------------------------------|----------------|----------------|----------------|
|                                 | TOTAL | WOMEN | MINORITY | TOTAL | WOMEN | MINORITY | TOTAL | WOMEN | MINORITY |
|                                 | E | L | E | L | E | L | E | L | E | L |
| AALS Initial Interviews         |       |      |     |     |     |     |     |     |     |     |
| Campus Initial Interviews       |       |      |     |     |     |     |     |     |     |     |
| Other Initial Interviews        |       |      |     |     |     |     |     |     |     |     |
| Total Initial interviews        |       |      |     |     |     |     |     |     |     |     |
| Final Campus Interviews         |       |      |     |     |     |     |     |     |     |     |
| Offers                          |       |      |     |     |     |     |     |     |     |     |
| Acceptances                     |       |      |     |     |     |     |     |     |     |     |
(47) Standard 206(b). [Indicate the gender, racial, and ethnic make-up of the adjunct faculty by inserting the chart provided in the site report. Briefly describe with particularity the Law School's concrete actions demonstrating a commitment to having an adjunct faculty that are diverse with respect to gender, race, and ethnicity. Insert Report #15: Adjunct Faculty Profile.]

Report #15: ADJUNCT/PART TIME FACULTY PROFILES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total</th>
<th>Women</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

(48) Standard 206(b). [Briefly describe with particularity the Law School’s concrete actions demonstrating a commitment to having a staff that is diverse with respect to gender, race, and ethnicity.]

(49) Standard 404(a). [State whether the Law School adopted, published, and adheres to written policies with respect to the full-time faculty members’ responsibilities consistent with the core responsibilities listed in the Standard. State whether the full-time faculty collectively 1) is involved in teaching, preparing for classes, being available for student consultation about those classes, assessing student performance in those classes, and remaining current in the subjects being taught; 2) is involved in academic advising, creating an atmosphere in which students and faculty may voice opinions and exchange ideas, and assessing student learning at the Law School; 3) is actively engaged in scholarship as defined by the Law School; 4) provides service to the Law School and University, including participation in Law School governance, curricular development, and other responsibilities described in the Standards; 5) provides service to the profession; and 6) provides service to the public, including pro bono activities. Elaborate only if there are deficiencies implicating compliance. If there are no compliance issues, state that the Law School collectively fulfills the core responsibilities stated in the Standard.]

(50) Standard 404(b). [State whether the Law School periodically evaluates the extent to which the faculty discharges its core responsibilities under the Law School’s policies and the contributions of each full-time faculty member to meeting the core responsibilities of the faculty.]

(51) Standard 405(a). [State whether the Law School has established and maintains conditions adequate to attract and retain a competent faculty.]

(52) Standard 405(b) and Interpretations 405-1 through 405-4. [State whether the Law School has an established and announced policy with respect to tenure.]

(53) Standard 405(b). [State whether the Law School has an established and announced policy with respect to academic freedom and identify the categories of faculty

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to whom the policy applies (i.e., all faculty, clinical faculty, legal writing faculty, adjunct faculty, part-time faculty, and any others with teaching responsibilities.)

(54) Standard 405(c) and Interpretations 405-6 and 405-7. [Briefly describe the Law School’s system of security of position and non-compensatory perquisites for full-time clinical faculty. If the system is not tenure-track, include the length of time for contracts and whether the system leads to a presumptively renewable contract. If the system does not lead to a presumptively renewable contract of at least five years in length, describe the arrangement to ensure academic freedom and note whether it is the same academic freedom as provided to tenure-track faculty. Provide the number of full-time clinical faculty in relation to clinical faculty on short-term contracts if there is a compliance issue.]

(55) Standard 405(c) and Interpretation 405-8. [Briefly 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.]

(56) Standard 405(d) and Interpretation 405-9. [Briefly describe the security of position and other rights and privileges afforded to full-time legal writing faculty. Include a description of any history revealed in the record of difficulty attracting and retaining a well-qualified legal writing faculty.]

Students

The portion of the decision letter concerning students addresses five broad issues: (a) who the students are; (b) what services are provided to them; (c) what happens when they take the bar examination and seek employment; (d) how the Law School provides an environment of non-discrimination, equality of opportunity, and concrete efforts for students; and (e) accurate disclosure of information to prospective and matriculated students. The decision letter should address each of these five broad issues.

(57) Standard 501(a) and (b). [State whether the Law School maintains sound admissions policies and procedures consistent with the Standards, the Law School’s mission, and the objectives of its program of legal education. State whether the Law School admits only applicants who appear capable of satisfactorily completing the program of legal education and being admitted to the bar. Elaborate only if there appear to be deficiencies implicating compliance considering such issues as the academic and admission test credentials of the Law School’s entering students, the academic attrition rate of the Law School’s students, the bar passage rate of its graduates, and/or the effectiveness of the Law School’s academic support program.]

[Insert Report #16: Admissions Data for the Current and Previous Two Academic Years.]
Report #16: Admissions Data for the Current and Previous Two Academic Years

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UDA</td>
<td>FTA</td>
<td>PTA</td>
</tr>
<tr>
<td># of applications Received</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of offers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(as % of applications Received)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Matriculants</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(as % of applications Received)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(as % of offers)</td>
<td></td>
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</tr>
<tr>
<td>LSAT - 75th Percentile</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Median</td>
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<td></td>
<td></td>
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<tr>
<td>25th Percentile</td>
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<tr>
<td>UGPA - 75th Percentile</td>
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<tr>
<td>Median</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>25th Percentile</td>
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<td></td>
</tr>
<tr>
<td># of Women in Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(% of class)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Minorities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(% of class)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

* UDA: Unduplicated Applications. (Men + Women)
* FTA: Full-Time Applications. (Men + Women)
* PTA: Part-Time Applications. (Men + Women)

(58) Standard 205(a) and (b). [Identify any circumstances evidencing discrimination or lack of equality of opportunity by the Law School with respect to students. If there are no such instances, so state.]


Report #19 Admission Minority

<table>
<thead>
<tr>
<th>MINORITY ADMISSIONS AND FIRST YEAR CLASS PROFILE - 2016</th>
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</thead>
<tbody>
<tr>
<td>Applications</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Black or African American</td>
</tr>
<tr>
<td>Hispanics of any race</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
</tr>
<tr>
<td>Two or more races</td>
</tr>
<tr>
<td>SUB TOTAL (Minority Categories)</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Nonresident Alien</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

(60) Standard 502(a) through (c). [State whether the Law School requires 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. Elaborate only if the Law School admits students without a baccalaureate degree and/or without a degree from a fully accredited college or university and state whether the Law School placed a statement in the student’s file of the considerations that led to the decision.]

(61) Standard 502(d) and Interpretations 502-1 and 502-2. [State whether the Law School, within a reasonable time after a student registers, has on file the student’s official transcripts verifying all academic credits undertaken and degree(s) conferred.]

(62) Standard 503 and Interpretations 503-1, 503-2, and 503-3. [State whether the Law School requires the LSAT for admission to its J.D. program and whether it uses the test results in a manner that is consistent with the current guidelines. If the Law School admits students under the “safe harbor,” provide the statistical data demonstrating compliance.]

(63) Standard 501(c). [State whether the Law School admits or readmits students who were disqualified previously for academic reasons. If so, briefly describe the Law School’s policy. 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.]

(64) Standards 505 and 311. [State whether the Law School grants J.D. degree credit for prior law study. If so, briefly describe the policies, including information with respect to students who are admitted as transfer students from ABA-approved law schools, from non-ABA approved law schools, or if the Law School grants J.D. degree credit for prior law study for courses completed at law schools outside the United States or for credits earned in an LL.M. or other post J.D. program. State whether the Law School’s policies are consistent with Standard 311. In all cases, state the maximum total number of credit hours that may be granted for prior law study. Use separate paragraphs for each category of degree credit for prior law study listed in the Standard. If the Law School does not grant such credit, so state.]

(65) Standard 316. [Report the Law School’s bar passage by inserting the following table for first-time bar passage rates. Report five years of data in chronological order, and if the Law School’s bar passage rate is more than 15 points below the state bar passage rate, please so note. Insert Report #21: First-Time Bar Passage.]

<table>
<thead>
<tr>
<th>Report #21 : FIRST-TIME BAR PASSAGE REPORTING - TABLE 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>

55178_1
<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Total Graduates in Calendar Year</th>
<th># of Graduates from Calendar Year NOT taking Bar Exam</th>
<th>Graduates from Previous Years Taking Bar for FIRST Time in Calendar Year</th>
<th>Total First Time Takers Calendar Year</th>
<th>70% of Total First Time Takers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**FIRST-TIME BAR PASSAGE REPORTING - TABLE 2**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar Year</td>
<td>Graduates Taking Bar FIRST time in Calendar Year</td>
<td>% of School's FIRST Time Takers Reported for Calendar Year</td>
<td>List Jurisdictions Reported</td>
<td>ABA First Time Weighted Average Pass Rate for Calendar Year</td>
<td>School's Weighted Average Pass Rate for Calendar Year</td>
<td>Difference in Weighted Average (School minus ABA)</td>
</tr>
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</table>

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

(67) Standard 504(a). [State whether the Law School includes the required statement on character, fitness, and other qualifications for admissions on its website and in its application.]

(68) Standard 504(b). [State whether the Law School takes additional steps as soon after matriculation as possible to inform students to determine the character, fitness, and other requirements for admission to the bar in the jurisdictions in which they intend to seek admission.]

(69) Standard 507 and Interpretations 507-1, 507-2, and 507-3. [State whether the Law School takes reasonable steps to minimize student loan defaults, including debt counseling at the inception of a student's loan obligations and again before graduation. If the Law School is not affiliated with a university, note 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.]

(70) Standard 508. [State whether the Law School provides its students, regardless of enrollment or scheduling option (see also Standard 312), with basic student services, including maintenance of accurate student records, academic advising and counseling (see also Standard 309(a)), and financial aid counseling.]

(71) Standard 508. [Briefly describe how the Law School provides career counseling to assist students making career choices and obtaining employment. Elaborate if there are compliance issues. The types of facts in the record that may implicate this Standard include a percentage of graduates who are “unemployed seeking”]
greater than 20% and/or a percentage of graduates whose employment status is unknown greater than 15%.

(72) Standard 207 and Interpretation 207-1. [State whether the Law School adopted, published, and adheres to written policies and procedures for assessing and handling requests for reasonable accommodations made by qualified individuals with disabilities. Note that issues as to facilities need not be addressed in this section, as they are addressed elsewhere.]

(73) Standard 509 and Interpretations 509-1, 509-2, and 509-4. [Verify whether the Law School reports, publishes, or distributes all the required disclosures prominently on its website (a link titled “ABA Required Disclosures”), and whether the information is complete, accurate, and not misleading to a reasonable law student or applicant. Verify whether the information is posted in the required format and time period. Finally, verify 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. If there are no issues, insert the following statement: The Law School publishes on its website all the standard disclosures in the required form and manner and for the designated time frame. The information appears to be complete, accurate, and not misleading to a reasonable law school student or applicant. Elaborate only if there are deficiencies implicating compliance, which may necessitate more than one paragraph.]

(74) Standard 509(b)(3) and (d) and Interpretation 509-3. [State whether the Law School distributes the conditional scholarship data to all applicants being offered conditional scholarships at the time the scholarship is offered.]

(75) Standard 510(a) and (b) and Interpretations 510-1 and 510-2. [State whether the Law School established, published, and complies with a student complaint policy (and appeals procedure, if any, and timelines) and whether the Law School maintains a record of the complaints for the appropriate time and their resolution. Elaborate only if there are deficiencies implicating compliance.]

**Library and Information Resources**

The portion of the decision letter addressing information resources will be very brief unless there are issues implicating compliance.

(76) Standard 601(a)(1) and 601(a)(2). [State whether the law library, through expertise, resources, and services, enables the Law School to carry out its program of legal education, accomplish its mission, and support scholarship. Also, state whether the law library develops and maintains a responsive relationship with faculty, students, and administration.]

(77) Standard 601(a)(3). [State whether the library engages in regular planning and assessment, including the written assessment of its effectiveness in achieving its mission and realizing goals. Note that for law schools inspected under the old Standards, the materials may not contain this specific information on the written assessment portion of this finding.]
(78) Standard 601(a)(4). [State whether the law library 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.]

(79) Standard 601(b). [State whether the Law School provides a consistent basis of sufficient financial resources to the law library to enable it to support the Law School and to realize its established goals. Elaborate only if there is information in the record that 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. 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.]

(80) Standard 602 and Interpretation 602-1. [If the Law School is part of a university, state whether all operations of the law library are completely under the control of the Law School, and whether the director of the law library and the dean determine library policy and are responsible for the selection and retention of personnel, the provision of library services, and collection development and maintenance. If the law library is administered as part of a university library system, briefly describe that arrangement and state whether the dean and the director of the law library are responsible for the selection and retention of personnel, the provision of library services, and collection development and maintenance. Also state whether the budget for the law library is determined as part of and administered in the same manner as the Law School budget. If this is not the case, briefly describe the process.]

(81) Standard 603 and Interpretation 603-1. [State whether the Law School has a full-time director whose principal responsibilities are managing the law library and providing information resources in appropriate formats to faculty and students. State whether the selection and retention of the director of the law library is determined by the Law School. If the director has been appointed since the last inspection, briefly describe the process through which the appointment was made (i.e., the level of faculty involvement). Briefly describe the qualifications of the director (education, experience, knowledge of and experience in library administration). If the library director does not have both 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. Describe the faculty status of the director (professor, tenure-track, contract, etc.). If the law library director does not have a law faculty appointment with security of faculty position, describe the extraordinary circumstances that justify the absence of that faculty position.]

(82) Standard 604 and Interpretation 604-1. [State whether the law library has a staff sufficient in expertise and number to provide the appropriate library and information resources to the Law School. 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.]

(83) Standard 605. [State whether the law library 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. Elaborate only if there are indications in the record of problems with the range or quality of services.]
(84) Standard 606(a), 606(b), and 606(c) and Interpretations 606-1, 606-2, 606-3, and 606-4. [State whether the law library provides a core collection in a mixture of formats if the site team reported that fact and whether the law library provides a 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. Elaborate only if the record indicates that the law library does not provide the necessary resources to meet the needs of the Law School.]

(85) Standard 606(d). [State whether the law library has a current collection development plan that is adequate for the Law School’s needs.]

(86) Standard 606(e). [State whether the law library provides suitable space and adequate equipment to access and use all information in whatever formats are represented in the collection.]

Facilities, Equipment, and Technology

Note: The “negative and material effect” threshold applies to Standards 701 and 702.

(87) Standard 701. [State whether the Law School’s equipment, technology, and technological support are adequate. This Standard is met unless 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. For any identified deficiency, address whether it has a negative and material effect or if additional information is necessary to make that determination.]

(88) Standard 702(a) and Interpretation 702-3. [State whether the facilities are suitable and sufficient with respect to class and seminar rooms; the library; faculty offices; and space for support services staff, part-time faculty to conduct student-faculty conferences, equipment and records, in-house clinical programs, quiet study and research, and collaborative work. For any identified deficiency, address whether it has a negative and material effect or if the record is insufficient to make that determination. Use separate paragraphs for identified deficiencies.]

(89) Standards 207(a) and 702(b). [State whether 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. State whether any violations of health and safety codes for facilities or equipment were identified.]

(90) Standard 702 and Interpretations 702-1 and 702-2. [If any facilities are leased or financed, discuss the Law School’s right to continue to occupy them. If facilities are not under the exclusive control of the Law School, discuss whether the arrangements permit proper scheduling of Law School activities. If the Law School does not lease its facilities, so state.]

CONCLUSIONS:
(1) In accordance with Rule 12(a)(3), the Committee concludes that it has reason to believe that [Name of Law School] has not demonstrated that it is in compliance with the following Standards:

(a) Standard _____ and Interpretation _____, with respect to the requirement that _____________________________. [See Findings of Fact (xx) – (xx)].

(b) Standard _____ and Interpretation _____, with respect to the requirement that _____________________________. [See Findings of Fact (xx) – (xx)].

(c) Standard _____ and Interpretation _____, with respect to the requirement that _____________________________. [See Findings of Fact (xx) – (xx)].

(2) In accordance with Rule 12(a)(2), the Committee requests additional information to enable it to determine the Law School’s compliance with the following Standards:

(a) Standard ____ and Interpretation ____, with respect to whether __________________________________________________________. [See Findings of Fact (xx) - (xx)].

(b) Standard ____ and Interpretation ____, with respect to whether __________________________________________________________. [See Findings of Fact (xx) - (xx)].

(c) Standard ____ and Interpretation ____, with respect to whether __________________________________________________________. [See Findings of Fact (xx) - (xx)].

(3) In accordance with Rule 13(b), although requiring no response, the Committee calls the Law School’s attention to the following Standards:

(a) Standard ____ and Interpretation ____, with respect to the requirement that_________. [See Findings of Fact (xx)-(xx)].

(b) Standard ____ and Interpretation ____, with respect to the requirement that_________. [See Findings of Fact (xx)-(xx)].

RESPONSE REQUESTED:

(1) The Committee requests that the President and Dean of [Name of Law School] submit a report by [Date] with all relevant information necessary to demonstrate compliance with the Standards noted in Conclusions (1) and (2) above.

Specifically, as to Conclusions (1)(a)-(c), the Committee requests that the Law School provide information to demonstrate that

(a) [State the specific information requested.]

(b) [Same.]
(c) [Same.]

Specifically, as to Conclusions (2)(a)-(c), provide:

(a) [State the specific information requested.]

(b) [Same.]

(c) [Same.]

(2) Upon review of the information provided by the Law School in response to Conclusions (1)(a)-(c), the Committee may, in accordance with Rule 12(a)(4), determine that the Law School is not in compliance with the Standards and proceed pursuant to Rule 14.
MEMORANDUM

To: The Dean of a Member School Scheduled for a Sabbatical Site Evaluation

From: Judith Areen, Executive Director

Subject: Information About the AALS Membership Review Process

You should already have received material prepared by the Council of the Section on Legal Education and Admissions to the Bar of the American Bar Association (ABA Council) about your sabbatical site evaluation. This memorandum provides additional information specifically related to the AALS membership review.

I. THE ABA/AALS JOINT SITE TEAM

Since the 1969-70 academic year, the ABA Council and the AALS have conducted joint site visits of law schools. The purpose is to minimize the administrative inconvenience and expense of the sabbatical evaluation process by having a single fact-finding visit.

Nonetheless, the accreditation process of the ABA Council and the AALS membership review process have distinct purposes and review procedures. The AALS is a voluntary membership organization. It does not accredit law schools; instead, the AALS reviews schools both to determine their compliance with AALS membership requirements and to encourage improvement in faculty scholarship, teaching, and other areas central to the core values of the Association. In contrast, the ABA Council has been recognized by the U.S. Department of Education as an accreditor of law schools. Students at ABA-accredited schools are eligible to obtain federal financial aid. In addition, many states rely upon ABA accreditation in their rules regarding who is eligible to take the state’s bar examination.

The decision-making processes of the two organizations are independent and distinct. The ABA does not participate in deciding whether schools have complied with AALS membership criteria, and the AALS does not participate in deciding whether schools have complied with ABA accreditation standards.

Members of a joint site team are visiting the law school as colleagues of those whose program is being evaluated. As fellow teachers, lawyers, university educators, or public members, they share common goals with the faculty and dean of the school. The AALS views peer review as a particularly valuable dimension of site visit process.
Typically, the AALS appoints only one member of the joint site team. This individual, the AALS Reporter, has the task of writing a separate report for the AALS, in addition to writing a portion of the joint site team’s report. The separate AALS report focuses on the relevant AALS membership criteria. Only the AALS Executive Committee and ultimately the AALS House of Representatives are authorized to officially speak on behalf of the AALS to a member school concerning its membership status. The AALS Reporter is encouraged, however, to discuss with the dean and president what he or she contemplates including in the AALS report about the school and its program.

II. AALS MEMBERSHIP CRITERIA

Although there are similarities between the ABA Standards for Approval of Law Schools and the AALS rules of membership, they are not identical. In particular, the AALS has a special interest in the core values enumerated in Bylaw Section 6-1. These core values emphasize scholarship, strong teaching, shared governance, academic freedom, diversity, and nondiscrimination. A copy of Bylaw 6-1 is attached for your information.

In recent years, many law schools have revised, or in some cases prepared for the first time, written criteria for selection of faculty and for promotion and award of tenure. These criteria will be reviewed by the AALS reporter. The role of the quality of an individual's teaching and scholarship in granting promotion and tenure will be assessed. With respect to teaching, for example, the AALS reporter will want to know what the school does to encourage quality teaching. Are periodic colloquia held? What support is there for attending professional development workshops and teaching conferences? Are faculty members encouraged to visit each other's classes? What encouragement is there for experimentation with teaching methodologies? With respect to research, the AALS reporter will want to know, for example, what support the law school and university provide to encourage and facilitate faculty research. Are research assistants provided? Does faculty custom encourage the circulation of drafts of articles for comment by colleagues?

Bylaw Section 6-3 requires that schools seek to have a faculty, a staff, and a student body that are diverse with respect to race, color, and sex. The AALS reporter will review a school's efforts to diversify its faculty, student body, and staff. For example, has the school engaged in recruitment efforts targeted at members of underrepresented groups? Has the school made efforts to ensure a positive climate for all members of its community?

The AALS reporter will also seek information on the range and variety of the school's curricular offerings, including research and discussion seminars and skills training (e.g., negotiation, drafting, interviewing, trial advocacy, and counseling).

III. YOUR REVIEW OF THE TWO REPORTS

After the joint site report has been completed and reviewed by the ABA Section’s office, a copy will be sent to you for your comments concerning any factual errors or additional information since the site evaluation. A copy of your comments on the joint site report should be sent to the AALS as well as to the ABA.
Our office will send you a copy of the AALS report. Your comments on the AALS report should be sent back to our office.

IV. AALS MEMBERSHIP REVIEW PROCESS

A) AALS Membership Review Committee Action. Before the meeting of the AALS Membership Review Committee, you will be invited to describe in writing the significant developments in your school's program that have taken place since the site evaluation and that are not reflected in the joint site report or AALS report. Your letter might, for example, describe changes in the full-time faculty, report on budget updates, or outline significant changes in the curriculum. You will be asked to submit your letter in sufficient time for us to send copies to the AALS Membership Review Committee before its meeting.

The AALS Membership Review Committee generally meets twice a year, in October and again in April. A member of the Committee is typically assigned special responsibility for each school on the agenda. That committee member receives the joint evaluation report, the AALS report, and the school's completed AALS questionnaire. After consideration of the report and related materials, the AALS Membership Review Committee decides what action to recommend to the AALS Executive Committee.

B) Action by the AALS Executive Committee. At its November and May meetings, the AALS Executive Committee receives the report and recommendations of the AALS Membership Review Committee. The Executive Committee's response on behalf of the AALS is then communicated to the school's president and dean and a copy is sent to the AALS Reporter on the joint site team. There may be instances where the Executive Committee will seek from the president or dean additional information or responses for consideration by the Membership Review Committee at a subsequent meeting.

In accordance with AALS Executive Committee Regulation 5.6(c), the school's dean and president are authorized to publish the letter adopted by the Executive Committee in response to the site evaluation report. If the dean and president choose not to publish or otherwise make available the letter, a member of the full-time faculty may obtain a copy from the AALS office.

I hope this memorandum will be helpful to you in preparing for, and understanding the purposes of, the joint site visit. Please call or email (jareen@aals.org) me if you have any questions.

Attachment: Bylaw 6-1

September 2017
BYLAW ARTICLE 6 MEMBERSHIP REQUIREMENTS

Section 6-1. Core Values.

a. The obligations of membership imposed by this Article and the Executive Committee Regulations are intended to reflect the Association’s core values and distinctive role as a membership association, while according appropriate respect for the autonomy of its member schools.

b. The Association values and expects its member schools to value:

   (i) a faculty composed primarily of full-time teacher-scholars who constitute a self-governing intellectual community engaged in the creation and dissemination of knowledge about law, legal processes, and legal systems, and who are devoted to fostering justice and public service;
   (ii) academic freedom;
   (iii) diversity of viewpoints;
   (iv) excellent scholarship;
   (v) excellent teaching;
   (vi) a rigorous academic program in the context of a dynamic curriculum that is both broad and deep;
   (vii) a diverse faculty hired, promoted, and retained based on meeting and supporting high standards of teaching and scholarship and in accordance with principles of nondiscrimination;
   (viii) competent and professional staff to support the mission of the law school;
   (ix) selection of students based upon intellectual ability and personal potential for success in the study and practice of law, through a fair and nondiscriminatory process designed to produce a diverse student body and a broadly representative legal profession; and
   (x) honesty, integrity, and professionalism in dealing with students, faculty, staff, the public, and the Association.
AALS Sabbatical Questionnaire

Law School Name__________________________________________ Date_____________________________

Name and Position of Person Completing Questionnaire_____________________________________________

Email_________________________________________ Phone_______________________________________

This questionnaire seeks information relevant to the core values of the AALS that will assist the AALS reporter, Membership Review Committee, and Executive Committee in the membership review process. The AALS membership review process is meant to complement, and not duplicate, the ABA’s accreditation process. Our questionnaire, therefore, focuses on the core values of AALS. This questionnaire is formatted as a word document to make it accessible to variations in response to our questions. If you want to add an explanation or expand on information in the questionnaire, please do not change the question itself, but this document is amenable to adding such explanations and we welcome any additional information you'd like to include.

At least twenty (20) days before the site visit, please send the reporter your completed questionnaire. In addition, the AALS office would like to receive both a paper and an electronic version of the completed questionnaire. Please mail the paper copy and a flash drive to: AALS Membership Review, 1614 20th Street, NW, Washington, DC 20009.

Your school is also preparing a Self Study for the ABA Section; please send an electronic version of the ABA Self Study (Parts I and II) and all supplemental materials to the AALS. (Please do not send a paper copy of the ABA Self Study to AALS.) If you have any questions, please contact Barbara Studenmund, AALS Membership Review Coordinator, at bstudenmund@aals.org or (202) 296-6474.

I. Faculty and Scholarship

1. Please indicate the number of current full-time tenured or tenure-track faculty _______ as well as the number of other full-time faculty who are expected to produce scholarship _______. Please complete the following chart for the preceding three years (either the past three calendar or academic years, whichever you prefer).

<table>
<thead>
<tr>
<th>Types of scholarly publications</th>
<th>Number of full-time faculty publishing each type during the 3 preceding years</th>
<th>Number of each type of publication published by full-time faculty during the 3 preceding years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law review articles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book chapters</td>
<td></td>
<td></td>
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<tr>
<td>Other scholarly publications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Please complete the attached faculty profile. List all current full-time faculty. This will be Appendix A. Be sure to provide the titles, citations, and publication dates of their scholarship either in the Profile Chart, or in a separate faculty publication list.

3. How many tenured faculty______, or untenured, tenure-track faculty______, or other full-time faculty with writing obligations______, have not published any scholarship in the past three years?
4. Please separately list the full-time faculty who in the last five years (1) have been appointed to your faculty and those who (2) have left your faculty for any reason, indicating the gender and race of each faculty member listed. This will be Appendix B.

5. Describe or attach your school’s policy with respect to scholarly productivity, including to whom it applies and any specific expectations, e.g. at least one major article or book chapter every two years. If there is no written policy, please describe how scholarly expectations are communicated to faculty. Please also attach your school’s narrative response to Questions #49(a-c) and #52(a-b), including Attachment #22, of the ABA Site Evaluation Questionnaire (SEQ). This will be Appendix C.

6. Describe the steps you take to mentor new faculty. This will be Appendix D.

7. Describe the programs you have in place to encourage faculty scholarship, e.g. research assistants, opportunities for faculty to present works in progress, etc. Please indicate if you have added or changed any of these programs since the last membership review. This will be Appendix E.

8. Please describe the faculty meetings that were convened over the past academic year and their dates. Please describe briefly the topics covered at each meeting (e.g. faculty hiring, strategic planning). This will be Appendix F.

II. Teaching

1. Please describe the normal teaching load for full-time faculty. If the teaching load varies for different faculty, e.g. tenured, tenure track, clinicians, LRW, please describe the differences. Also attach your school’s narrative response to Question #44(a-b) of the ABA SEQ. This will be Appendix G.

2. What programs or services do you offer to assist faculty in improving their teaching? This will be Appendix H.

3. The AALS is interested in understanding where schools are in relation to online and distance education. Please attach your school’s narrative response to Question #30 of the ABA SEQ. This will be Appendix I.

4. Please review the “Course Hours Summary” chart produced as part of Report 12 in the ABA SEQ. If the data on the “Course Hours Summary” chart shows that no more than 40% of the credit hours (not “courses”) offered in each division of each regular term (excluding limited program summer terms) are taught by part-time and/or adjunct faculty, simply attach a copy of the SEQ “Course Hours Summary” chart as Appendix J.

If the Course Hours Summary chart from the ABA SEQ shows that more than 40% of the credit hours (not “courses”) in any division of any regular term are taught by part-time and/or adjunct faculty, please fill out the following chart to show that the school’s full-time faculty offer at least 60% of the student contact hours leading to the J.D. degree in each division. Note that this chart, unlike the ABA Student Contact Hours Chart, requests a breakdown by division and by full-time faculty, part-time/adjunct faculty, and deans, librarians, and administrators. Please complete a separate chart for
AALS Sabbatical Questionnaire

each of the two most recent terms (excluding limited program summer terms) for which data is available. This will be Appendix K.

Definitions:
1. The number of "academic credit hours" in a semester is defined as the total of course credits for all courses offered in that semester.
2. The number of student contact hours is defined as the number of academic credit hours multiplied by the number of students enrolled in each course.
3. If a course has multiple sections, each section is a separate course, except that, if a full-time faculty member teaches a subject by supervising sections taught by part-time faculty, the sections taught by part-time faculty are not individually counted and the full-time faculty member is considered to be teaching one course.

Under newly revised regulations, the Executive Committee considers the percentages in Regulation 6-4.1 to be a safe harbor. If neither the credit or contact hours demonstrate compliance, please provide an explanation. This will be Appendix L.

Chart for Appendix J

<table>
<thead>
<tr>
<th>Part-Time Faculty Usage Chart</th>
<th>Full-time Division</th>
<th>Part-time Division(s) or Program(s)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Term ____ Year</td>
<td>(1) Number &amp; Percent of Student Contact Hours</td>
<td>(2) Number &amp; Percent of Student Contact Hours</td>
</tr>
<tr>
<td>Full-time Faculty, including Visitors</td>
<td></td>
<td></td>
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<tr>
<td>Deans, Librarians &amp; Administrators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time/Adjunct Faculty</td>
<td></td>
<td></td>
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<tr>
<td>TOTAL</td>
<td></td>
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</tbody>
</table>

III. Improvements Since the Last Site Visit

1. Please describe in 1,500 words or less significant changes, if any, to your curriculum requirements since the last site visit, e.g. a change in the number or type of courses required for graduation. This will be Appendix M.

2. Please describe in 1,500 words or less significant curricular innovations (maximum of three), if any, made since the last site visit, e.g. a new clinic or methods of pedagogy. This will be Appendix N.

3. Please describe in 1,500 words or less other significant improvements, if any, made since the last site visit, e.g. new efforts to support faculty teaching or scholarship, or new efforts to increase faculty or student diversity. This will be Appendix O.
IV. Nondiscrimination and Diversity

1.a. Does the school have a written policy that complies with Bylaw 6-3.a? (Bylaw 6-3a provides: A member school shall provide equality of opportunity in legal education for all persons, including faculty and employees with respect to hiring, continuation, promotion and tenure, applicants for admission, enrolled students, and graduates, without discrimination or segregation on the ground of race, color, religion, national origin, sex, gender (including identity and expression), sexual orientation, age, or disability.) Please answer yes or no ____________.

1.b. Please attach copies of all nondiscrimination policies as they appear in printed and online communications, e.g. admissions materials, school promotion documents, etc., and indicate where they appear online. This will be Appendix P.

2.a. Since the last sabbatical visit, has any student, faculty, or staff member complained of discrimination? (Include all claims of discrimination except those between students.) Please answer yes or no __________

   If you answered yes, please describe the nature of the complaint(s). If an investigation into a claim of discrimination is ongoing or finds evidence of discrimination, please identify what kind of discrimination was alleged.

2.b. How were the complaint(s) resolved?
   ___ Investigation ongoing
   ___ No finding of discrimination
   ___ Finding of discrimination
   ___ Other. Please explain.

3. Please attach the ABA Standard 509 Information Report for the past three academic years. This will be Appendix Q.

4. Please attach your school’s narrative response to Question #46 and Report 14 of the ABA SEQ describing efforts to recruit and retain a diverse faculty. This will be Appendix R.

5. Please report the gender and ethnicity of all full-time employees who are classified as exempt staff as defined by the Fair Labor Standards Act, as well as any nonexempt staff who have significant contact with students. Do not include full-time faculty members. Please use the following chart (add rows as needed). This will be Appendix S.

<table>
<thead>
<tr>
<th>Title (do not include names)</th>
<th>Gender</th>
<th>Ethnicity</th>
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6. Member schools are required to obtain written assurances from employers that they comply with the school’s nondiscrimination requirements. When using an online application such as Symplicity, schools may meet the requirement by adding a box to the application that employers can check to indicate they have read and will comply with the nondiscrimination policy. When job postings are obtained from third parties, schools can meet the requirement by adding a notation to the postings that
AALS Sabbatical Questionnaire

these employers have not been vetted by the schools and have not yet given assurances of nondiscrimination. Does the school require all employers receiving any form of placement assistance to give written assurances of compliance that meet these standards? (Please answer yes or no) ________

Please attach copies of the nondiscrimination policy and documents used in obtaining assurances from employers including Symplicity, job posting forms, and other placement assistance (these may include screenshots of webpages). This will be Appendix T.

Appendices to Completed Questionnaire
A. Faculty Profile
B. List of faculty who were appointed and those who have retired or resigned during the past 5 years.
C. Scholarship Policy/Policies
D. Faculty Mentoring Program
E. Programs to Encourage Scholarship
F. Faculty Meetings
G. Teaching Evaluation Policies and Procedures
H. Programs to Improve Teaching
I. Online/Distance Education Programs
J. Course Hours Summary
K. Student Contact Hours
L. Alternative Data Demonstrating Compliance with Bylaw 6-4.d and ECR 6-4.1
M. Curricular Changes
N. Curricular Innovations
O. Significant Improvements
P. Nondiscrimination Policy
Q. 509 reports for past three years
R. Faculty Diversity Efforts
S. Staff Demographics
T. Employer Assurance

DRAFT September 2017

Mail hard copy of this AALS questionnaire along with electronic version of this questionnaire and the ABA Self Study to:
   AALS Membership Review
   1614 20th Street, NW
   Washington, DC  20009
Appendix A

Faculty Profile

Instructions: List all current full-time faculty, and include scholarship published in the past three years (either academic or calendar years, whichever you used in Question 1). Group faculty by responsibilities (1) Those with Writing Responsibilities or (2) Faculty with No Writing Responsibilities. Specify the type of publication (e.g. law review article, book, book chapter, etc, and include title, citation, and date of each publication.). Also, please note if there is no, or limited (e.g., no post-tenure expectation), scholarly publication expectation for the faculty member. Include faculty who have not published in the three-year period and indicate other ways they contributed to the law school in the notes.

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Status¹</th>
<th>Publications (group publications by type: articles in law reviews, scholarly books, articles in bar journals, and book contributions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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¹ Status includes tenured, tenure-track, clinical, legal writing, and other (please specify).
Bar Passage Questionnaire for Standard 509

Note: At its meeting in June 2017, the Council of the Section of Legal Education and Admissions to the Bar approved a new Bar Passage Questionnaire. Bar Passage information will no longer be collected in the Annual Questionnaire. By moving the bar passage data collection to a different questionnaire, the Council will get more timely collection of data. In the first year, the Council will collect information for both 2016 and 2017. [The 2016 data would have been collected in the 2017 AQ.] Thereafter, we will collect one year of information each year. Until sufficient data has been collected using the new Bar Passage Questionnaire, data can be pulled from prior Annual Questionnaires to complete the reports.

The new Bar Passage Questionnaire collects both first-time and ultimate bar passage information for purposes of Standard 509, Consumer Information. The information on first-time bar passage is the same as what is currently requested in the Annual Questionnaire. For ultimate bar passage, the questionnaire follows graduates by calendar year of graduation and asks for information about the number who passed the bar examination within one year after graduation and within two years after graduation.
Part I. FIRST-TIME BAR PASSAGE QUESTIONNAIRE

A. Number of graduates in calendar year 2017
B. Number of 2017 graduates who DID NOT take the bar in any jurisdiction in 2017
C. Number of graduates from prior years who took the bar for the first time in 2017 in any jurisdiction
D. Number of 2017 graduates for whom no information is available
E. Total number of graduates who took the bar for the FIRST TIME in any jurisdiction in 2017 (Report only first time takers)

For each jurisdiction where graduates took the bar, provide:
Jurisdiction
# of Takers
# of Passers

Sample Report for new Bar Passage Questionnaire – First time bar passage

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Total Graduates in Calendar Year</th>
<th># from Calendar Year NOT taking Bar Exam</th>
<th># from Previous Years Taking Bar for FIRST Time in Calendar Year</th>
<th># from Calendar Year with no information</th>
<th>Total First Time Takers in any jurisdiction</th>
<th>Total who passed the bar in any jurisdiction</th>
<th>ABA first time weighted average pass rate</th>
<th>Percent who passed the bar in any jurisdiction</th>
<th>Law School weighted average pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>115</td>
<td>18</td>
<td>20</td>
<td>5</td>
<td>112</td>
<td>84</td>
<td>75.00</td>
<td></td>
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<tr>
<td>2016</td>
<td>168</td>
<td>24</td>
<td>19</td>
<td>9</td>
<td>154</td>
<td>120</td>
<td>77.92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>181</td>
<td>26</td>
<td>11</td>
<td>10</td>
<td>156</td>
<td>115</td>
<td>73.72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plus detail on each jurisdiction for each year.

Detail 2017

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Takers</th>
<th>Passers</th>
<th>Pass %</th>
<th>State Pass % for ABA approved law schools</th>
<th>difference</th>
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</thead>
<tbody>
<tr>
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<td>85</td>
<td>79</td>
<td>92.94</td>
<td>82.19</td>
<td>10.75</td>
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<td>Tennessee</td>
<td>10</td>
<td>8</td>
<td>80</td>
<td>78.04</td>
<td>1.96</td>
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<tr>
<td>Texas</td>
<td>9</td>
<td>8</td>
<td>88.89</td>
<td>73.21</td>
<td>15.68</td>
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Detail 2016

<table>
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<th>Passers</th>
<th>Pass %</th>
<th>State Pass % for ABA approved law schools</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>85</td>
<td>79</td>
<td>92.94</td>
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<td>10.75</td>
</tr>
<tr>
<td>Tennessee</td>
<td>10</td>
<td>8</td>
<td>80</td>
<td>78.04</td>
<td>1.96</td>
</tr>
<tr>
<td>Texas</td>
<td>9</td>
<td>8</td>
<td>88.89</td>
<td>73.21</td>
<td>15.68</td>
</tr>
</tbody>
</table>

Detail 2015

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Takers</th>
<th>Passers</th>
<th>Pass %</th>
<th>State Pass % for ABA approved law schools</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>85</td>
<td>79</td>
<td>92.94</td>
<td>82.19</td>
<td>10.75</td>
</tr>
<tr>
<td>Tennessee</td>
<td>10</td>
<td>8</td>
<td>80</td>
<td>78.04</td>
<td>1.96</td>
</tr>
<tr>
<td>Texas</td>
<td>9</td>
<td>8</td>
<td>88.89</td>
<td>73.21</td>
<td>15.68</td>
</tr>
</tbody>
</table>
Part II. ULTIMATE BAR PASSAGE QUESTIONNAIRE

Reporting on graduates by calendar year.
Graduates in 2015 calendar year (graduates from Jan – Dec 2015)
In January 2018, we will ask about the number who took within two years of graduation for the class of 2015.
Graduates in 2016 Calendar year (graduates from Jan – Dec 2016)
In January 2018, we’ll ask about the number who took within one year of graduation for the class of 2016.

Graduates in Calendar Year 2015
A. Number of graduates in calendar year 2015
B. Number who sat for a bar examination within **two years** of their date of graduation.
   - Total number of takers
   - Total number of passers
C. Number of 2015 graduates for whom no information is available
D. Number of graduates who did not take a bar examination within two years of their date of graduation

Graduates in Calendar Year 2016
A. Number of graduates in calendar year 2016
B. Number who sat for a bar examination within **one year** of their date of graduation.
   - Total number of takers
   - Total number of passers

*Note: Opportunities to take the bar examination for different cohorts in a calendar year.*

*Graduates in calendar year 2015*
*May graduates: July 2015, February 2016, July 2016, February 2017*
*August graduates: February 2016, July 2016, February 2017, July 2017*
*December graduates: February 2016, July 2016, February 2017, July 2017*

Report on Ultimate Bar Passage

<table>
<thead>
<tr>
<th>Calendar Year of graduation</th>
<th># of grads in calendar year</th>
<th>Grads who sat for a bar examination within one year of their date of graduation</th>
<th>Grads who sat for a bar examination within two years of their date of graduation</th>
<th># with no information</th>
<th># who did not take a bar within two years of graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>100</td>
<td>88 63 72%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2015</td>
<td>100</td>
<td>90 60 67%</td>
<td>95 82 86%</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

2015 100 90 60 67% 95 82 86% 2 3
Guidance Memos
Guidance Memos are issued by the Office of the Managing Director when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation, or reporting requirement. We remind schools that the Managing Director's Office does not have the authority to bind either the Council or the Accreditation Committee.

Managing Director's Memo on Standard 503 (August 2017)

Standard 316: Bar Passage (August 2016)
Demonstrating Compliance with First-Time Bar Passage
Demonstrating Compliance with Ultimate Bar Passage

Standard 509: Required Disclosures (July 2014, revised July 2016)

Transition to and Implementation of the New Standards and Rules of Procedure for Approval of Law Schools (August 2014)

Standard 204: Self Study (January 2015, Revised April 2016, Revised March 2017)

Standard 503 and Interpretation 503-3: Admission Test (January 2015)

Standard 303: Curriculum and 304: Simulation Courses and Law Clinics (regarding experiential learning) (March 2015)

Standard 510: Student Complaints Implicating Compliance with the Standards (March 2015)

Standards 301, 302, 314, 315: Learning Outcomes (June 2015)

Standard 105(a)(12): Part-time Enrollment Options (July 2015)

Standard 504: Qualifications for Admission to the Bar

Standards 102(e), 102(f), 509(e) regarding accreditation status

Standard 310: Determination of Credit Hours for Coursework (May 2016)

Guidance Memos on the Section’s Website

https://www.americanbar.org/groups/legal_education/accreditation/consultants_memos.html
MANAGING DIRECTOR STATEMENT ON STANDARD 503, PROPOSED CHANGES AND SCHOOLS ANNOUNCEMENTS ABOUT ACCEPTING GRE SCORES

The recent reports by two schools that they will join two other law schools in permitting applicants to apply with a Graduate Record Exam (GRE) score without a Law School Admission Test (LSAT) score has generated attention and comment. The following intends to put these announcements, and this matter generally, in context.

Standard 503 of the ABA Standards for Approval of Law Schools mandates that a law school require applicants to submit a valid and reliable law school admission test score as part of their application. Interpretation 503-1 accepts that the LSAT is such a test; further, it allows schools to use another test if the school demonstrates that it is valid and reliable for that institution. Interestingly, the Standard requires schools to use admission test scores consistently with guidance provided by the test maker, but it does not actually require that the law school use the score in any specific way, or at all.

Law schools know that if they accept an admission test other than the LSAT, they risk a subsequent determination by the Council of the Section of Legal Education and Admissions to the Bar that the test is not a valid and reliable admission test for that school under Interpretation 503-1. The law schools announcing that they will accept a GRE score in lieu of an LSAT score have had studies done which, in their views, establish the validity and reliability of the GRE for their admissions process. But, they all know that decision is ultimately for the Accreditation Committee and the Council to make.

If a law school is determined to have been operating out of compliance with the ABA Standards for Approval of Law Schools, the accreditation process has procedures for requiring it to take steps to come back into compliance with the Standards. In this situation, that process would likely include a requirement that the law school stop using that test, and it could lead to additional sanctions as provided in the Rules of Procedure.

The Council currently has out for notice and comment a proposed change to Standard 503 that would make several changes to the Standard and its Interpretations, including eliminating Int. 503-1. The proposal under consideration would establish a process to approve tests other than the LSAT for use by all law schools and would eliminate any individual school's ability to use a test that has not be approved by the Council.

The Council has received notice and comment, and in July conducted a hearing on its proposal. Those comments and the transcript of the hearing are posted on the Section's website.

At this point, the matter will be taken up by the Council's Standards Review Committee, which will review the comments and may make a recommendation to the Council. The Council will then decide whether to adopt the changes out for notice and comment or to continue the matter for further study. The Council, at this point, is slated to take up this matter in November 2017.
All law schools, through their deans, have clearly been advised of what is outlined above and that the time it will take to review, approve, and implement the proposed changes means that a new Standard will not be operative prior to the 2018-2019 recruiting cycle for students who would commence their studies in the Fall 2019 term. Until the Standard is changed, the current Standards and Interpretations remain in force.

Barry Currier
August 14, 2017
Standard 316. BAR PASSAGE

(a) A law school’s bar passage rate shall be sufficient, for purposes of Standard 301(a), if the school demonstrates that it meets any one of the following tests:

(1) That for students who graduated from the law school within the five most recently completed calendar years:

   (i) 75 percent or more of these graduates who sat for the bar passed a bar examination; or

   (ii) in at least three of these calendar years, 75 percent of the students graduating in those years and sitting for the bar have passed a bar examination.

In demonstrating compliance under sections (1)(i) and (ii), the school must report bar passage results from as many jurisdictions as necessary to account for at least 70 percent of its graduates each year, starting with the jurisdiction in which the highest number of graduates took the bar exam and proceeding in descending order of frequency.

(2) That in three or more of the five most recently completed calendar years, the school’s annual first-time bar passage rate in the jurisdictions reported by the school is no more than 15 points below the average first-time bar passage rates for graduates of ABA-approved law schools taking the bar examination in these same jurisdictions.

In demonstrating compliance under section (2), the school must report first-time bar passage data from as many jurisdictions as necessary to account for at least
70 percent of its graduates each year, starting with the jurisdiction in which the highest number of graduates took the bar exam and proceeding in descending order of frequency. When more than one jurisdiction is reported, the weighted average of the results in each of the reported jurisdictions shall be used to determine compliance.

(b) A school shall be out of compliance with this Standard if it is unable to demonstrate that it meets the requirements of paragraph (a)(1) or (2).

c) A school found out of compliance under paragraph (b) and that has not been able to come into compliance within the two-year period specified in Rule 14(b) of the Rules of Procedure for Approval of Law Schools, may seek to demonstrate good cause for extending the period the law school has to demonstrate compliance by submitting evidence of:

(1) The law school’s trend in bar passage rates for both first-time and subsequent takers: a clear trend of improvement will be considered in the school’s favor, a declining or flat trend against it.

(2) The length of time the law school’s bar passage rates have been below the first-time and ultimate rates established in paragraph A: a shorter time period will be considered in the school’s favor, a longer period against it.

(3) Actions by the law school to address bar passage, particularly the law school’s academic rigor and the demonstrated value and effectiveness of its academic support and bar preparation programs: value-added, effective, sustained and pervasive actions to address bar passage problems will be considered in the law school’s favor; ineffective or only marginally effective programs or limited action by the law school against it.

(4) Efforts by the law school to facilitate bar passage for its graduates who did not pass the bar on prior attempts: effective and sustained efforts by the law school will be considered in the school’s favor; ineffective or limited efforts by the law school against it.

(5) Efforts by the law school to provide broader access to legal education while maintaining academic rigor: sustained meaningful efforts will be viewed in the law school’s favor; intermittent or limited efforts by the law school against it.

(6) The demonstrated likelihood that the law school’s students who transfer to other ABA-approved schools will pass the bar examination: transfers by students with a strong likelihood of passing the bar will be considered in the school’s favor, providing the law school has undertaken counseling and other appropriate efforts to retain its well-performing students.

(7) Temporary circumstances beyond the control of the law school, but which the law school is addressing: for example, a natural disaster that disrupts operations or a significant increase in the standard for passing the relevant bar examination(s).

(8) Other factors, consistent with a law school’s demonstrated and sustained
mission, which the school considers relevant in explaining its deficient bar passage results and in explaining the school’s efforts to improve them.

Background

This memo provides guidance on demonstrating compliance with Standard 316 of the ABA Standards and Rules of Procedure for Approval of Law Schools. Standard 316 provides three different methods to demonstrate compliance; two methods focus on ultimate bar passage rates and one method focuses on first-time bar passage rates.

Law schools are required to report annual bar passage rates every year in the Annual Questionnaire. The Managing Director’s Office monitors bar passage rates through the site evaluation process (Rule 5) and through regular monitoring between site evaluations (Rule 6).

**NOTE:** Detailed instructions on demonstrating compliance with ultimate and first-time bar passage rate can be found on the Section’s [Guidance Memos page](#) and must be reviewed before completing the bar passage section of the Annual Questionnaire: See [Guidance Memo on Demonstrating Compliance with Ultimate Bar Passage](#) and [Guidance Memo on Demonstrating Compliance with First-Time Bar Passage](#)

Overview of Methods of Demonstrating Compliance

**Fully approved schools**

In order to comply with Standard 316 using **ultimate bar passage** rates, a fully approved law school must demonstrate either of the following:

(1) for the most recently completed five calendar years, 75 percent or more of the school's students who graduated during this period and sat for a bar examination, passed a bar examination; or

(2) in each of at least three of those same five calendar years, 75 percent or more of the law school's students who graduated during those years and sat for a bar examination, passed a bar examination.

In order to comply with Standard 316 using **first-time bar passage** rates, a fully approved law school must demonstrate that in each of at least three of the most recently completed five calendar years, the school’s bar passage rate is not more than 15 points below the first-time bar passage rate for graduates of ABA-approved law schools taking the bar exam in the same jurisdiction(s) in the relevant years.

**Provisionally approved schools**

In order to comply with Standard 316 using **ultimate bar passage** rates, a provisionally approved law school seeking full approval must demonstrate either of the following:

(1) for students who graduated from the law school since provisional approval was received, at least 75 percent of these graduates who sat for a bar examination have passed a bar examination; or
(2) in each of at least two calendar years since the school received provisional approval, 75 percent or more of the law school’s students who graduated during those years and sat for a bar examination, passed a bar examination.

In order to comply with Standard 316 using first-time bar passage rates, a provisionally approved law school must demonstrate that in each of at least two years since the law school received provisional approval the school’s bar passage rate is not more than 15 points below the first-time bar passage rate for graduates of ABA-approved law schools taking the bar exam in the same jurisdiction(s) in the relevant years.

Calendar Years

Fully approved schools

The five-year look-back is a rolling time frame. For example, if a school has a sabbatical review in 2015, the time frame would be 2010-2014. If the school was not in compliance with Standard 316 at that time and came before the Accreditation Committee again in 2016, the look-back period for demonstrating compliance would be 2011-2015.

Provisionally approved schools

For provisionally approved law schools, only those who graduated after the law school received provisional approval may be counted. Thus, if a school received provisional approval in February 2014, only those who graduated and took a bar examination after that date would be reported by the school.

In determining calendar years, if the first opportunity for a provisionally approved law school’s graduates to take the bar is in July 2014, then 2014 would count as the first calendar year. Subsequent calendar years would, of course, include the entire January – December period. Note that schools that receive full approval undergo a site visit three years after full approval and at that point they must meet the five-year look-back required for fully approved law schools.

Report on at least 70 percent of graduates

Schools must report bar passage results from as many jurisdictions as necessary to account for at least 70 percent of its graduates starting with the jurisdiction in which the highest number of graduates took the bar examination and proceeding in descending order of frequency until at least 70 percent of the school’s graduates in the relevant time period are accounted for.

A school may provide data on additional jurisdictions (i.e., beyond 70 percent) but must continue to do so from highest number of takers to lowest number of takers. (For example, suppose in reporting 70 percent of takers a school is not in compliance but by showing data on 80 percent of takers it would be in compliance. The school may do this as long as the additional jurisdictions included are a continuation of the descending order of frequency of takers.)

Schools must report on all students in the reported jurisdictions (even those for whom their passage status is unknown). Once a jurisdiction is included in the computation for a given year, all of the school’s graduates taking the bar in that jurisdiction in that year must be reported, even if a student’s status is unknown and even if it results in the school reporting on more than 70 percent of its graduates taking a bar examination.
**First-Time Takers**

Only those taking the bar examination for their first time may be counted as a first-time taker. While a person might take a bar examination in successive administrations in different jurisdictions and may be taking the examination for the first time in each of those jurisdictions, a person is only reported as a first-time taker when taking the examination for the first time in any jurisdiction.

**Reporting on Graduates who take the Bar Examination in a UBE Jurisdiction**

A graduate who takes the bar examination in a UBE jurisdiction is counted as a first-time taker in the jurisdiction where the examination was taken. The graduate must be reported as having passed or failed as a first-time taker in that jurisdiction. If a second UBE jurisdiction accepts the score of a graduate who failed in the first jurisdiction, that graduate is not considered a first-time taker in the second jurisdiction but can be counted as a passer for reporting ultimate bar passage results.

**Reporting on Graduates who take the Bar Examination Twice in One Administration**

Where a graduate took the bar examination twice in one administration (e.g., the Connecticut and Massachusetts bar exams in July 2013), the graduate shall be reported only once. The graduate shall be reported as having passed the bar if the graduate passed the exam in either or both of the jurisdictions, provided that the school is reporting bar pass results for a jurisdiction in which the graduate passed. If the graduate failed the bar exam in both jurisdictions, the graduate shall be reported once as not having passed, again provided that the school is reporting bar pass results for a jurisdiction in which the graduate did not pass.

The following examples illustrate the reporting on bar exam passage for graduates who took the bar exam for the first time twice in one administration.

Scenario 1 assumes that the graduate took the exam for the first time in both jurisdictions X and Y, and that the school is reporting both jurisdictions.

**Scenario 1**

<table>
<thead>
<tr>
<th>Jurisdiction X (reporting) [higher number of graduates being reported]</th>
<th>Jurisdiction Y (reporting) [smaller number of graduates being reported]</th>
<th>Report Graduate As:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate A</td>
<td>Passed</td>
<td>Failed</td>
</tr>
<tr>
<td>Graduate B</td>
<td>Passed</td>
<td>Passed</td>
</tr>
<tr>
<td>Graduate C</td>
<td>Failed</td>
<td>Failed</td>
</tr>
<tr>
<td>Graduate D</td>
<td>Failed</td>
<td>Passed</td>
</tr>
</tbody>
</table>

Scenario 2 assumes that the graduate took the bar for the first time in both jurisdiction X and Y, and that the school is reporting jurisdiction X but not Y.
Scenario 2

<table>
<thead>
<tr>
<th>Jurisdiction X (reporting)</th>
<th>Jurisdiction Y (not reporting)</th>
<th>Report Graduate As:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[higher number of graduates being reported]</td>
<td>[smaller number of graduates being reported]</td>
<td></td>
</tr>
<tr>
<td>Graduate A</td>
<td>Passed</td>
<td>Failed</td>
</tr>
<tr>
<td>Graduate B</td>
<td>Passed</td>
<td>Passed</td>
</tr>
<tr>
<td>Graduate C</td>
<td>Failed</td>
<td>Failed</td>
</tr>
<tr>
<td>Graduate D</td>
<td>Failed</td>
<td>Passed</td>
</tr>
</tbody>
</table>

Scenario 3 assumes that the graduate took the bar for the first time in both jurisdiction X and Y, and that the school is reporting on neither jurisdiction X nor jurisdiction Y.

Scenario 3

<table>
<thead>
<tr>
<th>Jurisdiction X (not reporting)</th>
<th>Jurisdiction Y (not reporting)</th>
<th>Report Graduate As:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate A</td>
<td>Passed</td>
<td>Failed</td>
</tr>
<tr>
<td>Graduate B</td>
<td>Passed</td>
<td>Passed</td>
</tr>
<tr>
<td>Graduate C</td>
<td>Failed</td>
<td>Failed</td>
</tr>
<tr>
<td>Graduate D</td>
<td>Failed</td>
<td>Passed</td>
</tr>
</tbody>
</table>

Noncompliance

If a school is unable to demonstrate compliance with Standard 316, in accordance with Rule 14, the school has a maximum of two years to demonstrate compliance unless the Accreditation Committee or Council “extends the period for demonstrating compliance for good cause shown.” This two-year limitation is mandated by DOE regulations (34 CFR 602.20). If a school fails to demonstrate compliance with a Standard within two years (unless the time for achieving compliance is extended for good cause) the Accreditation Committee must recommend to the Council that the school’s provisional or full approval be withdrawn.

Standard 316(c) sets out the types of evidence the school may use to seek to demonstrate “good cause” for extension of time to come into compliance. Examples of this evidence include: the trend (up or down) in the school’s bar passage rates; the length of time the school’s bar passage rate has been marginal or poor; effectiveness and value of the school’s academic support and bar preparation programs; and efforts by the school to facilitate bar passage of its
graduates who were unsuccessful in their attempts to pass the bar in previous attempts. Schools that rely on second or subsequent bar passage rates in order to demonstrate compliance must not only track their graduates but they may also be asked to provide information regarding post-graduation support programs they offer to their graduates who are unsuccessful in their first attempt to pass the bar. Note that a good cause extension is not automatic nor is it indefinite in its duration.

Rule 7 of the Rules of Procedure for Approval of Law Schools permits the Accreditation Committee and Council to require a school to report-back on its bar passage status. Thus, if a school were otherwise in compliance but was near noncompliance or had shown a pattern of decline in bar passage results, the Accreditation Committee or Council may require the school to report back so that the school’s continued compliance can be tracked.

The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind either the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.
Managing Director’s Guidance Memo

Demonstrating Compliance with First-Time Bar Passage
August 2016

Fully approved schools

In order to demonstrate compliance with first-time bar passage under Standard 316, a fully approved law school must demonstrate that in each of at least three of the most recently completed five calendar years, the school’s bar passage rate is not more than 15 points below the first-time bar passage rate for graduates of ABA-approved law schools taking the bar exam in the same jurisdiction(s) in the relevant years.

Provisionally approved schools

In order to demonstrate compliance with first-time bar passage under Standard 316, a provisionally approved law school must demonstrate that in each of at least two years since the law school received provisional approval the school’s bar passage rate is not more than 15 points below the first-time bar passage rate for graduates of ABA-approved law schools taking the bar exam in the same jurisdiction(s) in the relevant years.

Calendar Years

Fully approved schools

The five-year look-back is a rolling time frame. For example, if a school has a sabbatical review in 2015, the time frame would be 2010-2014. If the school was not in compliance with Standard 316 at that time and came before the Accreditation Committee again in 2016, the look-back period for demonstrating compliance would be 2011-2015.

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For provisionally approved law schools, only those who graduated after the law school received provisional approval may be counted. Thus, if a school received provisional approval in February 2014, only those who graduated and took a bar examination after that date would be reported by the school.
In determining calendar years, if the first opportunity for a provisionally approved law school’s graduates to take the bar is in July 2014, then 2014 would count as the first calendar year. Subsequent calendar years would, of course, include the entire January – December period. Note that schools that receive full approval undergo a site visit three years after full approval and at that point they must meet the five-year look-back required for fully approved law schools.

**Report on at least 70 percent of graduates**

School must report bar passage results from as many jurisdictions as necessary to account for at least 70 percent of its graduates starting with the jurisdiction in which the highest number of graduates took the bar examination and proceeding in descending order of frequency until at least 70 percent of the school’s graduates in the relevant time period are accounted for.

A school may provide data on additional jurisdictions (i.e., beyond 70 percent) but must continue to do so from highest number of takers to lowest number of takers. (For example, suppose in reporting 70 percent of takers a school is not in compliance but by showing data on 80 percent of takers it would be in compliance. The school may do this as long as the additional jurisdictions included are a continuation of the descending order of frequency of takers.)

Schools must report on all students in the reported jurisdictions (even those for whom their passage status is unknown). Once a jurisdiction is included in the computation for a given year, all of the school’s graduates taking the bar in that jurisdiction in that year must be reported, even if a student’s status is unknown and even if it results in the school reporting on more than 70 percent of its graduates taking a bar examination.

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Only those taking the bar examination for their first time may be counted as a first-time taker. While a person might take a bar examination in successive administrations in different jurisdictions and may be taking the examination for the first time in each of those jurisdictions, a person is only reported as a first-time taker when taking the examination for the first time in any jurisdiction.

**Reporting on Graduates who take the Bar Examination in a UBE Jurisdiction**

A graduate who takes the bar examination in a UBE jurisdiction is counted as a first-time taker in the jurisdiction where the examination was taken. The graduate must be reported as having passed or failed as a first-time taker in that jurisdiction. If a second UBE jurisdiction accepts the score of a graduate who failed in the first jurisdiction, that graduate is not considered a first-time taker in the second jurisdiction but can be counted as a passer for reporting ultimate bar passage results.

**Determining First-Time Bar Passage Rate**

When 70 percent or more of a school’s graduates take the bar exam in the same
jurisdiction, a law school’s bar passage rate is easy to compute. (See Illustration 1 below.)

For some schools, however, graduates may sit for the bar exam for the first-time in a variety of jurisdictions, and the percent taking the bar exam in any one jurisdiction may be less than 70 percent of the cohort. In this situation, a law school must report first-time bar passage data from as many jurisdictions as necessary to account for at least 70 percent of its graduates, as described above. The combined weighted average of the results in each jurisdiction will determine whether a school complies with the Standard. (See Illustration 2 below.)

**Illustration 1:** Consider the following chart reflecting hypothetical annual first-time bar exam pass rates from 2010 to 2014, for a school being reviewed in 2015 where 70 percent or more of its graduates sit for the exam in a single jurisdiction.

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Law School's First-time Bar Passage Rate</th>
<th>Passage Rate for Graduates of ABA-approved Law Schools</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>73</td>
<td>79</td>
<td>-6</td>
</tr>
<tr>
<td>2013</td>
<td>63</td>
<td>81</td>
<td>-18</td>
</tr>
<tr>
<td>2012</td>
<td>70</td>
<td>77</td>
<td>-7</td>
</tr>
<tr>
<td>2011</td>
<td>67</td>
<td>84</td>
<td>-17</td>
</tr>
<tr>
<td>2010</td>
<td>71</td>
<td>78</td>
<td>-7</td>
</tr>
</tbody>
</table>

In three of the five years, the school’s annual (combined February/July of the same year) first-time bar pass rate is no more than 15 points below the average first-time bar passage rates for graduates of ABA-approved law schools taking the bar exam in the same jurisdiction.

**Illustration 2:** Assume a school had 250 graduates in a given year who took the bar exam for the first-time, 90 in State A, 45 in State B, 45 in State C, 30 in State D, and the other 40 scattered in multiple jurisdictions. The 90 from State A represent 36% of the graduates. The additional 45 each from States B and C would bring the number of graduates taking the bar in these three states to 72% of the graduates (180 of 250, or 72%). Thus, this school would have to report the bar exam pass data for its graduates taking the exam in States A, B, and C, but not for those taking the bar exam in State D or other jurisdictions.

A determination of compliance requires a comparison of the weighted average first-time pass rate for the 180 graduates of this school who took the bar exam in States A, B, and C, with the comparable weighted average of the overall first-time pass rate for graduates of ABA-approved law schools in the same three states. The following table for 2014 illustrates how the weighted averages for the school and for the states would be calculated.

**Calendar Year 2014**

<table>
<thead>
<tr>
<th>State A</th>
<th>State B</th>
<th>State C</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The weighted average for the school is calculated by taking the pass rate for the school in the three states and weighting it in proportion to the number of students taking the bar exam in the three states. Here, of the 180 graduates taking the bar exam in these three states, 50% took the exam in State A, 25% took the exam in State B, and 25% took the exam in State C. So, by multiplying the pass rate for the school in each state by its proportional weight, and adding those results together, one arrives at a weighted average pass rate of 70 percent for graduates of the school who took the bar exam in these three states.

The school can demonstrate compliance by showing that it is no more than 15 points below the overall first-time taker pass rates for graduates of ABA-approved law schools in these states (i.e., in the example above, states A, B and C) using the same weighted average formula. Using the hypothetical data in the example above for 2014, in order to compare the 70% pass rate for the school’s graduates with the performance of all first-time takers from ABA-approved law schools in these three states, one must take the overall first-time taker pass rates for graduates of ABA-approved schools in these states and calculate a weighted average, based on the same weighting applied to determine the school’s weighted average pass rate. So, by multiplying the overall pass rate in each state by the proportional weight determined by looking at the number of the school's graduates who took the exam in each state (here, 50%, 25%, and 25%), and adding those results together, one arrives at a weighted average pass rate of 80 percent for all first-time takers from ABA-approved law schools in these three states.

For this hypothetical year the school’s weighted average for its graduates taking the bar in these three states is not more than 15 points below the first-time ABA weighted average for these same states. Compliance with the Standard would be determined by doing a similar calculation for the most recently completed five calendar years to ascertain whether the school could meet the “not more than 15 points below” standard in each of at least three of those five years.

**Noncompliance**

If a school is unable to demonstrate compliance with Standard 316, in accordance with Rule 14, the school has a maximum of two years to demonstrate compliance unless the Accreditation Committee or Council “extends the period for demonstrating compliance for good cause shown.” This two-year limitation is mandated by DOE regulations (34 CFR 602.20). If a school fails to demonstrate compliance with a
Standard within two years (unless the time for achieving compliance is extended for good cause) the Accreditation Committee must recommend to the Council that the school’s provisional or full approval be withdrawn.

Standard 316(c) sets out the types of evidence the school may use to seek to demonstrate “good cause” for extension of time to come into compliance. Examples of this evidence include: the trend (up or down) in the school’s bar passage rates; the length of time the school’s bar passage rate has been marginal or poor; effectiveness and value of the school’s academic support and bar preparation programs; and efforts by the school to facilitate bar passage of its graduates who were unsuccessful in their attempts to pass the bar in previous attempts. Schools that rely on second or subsequent bar passage rates in order to demonstrate compliance must not only track their graduates but they may also be asked to provide information regarding post-graduation support programs they offer to their graduates who are unsuccessful in their first attempt to pass the bar. Note that a good cause extension is not automatic nor is it indefinite in its duration.

Rule 7 of the Rules of Procedure for Approval of Law Schools permits the Accreditation Committee and Council to require a school to report-back on its bar passage status. Thus, if a school were otherwise in compliance but was near noncompliance or had shown a pattern of decline in bar passage results, the Accreditation Committee or Council may require the school to report back so that the school’s continued compliance can be tracked.

The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind either the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.
Managing Director’s Guidance Memo

Demonstrating Compliance with Ultimate Bar Passage
August 2016

Fully approved schools

A fully approved law school may demonstrate compliance with ultimate bar passage by demonstrating either of the following:

(1) for the most recently completed five calendar years, 75 percent or more of the school’s students who graduated during this period and sat for a bar examination, passed a bar examination; or

(2) in each of at least three of those same five calendar years, 75 percent or more of the law school’s students who graduated during those years and sat for a bar examination, passed a bar examination.

Provisionally approved schools

A provisionally approved law school seeking full approval may demonstrate compliance with ultimate bar passage by demonstrating either of the following:

(1) for students who graduated from the law school since provisional approval was received, at least 75 percent of these graduates who sat for a bar examination have passed a bar examination; or

(2) in each of at least two calendar years since the school received provisional approval, 75 percent or more of the law school’s students who graduated during those years and sat for a bar examination, passed a bar examination.

Calendar Years

Fully approved schools

The five-year look-back is a rolling time frame. For example, if a school has a sabbatical review in 2015, the time frame would be 2010-2014. If the school was not in compliance with Standard 316 at that time and came before the Accreditation Committee again in 2016, the look-back period for demonstrating compliance would be 2011-2015.
**Provisionally approved schools**

In determining calendar years, if the first opportunity for a provisionally approved law school’s graduates to take the bar is in July 2014, then 2014 would count as the first calendar year. Subsequent calendar years would, of course, include the entire January – December period. Note that schools that receive full approval undergo a site visit three years after full approval and at that point they must meet the five-year look-back required for fully approved law schools.

**Tracking Graduates**

In demonstrating compliance with ultimate bar passage, the performance of repeat takers of the bar examination is taken into account. In order to demonstrate compliance, a law school is required to track its graduates and provide reliable data indicating each graduate’s bar passage status. Schools must make their best efforts to locate and provide reliable data on the bar passage status of their graduates.

Detail for the graduates from each calendar year must be provided as outlined in the sample charts: *Detail of Graduates by Calendar Year.*

**Provisionally approved schools**

For provisionally approved law schools, only those who graduated after the law school received provisional approval may be counted. Thus, if a school received provisional approval in February 2014, only those who graduated and took a bar examination after that date would be tracked and reported by the school.

**Report on at least 70 percent of graduates**

Schools must report bar passage results from as many jurisdictions as necessary to account for at least 70 percent of its graduates starting with the jurisdiction in which the highest number of graduates took the bar examination and proceeding in descending order of frequency until at least 70 percent of the school’s graduates in the relevant time period are accounted for.

A school may provide data on additional jurisdictions (i.e., beyond 70 percent) but must continue to do so from highest number of takers to lowest number of takers. (For example, suppose in reporting 70 percent of takers a school is not in compliance but by showing data on 80 percent of takers it would be in compliance. The school may do this as long as the additional jurisdictions included are a continuation of the descending order of frequency of takers.)

Schools must report on all students in the reported jurisdictions (even those for whom their passage status is unknown). Once a jurisdiction is included in the computation for a given year, all of the school’s graduates taking the bar in that jurisdiction in that year must be reported, even if a student’s status is unknown and even if it results in the school reporting on more than 70 percent of its graduates taking a bar examination.

If a graduate has taken the bar examination in more than one jurisdiction and has failed in all of the jurisdictions, the graduate must be counted in the first jurisdiction where the exam was taken. For example, if a graduate takes and fails the bar in Illinois
in July 2015, Nevada in February 2016, and Georgia in July 2016, the graduate must be counted as a taker in Illinois.

If a graduate passes the bar after several attempts, the graduate must be counted in the first jurisdiction where the graduate passed the bar. For example, if a graduate takes and fails the bar in Illinois in July 2015 and then takes and passes the bar in Nevada in February 2016 and Georgia in February 2016, the graduate must be counted as a taker in Nevada.

**Non-persisters**

In meeting the requirement of reporting on 70 percent of the graduates for each calendar year, non-persisters (i.e., those who took a bar examination once and failed but did not take a bar examination again in any jurisdiction over the next two examination opportunities) are not counted; however, non-persisters must be identified and tracked separately by the school.

Once a graduate has been determined to be a non-persister, that graduate cannot count for any purpose. For example, if a graduate takes and fails the bar examination in Illinois in July 2012 and does not take a bar examination in February 2013 or July 2013, that graduate is a non-persister. If the graduate later takes a bar examination in 2014 or 2015 and passes, that graduate remains a non-persister and does not count in determining ultimate bar passage.

Detail for the non-persisters from each calendar year must be provided as outlined in *Chart Y - Detail of Non-persisters by Calendar Year*. The sample chart shows that no graduates from 2014 are counted as non-persisters because graduates who did not pass the bar examination in 2014 have not had two additional opportunities to take a bar examination.

**Graduates who never sit for a bar examination**

If a graduate elects never to sit for a bar examination, he or she is not counted in computing the school’s passage rate.

**Summary of ultimate bar passage rate**

After completing the charts on *Details of Graduates by Calendar Year* and *Non-persisters*, the law school must complete Tables 1 and 2 to demonstrate the school’s ultimate bar passage rate.

**Noncompliance**

If a school is unable to demonstrate compliance with Standard 316, in accordance with Rule 14, the school has a maximum of two years to demonstrate compliance unless the Accreditation Committee or Council “extends the period for demonstrating compliance for good cause shown.” This two-year limitation is mandated by DOE regulations (34 CFR 602.20). If a school fails to demonstrate compliance with a Standard within two years (unless the time for achieving compliance is extended for good cause) the Accreditation Committee must recommend to the Council that the school’s provisional or full approval be withdrawn.
Standard 316(c) sets out the types of evidence the school may use to seek to demonstrate “good cause” for extension of time to come into compliance. Examples of this evidence include: the trend (up or down) in the school’s bar passage rates; the length of time the school’s bar passage rate has been marginal or poor; effectiveness and value of the school’s academic support and bar preparation programs; and efforts by the school to facilitate bar passage of its graduates who were unsuccessful in their attempts to pass the bar in previous attempts. Schools that rely on second or subsequent bar passage rates in order to demonstrate compliance must not only track their graduates but they may also be asked to provide information regarding post-graduation support programs they offer to their graduates who are unsuccessful in their first attempt to pass the bar. Note that a good cause extension is not automatic nor is it indefinite in its duration.

Rule 7 of the Rules of Procedure for Approval of Law Schools permits the Accreditation Committee and Council to require a school to report-back on its bar passage status. Thus, if a school were otherwise in compliance but was near noncompliance or had shown a pattern of decline in bar passage results, the Accreditation Committee or Council may require the school to report back so that the school’s continued compliance can be tracked.

The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind either the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.
Demonstrating Compliance with Ultimate Bar Passage

Complete the two Summary Tables below using the data from the charts on *Details of Graduates by Calendar Year and Non-persisters.*

**TABLE 1**
Ultimate Bar Passage – Summary

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar Year</td>
<td>Number of Graduates in Calendar Year</td>
<td>Number of Non-Persisters</td>
<td>Number Never Attempting a Bar Examination</td>
<td>Net Bar Exam Takers (B minus C and D=E)</td>
<td>70% of Net Takers</td>
</tr>
<tr>
<td>2010</td>
<td>255</td>
<td>12</td>
<td>4</td>
<td>239</td>
<td>167</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
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<td>2013</td>
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<td>2014</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 2**
Ultimate Bar Passage – Summary

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C*</th>
<th>D</th>
<th>E*</th>
<th>F*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar Year</td>
<td>70% of Net Takers (from column F in Table 1)</td>
<td>Number of Graduates in Report (must equal or exceed column B for each calendar year)</td>
<td>List Jurisdictions Reported</td>
<td>Passed Some Bar Examination</td>
<td>Never Passed a Bar Examination or Missing Information</td>
</tr>
<tr>
<td>2010</td>
<td>167</td>
<td>185</td>
<td>TX, CA, AZ</td>
<td>148 (80%)</td>
<td>37 (20%)</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
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<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-Year Total</td>
<td></td>
<td></td>
<td></td>
<td># (%)</td>
<td># (%)</td>
</tr>
</tbody>
</table>

*Note: the number in column C must equal the number in column E plus the number in column F.*
Sample

XYZ University School of Law
Ultimate Bar Pass Rate
Detail of Graduates by Calendar Year

Sabbatical Review 2015-2016
Reporting years 2010 - 2014

Calendar Year: 2010

<table>
<thead>
<tr>
<th>Calendar Year of Graduation</th>
<th>Students (without identifying information, list each student who graduated in the calendar year)</th>
<th>Exam Taken (attempt #; jurisdiction; date)</th>
<th>Result (Pass/Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>003</td>
<td>1. TX July 2010 &amp; TX February 2011 &amp; TX July 2011</td>
<td>F &amp; F &amp; P</td>
</tr>
<tr>
<td>2010</td>
<td>004</td>
<td>1. NV February 2011 &amp; NV February 2012</td>
<td>F &amp; P</td>
</tr>
<tr>
<td>2010</td>
<td>005</td>
<td>1. AZ July 2010</td>
<td>P</td>
</tr>
<tr>
<td>2010</td>
<td>006</td>
<td>1. CA February 2010 &amp; CA July 2010</td>
<td>F &amp; F</td>
</tr>
</tbody>
</table>
Calendar Year: 2011

<table>
<thead>
<tr>
<th>Calendar Year of Graduation</th>
<th>Students (without identifying information, list each student who graduated in the calendar year)</th>
<th>Exam Taken (attempt #: jurisdiction; date)</th>
<th>Result (Pass/Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>001</td>
<td>1. TX July 2011</td>
<td>P</td>
</tr>
<tr>
<td>2011</td>
<td>002</td>
<td>1. CA July 2011</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. CA February 2012</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. CA July 2012</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. CA July 2013</td>
<td>P</td>
</tr>
<tr>
<td>2011</td>
<td>003</td>
<td>1. CA July 2011</td>
<td>P</td>
</tr>
<tr>
<td>2011</td>
<td>004</td>
<td>1. AZ February 2011</td>
<td>P</td>
</tr>
<tr>
<td>2011</td>
<td>005</td>
<td>1. CA July 2011</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. CA February 2012</td>
<td>F</td>
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<tr>
<td></td>
<td></td>
<td>3. CA July 2012</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. CA February 2013</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. CA July 2013</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. CA February 2014</td>
<td>F</td>
</tr>
<tr>
<td>2011</td>
<td>006</td>
<td>1. CA July 2011</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. CA February 2012</td>
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<td></td>
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<td></td>
<td></td>
<td>5. CA July 2013</td>
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<td></td>
<td></td>
<td>6. CA February 2014</td>
<td>P</td>
</tr>
<tr>
<td>2011</td>
<td>007</td>
<td>1. CA July 2011</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. CA February 2012</td>
<td>P</td>
</tr>
</tbody>
</table>
SAMPLE

XYZ University School of Law
Ultimate Bar Pass
Detail of Graduates by Calendar Year

Sabbatical Review 2015-2016
Reporting years 2010 - 2014

Calendar Year: 2012

<table>
<thead>
<tr>
<th>Calendar Year of Graduation</th>
<th>Students (without identifying information, list each student who graduated in the calendar year)</th>
<th>Exam Taken (attempt #: jurisdiction; date)</th>
<th>Result (Pass/Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>001</td>
<td>1. TX February 2012</td>
<td>P</td>
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<td>2012</td>
<td>002</td>
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<td>P</td>
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<td>1. CA July 2012</td>
<td>P</td>
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<td>1. NV July 2012</td>
<td>P</td>
</tr>
<tr>
<td>2012</td>
<td>007</td>
<td>1. CA July 2012 2. CA February 2013</td>
<td>F P</td>
</tr>
<tr>
<td>2012</td>
<td>008</td>
<td>1. CA July 2012 2. CA February 2013 3. CA July 2013 4. CA February 2014 5. CA July 2014</td>
<td>F F F F F</td>
</tr>
<tr>
<td>2012</td>
<td>009</td>
<td>1. AZ July 2012 2. AZ February 2013</td>
<td>F F</td>
</tr>
</tbody>
</table>
Sabbatical Review 2015-2016
Reporting years 2010 - 2014

Calendar Year: 2013

<table>
<thead>
<tr>
<th>Calendar Year of Graduation</th>
<th>Students (without identifying information, list each student who graduated in the calendar year)</th>
<th>Exam Taken (attempt #: jurisdiction; date)</th>
<th>Result (Pass/Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>001</td>
<td>1. CA July 2013</td>
<td>P</td>
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<tr>
<td>2013</td>
<td>002</td>
<td>1. CA July 2013</td>
<td>P</td>
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<td>003</td>
<td>1. CA July 2013</td>
<td>P</td>
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<td>1. CA July 2013</td>
<td>P</td>
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<td>2013</td>
<td>007</td>
<td>1. CA July 2013</td>
<td>P</td>
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<tr>
<td>2013</td>
<td>008</td>
<td>1. CA February 2013</td>
<td>P</td>
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<tr>
<td>2013</td>
<td>009</td>
<td>1. TX July 2014</td>
<td>P</td>
</tr>
<tr>
<td>2013</td>
<td>010</td>
<td>1. CA July 2013 2. CA February 2014 3. CA July 2014</td>
<td>F</td>
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<tr>
<td>2013</td>
<td>011</td>
<td>1. CA July 2013 2. CA July 2014</td>
<td>F</td>
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<tr>
<td>2013</td>
<td>012</td>
<td>1. CA July 2013 2. CA February 2014</td>
<td>F</td>
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</table>
Graduation Year: 2014

<table>
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<th>Calendar Year of Graduation</th>
<th>Students (without identifying information, list each student who graduated in the calendar year)</th>
<th>Exam Taken (attempt #; jurisdiction; date)</th>
<th>Result (Pass/Fail)</th>
</tr>
</thead>
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<tr>
<td>2014</td>
<td>001</td>
<td>1. CA July 2014</td>
<td>P</td>
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<tr>
<td>2014</td>
<td>002</td>
<td>1. AZ July 2014</td>
<td>P</td>
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<td>2014</td>
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<td>1. CA July 2014</td>
<td>F</td>
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<tr>
<td>2014</td>
<td>013</td>
<td>1. CA July 2014</td>
<td>F</td>
</tr>
<tr>
<td>2014</td>
<td>014</td>
<td>1. TX July 2014</td>
<td>F</td>
</tr>
</tbody>
</table>
### Calendar Years 2010 - 2014

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Students (without identifying information, list each student who who took a bar examination once and failed but did not take a bar examination again in any jurisdiction over the next two examination opportunities)</th>
<th>Exam Taken (jurisdiction; date)</th>
<th>Result (Pass/Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>001</td>
<td>CA July 2010</td>
<td>F</td>
</tr>
<tr>
<td>2010</td>
<td>002</td>
<td>AZ July 2010</td>
<td>F</td>
</tr>
<tr>
<td>2010</td>
<td>003</td>
<td>AZ July 2010</td>
<td>F</td>
</tr>
<tr>
<td>2010</td>
<td>004</td>
<td>CA July 2010</td>
<td>F</td>
</tr>
<tr>
<td>2011</td>
<td>005</td>
<td>CA July 2011</td>
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</tr>
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<tr>
<td>2013</td>
<td>012</td>
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</tr>
</tbody>
</table>
Managing Director’s Guidance Memo

Standard 509
(July 2014, Revised July 2016)

Standard 509. REQUIRED DISCLOSURES

(a) All information that a law school reports, publicizes, or distributes shall be complete, accurate and not misleading to a reasonable law school student or applicant. A law school shall use due diligence in obtaining and verifying such information. Violations of these obligations may result in sanctions under Rule 16 of the Rules of Procedure for Approval of Law Schools.

(b) A law school shall publicly disclose on its website, in the form and manner and for the time frame designated by the Council, the following information:

(1) admissions data;
(2) tuition and fees, living costs, and financial aid;
(3) conditional scholarships;
(4) enrollment data, including academic, transfer, and other attrition;
(5) numbers of full-time and part-time faculty, professional librarians, and administrators;
(6) class sizes for first-year and upper-class courses; number of seminar, clinical and co-curricular offerings;
(7) employment outcomes; and
(8) bar passage data.

(c) A law school shall publicly disclose on its website, in a readable and comprehensive manner, the following information on a current basis:

(1) refund policies;
(2) curricular offerings, academic calendar, and academic requirements; and
(3) policies regarding the transfer of credit earned at another institution of higher education. The law school’s transfer of credit policies must include, at a minimum:
   (i) A statement of the criteria established by the law school regarding the transfer of credit earned at another institution; and
   (ii) A list of institutions, if any, with which the law school has established an articulation agreement.

(d) A law school shall distribute the data required under Standard 509(b)(3) to all applicants being offered conditional scholarships at the time the scholarship offer is extended.
If a law school makes a public disclosure of its status as a law school approved by the Council, it shall do so accurately and shall include the name and contact information of the Council.

Interpretation 509-1
Current curricular offerings, for the purposes of Standard 509(c), are only those courses offered in the current and past two academic years.

Interpretation 509-2
A law school may publicize or distribute information in addition to that required by this Standard, including, without limitation, the employment outcomes of its graduates, so long as such information complies with the requirements of subsection (a).

Interpretation 509-3
A conditional scholarship is any financial aid award, the retention of which is dependent upon the student maintaining a minimum grade point average or class standing, other than that ordinarily required to remain in good academic standing.

Interpretation 509-4
Articulation Agreement means a formal written agreement between a law school and another accredited university or institution providing for the transfer of defined academic credits between the parties to the agreement.

Background

This memorandum addresses the form, manner and time frame for publishing certain information as required by Standard 509, and provides other guidance regarding compliance with the Standard. Attached is a chart that summarizes the requirements of the Standard. It revises, updates and replaces the memorandum issued in July 2014.

Standard 509 divides the information that a law school must publish on its website into two categories: (1) that for which the Council prescribes a particular form, manner and time frame of publication [Standard 509(b)]; and (2) that which schools must disclose in a readable and comprehensive manner [Standard 509(c)]. Each of these categories is addressed below. Additionally and importantly, all information reported, publicized or distributed by a law school is subject to the overriding mandate of Standard 509(a) that it be “complete, accurate and not misleading to a reasonable law school student or applicant.”

Standard 509(b): Required Disclosures – Form, Manner, and Time Frame Prescribed by the Council

Standard 509(b) requires schools to publish certain information on their websites “in the form and manner and for the time frame designated by the Council.” The following paragraphs address in turn these three aspects – form, manner, and time frame – of 509(b).
1. **Form of mandated disclosures**

The Council has designated two forms for the disclosures required by Standard 509(b):

(a) Employment Summary Report, pursuant to 509(b)(7); and
(b) Standard 509 Information Report, pursuant to 509(b)(1), (2), (3), (4), (5), (6), and (8).

**Employment Summary Report.** Schools will generate the Employment Summary Report as a PDF in the “Admin” section of the ABA Employment Questionnaire (EQ). The report is derived from the data that schools submit in the EQ, and is also published in the online *Official Guide to ABA-Approved Law Schools*. A blank copy of the Employment Summary Report is attached.

**Standard 509 Information Report.** Schools will generate the Standard 509 Information Report as a PDF in the “Admin” section of the ABA Annual Questionnaire (AQ). This Report is derived from information submitted by each school in the AQ, and is also published in the online *Official Guide to ABA-Approved Law Schools*. A blank copy of the Standard 509 Information Report is attached.

Schools must publish this information in the prescribed format.

2. **Manner of mandated disclosures**

All information that must be published on a law school’s website in compliance with Standard 509 must be posted conspicuously and in a readily accessible location:

- At a minimum, a school website’s home page must prominently display a link labeled, “ABA Required Disclosures,” that connects the reader either to a place that provides all of the disclosures or a direct link to each of them. To be readily accessible and prominent, generally this link should be on the home page and require only one click to access the information.
- In addition, the information must be available by a link featured prominently on the main page for admissions/prospective students. Again, this link must be to a place that provides all of the disclosures or a direct link to each of them.
- The Employment Summary Reports must also be available by a link featured prominently on the main page for career services.
- It is not sufficient for schools to post the Employment Summary Report or the Standard 509 Information Report by providing a link to the page on the ABA’s website where schools’ Reports can be generated. The Reports themselves must be posted.

3. **Time frame for mandated disclosures**

**Employment Summary Report.** Law schools must post their current and past two years’ Employment Summary Reports by April 15, the date currently fixed by the Council, with results for the prior year’s graduating class.

**Standard 509 Information Report.** A report for the most recent year must be posted by December 15 of the year, the date currently fixed by the Council.
**Standard 509(c): Required Disclosures – Readable and Comprehensive**

Standard 509(c) requires schools to disclose current information on refund policies; curricular offerings, academic calendar, and academic requirements; and policies regarding transfer of credit earned at another institution, including a list of institutions with which the law school has established articulation agreements. These items are not susceptible to a uniform format, and so are governed by the “readable and comprehensible” requirement. Schools should post these items in a location or locations on their websites that are readily accessible to both current and prospective students.

**Standard 509(d): Distribution of Conditional Scholarship Data**

Law Schools that offer conditional scholarships must include the conditional scholarship information from the Standard 509 Information Report at the time that a conditional scholarship offer is extended. It is not sufficient to provide a link to the page on the ABA’s website where the law school’s 509 Information Report can be generated. The data itself must be posted.

**Standard 509(a): All Disclosures Must Be Complete, Accurate, and Not Misleading**

All information reported, publicized, or distributed by a law school is subject to the overriding mandate of Standard 509(a) that it be “complete, accurate and not misleading to a reasonable law school student or applicant.”

Schools typically publish supplementary, complementary, and/or explanatory information about their programs, including additional information about the mandated disclosures discussed above. Schools also frequently provide some analysis and elaboration of the topics covered by the mandated disclosures. Any such information, or analysis and elaboration of the mandated disclosures, must meet the “complete, accurate, and not misleading” requirements of Standard 509(a).

The following guidance is offered regarding how the Council and the Accreditation Committee view this overriding requirement of publishing information that is complete, accurate, and not misleading. Wherever a school offers any analysis or elaboration of the information covered by Standard 509, the required disclosures must be repeated or there must be a link to those required disclosures that is sufficiently proximate and prominent to draw the reader’s attention to the link. The disclosures or link to them must precede the analysis or explanation. Finally, the display of the analysis and elaboration of the data may not be more conspicuous or prominent than the display of the mandated disclosures or the link to them.

On a different, but related, topic the Council does not require schools to post graduate salary data, and there is no prescribed form, for the publication of such information. However, pursuant to the direction in the preceding paragraph regarding the publication of information in addition to that mandated by Standard 509, schools may not alter the Employment Summary Reports to add graduate salary data.

This area is a special challenge for both schools and the accreditation process, particularly given the multiplicity of employment categories that schools must report. Because graduates’ salary data can so easily be misleading, schools that publish salary information must take special care to ensure that it complies with the “complete, accurate, and not misleading” requirements of Standard 509.
The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.
**Standard 509 Summary Chart**

<table>
<thead>
<tr>
<th>Mandated Disclosure</th>
<th>Required Form</th>
<th>Manner</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment data Standard 509(b)(7)</td>
<td>Employment Summary Report</td>
<td>Posting on law school web page must be: conspicuous; readily accessible; with prominent way to find information from law school home page. Posting of info also on admissions/prospective students main page and on career services main page.</td>
<td>At least 3 years of data; most recent year posted by April 15</td>
</tr>
<tr>
<td>All other 509(b) required disclosures Standard 509(b)(1), (2), (3), (4), (5), (6), (8)</td>
<td>Standard 509 Information Report</td>
<td>Posting on law school web page must be: conspicuous; readily accessible; with prominent way to find information from law school home page. Posting of info also on admissions/prospective students main page.</td>
<td>At least the current report posted by December 15</td>
</tr>
<tr>
<td>Refund policies; curricular offerings, academic calendar and academic requirements; transfer of credit policies Standard 509(c)</td>
<td>N/A</td>
<td>Posting on law school web page must be: readable and comprehensive; readily accessible.</td>
<td>Current</td>
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<tr>
<td>Distribution of Conditional Scholarship Information Standard 509(d)</td>
<td>NA</td>
<td>Conditional scholarship information from the Standard 509 Information Report at the time that a conditional scholarship offer is extended</td>
<td>Ongoing</td>
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## EMPLOYMENT SUMMARY FOR 2015 GRADUATES

### EMPLOYMENT STATUS

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Full Time</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Part Time</th>
<th>Number</th>
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<tbody>
<tr>
<td>Employed - Bar Passage Required</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed - J.D. Advantage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed - Professional Position</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Employed - Non-Professional Position</td>
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<tr>
<td>Employed - Law School/University Funded</td>
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</tr>
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<td>Employed - Undeterminable</td>
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<tr>
<td>Unemployed - Not Seeking</td>
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<tr>
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### EMPLOYMENT TYPE

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<th>Part Time</th>
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</tr>
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<td>Clerkships - Other</td>
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### LAW SCHOOL/UNIVERSITY FUNDED POSITIONS

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<th>Number</th>
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<td></td>
<td></td>
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<td>Employed - J.D. Advantage</td>
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</tr>
<tr>
<td>Employed - Professional Position</td>
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<tr>
<td>Employed - Non-Professional Position</td>
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<tr>
<td>Total Employed by Law School/University</td>
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### EMPLOYMENT LOCATION

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<th>Number</th>
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<tbody>
<tr>
<td>State - 2nd Largest Employment</td>
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<tr>
<td>State - 3rd Largest Employment</td>
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<td></td>
</tr>
<tr>
<td>Employed in Foreign Countries</td>
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<td></td>
</tr>
</tbody>
</table>
• Employed – Bar Passage Required.

A position in this category requires the graduate to pass a bar exam and to be licensed to practice law in one or more jurisdictions. The positions that have such a requirement are varied and include, for example, positions in law firms, business, or government. However, not all positions in law firms, business, or government require bar passage; for example, a paralegal position would not. Positions that require the graduate to pass a bar exam and be licensed after beginning employment in order to retain the position are included in this category. Judicial clerkships are also included in this category.

• Employed – J.D. Advantage.

A position in this category is one for which the employer sought an individual with a J.D., and perhaps even required a J.D., or for which the J.D. provided a demonstrable advantage in obtaining or performing the job, but which does not itself require bar passage or an active law license or involve practicing law. Examples of positions for which a J.D. is an advantage include a corporate contracts administrator, alternative dispute resolution specialist, government regulatory analyst, FBI agent, and accountant. Also included might be jobs in personnel or human resources, jobs with investment banks, jobs with consulting firms, jobs doing compliance work in business and industry, jobs in law firm professional development, and jobs in law school career services offices, admissions offices, or other law school administrative offices. Doctors or nurses who plan to work in a litigation, insurance, or risk management setting, or as expert witnesses, would fall into this category, as would journalists and teachers (in a higher education setting) of law and law related topics. It is an indicator that a position does not fall into this category if a J.D. is uncommon among persons holding such a position.

• Employed – Professional Position.

A position in this category is one that requires professional skills or training but for which a J.D. is neither required nor a demonstrable advantage. Examples of persons in this category include a math or science teacher, business manager, or performing arts specialist. Other examples include professions such as doctors, nurses, engineers, or architects, if a J.D. was not demonstrably advantageous in obtaining the position or in performing the duties of the position.

• Employed – Non-Professional Position.

A position in this category is one that does not require any special professional skills or training.

• Short-term.

A short-term position is one that has a definite term of less than one year. Thus, a clerkship that has a definite term of one year or more is not a short-term position. It also includes a position that is of an indefinite length if that position is not reasonably expected to last for one year or more.

• Long-term.

A long-term position is one that the employer expects to last one year or more. A law school/university funded position that the law school expects to last one year or more may be considered long-term for purposes of this definition only if the graduate is paid at least $40,000 per year. The possibility that a short-term position may evolve into a long-term position does not make the position a long-term position.

• Full-time.

A full-time position is one in which the graduate works a minimum of 35 hours per week. A full-time position may be either short-term or long-term.

• Part-time.

A part-time position is one in which the graduate works less than 35 hours per week. A part-time position may be either short-term or long-term.
## The Basics

<table>
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<tr>
<th>Type of school</th>
<th>PUBLIC/PRIVATE</th>
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<td>Term</td>
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<td>Application deadline</td>
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<tr>
<td>Application fee</td>
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<td>Financial aid deadline</td>
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<td>Can first year start other than fall?</td>
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## Tuition and Fees (academic year*)

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<tr>
<th>Preschool</th>
<th>Resident</th>
<th>Non-Resident</th>
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<tbody>
<tr>
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<td>$ 0</td>
</tr>
<tr>
<td>Part-Time</td>
<td>$ 0</td>
<td>$ 0</td>
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</table>

## Living Expenses (academic year*)

 Estimated Living Expenses for singles

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<th>Housing</th>
<th>Amount</th>
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<td>Living Off Campus</td>
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<td>Living at Home</td>
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## Conditional Scholarships

<table>
<thead>
<tr>
<th>Students Matriculating in</th>
<th># Entering with</th>
<th># Reduced or Eliminated</th>
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<tr>
<td>2015-2016 Academic Year</td>
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<tr>
<td>2014-2015 Academic Year</td>
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<tr>
<td>2013-2014 Academic Year</td>
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</table>

## GPA and LSAT Scores (calendar year***)

<table>
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<tr>
<th>GPA and LSAT Scores</th>
<th>Total</th>
<th>Full-Time</th>
<th>Part-Time</th>
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</tr>
<tr>
<td># of offers</td>
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<tr>
<td># of matriculants</td>
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<td>75th Percentile GPA</td>
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<tr>
<td>50th Percentile GPA</td>
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<td>75th Percentile LSAT</td>
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<td>50th Percentile LSAT</td>
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<td>25 Percentile LSAT</td>
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## Grants and Scholarships (prior academic year*)

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<th>Grants and Scholarships</th>
<th>Total</th>
<th>Full-Time</th>
<th>Part-Time</th>
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<tbody>
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<tr>
<td>Total # receiving grants</td>
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<tr>
<td>Less than 1/2 tuition</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Half to full tuition</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full tuition</td>
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<td>0</td>
</tr>
<tr>
<td>More than full tuition</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>75th Percentile grant amount</td>
<td>$ 0</td>
<td>$ 0</td>
<td></td>
</tr>
<tr>
<td>50th Percentile grant amount</td>
<td>$ 0</td>
<td>$ 0</td>
<td></td>
</tr>
<tr>
<td>25th Percentile grant amount</td>
<td>$ 0</td>
<td>$ 0</td>
<td></td>
</tr>
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</table>

## J.D. Enrollment and Ethnicity (academic year*)

<table>
<thead>
<tr>
<th>J.D. Enrollment and Ethnicity</th>
<th>Men</th>
<th>Women</th>
<th>Other</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>First-Year</th>
<th>Total</th>
<th>J.D. Deg Awd</th>
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</thead>
<tbody>
<tr>
<td>Hispanics of any race</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>American Indian or Alaska</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<tr>
<td>Total Minority</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Nonresident Alien</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Race and Ethnicity Unknown</td>
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<td>0</td>
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</table>
## Curriculum (prior academic year*)

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Typical first-year section size</td>
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</tr>
<tr>
<td># of classroom course titles beyond first-year curriculum</td>
<td>0</td>
</tr>
<tr>
<td># of upper division classroom course sections</td>
<td></td>
</tr>
<tr>
<td>Under 25</td>
<td>0</td>
</tr>
<tr>
<td>25 - 49</td>
<td>0</td>
</tr>
<tr>
<td>50 - 74</td>
<td>0</td>
</tr>
<tr>
<td>75 - 99</td>
<td>0</td>
</tr>
<tr>
<td>100+</td>
<td>0</td>
</tr>
<tr>
<td># of positions available in simulation courses</td>
<td>0</td>
</tr>
<tr>
<td># of simulation positions filled</td>
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</tr>
<tr>
<td># of seminar positions filled</td>
<td>0</td>
</tr>
<tr>
<td># of law clinics</td>
<td></td>
</tr>
<tr>
<td># of seats available in the law clinics identified in sub-part (i) above</td>
<td>0</td>
</tr>
<tr>
<td># of seats filled in the law clinics identified in sub-part (i) above</td>
<td>0</td>
</tr>
<tr>
<td># of field placement positions filled</td>
<td>0</td>
</tr>
<tr>
<td># of students who enrolled in independent study</td>
<td>0</td>
</tr>
<tr>
<td># of students who participated in law journals</td>
<td>0</td>
</tr>
<tr>
<td># of students who participated in interschool skills competitions</td>
<td>0</td>
</tr>
</tbody>
</table>

## J.D. Attrition (prior academic year*)

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic</th>
<th>Transfer</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2nd year</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3rd year</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4th year</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

## Transfers (prior academic year*)

### Transfers In
<table>
<thead>
<tr>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

See Appendix for list of schools from which students transferred

### Transfers Out
<table>
<thead>
<tr>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

## Bar Passage Rates (February and July 2015)

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Takers</th>
<th>Passers</th>
<th>Pass %</th>
<th>State %</th>
<th>Diff. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting %</td>
<td>Avg. School Pass %</td>
<td>Avg. State Pass %</td>
<td>Avg. Pass Diff. %</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Bar Passage Rates (February and July 2014)

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Takers</th>
<th>Passers</th>
<th>Pass %</th>
<th>State %</th>
<th>Diff. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting %</td>
<td>Avg. School Pass %</td>
<td>Avg. State Pass %</td>
<td>Avg. Pass Diff. %</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Bar Passage Rates (February and July 2013)

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Takers</th>
<th>Passers</th>
<th>Pass %</th>
<th>State %</th>
<th>Diff. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting %</td>
<td>Avg. School Pass %</td>
<td>Avg. State Pass %</td>
<td>Avg. Pass Diff. %</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Faculty and Administrators (calendar year**)

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
<th>Other</th>
<th>Minorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deans, librarians &amp; others who teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* "Academic year" refers to the 2016 - 2017 academic year. ** "Calendar year" refers to the 2016 calendar year.
Transition to and Implementation of the New Standards and Rules of Procedure for Approval of Law Schools
August 13, 2014

The Standards Review process was a major project, and now the Council, Accreditation Committee, staff, and law schools have another major undertaking in implementing what the Council has adopted. Faculties and staff will have to consider the ways in which the new Standards require action and changes to their program of legal education. For the Section, implementing and transitioning to the new Standards and Rules involves questions of timing; substantial work that will need to be done to the Site Evaluation Questionnaire (SEQ), Annual Questionnaire (AQ), and related documents; and education and training for schools, the Council and Accreditation Committee, and site evaluators.

The revised Standards (referred to here as the “new Standards”) and Rules became legally effective at the end of the ABA Annual Meeting on August 12, 2014. Those Standards and Rules are available on the Section’s website.

While the new Standards and Rules are effective now, some of the new Standards will require changes that it will take schools time to make. It will also take time to integrate all of the changes into our systems and processes. In the past when a Standards change required a phase-in period or a delayed effective date, that has been done, and we will do that on this occasion as well.

With that background, the transition and implementation plan is:

1. Conduct site visits in 2014-2015 substantially relying on the current Standards (subsequently referred to as the 2013 Standards) and using the SEQ that the Council has approved for this academic year. This will give schools time to become familiar with the new Standards and will give the Managing Director’s Office time to prepare revisions to the Site Evaluation Questionnaire, the Annual Questionnaire, and documents that are useful in the process (e.g., the Format Memo). In anticipation of the House of Delegates concurrence, some parts of the AQ and the SEQ that the Council approved have incorporated some of the changes in the new Standards; in that sense we will be in a transition phase this academic year. This year’s visits and reports will reflect a blend of the new and the 2013 Standards showing that schools are operating a sound program of legal education and migrating to the new regulatory environment.

2. Allow schools to implement and operate in compliance with new Standards that are helpful to them and their students. For example, Standard 304(f) of the 2013 Standards required schools to have a rule barring students from working more than 20 hours per week if they were enrolled in more than 12 credits. That requirement has been eliminated in the new Standards, and there is no reason for such a change to not become immediately effective. Schools may, of course, adopt local rules limiting
employment, but the Standards will no longer require it. Similarly, the credits that can be earned through distance education courses have been expanded from 12 to 15 and the prohibition on allowing a student to enroll in no more than four credits of distance learning coursework in a term has been eliminated. Those changes are also effective now, allowing schools to change their own academic rules and practices on distance learning, as they wish.

3. Apply the new Standards to site visits beginning in the 2015-2016 cycle, except those listed in #4 below.

4. Apply the following new Standards beginning in 2016-2017; apply them, as appropriate, to students who become 1L students that year:

   • Standard 301(b) and Standard 302. Learning Outcomes
   • Standard 303. Curriculum
   • Standard 304. Experiential learning requirement (so that requirement applies beginning with Fall 2016 1L students who will graduate in Spring 2019)
   • Standard 314. Assessment of student learning
   • Standard 315. Evaluation of program of legal education, learning outcomes, and assessment methods

5. In the initial phases of implementation of the outcome measures Standards set forth in Standards 301(b), 302, 303, and 314, which will begin in the 2016-2017 academic year, compliance will be assessed based upon evaluating the seriousness of the school’s efforts to establish and assess student learning outcomes, not upon attainment of a particular level of achievement for each learning outcome. Among factors to consider in assessing compliance with these Standards are whether a school has demonstrated faculty engagement in the identification of the student learning outcomes it seeks for its graduates; whether the school is working effectively to identify how the school’s curriculum encompasses the identified outcomes, and to integrate teaching and assessment of those outcomes into its curriculum; and whether the school has identified when and how students receive feedback on their development of the identified outcomes.

   In the initial phases of implementation of the institutional effectiveness standard set forth in Standard 315, compliance will be assessed based on the seriousness of the law school’s efforts to engage in an ongoing process of gathering information about its students’ progress toward achieving identified outcomes and whether it is using the information gathered to regularly review, assess and adapt its academic program.

6. The revised Rules will be effective immediately with no delay for implementation needed.

7. This transition plan will apply to schools seeking provisional approval and provisional schools seeking full approval in the same way that it will apply to schools that are fully-approved.

8. An open issue is how schools will be asked to show compliance with the new Standards, particularly those listed in #4 above, outside the sabbatical site review process. It is likely that schools will be asked to file a report of some sort at the time those Standards become operative. We will continue to discuss this matter and keep you informed about it.
9. As we seek advice on these issues from the U.S. Department of Education, some of this plan may have to be modified so that the ABA law school accreditation process stays in compliance with the Department’s recognition criteria.

10. We understand our obligation to provide guidance, training, workshops, and the like to assist schools in understanding the fundamental changes in the new Standards.

If you have questions or comments, please contact Barry Currier (barry.currier@americanbar.org; 312.988.6744) or Bill Adams (william.adams@americanbar.org; 312.988.5103).

Visit the Section’s Standards Review Committee page for more information on the new Standards and Rules.
Managing Director’s Guidance Memo

Standard 204
January 2015, revised April 2016, revised March 2017

Standard 204. SELF STUDY

Before each site evaluation visit the law school shall prepare a self study comprising (a) a completed site evaluation questionnaire, and (b) a law school self assessment that includes (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.

Background

This memo provides guidance regarding compliance with Standard 204 in the preparation of the Self Study connected to the periodic review of a law school’s accreditation.

Restructuring and renaming the Self Study and the Site Evaluation Questionnaire (SEQ)

Conceptually under Standard 204, the Self Study is the overarching document that a law school will submit in advance of its site visit. The SEQ is part of it (Standard 204(a)). This is contrasted to prior practice where the SEQ was the overarching document and the Self Study was a freestanding document required by former Standard 202 and submitted as an SEQ attachment.

This change was driven by at least these two facts: (1) the U.S. Department of Education recognition criteria for accrediting agencies (the standards with which the ABA Standards must comply to be a recognized accreditor) require the Standards to require a “self study” [34 CFR 602.17(b)]; and (b) as practices evolved in the accreditation process and at law schools, there was substantial duplication of reporting facts and information in the old SEQ and self studies that schools submitted that we intend to be minimized or eliminated by this change.

The Self Study going forward

The new Self Study contains two parts. Part I is the Site Evaluation Questionnaire required by Standard 204(a). Part II is the Law School Self Assessment in which the Law School must prepare an analysis of its program of legal education that covers the substance of the requirements of Standard 204 (b).

Standard 204 does not require or contemplate that the Law School Self Assessment necessarily will be
covered in one or multiple documents. While they appropriately may be included within one or multiple documents, the school must clearly indicate where it is fulfilling the requirements of each of the particular items required by (b)(1) – (3).

While former Standard 202 and prior practice did not require it, many schools prepared a Self Study that was organized according to the Format for a Site Visit Report, which prescribed the required format for site team reports. (The Format for a Site Visit Report has been replaced by the Site Report Template, which can be found on the Accreditation page, http://www.americanbar.org/groups/legal_education/accreditation.html.)

Included in many of these Self Studies was a great deal of the descriptive information also reported in the narrative SEQ relating to compliance with the various Standards. This duplication of information was not required then nor is it required or encouraged under the revised Standard. Further, many schools tended to be perfunctory with respect to the evaluation of the strengths and weaknesses of the educational program and the setting of goals to improve the program as required by former Standard 202. These aspects of the Self Study were often incidental to the description of the program and how it complied with the Standards.

By flipping the Self Study and the SEQ ─ making the SEQ a component part of the larger Self Study rather than the reverse ─ the new Standard contemplates that schools will focus more closely and substantively in the Self Assessment on evaluation of the educational program and efforts to improve it. Further, schools will report the descriptive information and data that is part of the periodic site review process only once ─ in the SEQ portion of the reconceptualized Self Study.

Instructions for completing the Self Study can be found on the Section’s website: http://www.americanbar.org/groups/legal_education/resources/questionnaire.html

**The continuing need for strategic planning and assessment**

While former Standard 203, which required schools to engage in strategic planning and assessment, has been eliminated, revised Standard 204(b), along with revised Standards 202(a) & (d) [anticipated financial resources] and 315 [Evaluation of Program of Legal Education, Learning Outcomes, and Assessment Methods], require schools to undertake certain planning and assessment efforts related to the quality of the educational program. Under these Standards, a law school must:

- Demonstrate that its anticipated financial resources are sufficient for it to operate in compliance with the Standards and to carry out its program of legal education [Standard 202(a) & (d)]
- Provide its mission statement and the educational objectives that support it [Standard 204(b)(1)]
- Provide 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 [Standard 204(b)(2)]
- Describe the school’s continuing efforts to improve the educational quality of its program [Standard 204(b)(3)]
- Conduct an ongoing evaluation of the law school’s program of legal education, learning outcomes, and assessment methods and use those evaluations to monitor and improve the curriculum [Standard 315]. Interpretation 315-1 elaborates on the methods that schools
may use to measure student achievement of learning outcomes. As noted below, Standard 315 will be applied to schools beginning in 2016-2017.

Thus, the school is still required to show how it is currently complying with the Standards and making realistic plans for the future. These requirements have been recast and are now more sharply focused on the school’s educational program, which is the primary concern of the accreditation process.

**How schools might prepare for the site visit process, including faculty and administration involvement**

Standard 204 requires the “law school [to] prepare a self-study.” By contrast, former Standard 202 required “the dean and faculty [to] develop a . . . self study.” Because the Self Study is now the overarching, umbrella document, some parts of it will call for information that can be developed by a law school’s administrative team without the necessity of faculty involvement.

However, the Self Study will also ask schools to respond to the matters outlined in the previous section. These responses will, no doubt, be developed as part of a collegial process that involves both the faculty and the administration. Note that Standard 201(a) provides that “[t]he dean and faculty shall have the primary responsibility and authority for planning, implementing, and administering the program of legal education of the law school, including curriculum, methods of instruction and evaluation, admissions policies and procedures, and academic standards;” and further, that Standard 315 requires that “[t]he dean and faculty shall conduct ongoing evaluation of the law school’s program of legal education . . .”

The Standards do not have any particular directives about how a school allocates responsibility for preparing the various components of the new, umbrella Self Study. The school will be asked to describe its process for preparing for a site visit and for determining its responses to questions about planning and assessment, but we expect approaches will vary widely, based on school culture and size. Some schools may choose to continue to have a committee that it designates as the Self Study Committee. Others may form committees with other designations with varied duties, including planning and assessment. The current Standards do not dictate how the precise contours of this process will occur, but do anticipate that it will be described and that the faculty will be appropriately involved as prescribed in the Standards.

The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind either the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.
Managing Director’s Guidance Memo

Standard 503 and Interpretation 503-3
January 2015

Standard 503. ADMISSION TEST

A law school shall require each applicant for admission as a first-year J.D. degree student to take a valid and reliable admission test to assist the school and the applicant in assessing the applicant’s capability of satisfactorily completing the school’s program of legal education. In making admissions decisions, a law school shall use the 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.

Interpretation 503-1

A law school that uses an admission test other than the Law School Admission Test sponsored by the Law School Admission Council shall 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.

Interpretation 503-2

This Standard does not prescribe the particular weight that a law school should give to an applicant’s admission test score in deciding whether to admit or deny admission to the applicant.

Interpretation 503-3

(a) It is not a violation of this Standard for a law school to admit no more than 10% of an entering class without requiring the LSAT from:

(1) Students in an undergraduate program of the same institution as the J.D. program; and/or

(2) Students seeking the J.D. degree in combination with a degree in a different discipline.

(b) Applicants admitted under subsection (a) must meet the following conditions:

(1) Scored at or above the 85th percentile on the ACT or SAT for purposes of subsection (a)(1), or for
purposes of subsection (a)(2), scored at or above the 85th percentile on the GRE or GMAT; and

(2) Ranked in the top 10% of their undergraduate class through six semesters of academic work, or achieved a cumulative GPA of 3.5 or above through six semesters of academic work.

Background

This memorandum provides general guidance on Standard 503 and, particularly, Interpretation 503-3, which was added to the Standards as a result of the comprehensive Standards review process that concluded in August, 2014.

The original Consultant’s Memo on Standard 503 (Admission Test) and former Standard 802 (Variances) was issued in August 2009. That memorandum was revised and replaced by “Consultant’s Memo 1 (Revised)” issued in August 2012. These two memos are replaced by this Guidance Memorandum.

Under prior Standard 503, the Council had granted variances from Standard 503 to 16 schools. As of August, 2014, 14 of those variances were still operative. At its December 2014 meeting, the Council reviewed the history and accumulated data regarding these variances. Concluding that the experiences of the schools under the variances both supported the adoption of Interpretation 503-3 and demonstrated that the parameters of that Interpretation were appropriately predictive of an applicant’s capability to satisfactorily complete a school’s program of legal education, the Council revoked all the existing Standard 503 variances and directed that these schools and all other law schools conform their admissions processes to the current Standard 503 and Interpretation 503-3. This Memorandum covers these changes and provides guidance on their implementation.

Standard 503’s Requirement of a “Valid” and “Reliable” Test

Standard 503 states in relevant part: A law school shall require each applicant for admission as a first year J.D. student to take a valid and reliable admission test to assist the school and the applicant in assessing the applicant’s capability of satisfactorily completing the school’s program of legal education. Additionally, Interpretation 503-1 says: A law school that uses an admission test other than the Law School Admission Test sponsored by the Law School Admission Council shall establish 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 educational program.

GUIDANCE:

Interpretation 503-1 makes it clear that the burden is on the law school to demonstrate the validity and reliability of any test or assessment methodology, other than the LSAT, that is used for law school admission purposes. “Validity” and “reliability” are terms of art in the world of testing. Validity asks if the scores reflect what the test or assessment method is intended to measure. Reliability asks if repeated applications of the test or assessment method will produce substantially the same results. The LSAT has been determined to be a valid and reliable test for law school admission purposes, particularly when used in combination with an applicant’s undergraduate academic performance. At this point, no other standardized test has been generally validated as a reliable test for law school admissions purposes.

Variances from Standard 503
Former Standard 802 (as revised, now Standard 107) permitted schools to apply for a variance for an experimental program provided that the program demonstrated that it met the criteria of the Standard and its Interpretations. In regard to Standard 503, the Council approved variance applications for 16 schools and imposed appropriate conditions, time limits, and annual reporting requirements.

**Interpretation 503-3**

Current Interpretation 503-3, which was adopted by the Council in the Spring of 2014 and made operative by the August 2014 concurrence by the ABA House of Delegates, flowed from the experience of schools operating under these variances. It establishes specific criteria for schools that wish to admit a limited number of students to their entering class without requiring an LSAT score for each student.

Interpretation 503-3(a) limits the number of students who may be admitted under it each year to “no more than 10% of an entering class.”

**GUIDANCE:**

Given the way law school admissions processes work, it is obviously difficult to predict the exact size of the class to which students admitted under Interpretation 503-3 are admitted. To make it easier and more certain, the 10% limit on the number of non-LSAT admits for a particular entering class will be 10% of the number of the previous year’s entering class (total of full-time and part-time matriculants). Therefore, schools should only have active offers to a number of applicants equal to 10% of the matriculants from the prior year’s entering first year class less the number of such applicants who have confirmed acceptance of the offer of admission.

Interpretation 503-3(a)(1) requires that students admitted under this section have attended “an undergraduate program of the same institution as the J.D. program.”

**GUIDANCE:**

1) For law schools that are part of a university with multiple locations, this is limited to students who attended the undergraduate campus where the law school is located.

2) Applicants must either be in attendance at the undergraduate institution at the time of admittance to the law school or have graduated no earlier than twelve months prior to the date of matriculation at the law school.

Interpretation 503-3(b)(1), requires that those applicants admitted under subsection (a) also meet the following condition: Scored at or above the 85th percentile on the ACT or SAT for purposes of subsection (a)(1), or for purposes of subsection (a)(2), scored at or above the 85th percentile on the GRE or GMAT; and . . .

**GUIDANCE:**

For purposes of this subsection, the score must exceed the 85th percentile of the composite score for the exam, for the administration of the exam taken by the applicant. If the testing agency does not report data in a way that makes clear what the 85th percentile score is, the school shall make a reasonable estimate of what that score would be and put a note in the student’s file to explain its estimate.

Interpretation 503-3(b)(2), requires that those applicants admitted under subsection (a) also meet the
following condition: Ranked in the top 10% of their undergraduate class through six semesters of academic work, or achieved a cumulative GPA of 3.5 or above through six semesters of academic work.

GUIDANCE:
For purposes of this subsection, the applicant must rank in the top 10% of the entire undergraduate class, not the top 10% within a particular department, school, or college within the University. If the university does not calculate the rank for the entire class, the law school should make a reasonable estimate and put a note in the student’s file to explain how the estimate was calculated.

Additionally, the Council discussed best practices with respect to the administration of a program at a law school to admit students under Interpretation 503-3. It may be that the Interpretation will be amended in the near future to incorporate some or all of these suggestions, but for the moment, schools using Interpretation 503-3 should:

- Not discourage prospective students from taking the LSAT.
- Participate in the ABA/LSAC Credential Certification Program so that the law school’s Standard 509 data will include LSAT scores of all students who have taken the examination, even if those students were admitted under Interpretation 503-3 and their test scores were not used for admission purposes.
- Disclose on the admissions section of the law school website that the law school does consider applicants who meet the criteria for admission under Interpretation 503-3.

Law schools will not be required to file additional or special reports for students admitted under Interpretation 503-3 on their ABA Annual Questionnaires. There will be questions about these admissions, however, on the Site Evaluation Questionnaire that a school must submit in connection with its periodic review in the ABA accreditation process. Therefore, law schools should maintain a file of students admitted under Interpretation 503-3, including the qualifications that students present for admission without an LSAT score.

Future Variances
The variance process permits law schools, with the approval of the Council, to act in ways inconsistent with the Standards in either “extraordinary circumstances” or for “experimental or innovative” proposals that are consistent with the general purposes and objectives of the overall Standards. Because the Council has now approved criteria under Interpretation 503-3, following a period of experimentation with a number of schools under variances from Standard 503, it is unlikely to approve variances going forward that only suggest an experiment that slightly modifies the included criteria. Any future variance proposals regarding Standard 503 should suggest a program that is innovative and experimental in a way that is materially different from the use of the ACT/SAT or GMAT/GRE, as permitted by Interpretation 503-3. Any school that is considering implementing a special admission program not requiring the use of the LSAT that is beyond the scope of Interpretation 503-3 is encouraged to contact the Managing Director’s Office to discuss the proposal and obtain further guidance.

The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting
requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind either the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.
Managing Director’s Guidance Memo

Standards 303(a)(3), 303(b), and 304
March 2015

Standard 303. CURRICULUM

(a) A law school shall offer a curriculum that requires each student to satisfactorily complete at least the following: ....

(3) one or more experiential course(s) totaling at least six credit hours. An experiential course must be a simulation course, a law clinic, or a field placement. To satisfy this requirement, a course must be primarily experiential in nature and must:
   (i) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;
   (ii) develop the concepts underlying the professional skills being taught;
   (iii) provide multiple opportunities for performance; and
   (iv) provide opportunities for self-evaluation.

(b) A law school shall provide substantial opportunities to students for:
   (1) law clinics or field placement(s);....

Interpretation 303-1 A law school may not permit a student to use a course to satisfy more than one requirement under this Standard. For example, a course that includes a writing experience used to satisfy the upper-class writing requirement [see 303(a)(2)] cannot be counted as one of the experiential courses required in Standard 303(a)(3).

Standard 304. SIMULATION COURSES AND LAW CLINICS

(a) A simulation course provides substantial experience not involving an actual client, that (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member, and (2) includes the following:
   (i) direct supervision of the student’s performance by the faculty member;
   (ii) opportunities for performance, feedback from a faculty member, and self-evaluation; and
(iii) a classroom instructional component.

(b) A law clinic provides substantial lawyering experience that (1) involves one or more actual clients, and (2) includes the following:
   (i) advising or representing a client;
   (ii) direct supervision of the student’s performance by a faculty member;
   (iii) opportunities for performance, feedback from a faculty member, and self-evaluation; and
   (iv) a classroom instructional component.

Background

This memorandum provides general guidance on the requirement in Standard 303(a)(3) that schools offer a curriculum that requires each student to complete “one or more experiential course(s) totaling at least six credit hours,” the requirement of 303(b)(1) that law schools “shall provide substantial opportunities to students for . . . law clinics or field placement(s),” and Standard 304(a) that defines “simulation course.”

New Standard 303(a)(3), which is discussed below, replaces the requirement in former Standard 302(a)(4) that “each student receive substantial instruction in . . . other professional skills generally regarded as necessary for effective and responsible participation in the legal profession.”

Guidance provided in Consultant’s Memo 3 (Revised)” issued in August 2013 relating to former Standard 302(a)(4) is no longer relevant and is replaced by this Guidance Memorandum.

New Standard 303(a)(3) changed the “other professional skills requirement” of former Standard 302(a)(4) in three fundamental ways. First, Standard 303(a)(3) changes to focus from “substantial instruction” to a focus on number of credit hours; it makes express and increases the number of credit hours schools must require each student to satisfactorily complete. Second, the new Standard requires the proscribed number of credits to be earned in “experiential courses.” And finally, the new Standard specifies that the “experiential courses” must be a simulation course, a law clinic, or a field placement.

Although Standard 304(a) specifies that the experiential courses must be a simulation course, a law clinic, or a field placement, it does not mandate that the school offer all three types of courses. The Standards do not require that simulation courses be offered, nor do they mandate that a law school offer both field placement and clinics. Standard 303(b)(1) does, however, mandate that a law school “shall provide substantial opportunities to students for law clinics or field placement(s).”

This memorandum provides guidance on the most common questions relating to the application of Standards 303(a)(3), 303(b)(1), and 304(a):

- What portion of a course must provide “simulation” experience in order for the course to qualify as a “simulation course” under Standard 304(a)? What is necessary to meet the requirement of “substantial experience” in 304(a)?
- Can course components be utilized to satisfy the six credit requirement of 303(a)(3)?
- Can credits earned for mock trial, moot court, and similar activities qualify as a “simulation course”?
- Can a simulation course offered as part of the first-year curriculum count toward the
requirement of experiential courses totaling at least six credit hours?

- Can a course that requires a substantial, traditional scholarly paper qualify as a “simulation course”?
- For students who complete multiple semesters of clinic work, must each semester include a “classroom instructional component”?
- What is meant by “substantial opportunities” in Standard 303(b)’s requirement of “substantial opportunities . . . for law clinics or field placement(s)”?

What portion of a course must provide “simulation” experience in order for the course to qualify as a “simulation course” under Standard 304(a)? What is necessary to meet the requirement of “substantial experience” in 304(a)?

Standard 303(a) states the basic curricular requirement for experiential courses. It provides, in relevant part: “A law school shall offer a curriculum that requires each student to satisfactorily complete at least the following: . . . (3) one or more experiential course(s) totaling at least six credit hours.” Standard 303(a)(3) further requires that “An experiential course must be a simulation course, a law clinic, or a field placement,” and specifies that “To satisfy this requirement, a course must be primarily experiential in nature . . . .”

Standard 304(a), in relevant part, defines a simulation course as one that “provides substantial experience not involving an actual client, that (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member . . . .”

GUIDANCE:
Standard 303 uses the terms “experiential course(s)” and “simulation course,” rather than language such as “courses offering experiential or simulation opportunities or experiences.” The Standard also requires that to qualify as an experiential course, “a course must be primarily experiential in nature.” “Primarily” means essentially, mostly, chiefly. It suggests more than simply inserting an experiential component into an existing class, without regard to whether that component makes up a majority (51%) of the class minutes. “Primarily” is used to indicate the main purpose of something. The experiential nature of the course should, in this sense, be the organizing principle of the course, and the substantive law or doctrinal material that is part of the course should be incidental to it, not the other way around. Taken as a whole, the language used in the Standard suggests that to qualify as an experiential or simulation course, the course must be easily identifiable as such. It seems likely the Council and the Accreditation Committee will expect the character of courses that the school holds out as meeting the requirement to be clearly experiential and will not engage in “minute counting” in order to qualify a particular course.

By meeting the requirement that a course be primarily experiential in nature, the requirement that the course provide “substantial experience” likely is also met, as long as the course also includes “direct supervision of the student’s performance by the faculty member” and “opportunities for performance, feedback from a faculty member, and self-evaluation” as further required by the Standard.

Can course components be utilized to satisfy the six credit requirement of 303(a)(3)?
GUIDANCE:
Inserting skills components in otherwise doctrinal courses will not satisfy Standard 303(a)(3). First, it is unlikely that inserting some skills instruction or skills exercises in a substantive course can meet the express requirement of Standard 303(a)(3) that “a course must be primarily experiential in nature.” Also, utilizing skills components in otherwise doctrinal courses runs counter to the change of the new Standard from a focus on “substantial instruction” to a focus on a prescribed number of “experiential courses.” Former Interpretation 302-1 explained that schools could “satisfy the requirement for substantial instruction in professional skills in various ways, including, for example, requiring students to take one or more courses having substantial professional skills components.” That Interpretation is eliminated in the revised Standards; schools must offer “experiential courses.” Skills labs and other “mini-courses” attached to doctrinal courses may be utilized to satisfy the Standard, but it will be important that they have a separate course designation (title; course number, etc.) and a separate syllabus so that they can be appropriately reviewed and assessed.

Can credits earned for mock trial, moot court, and similar activities qualify as a “simulation course”?

Standard 304(a) defines a simulation course: “A simulation course provides substantial experience not involving an actual client, that (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member, and (2) includes the following:
(i) direct supervision of the student’s performance by the faculty member;
(ii) opportunities for performance, feedback from a faculty member, and self-evaluation; and
(iii) a classroom instructional component.”

GUIDANCE:
The answer to the question posed is “it depends.” The Council and the Accreditation Committee are aware that many law schools grant academic credit to students based on participation in moot court, mock trial, and similar activities. Participation in such activities, in and of itself, does not qualify as completing a simulation course. While these activities often comply with subsection (1) by providing “substantial experience not involving an actual client that is reasonably similar to the experience of a lawyer advising or representing a client,” and include the direct supervision of the student’s performance by the faculty member and feedback from a faculty member required by subsection (2)(i) and (ii), a “classroom instructional component is also required.” Such a component likely requires more than a series of required faculty-supervised practices. Schools that wish to have these student experiences count toward the six-credit experiential learning requirement will be required to show how these direct supervision, feedback, and classroom component requirements are met.

To qualify as an experiential course, a simulation course must meet the requirements of Standard 303 as well as Standard 304. While a series of required faculty-supervised practices may provide the “multiple opportunities for performance,” and “opportunities for self-evaluation” required by Standard 303(a)(3)(iii) and (iv), subsections 303(a)(3)(i) and (ii) require that the course “integrate doctrine, theory, skills, and legal ethics” and “develop the concepts underlying the professional skills being taught.” That requires a fairly rigorous “classroom instructional component,” ideally including assignments, learning outcomes, and assessments as
with other classroom experiences. The classroom component need not, however, meet the requirement of “not less than one hour of classroom or direct faculty instruction . . . per week for fifteen weeks” for each credit granted for the experience. Standard 310(2) provides that “for other academic activities as established by the institution, including simulation,” the credits awarded are based on “at least an equivalent amount of work” as required by the definition of class hours in Standard 310(1). Thus, because some of the credit in these activities is earned by participating in the activity itself, the “classroom instructional component” need not make up a prescribed number of class hours, but must be sufficiently structured and rigorous as described above to meet the requirements of Standard 303(a)(3) in particular.

Can a simulation course offered as part of the first-year curriculum count toward the requirement of experiential courses totaling at least six credit hours?

GUIDANCE:
Standard 303 does not limit experiential courses to upper-level courses. Although Standard 305(e)(6) requires that participation in field placements be limited to students who have “successfully completed instruction equivalent to 28 credit hours toward the J.D. degree,” and first-year students are generally prohibited from participating in clinics by school academic rules and state student certification rules, a school is not prohibited from offering a simulation course as part of the first-year curriculum. Provided the course meets the requirements discussed in the other portions of this memo, a simulation course offered during the first year can count toward the requirement of experiential courses totaling at least six credit hours in Standard 303.

Can a course that requires a substantial, traditional scholarly paper qualify as a “simulation course”?

Standard 304’s definition of a simulation course is set out above.

Guidance:
A traditional writing or seminar course that requires a substantial, traditional scholarly paper does not seem to fit the definition of “experiential course” or “simulation course,” and a school desiring to count such courses in the required six credits of experiential learning courses will have the burden of showing how and why such a course should count. These courses do not “provide multiple opportunities for performance” or “provide opportunities for self-evaluation” as required to qualify as an “experiential course” under Standard 303(a)(3)(iii) and (iv). Opportunities for performance and self-evaluation are also required under the definition of a simulation course in Standard 304(a).

The language of the Standard suggests that the intent in including simulation courses within the experiential course definition is to ensure that a simulation course provides experiences similar to those that a student would be encountering in a clinic or field placement. Traditional seminar courses do not do that. Standard 304’s definition of a simulation course (the only way a paper course could qualify) says that it must provide “substantial experience . . . reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks.” A scholarly paper is not “reasonably similar” to a typical experience of a lawyer advising or representing a client.
These sorts of scholarly papers should be distinguished from research and advocacy papers that lawyers may write in connection with work done by a lawyer involved in lobbying or representing or working for an advocacy group. Courses designed to simulate the work of these lawyers and groups may count as an experiential course, but then could not count as a legal writing experience; Interpretation 303-1 prohibits using a course to satisfy more than one requirement under Standard 303.

For students who complete multiple semesters of clinic work, must each semester include a “classroom instructional component”?

In order to qualify as an “experiential course” and to count toward the requirement of six credit hours of experiential courses, Standard 304(b)(2)(iv) requires that a law clinic include “a classroom instructional component.”

GUIDANCE:
Some clinical programs permit students to participate in clinics in multiple semesters. Each semester typically is a separate course. In that case, Standard 304(b)(2)(iv) requires “a classroom instructional component” for each course. While meetings between the faculty member and individual students will not satisfy the classroom component requirement, a regular meeting of all students with the faculty member devoted largely to discussion of the cases the students are handling, including ethical and other practice issues arising from those cases, and to skills development likely will suffice to meet the classroom instructional component of the Standard.

What is meant by “substantial opportunities” in Standard 303(b)’s requirement of “substantial opportunities . . . for law clinics or field placement(s)”?

Standard 303(b) states, in relevant part: “(b) A law school shall provide substantial opportunities to students for: (1) law clinics or field placement(s).”

GUIDANCE:
The requirement of revised Standard 303(b) that a school offer substantial opportunities to students for law clinics and field placements carries forward with more specificity the requirement of previous Standard 302(b) that a school “offer substantial opportunities for . . . live-client or other real-life practice experiences . . . .” The requirement does not mean the school must guarantee each student both a field placement and a clinic opportunity, or even guarantee each student can enroll in one or the other. Instead, a school must offer sufficient opportunities so that a student desiring at least one of those experiences has a realistic chance of enrolling in such a course prior to graduation.

The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.
Managing Director’s Guidance Memo

Standard 510
March 2015

Standard 510. STUDENT COMPLAINTS IMPLICATING COMPLIANCE WITH THE STANDARDS
(a) A law school shall establish, publish, and comply with policies for addressing student complaints.

(b) A law school shall maintain a record of student complaints submitted during the most recent accreditation period. The record shall include the resolution of the complaints.

Interpretation 510-1
A “complaint” is a communication in writing that seeks to bring to the attention of the law school a significant problem that directly implicates the school’s compliance with the Standards.

Interpretation 510-2
A law school’s policies on student complaints must address, at a minimum, procedures for filing and addressing complaints, appeal rights, if any, and timelines.

Background
This memo provides guidance on compliance with Standard 510, which covers complaints that implicate one or more of the Standards for Approval of Law Schools. Schools may have other forms and procedures for complaints that do not implicate a Standard and are therefore not covered by Standard 510.

What types of complaints does the Standard cover?
The Standard requires that law schools have a policy for addressing complaints that seek to bring to the attention of the law school a significant problem that directly implicates the school’s compliance with the Standards.
Where must a complaint policy be located?
The complaint policy must be in writing and must be located in a prominent place such as the student handbook on the law school’s website.

What must a law school’s complaint policy include?
A law school’s complaint policy must include, at a minimum:
- The procedures for filing the complaint (e.g., whether they must be in writing).
- A description of the applicable procedures for handling the complaint.
- The timeline for handling the complaint.
- A description of appeal rights, if any.

In addition, it is recommended that a law school’s complaint policy also include:
- A description of the types of complaints covered by this policy (clearly distinguishing between other complaint policies).
- The name of the person to whom complaints should be addressed.
- A description of what must be included in the complaint (e.g., detail regarding the behavior, program, or process that is the subject of the complaint; citations to relevant ABA Standards; name and address of complainant).
- A link to the ABA Standards and Rules of Procedure for Approval of Law Schools.
- A description of any additional requirements.
- Information about the correct place to file other types of complaints, if appropriate.

How long must law schools maintain a record of complaints?
Complaints must be maintained for a period of seven years or until the next review by the Accreditation Committee.

What must be included in the record of complaints?
A law school must maintain a copy of the complaint and a summary of the process and resolution of the complaint. In addition, a law school must maintain adequate records to demonstrate compliance with its policy, as required in Standard 510(a).

The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.
Managing Director’s Guidance Memo

Standards 301, 302, 314 and 315

June 2015

This is the first of a set of Guidance Memos on learning outcomes and assessment programs. Subsequent Guidance Memos will be responsive to the questions that are raised by law schools directly with the Managing Director’s Office or come to the attention of the Office through proceedings of conferences, reports, and articles on these topics. These new and amended Standards are designed to assure that the outcome measures and assessment methodologies that schools develop will improve their legal education programs and better serve the needs of students during their legal educations and in their professional careers.

Relevant Standards and Interpretations

Standard 301. OBJECTIVES OF PROGRAM OF LEGAL EDUCATION

(a) A law school shall 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.

(b) A law school shall establish and publish learning outcomes designed to achieve these objectives.

Standard 302. LEARNING OUTCOMES

A law school shall establish learning outcomes that shall, at a minimum, include competency in the following:

(a) Knowledge and understanding of substantive and procedural law;
(b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;
(c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and
(d) Other professional skills needed for competent and ethical participation as a member of the legal profession.

Interpretation 302-1

For the purposes of Standard 302(d), other professional skills are determined by the law school and may include skills such as, interviewing, counseling, negotiation, fact development and analysis, trial practice,
document drafting, conflict resolution, organization and management of legal work, collaboration, cultural competency, and self-evaluation.

Interpretation 302-2
A law school may also identify any additional learning outcomes pertinent to its program of legal education.

Standard 314. ASSESSMENT OF STUDENT LEARNING

A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students.

Interpretation 314-1
Formative assessment methods are measurements at different points during a particular course or at different points over the span of a student’s education that provide meaningful feedback to improve student learning. Summative assessment methods are measurements at the culmination of a particular course or at the culmination of any part of a student’s legal education that measure the degree of student learning.

Interpretation 314-2
A law school need not apply multiple assessment methods in any particular course. Assessment methods are likely to be different from school to school. Law schools are not required by Standard 314 to use any particular assessment method.

Standard 315. EVALUATION OF PROGRAM OF LEGAL EDUCATION, LEARNING OUTCOMES, AND ASSESSMENT METHODS

The dean and the faculty of a law school shall conduct ongoing evaluation of the law school's program of legal education, learning outcomes, and assessment methods; and shall use the results of this evaluation to determine the degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum.

Interpretation 315-1
Examples of methods that may be used to measure the degree to which students have attained competency in the school’s student learning outcomes include review of the records the law school maintains to measure individual student achievement pursuant to Standard 314; evaluation of student learning portfolios; student evaluation of the sufficiency of their education; student performance in capstone courses or other courses that appropriately assess a variety of skills and knowledge; bar exam passage rates; placement rates; surveys of attorneys, judges, and alumni; and assessment of student performance by judges, attorneys, or law professors from other schools. The methods used to measure the degree of student achievement of learning outcomes are likely to differ from school to school and law schools are not required by this standard to use any particular methods.
Background

In October 2007, then Section Chair Justice Ruth McGregor appointed a Special Committee on Output Measures. The Special Committee was charged with determining whether and how output measures, other than bar passage and job placement, might be used in the accreditation process. In July 2008, the Special Committee released an extensive analysis of how outcomes measures are used by other accreditation bodies. It concluded that the Section of Legal Education and Admissions to the Bar should re-examine the current ABA accreditation standards and reframe them, as needed, to reduce their reliance on input measures and instead adopt a greater and more overt reliance on outcome measures. The report also noted that shifting towards outcome measures is consistent with the latest and best thinking of both the higher education and legal education communities. The Committee noted that all regional accreditation agencies focus on identification and measurement of student learning outcomes. In addition, the Committee reviewed the accreditation standards of ten other professional accrediting bodies. It found all ten applied standards based on outcome measures.

On the basis of this report, the Council directed the Standards Review Committee (SRC) to study the matter and make recommendations to the Council. The SRC appointed a Student Learning Outcomes Subcommittee. Its work provides some of the basis for the guidance in this memorandum.

Guiding Principles

The Student Learning Outcomes Subcommittee suggested that certain assumptions should guide the implementation of the changes in the Standards that would result from its recommendations. These include:

- The process of identifying, assessing and improving outcomes is more important than ensuring that every student achieve each outcome.
- Different types of faculty—doctrinal, clinical, legal writing and others—play important roles in identifying and assessing learning.
- Faculty should have the central role in identifying, assessing and improving learning outcomes.
- Outcomes will differ based upon law school missions.
- Although the traditional legal curriculum, which purports to teach students to “think like a lawyer,” will remain at the center of law schools’ J.D. programs, schools should measure how successful their students are in mastering that skill and in bridging the gap between it and other lawyering skills.
- Focusing on outcomes should serve as a catalyst for law schools to be intentional in curriculum development.
- The focus on outcomes should shift the emphasis from what is being taught to what is being learned by the students.
Guidance

Standard 301

Standard 301(b) states that the law school should publish its learning outcomes.

GUIDANCE:

Learning outcomes for the school’s overall program of legal education must appear in those places on its website and in its publications where the law school describes its mission and its curriculum. Similarly, learning outcomes for certificates or specialty tracks within the JD program must be published in those places where such certificates or specialty tracks are described. Learning outcomes for individual courses must be published in the course syllabi.

Standard 302, Interpretations 302-1 and 302-2

Although graduation rates, job placement and bar passage are important outcomes, Standard 302 makes clear that law schools must also establish and measure other important outcomes for those who enroll in its program of legal education. Similarly, although not every law student plans to practice law, this Standard recognizes that a law school must have a program of legal education that includes outcomes encompassing competencies related to the practice of law. This is consistent with Standard 301(a) which mandates that a law school “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.”

GUIDANCE:

Learning outcomes must consist of clear and concise statements of knowledge that students are expected to acquire, skills students are expected to develop, and values that they are expected to understand and integrate into their professional lives. The outcomes should identify the desired knowledge, skills and values that a school believes that its students should master. Standard 302 outlines the minimum outcomes that a law school must identify for its program of legal education. Other outcomes will vary depending upon the stated mission of a law school. Therefore, a school that has a focus on a particular area of substantive law would normally have more robust expectations in regard to the substantive areas critical to its mission or for which it claims special expertise. Similarly, schools with a mission to produce trial lawyers or transactional lawyers would have learning outcomes identifying skills and values critical to the effective representation of clients in those roles. Interpretation 302-1 lists some of the professional skills that a school may identify as learning outcomes consistent with its mission.

Standard 314, Interpretations 314-1 and 314-2

Standard 314 mandates that both formative and summative assessments must be utilized by law schools. Interpretation 314-1 provides definitions for the two different types of assessments. Interpretation 314-2 explains that the review of assessment methodology permits some flexibility to allow variation of assessment programs from school to school.
GUIDANCE:

Schools must be engaged in meaningful assessment of their progress in helping students achieve outcome goals. The Standards create considerable space for schools to develop their own assessment schemes that fit their program and their culture. However, each school must use both formative and summative assessments. Interpretation 314-2 makes clear that multiple assessment methods are not required in every course. Nevertheless, Standard 314, as the Accreditation Committee is likely to apply it, will require that formative assessment be integrated into the law school’s program to, as Interpretation 314-1 states, “provide meaningful feedback to improve student learning” in the law school’s overall program. The flexibility allowed in this Standard and these Interpretations is meant to permit schools to experiment and to reflect the diversity law schools’ missions and programs. Nonetheless, the amount and variety of assessments utilized by each school should demonstrate that it is seriously measuring its success in meeting the outcomes that it has identified as appropriate to its mission.

Learning outcomes clarify what students are expected to learn or master. Assessment should measure the level of attainment of those learning outcomes being achieved by students. This requires schools to collect evidence that demonstrates the level of attainment. In planning for this collection, schools should identify both the methods of assessment as well as the sources for making those assessments. The assessment of how certain outcomes are being met by students may include consideration of co- and extra-curricular activities. Because determining the level of attainment requires some subjective judgments, multiple methods of assessment will more likely produce an accurate portrayal. As noted in Interpretation 315-1, the sources of this evidence may encompass different constituencies, including students, alumni, attorneys and judges in addition to faculty.

It is not the goal of assessing the level of attainment, and probably not realistic to expect, that each student will achieve the same level of mastery for every outcome. Some students will master some outcomes in a more proficient manner than others. Further, to the extent that learning outcomes are developed for certificate and specialty areas, learning outcomes within those areas will not be relevant for all students.

Standard 315 and Interpretation 315-1

Standard 315 requires that the dean and faculty evaluate its program of legal education, learning outcomes and assessment methods on an ongoing basis. The school is to use the results to determine the degree of student attainment of competency and make changes as appropriate.

GUIDANCE:

One of the primary goals of an assessment of student learning program is to require schools to evaluate whether they are successfully helping their students achieve mastery of the competencies that the school has identified as important for its graduates to obtain. This requirement is responsive to the recommendation of the Output Measures Committee that the emphasis on outcomes reflects a shift in focus from what is being taught in law schools to what is being learned by students. Schools are to evaluate the results obtained from the various
assessments to determine to what extent they are assisting their students to achieve the desired outcomes. This evaluation is to be conducted by the dean and faculty. Although some schools may appoint a faculty member or an administrator to oversee the development of outcomes and assessment, it is clear that the establishment and evaluation of outcomes and assessments cannot be the province of a single individual. Although the dean and faculty are to conduct the evaluation, Interpretation 315-1 makes clear that the evaluation may utilize evidence obtained from surveys and assessments by individuals outside of the school such as alumni, attorneys and judges.

Timeline

The Guidance Memorandum from the Managing Director’s Office titled “Transition to and Implementation of the New Standards and Rules of Procedure for Approval of Law Schools” dated August 13, 2014, stated that the application of these Standards would begin with the 2016-17 academic year.

GUIDANCE:

Site teams visiting schools in the 2016-17 academic year and thereafter will be asked to report on the progress schools are making in establishing learning outcomes and in developing an assessment plan. Schools will be expected to show steady work and progress toward the adoption of a full set of learning outcomes. Those outcomes should be in place by the end of the 2017-2018 year. Schools must have adopted an assessment plan and be able to demonstrate that they are implementing it by the end of the 2018-2019 academic year. This schedule is consistent with the timeline recommended by the SRC’s Learning Outcomes Subcommittee.

While they do not become operational until the Fall of the 2016-2017 academic year, schools with 2015-2016 site visit should be prepared to report on how they are working to come into compliance with what the Standards discussed in this memo require. Schools that cannot show that they are seriously engaged in the work that is necessary to develop and adopt learning outcomes and to develop and adopt an assessment program can expect that the Accreditation Committee will ask for a report back that demonstrates that appropriate progress is being made.

Conclusion

The process of developing, adopting, and implementing learning outcomes and an assessment program takes time. There is no one-size-fits-all set of outcomes or assessment program. While the Council, the Accreditation Committee, and the Managing Director’s Office want to be helpful to schools, it would be a mistake to publish templates or specific statements of what will be sufficient to meet the Standards. Additional guidance will be provided over the next several years as the Council and the Accreditation Committee have experience in applying the Standards that can usefully be reported to schools.

The Standards direct schools to continuously engage in a process of establishing outcomes, assessing the school’s performance, and reviewing/revising outcomes. This process will help demonstrate that the school has 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,” as required by Standard 301(a).

The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind either the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.
Standard 105. ACQUIESCENCE FOR MAJOR CHANGE IN PROGRAM OR STRUCTURE

(a) Before a law school makes a major change in its program of legal education or organizational structure, it shall obtain the acquiescence of the Council for the change. A major change in program or structure that requires application for acquiescence includes:

(12) The addition of courses or programs since the most recent AC period, such as ... instituting a new full-time or part-time division; or changing from a full-time to a part-time program or from a part-time to a full-time program...

Background and Issue

This memo provides guidance on compliance with the major change requirement of Standard 105(a)(12) when a law school that does not have a formal and approved part-time division or program wishes to offer and promote part-time enrollment opportunities for students.

The need for this guidance arises from questions asked of the Managing Director’s Office such as (a) whether a school must seek acquiescence to allow students to take a “part-time load,” particularly in the first year, if the school does not have an acquiesced in part-time program or division, and (b) whether a school that does allow students to take other than a full-time load, including in the first year, can advertise or promote its part-time enrollment opportunities and the flexibility that they offer to students. As these questions come to the Managing Director’s Office, there is also some concern about what schools can represent to the Law School Admissions Council (LSAC) about their enrollment options, absent acquiescence of the Council in a formal part-time “division,” “program,” or “enrollment option” at that school. Part of the confusion for schools is the fact that Standard 105(a)(12) uses both “division” and “program” in the same sentence.
What is a new part-time program or division that would require acquiescence under Standard 105(a)(12)?

Establishing a new part-time division or program that operates as an independent segment of the school’s J.D. program requires acquiescence. Characteristics of such an undertaking may include a specific and separate admissions process for that new division or program, separate and distinct “part-time” and “full-time” class schedules, registration priorities for course enrollments that are different based on whether the student is “part-time” or “full-time,” separate class rankings for the separate divisions, and the requirement of approval to transfer between the “full-time” and “part-time” divisions. This is not to say, of course, that the “full-time” program will not have any students who are attending part-time, and that the “part-time” program may not have 2L or 3L students who are taking a load that the school would define as full-time. Historically, the differences between separate programs was often driven more by whether students attended classes primarily in the evening or during the day. This distinction is increasingly not relevant.

What are examples of part-time enrollment opportunities that do not require acquiescence under Standard 105(a)(12)?

It is easier to give guidance on what clearly requires acquiescence than what does not. The reality is that the distinct differences between full-time and part-time study have blurred. The Standards no longer establish how many credits constitute “full-time” enrollment, although schools may establish such rules for themselves. No longer, for example, do the Standards limit employment for “full-time students,” although schools may establish rules in that regard. Students taking equal loads might be classified one way at one school but a different way at another school. Students, particularly after the first year, may take lighter or heavier loads and still graduate in the traditional six semesters of study.

Increasingly, schools offer class schedules that include short-courses, weekend classes, evening courses, intersession programs, and so on, in addition to the traditional time-block schedule where, for example three-credit classes would meet MWF 3:00 p.m. or TuTh 9:00-10:15. Students not enrolled in a deliberately and intentionally part-time division may not think of themselves as being in any particular division or program – they are simply law students.

The U.S. Department of Education criteria with which accrediting agencies such as the Council must comply do require that the Council have rules requiring acquiescence for substantive program changes that are (a) the addition of courses or programs that represent a significant departure from the existing offerings of educational programs, or method of delivery, from those that were offered when a school last had its comprehensive program review or (b) the addition of programs of study at a degree or credential level different from that which is included in the institutions current accreditation.

A school allowing the occasional student, or even a large number of students, to take a part-time load is not, ipso facto, either (a) or (b). However, as the focus shifts from how students may enroll to the program a school is creating, and that new undertaking is the addition of a significant number of courses or sections of courses that have not been offered previously that are specifically tailored and scheduled for a cohort of part-time students, then a school likely would be making “a significant departure” from its existing offerings or method of delivery. In that case, the law school
would be making a major change within the meaning of Standard 105(a)(12), and acquiescence would be required.

**GUIDANCE:**
A law school does not need acquiescence for a part-time course of study because it allows students it enrolls to attend, on either a “part-time” or “full-time” basis, however the school defines those terms. Schools allowing students this flexibility should take special care to accurately and fully disclose how its academic policies and standards and course offerings will operate for all students, if it allows this option.

**GUIDANCE:**
A law school that is adding capacity in terms of courses, sections of courses, faculty, or staff in order to support specifically the offering of a course of study aimed at a new substantial cohort of “part-time” students should contact the Managing Director’s Office and seek advice on whether it should file a request for acquiescence because its particular plan might constitute the establishment of a “part-time division” within an otherwise full-time program.

**What may a law school say about a part-time enrollment, if it does not have acquiescence to offer a formal, part-time division or program?**

Because allowing students to attend part-time is not, standing alone, the creation of a part-division or program that requires acquiescence, there is no restriction on a school publicizing that it welcomes students who wish to attend its program on a part-time basis, whether throughout the entire J.D. program or in an occasional term.

That said, schools that have not received formal acquiescence to operate a part-time division or program, however, should not at this point in time use the word “program” to describe the opportunities they offer. The use of terms such as “flexible enrollment” or “part-time enrollment option,” however, are appropriate and not misleading terms for schools that welcome part-time students to use in advertising and promoting what they offer, including in communications to the LSAC. Indeed, in many respects, this more modern approach to accommodating courses of study that work for students offers more flexibility for students than a structured “evening division.”

Schools should be mindful of the requirements of Standard 509(a) that any information distributed shall be complete, accurate, and not misleading. If a school’s practice is to allow part-time enrollment in only extraordinary instances, generally designing course schedules for full-time students and requiring them, then the school should be clear about that in its statements. If, on the other hand, a school operates a program that is willing to adapt to students’ work and personal schedules, then the school may promote the fact that both “full-time” and “part-time” students are welcome.

Obviously a school allowing considerable flexibility for students in their course loads does have to schedule required courses at certain times. The school must take special care to inform students who might choose to attend on a part-time basis that flexibility is not unlimited and there will be certain instances where they will need to arrange their schedules to attend certain required courses when the school schedules them, in order to meet graduation requirements. The requirements of
Standard 312 that a school provide access to its programs and services to all students, regardless of whether they are attending on a full-time or part-time basis, remains in place, of course, and schools must be mindful of this Standard as their programs evolve.

GUIDANCE:
A law school may indicate in its materials that it offers flexible, other-than-full-time enrollment for students. The school should take care to make clear that this flexibility must operate within the overall constraints of the law school’s resources, program, and graduation requirements, as is appropriate for whatever flexibility the school will offer. Schools should make certain that whatever representations they make are consistent with the requirement of Standard 509(a) that the “any information that a law school ... publicizes or distributes shall be complete, accurate, and not misleading to a reasonable law school student or applicant.”

The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind either the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.
Standard 504. QUALIFICATIONS FOR ADMISSION TO THE BAR

(a) A law school shall include the following statement in its application for admission and on its website:

In addition to a bar examination, there are character, fitness, and other qualifications for admission to the bar in every U.S. jurisdiction. Applicants are encouraged to determine the requirements for any jurisdiction in which they intend to seek admission by contacting the jurisdiction. Addresses for all relevant agencies are available through the National Conference of Bar Examiners.

(b) The law school shall, as soon after matriculation as is practicable, take additional steps 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.

Background

This memo provides guidance on compliance with Standard 504, which covers qualifications for admission to the bar. The Standard was revised in August 2014 as part of the comprehensive review of the Standards. There are two major changes in the new Standard from the provisions in effect prior to August 2014. First, the new Standard prescribes exact language that law schools must include in their application for admission and on their websites. In the past, there have been numerous citations to law schools for failure to advise students about character and fitness requirements. Providing the exact language in the Standard avoids ambiguity and makes
it easier for law schools to comply. Second, the new Standard clarifies that there are additional steps that law schools must take to apprise students once enrolled about character, fitness, and other requirements for admission to the bar.

Posting the Statement on the Law School’s Website

The statement required by Standard 504(a) must be posted conspicuously or available by a link featured prominently on the main page for admissions/prospective students.

The statement should include the heading, “Qualifications for Admission to the Bar.”

Including the Statement in the Law School’s Application for Admission

Law schools are not uniform with respect to the types of questions they may ask regarding an applicant’s character and fitness. Differences may be due to law schools’ missions or to varying state requirements for admission to the bar.

Regardless of those differences, the statement required by Standard 504(a) must be included in every law school’s application for admission.

Additional Steps to Apprise Entering Students Upon Matriculation of Character, Fitness, and Other Requirements

A law school must be able to demonstrate the steps it has taken to comply with the requirement of Standard 504(b). While no particular approach is required, law schools can do a variety of things to address this requirement, including the following:

- Advising students in writing of their obligation to determine applicable character and fitness requirements and the process for making character and fitness determinations in the jurisdiction or jurisdictions in which they may seek a law license.
- Covering character and fitness during orientation for the 1L class; encouraging students to familiarize themselves with the fitness expectations of the Court; emphasizing the obligation to provide complete, accurate, and truthful information to bar admission authorities.
- Advising matriculants that their law school applications may be reviewed by the admission agencies for consistency with the record at the time of seeking admission.
- Inviting the administrator or a board member of the jurisdiction’s bar admission office to the school to make a presentation to matriculants about character, fitness, and other issues.
- Providing students with a link to the Comprehensive Guide to Bar Admission Requirements, especially Chart II, which covers requirements regarding character and fitness determinations: http://www.ncbex.org/publications/bar-admissions-guide/
- Publishing a link to the Character and Fitness page of the website of the National Conference of Bar Examiners: http://www.ncbex.org/character-and-fitness
• Publishing a link to the Bar Admissions webpage of the Section of Legal Education and Admissions to the Bar:
  http://www.americanbar.org/groups/legal_education/resources/bar_admissions.html
• Directing students to the Moral Character and Fitness section of the Code of Recommended Standards for Bar Examiners, which is included in the Comprehensive Guide to Bar Admission Requirements. This section includes examples of issues that might be cause for further inquiry before the bar examining authority decides whether the applicant possesses the character and fitness to practice law.

The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind either the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.
Managing Director’s Guidance Memo

Standards 102(e), 102(f), 509(e)

August 2015

Standard 102. PROVISIONAL APPROVAL

(e) A provisionally approved law school shall state that it is provisionally approved in all of its printed and electronic materials describing the school and its program and in any other publication that references the law school’s approval by the Council.

(f) A law school seeking provisional approval shall make its status clear in any printed and electronic materials describing the law school and its program and in any other publication that references the law school’s approval status. At a minimum the law school shall state the following in all such communications:

The law school is not currently approved by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and makes no representation to any applicant that it will receive approval from the Council before the graduation of any matriculating student.

Standard 509. REQUIRED DISCLOSURES

(e) If a law school makes a public disclosure of its status as a law school approved by the Council, it shall do so accurately and shall include the name and contact information of the Council.

Background

This memo provides guidance on compliance with Standards 102(e), 102(f), and 509(e), which cover a law school’s disclosure of its accreditation status.
Statement of Disclosure of Accreditation Status for a Fully Approved Law School

A fully approved law school is not required to disclose its accreditation status, but if it chooses to do so, the following statement is acceptable:

[Name of Law School] is approved by the 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.

Statement of Disclosure of Accreditation Status for a Provisionally Approved Law School

A provisionally approved law school is required to disclose its accreditation status, and the following statement is acceptable:

[Name of Law School] is provisionally approved by the 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.

Statement of Disclosure of Accreditation Status for a Law School Seeking Provisional Approval

A law school seeking provisional approval is required to make its accreditation status clear in any printed and electronic materials or other publication that references the law school’s approval status. At a minimum, the law school must state the following:

The law school is not currently approved by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and makes no representation to any applicant that it will receive approval from the Council before the graduation of any matriculating student.

Including the Statement with any Disclosure

The statements made under Standards 102(e), 102(f), and 509(e) must be included with any disclosure of accreditation status, including any printed or electronic materials that reference the law school’s approval by the Council. This includes applications, newsletters, brochures, marketing materials, and other publications. A specific location is not required but it must be posted conspicuously and in a readily accessible location if posted electronically.

The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind either the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.
Managing Director’s Guidance Memo

Standard 310
May 2016

Standard 310. DETERMINATION OF CREDIT HOURS FOR COURSEWORK

(a) A law school shall adopt, publish, and adhere to written policies and procedures for determining the credit hours that it awards for coursework.

(b) A “credit hour” is an amount of work that reasonably approximates:

(1) not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time; or

(2) at least an equivalent amount of work as required in subparagraph (1) of this definition for other academic activities as established by the institution, including simulation, field placement, clinical, co-curricular, and other academic work leading to the award of credit hours.

Interpretation 310-1
For purposes of this Standard, fifty minutes suffices for one hour of classroom or direct faculty instruction. An “hour” for out-of-class student work is sixty minutes. The fifteen-week period may include one week for a final examination.

Interpretation 310-2
A school may award credit hours for coursework that extends over any period of time, if the coursework entails no less than the minimum total amounts of classroom or direct faculty instruction and of out-of-class student work specified in Standard 310(b).

Background
This memorandum provides general guidance on the requirements of Standard 310, which adopts the federal definition of credit hours as required by the Department of Education. Under the former Standards, former Standard 304 mandated that schools require a minimum number of minutes of instruction time (58,000) as a condition for graduation, with at least a certain number of those minutes (45,000) being earned by attendance in regularly scheduled class sessions. Although it was certainly
understood that out-of-class work and time was connected to classroom sessions, there was no requirement to consider or require it as part of determining the credit hours to assign to a course. Most schools followed the illustration set forth in former Interpretation 304-4 and required a minimum of 700 minutes of instruction time (not including time devoted to a final exam) per credit in a typical “classroom instruction” course. Credit allocations for clinical and other courses that did not rely exclusively on classroom instruction were determined under the requirement that “the time and effort required and the anticipated educational benefit are commensurate with the credit awarded.”

In combination with new Standard 311, new Standard 310: (a) changes the requirement for determining the work required to earn a credit from minutes to hours; (b) restates the amount of time to include time for a final examination; and (c) adds the requirement that out-of-class work, in addition to in-class instruction time, be included in the calculation and determination of the work needed for a credit. Standard 311 mandates that schools require “not fewer than 83 credits hours” for graduation, with at least 64 credit hours earned in courses requiring attendance in regularly scheduled classroom sessions or direct faculty instruction. Standard 310 governs how schools determine the credit hours awarded for courses and other work undertaken by students.

Standard 310 does two basic things: (1) it requires that schools “adopt, publish, and adhere to written policies and procedures for determining the credit hours that it awards for coursework,” and (2) it establishes the amount of student work (in class and out of class) schools must require in awarding academic credit.

The requirement that a school adopt, publish, and adhere to written policies and procedures for determining the credit hours that it awards for coursework

As a first step, schools must adopt a written policy that conforms with the general requirement of Standard 310 that a “credit hour” is an amount of work that reasonably approximates not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks (including one week for final exams) or the equivalent amount of work over a different amount of time. The policy must be published in the appropriate places (student handbook, academic policies, etc.) sufficient to establish that the policy is known among the law school community and sets the expectation for the work required for the award of a credit hour.

In order to demonstrate that the school “adheres to” the adopted policy, a school must incorporate the policy into its curriculum review and assessment program, the course approval process, and the ongoing management of the school's academic program. Certainly going forward, a school must require that new course proposals include a justification for the number of credits to be awarded that includes out-of-class work, as well as the time to be spent in class sessions. The school must also demonstrate how, through the course approval process, a curriculum review process, a process under the authority and direction of the Associate Dean for Academic Affairs or otherwise, it assures adherence to the Credit Hour Policy, by undertaking initial and periodic reviews of course descriptions and syllabi to assess whether the work assigned complies with the school’s policy for the amount of work required per credit hour, including out-of-class work that is required.

Student work (in class and out of class) required to award academic credit

Standard 310 reflects the definition of credit hour established by the Department of Education, which includes both time spent in class and time spent on out-of-class work. 34 C.F.R. §600.2 (2010).
Under former Standard 304, the focus was on 700 minutes of class time per semester. As former Interpretation 304-4 explained, “law schools on a conventional semester system typically require 700 minutes of instruction time per ‘credit,’ exclusive of time for an examination. If a law school on a semester system offers classes in units of 50 minutes per credit, it can provide 700 minutes of instruction in 14 classes. If such a law school offers classes in units of 55 minutes per class, it can provide 700 minutes of instruction in 13 classes.”

The typical amount of in-class time increases to 750 minutes under the current Standard, but that time can include time dedicated to a final examination. The Standard requires, for each credit hour, “an amount of work that reasonably approximates: (1) not less than one hour of classroom or direct faculty instruction . . . per week for fifteen weeks, or the equivalent amount of work over a different amount of time.” The interpretation permits an in-class “hour” to be a 50-minute hour and includes examination time in the 15 weeks, thus essentially matching what previously was required for classes in which an examination of one hour per credit was given during an “exam period.” However, unlike the former Standard, current Standard 310 requires that the in-class time for the fifteenth week be accounted for, either through time dedicated to a final examination or through time for additional instruction.

Also unlike the former Standard, “seat time” is not the sole focus of Standard 310. No minimum amount of seat time is required in any particular class. Although the Standard defines the required amount of work using “one hour of classroom of direct faculty instruction and two hours of out-of-class student work per week,” Department of Education guidance on the definition explains that “The definition does not dictate particular amounts of classroom time versus out-of-class student work.” Thus, the typical arrangement for “seminar” classes, in which the credits awarded exceed the weekly time spent in regular classroom sessions in recognition of the additional time allocated for preparation of a substantial paper, is permitted under Standard 310.

For “other academic activities as established by the institution, including simulation, field placement, clinical, co-curricular, and other academic work leading to the award of credit hours,” Subsection (b)(2) of Standard 310 makes explicit that there is no minimum amount of in-class instruction required. It requires instead “at least an equivalent amount of work as required in subparagraph (1) of this definition” for those activities. This “equivalent amount of work” requirement must also be met to comply with the requirement in Standard 305(b) relating to field placements and other study outside the classroom that “credit granted for such a course shall be commensurate with the time and effort required and the anticipated quality of the educational experience of the student.”

In terms of total time, 42.5 hours per credit is required: 15 “hours” in class (50 minute “hours”) and twice that – 30 hours – out of class (60 minute hours). For specific types of classes, the following examples may be helpful:1

**Exam course:** 42.5 hours per credit of time spent in class, preparing for class (reading or completing class assignments or assessments), and preparing for and taking an exam.

**Paper course:** 42.5 hours per credit of time spent in class, preparing for class (reading or completing class assignments or assessments), and researching and writing the required paper(s). This includes the typical law school “seminar.”

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1 In these examples and throughout this memo, all references are to semester-based credit hours; schools operating on a quarter system should adjust the calculations accordingly.
Field placement or clinic: 42.5 hours per credit of time spent in class, performing field placement or clinic work, preparing for class or completing class assignments (e.g., reflective writing assignments), and preparing for and taking an exam, if applicable.

The “equivalent amount of work” requirement also applies to distance education courses. Department of Education guidance specifies that “An institution that is offering asynchronous online courses would need to determine the amount of student work expected in each online course in order to achieve the course objectives, and to assign a credit hour based on at least an equivalent amount of work as represented in the definition of credit hour.”

How is the amount of out of class work that reasonably approximates an hour determined?

It is up to the school to establish criteria for determining the amount of assigned reading and other work that equates to one hour of work. Department of Education guidance emphasizes that a credit hour is “an institutionally established equivalency.” Scientific precision in establishing this equivalency is not required by the Standard or the Department of Education regulations. The Department guidelines emphasize that the regulations require only that the “institutionally established equivalency” be one that “reasonably approximates” the minimum amount of work set forth in the Standard. Referring to the paragraphs in the federal regulation that coincide with the paragraphs in Standard 310(b), the Department guidance specifically states, “It is important to note that there is no requirement that a credit hour exactly duplicate the amount of work in paragraph (1) of the definition, . . . . The requirement is that a credit hour reasonably approximate that minimum amount of work in paragraph (1)” (emphasis in original).

How the Council and the Accreditation Committee will evaluate a school's approach and policy on this matter will necessarily evolve over time. This is not an endeavor with which either schools or the accreditation process have experience. One thing that is clear is that the consideration of what out of class work is required in a course and how much time will be associated with that work are matters that cannot be ignored or set off to the side as an incidental matter. The other thing that is clear is that the measure under the Department rules is the basic ratio of two hours outside of class for each hour of in-class instruction.

The Council and the Accreditation Committee do not intend to micromanage the ways in which schools may choose to comply with Standard 310. What follows are suggestions of a variety of approaches that the Accreditation Committee would likely determine as sufficient. The process by which this determination may be made, as suggested above, could include a course/curriculum review process, adoption of a faculty policy and the delegation of enforcement of that policy to the Dean or Dean’s designee (such as the Associate Dean for Academic Affairs).

For typical courses “that require attendance in regularly scheduled classroom sessions or direct faculty instruction,” one possible approach could be to establish parameters or guidelines for the amount of “academic engagement” that should be required to earn an hour of academic credit. The guidelines may set a presumptive number of pages of reading, likely depending on the type of course (first year doctrinal, upper level common law course, upper level code course, etc.), but also recognize or allow adjustments for the time students are expected to be “academically engaged” in other ways, such as by completing written assignments or problems, contributing to an academic online discussion by posting to a discussion board, completing an interactive tutorial or computer-assisted instruction, and preparing for and taking quizzes, mid-term examinations, or final examinations.
The school may set these parameters or guidelines by any reasonable method. Some possibilities include: through a discussion and analysis among experienced faculty members; through a review of scholarly literature on the topic; by having a group of students log the time required to complete assignments; by analyzing data collected by having students report the amount of time spent on written assignments when they submit the assignments; or by having students report the amount of time spent on coursework during the semester when they complete end-of-term course evaluations.

Whatever method the school chooses, it must be documented and records maintained to permit the ABA to fulfill its obligation as an accrediting agency. Department of Education guidelines make clear that an accrediting agency such as the ABA “must conduct an effective review and evaluation of the reliability and accuracy of the institution’s assignment of credit hours.” Again, scientific precision is not required. Department guidance to accrediting agencies explains that the agency meets its obligation if it “makes a reasonable determination of whether the institution’s assignment of credit hours conforms to commonly accepted practice in higher education.” Most important will be that the school demonstrates it assigned responsibility for making the effort to measure the time and documented that the effort has taken place, as well as showing that, once established, the school “adheres to” the guidelines. Site teams will review the policies and procedures that the institution uses to assign credit hours, including how the parameters for the granting of credit set forth in those policies and procedures were determined, and verify the application of those procedures by reviewing syllabi or some other method, likely through sampling that will include traditional courses, clinics, field placements, and distance education classes if applicable.

For courses such as clinics and field placements, where students typically log the hours they spend engaged in clinic or field placement work, the determination should be straightforward. The school should design the clinic or field placement to insure that the required number of logged hours plus the time spent in any classroom sessions and preparing for those sessions equals or exceeds the “not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks” specified in Standard 310(b)(1). Similarly for activities such as moot court and mock trial, by requiring a specific number of hours of practice and recognizing the number of hours spent in actual competition, the school can add an estimate of expected preparation time in order to determine the appropriate credit our allocation.

The Managing Director’s Office will issue Guidance memoranda from time-to-time when new Standards or Interpretations have been adopted or when, in the course of the Office’s dealings with schools about compliance with the Standards, a number of schools are asking for clarification or direction regarding a particular Standard, Interpretation or reporting requirement. The Office does its best to provide helpful guidance, but we remind schools that we do not have the authority to bind either the Council or the Accreditation Committee. That said, the Council and the Accreditation Committee understand the necessity of providing guidance and will take that guidance into account in any determination about a school’s operating in compliance with the Standards.
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Overview of the Law School Accreditation Process

presented by Bill Adams
Deputy Managing Director

The ABA Section of Legal Education and Admissions to the Bar

- 1879 ABA established the Standing Committee on Legal Education and Admissions to the Bar as one of its first committees
- 1893 Section was established as first section of the ABA
- 1900 AALS created - Section played a major role
- 1952 Council of the Section approved by U.S. Department of Education as recognized national accrediting agency for first degree in law

Purpose of Accreditation

- To enable graduates of ABA approved law schools to sit for the bar
- Unified, national accrediting process ensuring consistency among 50 states, District of Columbia, Commonwealth of Puerto Rico and territories
Council Structure

- 21 Voting Members
- No more than 10 may be law school deans or faculty members
- Members include judges, practicing lawyers, one law student, and at least three public members who are neither lawyers or employees of a law school

Accreditation Committee Structure

- 19 Members
- No more than 9 may be law school deans or faculty members
- Members include judges, practicing lawyers, and public members

Planning for the Visit at the School

- Sabbatical Review of Fully Approved Schools Every Seven Years
- Self Study Process in Preparation for Site Visit
  -- Site Evaluation Questionnaire (SEQ)
  -- Self Assessment
The Site Visit Process

Appointment of Site Team Chair

Appointment of Other Site Team Members

Team Member Assignments

Organization of Visit

- Librarian
- Clinician
- Judge/Practitioner
- Academic
- Univ. Admin.
- AALS Representative

Appointment of Site Team Chair

Materials

Preparation for the Visit

Site Visit

- Team Meetings
  - Entrance Meeting
  - Interviews with Faculty, Administrators, Staff
  - Class Visits
  - Meeting(s) with Students
  - Exit Interview

Site Visit

Pre-Visit Site Visit History

Site Visit

- Interview Monitors (where applicable)

Site Visit

Post-Visit Preparation of Site Report

Office Review

Review of Site Report and Response by School
Evaluation of Site Team
- by Dean
- by Chair
- by Team Members
- by Report Reviewer
- by AC Monitor

Consideration of Site Report by Accreditation Committee/Decision Letter
- RFI
- 12(a)(2), (a)(3), (a)(4)
- 13(b) & 14

Report Back by School on Any RFI's, 12(a)(2), (a)(3), 12(a)(4) & 14

"School Remains on List of Approved Law Schools"
WHEN CAN I START?

• If that is your first question, you are your chair’s new favorite team member
• But let’s start at the end: what is the goal?
  ➢ Goal: Provide Accreditation Committee with all the facts necessary to determine compliance with the Standards.

What does the Committee need?

- Committee will be issuing a letter with 90 Findings of Fact assessing the School’s compliance with each Standard
  - It needs the facts to make that assessment
  - Site team job: find the facts; issue a report with all the facts
What does the committee need?

- Sounds like a daunting task
- Tool to make it easy: Site Report Template
  - AC needs facts to make 90 FF
  - You will answer 90 questions that provide the information that allows them to do that
- Still sounds hard

What does the committee need?

- 2nd tool to make it easy: Site Evaluation Questionnaire
  - You need to answer 90 questions to provide necessary info to AC
  - School will have answered those 90 questions to provide you the information you need to answer your 90 questions
- The question numbers in the SEQ correspond to the question numbers in the Site Report Template and to the Findings of Fact numbers in the Committee's Decision Letter

How do I accomplish the goal?

- SEQ = Gold mine: Mine it!
- Site Report Template = Yellow Brick Road: Follow it!
**HOW DO I ACCOMPLISH THE GOAL?**

- Your assignment: specific questions
  - Organization, Administration, Institutional Planning, and Finances: questions 1-10
  - Program of Legal Education: questions 11-38
  - Faculty: questions 39-56
  - Students: questions 57-75
  - Library and Information Resources: questions 76-86
  - Facilities: questions 87-90
- You will also be helping out onsite with class and office visits

---

**HOW DO I ACCOMPLISH THE GOAL?**

- The question numbers in the SEQ correspond to the question numbers in the Site Report Template and to the Findings of Fact numbers in the Committee's Decision Letter

---

**SEQ: THE SCHOOL'S QUESTIONS**

<table>
<thead>
<tr>
<th>SEQ</th>
<th>THE SCHOOL'S QUESTIONS</th>
</tr>
</thead>
</table>
| 17. Standards 301(a) and 303. | (a) Describe how the Law School maintains a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.  
   (b) Describe the required first-year curriculum, including a list of the courses required and the number of credits. (Include a chart if it facilitates the response.)  
   Standards 301 and 303: Required Supplementary Materials  
   Provide the following report:  
   Report #6: Curriculum Summary  
   Provide the following on-site:  
   Assessments and course syllabi for the previous academic year. |
| 18. Standards 301(a) and 303. | (a) Describe the required upper-level curriculum, including a list of the courses required and the number of credits. (Include a chart if it facilitates the response.)  
   (b) Describe any other requirements (e.g., pro bono participation, number of semesters) a student must complete to receive a J.D. degree. |
17. Standards 301(a) and 303.
   (a) Law schools are required under Standard 301(a) 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. Note any facts that indicate the Law School is not meeting this requirement.
   (b) What is the required 1L curriculum? Provide a list of the courses required and the number of credits.

18. Standards 301(a) and 303. What is the required upper-level curriculum? Provide a list of the courses required and the number of credits.

THE DECISION LETTER TEMPLATE

(17) Standards 301(a) and 303. [Identify the required 1L curriculum by listing the courses required and the number of credits. Note that 301(a), requires a Law School 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. Compliance with other Standards may implicate Standard 301(a). In such situations, it may be necessary to provide additional facts if 301(a) is cited.]

(18) Standards 301(a) and 303. [Identify the required upper-level curriculum by listing the courses required and the number of credits. Note that 301(a), requires a Law School 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. Compliance with other Standards may implicate Standard 301(a). In such situations, it may be necessary to provide additional facts if 301(a) is cited.]

WHAT DO I DO BEFORE THE VISIT?

- Read the Self Study, which now includes
  (a) a completed site evaluation questionnaire,
  (b) a statement of the law school’s mission and of its educational objectives in support of that mission,
  (c) an assessment of the educational quality of the law school’s program,
  (d) an assessment of the school’s continuing efforts to improve educational quality,
  (e) an evaluation of the school’s effectiveness in achieving its stated educational objectives, and
  (f) a description of the strengths and weaknesses of the law school’s program of legal education.
- Re-read the SEQ questions you have been assigned
- Review the charts/reports provided as part of the SEQ that relate to the questions you have been assigned
Where do I find all this stuff?

- From the Office: the Standards, Site Report Template (with instructions), Procedures for the Site Evaluation Visits Memo, Sample Charts, last Site Report and AC Decision Letters (and maybe Council letters), and some other helpful information for site evaluators. The past decision letter and site report will very probably look different (pre-Templates) than what you will prepare and the copy you will receive at the end of the process.
- You will also likely get an electronic site report template populated with the school-specific charts will be sent to the Chair
- From the Law School: The Box. (Or the thumb drive.)
  - Self Study, which will include the SEQ Narratives, and all the required attachments, and the School's self assessment
  - Previous two Annual Questionnaires.

What do I do before the visit?

■ IMPORTANT: You cannot do your prep on the plane.
  - Your chair will expect a full discussion of each assigned section at the team meeting, which may run for 1 to 3 hours.
■ DRAFT YOUR PART OF THE SITE REPORT TEMPLATE!
  - Some chairs now request a draft of the various sections of the site report in advance of the visit and hold conference calls to review the drafts.
    - If not, do it anyway!
■ Drafting will help you:
  - Discover what info might be missing
  - Discover what info needs to be verified on site
  - Discover what people/offices you need to talk to (make appointments to meet with)

What do I do before the visit?

■ In short, part of your preparation is developing a list of what must be accomplished onsite.
  - Once you have prepared your list, check with your chair, and then:
    - Make appointments in advance with the people at the School you need to talk with
    - Request the documents you will need be available on site
■ When drafting, remember:
  - Don’t cut and paste cut, paste, and EDIT!!!
    - “our students”: “we”
    - Include (and verify) all required charts.
    - Update with any new current information.
    - Remember the “Do Bees” and “Don’t Bees”
Report facts in clear, precise, declarative sentences.
Avoid praise or criticism.
Do not include comparisons to other schools (e.g., “library spending is well above the median for similarly situated schools”) or references to rankings.
Do not provide opinions or conclusions as to compliance.
No salary information (including stipend amounts)

BEFORE THE VISIT: THE PROCESS

➢ Basic arrangements:
  - The chair will contact team members (email, phone call, conference call) to make assignments and inform team members of the schedule;
  - The Chair will work with the Law School to develop the schedule and the onsite arrangements;
  - You make your own flight reservations, but wait until you’ve been contacted by the Chair;
  - There will be a team meeting before the visit officially starts for the Law School (Sun or Wed afternoon), and the visit will conclude with exit interviews (Wed or Sat morning). It’s critical that you are present for these meetings. Do not plan on arriving late or leaving early. (You may want to arrive the night before the day of the team meeting.)
ABA SITE EVALUATION WORKSHOP

BEFORE THE VISIT

William Adams, Deputy Managing Director
Dean Mary Lu Bilek

1. BEFORE THE VISIT
   • Self Study—Received by team members and Managing Director’s Office at least six weeks prior to the visit
   • Site Evaluation Questionnaire
   • Self Assessment

2. BEFORE THE VISIT
   • Site Evaluation Questionnaire—Narrative responses to 90 questions, which are linked to Site Report Template and Decision Letter Template
   • Organization, Administration, Institutional Planning and Finances (questions 1-10)
   • Program of Legal Education (questions 11-38)
   • Faculty (questions 39-56)
   • Students (questions 57-75)
   • Library and Information Resources (questions 76-86)
   • Facilities, Equipment, and Technology (questions 87-90)
4 BEFORE THE VISIT

• Required supplementary materials
  - Attachments (documents, policies, financial information, resumes, course information and other materials submitted directly from the law school)
  - Materials difficult to duplicate that can be reviewed on site (exams, syllabi, etc.)
  - Reports—with exceptions noted in Questionnaire, generated by ABAQuest system from data reported in Annual Questionnaire, new Bar Passage Questionnaire, and Employment Questionnaire
    - 23 Reports
    - No longer a need to do separate data entry for SEQ!

5 BEFORE THE VISIT

• Site Evaluation Questionnaire
  - May begin work when approved by Council
  - One hard copy and one copy on flash drive of Self Study (include Self Assessment) submitted to office
  - Have one hard copy on site for team
  - Contact Chair to ascertain if team members want electronic, hard copy or both
  - Dean’s signature page completed and uploaded on Law School’s admin page in ABA Quest system with copy to Managing Director’s Office
  - Submit Self Study in order indicated on next slide

6 BEFORE THE VISIT

• Order of Self Study
  - [Diagram of order]
7 BEFORE THE VISIT

- Self Assessment: Standard 204 (Standard 202 and 315)
  - Not the same long document that schools previously prepared that duplicated information in the SEQ
  - No particular process required, but school should explain its process
  - Mission Statement and Educational Objectives—204(b)(1)
  - Evaluation of the educational quality of the School’s program of legal education, including strengths and weaknesses—2014(b)(2)
  - Description of the school's continuing efforts to improve the educational quality of its program
  - Discussion of adequacy of school's anticipated financial resources—202(a) & (d)
  - Evaluation of school's program of legal education—315

8 BEFORE THE VISIT

- Coordination with Site Team Chair
  - Managing Director's Office will notify you of appointment of Chair
  - School agrees with Chair as to dates of the visit and informs Managing Director's Office
  - Team will be assigned by Managing Director's Office
  - Agree on schedule with Chair prior to the visit

9 BEFORE THE VISIT

- Practical tips
  - Many Chairs now conduct pre-visits to discuss logistics
  - Where will team stay
  - Where will team eat
  - Opening dinner with dean and school representatives
  - What room set up for team
    - Telephone, power, wireless connection, computer with internet connection and printer
10 BEFORE THE VISIT

• More Tips
  • Coordinate group meetings with Chair
  • Open student meeting
  • Meeting with student leaders
  • Meeting with alumni, if one is going to occur
  • Other meetings with other groups (bars, bar associations, etc.) may be held
  • Tell faculty to be present
  • Explain to students and staff purpose of visit
  • Inform President
  • Entrance and exit interviews
Diversity [Standards 205 & 206]

- Provide information regarding the efforts the law school makes that demonstrate its commitment to having a diverse faculty (include adjuncts), staff and student body. Don’t just provide numbers.
- It is not sufficient to say that the school has not been hiring in recent years—what are its practices and policies when it does recruit and hire?
- Passive approaches to hiring adjuncts can be problematic.

Bar Passage and Academic Support [Standard 301(a), Interpretation 301-6, Standard 316, Standard 501(b), Interpretation 501-3]

- If a law school has a low or declining first-time bar passage rate, even if it complies with 316, provide detailed and specific information regarding academic support efforts (including bar preparation programs), monitoring and assessment of those efforts, attrition, assessment of admissions criteria, curricular changes/requirements to address the issue, etc.
- In any event, in all cases, provide details regarding academic support programs and any evaluation of their effectiveness.
Legal Writing [Standard 303(a)(2), Interpretation 303-1 and 303-2]

- Standard requires that each student receive substantial instruction in “writing in a legal context, including at least one rigorous writing experience in the first year and at least one additional rigorous writing experience after the first year.”
- Interpretation 303-1 explains that one may not use same course for multiple requirements
- Interpretation 303-2 provides the factors to be considered in evaluating “rigor.”
- The writing experience must have faculty input on at least one draft

Learning Outcomes
Standard 302

- Transition Memo and Guidance Memo
- A full set of learning outcomes is to be in place by the end of the 2017-18 academic year
- Describe school’s procedures and plan for accomplishing this
- The Standard sets out minimum competency categories

Experiential Learning
[Standard 303(a)(3)]

- Experiential courses—6 credits
  - Simulation course, law clinic or field placement—Standard 304
  - Must be primarily experiential in nature
  - Must be organizing principle of course with substantive law an incidental part instead of reverse
Simulation Courses, Law Clinics and Field Placements, Standard 304

- All require direct supervision by faculty member
- All require opportunities for performance, feedback from faculty member and self-evaluation
- All require classroom instructional component
- Note other requirements for field placements in 304(c)

Standard 310—Credit Hour

- Many schools have policies that do not comply with this Standard
- Guidance memo describes alternatives
  - "Equivalent amount of work over a different amount of time" can satisfy Standard, but must be in policy
  - Policy also needs to describe how it is enforced

Standard 314—Assessment of Student Learning

- Guidance Memos discuss implementation
- Schools are to adopt an assessment plan and be able to demonstrate that they are implementing it by the end of the 2018-2019 academic year
- Standard does not require particular method nor that multiple assessments be applied to a particular course
Standard 315—Program Evaluation
- Guidance Memo
- Is the school going to engage in ongoing evaluation
  - How
  - How will it use the results
- Interpretation 315-1 lists various examples of methods of doing outcome evaluations

Standard 403 Instructional Role of Faculty
- Substantially all of first one-third
- More than one-half of credit hours or 2/3 of student contact hours
- Check the chart

Standard 502
- (d)—Accreditation Committee has interpreted "reasonable time" for transcript to require transcript before Annual Questionnaire due date—October 15
- Cannot let student continue
Character and Fitness [Standard 504]

- How does the law school advise “each applicant” that there are character and fitness requirements for admission to practice and encourage applicants to determine those requirements in the jurisdiction(s) in which they intend to practice “prior to matriculation”?

- Statement in 504(a) must be on both application and website—must use exact language.

Required Disclosures [Standard 509]

- Verify that all required disclosures, in the form required, are provided on the law school’s website, and confirm in site report that each item is so disclosed.

- Provide confirmation that the required conditional scholarship information is provided to all applicants at the time the scholarship offer is extended.

Student Complaints [Standard 510, Interpretation 510-1]

- Complaints about significant problems that directly implicate a Standard

- Information that there is a policy/process is insufficient.

- Provide details that confirm the policy is published and where, that records are maintained for the accreditation period, and that the policies address the required elements.
Interim Monitoring

- Performance Data Indicators (PDI’s)
  - Data points identified that may suggest potential Standards issues
  - Memo will outline any “flags” that have been triggered
  - Don’t discuss specifics of flags
  - Do look at underlying issues that flags suggest require inquiry
During the Site Visit:
A Primer for Schools and New Site Visitors

Professor Catherine Carpenter, Southwestern Law School
Associate Dean Joan Howland, Univ. Minnesota
Dean Mary Lu Bilek, CUNY School of Law

A Critical Read:
The ABA Standards Book

Another Critical Read
The Site Report Template

Office of the Managing Director on
Legal Education and Admissions
and
Site Report Template

Highlights of our Presentation

For the Schools: The Checklist for Preparation for the Visit: aka What, the ABA is Coming to Town?
Tips and logistics to help you get ready.


The Sample Schedule: Up Close and Personal from both the school and team’s perspective
- Sunday’s Highlights
- Monday and Tuesday’s Visits and Meetings
- Wednesday’s Exit Interviews
preparation for the visit

Getting Ready: A Checklist for the School

- Pick a date and time for the site visit that works. Make sure everyone is available from President down.
- Chair may request a pre-visit of the school.
- Have materials completed 6 weeks before visit. Have separate copies on site and in hotel room. Use the Site Visit Template as a guide. Update website NOW.
- Fix problem standards before the visit. It’s ok to do that.
- Coordinate with Chair + AALS reporter to create a schedule (timing of class visits, meetings etc.)

Getting Ready: A Checklist for the School

- Get Law School facility ready.
- Team Hotel near school.
- Team room at the law school.
- Provide notice to law school community. Meetings with faculty, staff, students in preparation.
- Select the staff responsible for 1) document collection and 2) travel and logistics.
- Set up location “war room” to gather information.
Getting Ready: Particulars on the Team Room

- **Size** large enough to accommodate a conference table and movable carts with items.
- Pick a **location** that is not next to the Dean’s Office.
- Room that can be locked.
- **Items to include:**
  - Computer, printer, pens, paper, post-its, clips
  - Old exams, syllabi,
  - Faculty Scholarship
  - Coffee, tea, soft drinks and snacks thru day
  - Phone line if possible
  - Easel or Whiteboard if possible
  - Class visits and faculty office forms from ABA

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Getting Ready: A Checklist for Team Members

- Free up lots of **time. No, really.**
- Prepare **tentative draft** of your sections based on documents.
- So many **materials.** So little luggage. Straddling hard copies and thumb drives. The Carpenter binder includes schedule, roster of team and faculty, and SEQ and Template materials in your area.
- Be prepared to speak about your **observations** regarding the topics you have been assigned.
- Make **travel** arrangements to fly into and out of visit with lots of time to spare.
- Review **charts and numbers.**
- Be a **good guest.** Yeah, we knew you would!

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during the visit
An Overview of the Schedule

Sunday
First team meeting, tour, and dinner with Law School

Monday and Tuesday
- Entrance Interview with President/Board on Monday
- Appointments with university and law school administrators and committees
- Class visits
- Library and with Librarians
- Faculty office visits and Faculty Committee meetings
- Student meetings
- Reception/breakfast/meeting with alumni (optional)
- Private Team dinners and preparing for Exit Interview

Wednesday
Exit interviews with Dean and University/Board

Sunday UP Close and Personal

- First team meeting approx. 2 hours to discuss observations and to assign classes and faculty. Efficiency is the watchword.

What happens at the meeting?
Bonding experience
If Chair conducted pre-visit, might offer observations
Team members discuss sections
Deadlines are set if not before
Setting up class and faculty visits

Sunday UP Close and Personal Continued

- Tour of the Law School following team meeting
  For school: Consider who gives the tour. Generally Dean plus librarian and possibly... A.D. or Chair of Building Committee.
  The art of the tour. Consider the best route to show the school. No need to have full tour of library or clinical space. Do a walk through before the visit. Give keys and access to the team room and the building at that time.
  For team: See layout of school and specific spaces. Check where team room is.
  For both team and school: Don’t try to conduct the entire visit during the tour!
- Dinner with Team and Law School
  For school: Avoid cast of thousands. Private room at school or in restaurant. Dinner helps frame the visit.
Monday and Tuesday UP Close and Personal

- **Entrance Interview with President**
  Generally one hour. Might include Provost or VP. Opportunity for team introductions. Also, opportunity for President to share vision, issues, opportunities, and challenges ahead.

- **Appointments with Univ. and LS Administrators**
  **For school:** Make sure law school administrators are available throughout visit. Schedule meetings with Univ. finance/others. Set appts ahead of time if possible. Space to meet team member?
  **For team:** Make appointments if possible. Remember anxiety of administrators. Please reassure. No Fear if Document is not at hand.

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**Monday and Tuesday UP Close and Personal**

- **Class visits**
  **For school:** Class visits are approx. 20 min. Circulate the class visit template to faculty. Team will visit as many classes as possible and will pop in and out so seat by the door helps. Encourage faculty to keep schedule. No cancellations, and please, no movies or guest speakers if possible.
  **For team:** Please stay for arc of conversation. What to watch for: Are students in attendance, prepared, and engaged? Is class rigorous? How is attendance monitored? Are faculty members prepared and engaged? Does class go beyond the superficial understanding. Check out the classroom sight lines, acoustics, plugs.
Monday and Tuesday UP Close and Personal

- Faculty Office Visits
  
  Purpose: Do conditions at school demonstrate ability to recruit and retain. Can speak privately with as many faculty members as possible. Topics include law school support for teaching and research, collegiality, governance, understanding of contract or tenure requirements if not tenured, and perception of the school.
  
  For school: Please remind faculty to be available. The team wants to meet them!
  
  For team: Ask open questions and let faculty members talk. Please do not use this time to pull a Hannah Hammer. Please do not take conversations from one office to the next.

special items to consider

Monday and Tuesday UP Close and Personal

- Faculty large gathering
  
  Usually scheduled for lunch on the first day.

- Student Meetings
  
  One or more open meetings for general student population, and possibly separate student leaders meeting or lunch. Or consider two meetings if dual division.
  
  For school: Please help Chair schedule meetings at times that work for student body. Please publicize. Team or School may suggest a separate student leaders’ meeting. Please reassure students.
  
  For team: Time to ask questions about all topics from student perspective - administration, library, faculty, clinics and externships, SBA support. Please reassure students.
Monday and Tuesday UP Close and Personal

- **Alumni meeting/Reception (optional)**
  Options include evening reception or breakfast meeting. Different perspectives on whether to host.
  
  **For school:** Nice to do to showcase new building, new dean, alumni and judges in community, ABA visit. If evening reception, team members may need to leave reception early for classes or working dinner.
  
  **For team:** Ask about association with law school, perception of school, experience with clerks or externs.

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Monday and Tuesday UP Close and Personal

- **Committee Meetings**
  Committee meetings (e.g., strategic planning, admissions, academic support, curriculum). Small groups of faculty, Meetings with University VP Finance.

- **Alumni meeting/Reception (optional)**
  Options include evening reception or breakfast meeting. Different perspectives on whether to host.
  
  **For school:** Nice to do to showcase new building, new dean, alumni and judges in community, ABA visit. Keep event short.
  
  **For team:** Ask about association with law school, perception of school, experience with clerks or externs.

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Monday and Tuesday UP Close and Personal

- **Monday and Tuesday Team Dinners**
  Private working dinners for team alone.
  
  **For school:** Please arrange private room if possible. (where waiter does not attend the law school. No, really.) School should arrange nice dinners, but please don’t bust the bank. Please direct bill if possible.
  
  **For team:** MUST attendance for team members on both evenings. Monday evening dinner is opportunity to review the day’s events and prioritize meetings and issues for next day.
Tuesday Evening: Preparing for Exit Interview

**Purpose:** Tuesday Evening spent preparing for the Exit Interview the next day. The goal is to note major observations. No surprises for school.

- **Collaborating as a team** to go through each section of report. Consensus building experience to arrive at major points.
- **Different scheduling ideas depending on Chair**
  - Exit Interview preparation before dinner
  - Exit Interview preparation after dinner in restaurant
  - “Pizza and Jeans” night in Chair’s Suite working while eating

Wednesday UP Close and Personal

- **Exit Interview with Dean**
  Detailed observations about what site report will contain. No surprises to school.

- **Separate Exit Interview with President/Board Chair**
  Observations on findings. No surprises.

During the Site Visit:

* A Primer for Schools and New Site Visitors

Professor Catherine Carpenter, Southwestern Law School
Associate Dean Joan Howland, Univ. Minnesota
Dean Mary Lu Bilek, CUNY School of Law
AFTER THE VISIT

ABA Site Evaluation Workshop
October 20, 2017
Ed Butterfoss

The Big Picture

The Team Completes the Visit
The Team Writes the Report
The Office Reviews the Report

The School Responds to the Decision Letter
The Committee issues Decision Letter

The School Responds to the Report

Surveys

Not so fast!
Next steps for the School

• Respond to Site Report
• Receive Accreditation Committee Decision Letter
• Respond to Accreditation Committee Decision Letter (more later)
Next steps for Team members:
B.T.: Before the Site Report Template

Next steps for team members:
A.T.: After the Site Report Template

NEXT STEPS FOR TEAM MEMBERS: COMPLETE THE SITE REPORT

• BT: Drafts in 4 weeks
• AT: Drafts in 2 weeks?
Big picture things:
• Goal: Provide Accreditation Committee all facts necessary to determine compliance with the Standards.
• Template = Yellow Brick Road: Follow it!
• Answer the questions!
• Provide facts!
• Do not draw conclusions re: compliance with the Standards.

Completing The Site Report: some “musts”
• Don’t cut and paste, cut, paste, and edit!!!
  • “our students”; “we”
• Include (and verify) all required charts.
• Update with any new current information.

Completing The Site Report: some tips!
• The Template is your friend!
  • Guides you through the process
• 90 questions that correspond to the 90 questions the School answered in the SEQ.
  • For example, the source of information to answer Question 25 of the Template is Question 25 of the SEQ.
Completing The Site Report: more tips!

• READ THE INSTRUCTIONS: EARN STYLE POINTS!
  • Arial 11
  • Headings, paragraphs, indents
  • The questions are all in bold (keep the questions!).
  • The responses should not be in bold so they stand out.

Site Chair as editor—emphasize the “style manual”:

• 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 Accreditation Committee prefers to capitalize the terms “Law School” and “University” throughout the report and to use the Oxford comma.

More instructions—basic but important:

• Respond to each question in the template. If a question is not applicable, please say “Not applicable.”
• If a question has subsections, respond to each subsection separately.
• Do not remove the questions from the template.
• Only use cross references to other responses in the report if completely appropriate.
Completing The Site Report

- What if I forgot something or need more info?
  - Confirm with your chair that it is okay to contact individual(s) at the school
    - the chair may have arranged a central contact

The Internal (Staff) Review: what might catch their attention?
- Missing info!--#1 priority
- Excessive praise or criticism.
- Comparisons to other schools (e.g. "library spending is well above the median for similarly situated schools") or references to rankings.
- Opinions or conclusions as to compliance.
- Compensation info (including stipend amounts)
Frequent Omissions And Common Concerns

- Attendance – demonstrate adherence to policy requiring regular attendance
- Diversity – don’t just provide numbers. Describe the school’s concrete efforts (faculty, staff, and adjunct faculty—even if numbers are good!)
- If low or declining bar passage, need detailed info on academic support, attrition, admissions, etc.
- Legal writing – need info regarding rigor of program – assignments, drafts, meetings with instructor.
- Upper level writing requirement—do faculty give feedback on drafts, not just sign off on paper (especially law review notes and comments!)?

Frequent Omissions And Common Concerns

- Professional responsibility – need more than a statement that there is a requirement.
- Must provide substantial instruction in rules of professional conduct and values and responsibilities of legal profession and its members.
- Must be a stand-alone, two credit course. (Fall 2016)
- Externships – need info to demonstrate compliance with all requirements, including regular contact, opportunities for faculty-guided reflection, statement of goals, supervisor selection, training, etc.

Frequent Omissions And Common Concerns

- Clinical faculty – details of employment if not tenure/tenure track, including length and renewability of contracts, academic freedom and governance. (Need numbers—“predominantly staffed” by FT faculty!)
- Character & Fitness – former: advise “each applicant”; now: specific language (Standard 504) in application and on website, and “additional steps” after matriculation
Upper level writing requirement—do faculty give feedback on drafts, not just sign off on paper (especially law review notes and comments!)?

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

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

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

Schools: Responding To The Site Report

• Important opportunity. Don’t waste it.
• Consider issues raised at exit interview.
• Review site report carefully to identify inaccurate or incomplete reporting of Standards matters.
• Include in your response post-visit program modifications, bar results, faculty recruitment, recent admissions data, etc.
• Consider whether to pro-actively address areas of apparent non-compliance.
• Organize the response to coordinate with the site report.
• Correct typos and minor errors, if desired, with errata sheet.

The End Game

ACCREDITATION COMMITTEE DECISION LETTER

• Committee issues decision (except on applications for provisional or full approval; in that case, recommendations to Council).
• Decision letters contain Findings of Fact, followed by Conclusions and Response Requested.
The End Game
ACCREDITATION COMMITTEE ACTION

• Possible Conclusions (other than “in compliance”):
  • Rule 12(a)(2) [RFI]: need additional information to determine compliance
  • Rule 12(a)(3): reason to believe school is not in compliance
  • Rule 13(b) [Call Attention]: concern that circumstances may lead to non-compliance if not given attention (no response necessary)
  • Rule 12(a)(4): school is not in compliance (more later!)

The End Game
ACCREDITATION COMMITTEE ACTION

• Possible Conclusions—13(b) [The soft one!]:

• In accordance with Rule 13(b), although requiring no response, the Committee calls the Law School’s attention to the following Standards:

The End Game
ACCREDITATION COMMITTEE ACTION

• Possible Conclusions—12(a)(3) and 12(a)(2):

• In accordance with Rule 12(a)(2), the Committee requests additional information to enable it to determine the Law School’s compliance with the following Standards . . .

• In accordance with Rule 12(a)(3), the Committee concludes that it has reason to believe that the Law School has not demonstrated that it is in compliance with the following Standards . . .
The End Game
ACCREDITATION COMMITTEE ACTION

• 12(a)(3) and 12(a)(2)
• Different rules—same effect:
  • The Committee requests that the President and Dean of the Law School submit a report by March 1, 2016 with all relevant information necessary to demonstrate compliance with the Standards noted in Conclusions (1) and (2) above. Specifically, . . . the Committee requests that the Law School provide information to demonstrate that . . .

The End Game
ACCREDITATION COMMITTEE ACTION

• AND, 12(a)(2) and 12(a)(3) also contain a warning about 12(a)(4) [The big one!]:
  • Upon review of the information provided by the Law School in response (to the 12(a)(3) and/or 12(a)(2) conclusions). . . the Committee may, in accordance with Rule 12(a)(4), determine that the Law School is not in compliance with the Standards and proceed pursuant to Rule 14 [require compliance; appear at a hearing]

The End Game
ACCREDITATION COMMITTEE ACTION

• Possible Conclusions—12(a)(4) [The big one!]:
  • Based on the information provided, and in accordance with Rule 12(a)(4), the Committee concludes that the Law School is not in compliance with the following Standards: 
Not in compliance!!! Now what???

- Rule 12(a)(4): “two-step” process
- Committee requires the law school to bring itself into compliance and submit information to demonstrate compliance; and
- Committee will direct the law school to appear at a hearing to determine whether to impose sanctions for non-compliance.
- Hearing may be canceled if the written response demonstrates compliance.

Still not in compliance?

CAUTION!

- School has two years from the date of the initial 12(a)(4) conclusion to come demonstrate compliance
- Sanctions and process for imposing them are in Rules 16 & 17; sanctions can include:
  - Probation
  - Withdrawal of provisional or full approval
  - Directed to take specific remedial action

Miscellaneous: see Procedure Memo

- Confidentiality: All materials/information must be kept confidential.
- Rule 51: Law school may disclose part/all of site report on notice to Managing Director, who may disclose other parts/entire report.
- Rule 52: Law school may disclose entire decision or recommendation of Committee or Council on notice to Managing Director, who may correct inaccurate or misleading info and release part/all of site report.
- Retention/destruction: After Committee issues its letter and in a secure manner.
- Evaluation Process: Evaluation made of Site Team members and chairs.
RESPONDING TO ACCREDITATION COMMITTEE ACTION

• Read the Standards and Interpretations cited by the Committee and the Findings of Fact cited in support of those Conclusions.
• Pay attention to the specific Response Requested and provide the information that Committee requests.
• Feel free to correct errors if Committee got it wrong.
• Respect Committee’s deadline for submission of response.
THE FACULTY SECTION

- 7 STANDARDS (Chapter 4 (401-405), Chapter 2 (205, 206)
- 18 QUESTIONS (Ques. 39-56 in both SEQ and SRT)
- 5 ATTACHMENTS to SEQ (#21, #22, #23, #24, #25) [See below]
- 5 REPORTS in SEQ and/or SRT (#10, #11, #12, #13, #14) [See below]
- 3 ITEMS REQUIRED ON SITE [See below]

SITE TEAM – Before, During, and After the Visit

Before the Visit:

- Faculty Section is a Team Effort
  - WORK WITH THE CHAIR in advance of the visit!
  - Class visits and office visits need to be planned; may also need assistance reviewing scholarship, exams, student evals, etc.
  - Be sure sufficient number of forms for Classroom Visits Reports and Office Visits Reports are available
- Answers to many questions can be drafted before the visit (questions re: policies, procedures, percentage of teaching by full-time faculty, etc.)
- Review Reports; plan verification on site
- Request additional material to be available on site?
  - List of Faculty including title, status, office location, and contact information
  - List of Faculty Scholarship for two years
  - List of Faculty Committee Assignments
  - List of Faculty Service and Pro Bono Activities
  - Schedule of Courses Meeting during Visit (time, professor, room number, and enrollment)
  - Adjunct manual

During the Visit:

- Meet with Associate Dean to verify charts/reports
- Meet with Chair of Faculty Appointments, Tenure, and Promotion Committee(s)
- Visit with faculty (especially junior tenure-track and contract faculty)
- Visit classes
  - Make sure other team members are doing their class and office visits
  - Team should try to visit as many classes as possible
    - Adjunct taught classes
    - Professional skills classes
    - Evening classes
• Review Course Syllabi
• Review Course Evaluations
• Review Exams and Answers
• Review Scholarship
• Attend meetings with students.

After the Visit:

• Finalize Report
  o Follow the Template; include everything requested.
  o Avoid uncritical/unedited copying from the SEQ.
  o Report facts, not opinions or conclusions.
  o Avoid “anecdotal” reports
  o Be specific.
  o Report that data in charts has been verified.
  o Do not identify individual faculty in terms of teaching, scholarship, etc.
  o Do not include data about salary, amounts of stipends, or fringe benefits.

SCHOOL – Before, During, and After the Visit

Before the Visit:

• Make the Site Team’s job easy
  o Offer to have the additional material listed above available on site
  o Double check info in Reports
  o Review your website for accuracy
  o Prepare faculty
    ▪ Be in their offices
    ▪ Respond to emails from team members
    ▪ If a class is canceled, make sure team is notified in advance
    ▪ Let them know where the team office is located
      • Free to ask for meeting with team, but best not to just “show up” in the team office or hang out there.

During the Visit:

• Respond to requests for meetings and/or additional info

After the Visit:

• Immediately respond to “easy” issues that may have been raised during visit
  o A policy that had not been “published”
  o A discrepancy in a Report or other info provided that became apparent during the visit
• Later, respond to the Site Report
SPECIFIC RECURRING ISSUES:

Question 40. Note that the student/faculty ratio is gone. Instead, there are factors to report on. Provide sufficient detail to enable the AC to make a determination of compliance or non-compliance. The SEQ has no narrative section – just charts. The site team, however, is asked to report on where there are a sufficient number of faculty.

- Types of situations that may cause concern: A significant number of faculty are teaching overloads; faculty committees are not meeting because there is simply no time; faculty are not engaged in scholarship because of their teaching loads, etc.

Question 42. If any faculty members are regularly engaged in law practice, the Law School has the burden of establishing how it ensures that these activities do not unduly interfere with their responsibilities as full-time faculty members. Site teams—you need to inquire. Law Schools—you need to be able to explain.

Question 44. Quality of faculty instruction by full-time and adjunct. Note if the Law School offers distance education classes, site teams are expected to review a sample of these as well.

- The entire team should be engaged in this evaluation, using a standard course evaluation form.

- Discuss with the team in advance what a 5 means, what a 7 means, etc. so that everyone is on the same page. 15 or 20 minutes may not provide a good window into a particular professor’s teaching ability; if there are concerns, probably should stay longer—a professor may lecture for the first 15 minutes of class as a summary and then move to a more rigorous examination of the assigned topic.

- Concrete descriptions are most helpful, e.g. “The Site Team visited 27 classes, and the average score was 8,” then provide some examples.

- Note that evaluating teaching is only one piece of number 44—the site team must also describe the Law School’s efforts to ensure teaching effectiveness—both for full-time and adjunct faculty.
Questions 46 – 48. Question 46 requires a chart as well as a narrative detailing concrete efforts to have a diverse faculty. Question 46 addresses full-time, 47 addresses adjuncts, 48 addresses staff. Provide detail about concrete efforts for each.

Question 49. Seeks information on the law school’s policies with respect to the full-time faculty’s responsibilities. Question 49 makes clear that faculty is thought of collectively. Also note that in Question 49, the scholarship is defined by the Law School. In reviewing the scholarship, keep in mind how the Law School defines scholarship.

Question 53. The Template requires the site team to indicate whether the Law School has an announced and established academic freedom policy AND to whom the policy applies. It also asks site teams to report on any concerns raised in the record or onsite. If there are no concerns, so state.

Questions 54 – 56. These Standards relate to clinicians and legal writing faculty. These can be sensitive issues for teams, especially where the clinical faculty or the legal writing faculty or both believe they have a lesser status. The Team can not and should not attempt to solve any issues raised; simply answer the questions in the Template. If you have questions, or issues appear to be present, speak with the chair.

**REQUIRED ATTACHMENTS (SEQ)**

**Question 45: Standards 205(b) and 205(c) and Interpretations 205-1 through 205-5**

Attachment #21: A copy of the Law School’s and/or University’s (if the Law School is covered by the University’s) nondiscrimination/EEO policy relating to faculty and staff. If the policy is located on the Law School’s or University’s website, also provide the URL.

Attachment #22: Law school (as distinct from University) policies with respect to a faculty member’s responsibilities in teaching, scholarship, service to the Law School community, and professional activities outside the Law School, if any.

**Question 51: Standard 405(a)**
Attachment #23: The Law School faculty handbook(s), bylaws, and constitution, if any.

Attachment #24: The Law School's academic freedom, tenure, and promotion policies and procedures.

Attachment #25: A copy of any written University or Law School policies that are different for clinical or legal writing and research faculty from those applicable to full-time tenured/tenure-track faculty.

REQUIRED REPORTS (SEQ AND SRT)

Question 39: Standard 401
Report #10: Faculty Profiles – All (SEQ only)

Question 40: Standard 402, Interpretation 402-1, and Definition 7
Report #11: Teaching Resources

Question 43: Standard 403(a)
Report #12: Student Contact Hours – Full-Time and Part-Time Faculty
Report #13: Faculty Summary (SEQ only)

Question 46: Standard 206(b) [full-time faculty]
Report #14: Faculty Recruitment 5

Question 47: Standard 206(b) [non-full-time faculty]
Report #11: Teaching Resources

MATERIALS REQUIRED ON-SITE

Question 39: Standard 401
A copy of the current resume/CV for every full-time faculty member, including scholarship and service.
Copies of scholarship produced by the faculty for the current and previous two years academic years.

Question 44: Standard 403(b) and Interpretation 403-1
Student evaluations of faculty for the two most recently completed academic years.
THE ABA SITE VISIT: THE STUDENT SECTION FOR SITE EVALUATORS

ABA Site Evaluation Workshop
October 21, 2017
Stephanie Giggetts

WHAT’S IT ALL ABOUT?
- Admissions, including Readmission and Transfers
- Diversity
- Bar Passage
- Character & Fitness
- Student Loans
- Student Support Services
- Employment Outcomes
- Disability Accommodations
- Required Disclosures
- Student Complaints

WHERE TO START?
- Chapter 5: Admissions and Student Services
- Chapter 3: Program of Legal Education, Standard 316
- Chapter 2: Organization and Administration, Standard 207
- Site Evaluation Questionnaire-Questions 57-75
- Site Report Template-Questions 57-75
SITE VISITORS-WHAT TO DO BEFORE THE VISIT

- Attend Site Evaluation Workshop
- Review Procedures for a Site Visit
- Review Site Evaluation Questionnaire
- Review Annual Questionnaire
- Draft Report Using Site Report Template and Identify Missing Information Needed On-Site
- Arrange Meetings with Key Personnel and Confirm Areas of Responsibility
  - Director of Admissions/Chair of Admissions Committee
  - Director of Student Affairs
  - Director of Financial Aid
  - Director of Career Services
  - Registrar
- Develop a Schedule for the Visit
- Identify Areas of Concern for First Team Meeting

SITE VISITORS: WHAT TO DO DURING THE VISIT

- Interview Admissions Director and Chair of Admissions Committee
  - Confirm Goals, Process, and Resources
  - Review Charts
  - Review Scholarship Offers
- Interview Dean of Students
- Interview Director of Financial Aid
- Interview Director of Career Services
- Interview Registrar
- Prepare Closing Comments for Meeting with Dean and President

ADMISSIONS-KEY ITEMS

1. Admissions and First Year Class Profiles
   - Chart
   - Note Major Changes in Enrollment, Quality, Admits
2. Minority Admissions and First Year Class Profile
   - Chart
   - Note major changes in class diversity
3. Bachelor’s Degree Required
   - Exceptions
   - Official Transcript by October 15th
4. Admission Test other than LSAT
5. Readmission
6. Credit for Prior Law Study
DIVERSITY

- Standard 205: Non-discrimination.
- Standard 206: Diversity and Inclusion.
- Site Report Template Question 58.
  - Does the Law School on the basis of race, color, religion, national origin, gender, sexual orientation, age, or disability:
    - use admission policies or take other action to preclude admission of applicants or retention of students.
    - foster and maintain equality of opportunity for students without discrimination or segregation.
- Quote the Non-discrimination Policy
  Applicable to Students and Student Admission.

USE OF ADMISSIONS TEST

- Required under Standard 503.
- Report on use of test other than LSAT.

ADMISSIONS-DOCUMENTS TO REVIEW

- Charts.
  - Managing Director’s Office will provide charts to site team.
  - School and site inspector should confirm it is accurate and up-to-date.
- Admission Files.
  - Review admits, denies, readmits (15).
  - Are GPA and LSAT in line with admission policies?
  - Confirm bachelor’s degree and copy of transcript.
  - Confirm statement for readmission.
  - Review credit for prior law study.
  - Any admission without LSAT?
- Nondiscrimination Policy.
BAR PASSAGE-KEY ITEMS
- First Time Bar Passage Reporting
  - Chart.
  - Observe trends.
- If Standard 316 [bar passage standard] is not satisfied by first-time results, must report ultimate data and include chart (Contact Managing Director’s Office).
- Information on academic support and bar preparation programs.
  - Assessment of success.

CHARACTER AND FITNESS
- Standard 504 Requires a Law School to Include the Following Statement:
  - In addition to a bar examination, there are character, fitness, and other qualifications for admission to the bar in every U.S. jurisdiction. Applicants are encouraged to determine the requirements for any jurisdiction in which they intend to seek admission by contacting the jurisdiction. Addresses for all relevant agencies are available through the National Conference of Bar Examiners.
- Statement Must Appear in Application and On Website.
- Additional Notice Required After Matriculation.

STUDENT LOAN PROGRAM
- Standard 507. Student Loan Programs.
- Describe the Student Financial Aid Program (Both Grants And Loans) at the Law School.
- Describe the Steps Taken by the Law School to Minimize Student Loan Defaults.
- Must Include Entrance and Exit Counseling.
- For Law Schools Not Affiliated With a University, Provide the Three Most Recently Published Annual Cohort Default Rates and Report on Any Non-compliance With Title IV of the Higher Education Act.
STUDENT SERVICES

- Standard 508: Student Support Services.
- Provide Details on:
  - Maintenance of accurate student records.
  - Financial aid and debt counseling.
  - Career counseling.
- Report on the Provision of Student Services to other than Full-time Students.
- Get Feedback on Student Services at Student Meeting and Include in Report.

EMPLOYMENT OUTCOMES

- Describe 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.

DISABILITY ACCOMMODATIONS

- Standard 207. Reasonable Accommodation for Qualified Individuals with Disabilities.
- Describe How the Law School Assesses and Handles Requests for Reasonable Accommodations.
- Note Where the Policies and Procedures are Published.
- As to Facilities Issues, see Standard 702(b).
REQUIRED DISCLOSURES

- Standard 509, Required Disclosures.
- See Guidance Memo on Standard 509
- Does the Law School have a link on its home page titled “ABA Required Disclosures?”
- Is the Employment Summary Report published in the manner and time frame specified?
  - Law schools must post their current and past two years’ Employment Summary Reports. The most recent three years’ data must be posted by April 15.
- Is the Standard 509 Report published in the manner and for the time frame specified?
  - A report for the most recent year must be posted by December 15 of the year.
- If the Law School makes public disclosure of its status as a law school approved by the Council, see the Guidance Memo on Standard 509(e), Regarding Accreditation Status.

FREQUENT DISCLOSURE ISSUES

- Conditional scholarship retention data. Must not only be published, but the same data must be provided to applicants offered such scholarships at the time the scholarship offer is extended. Confirm that is done. If no conditional scholarships are offered, say so.
- Transfer of credit. Policy must be disclosed, including statement of criteria and list of articulation agreements. If none, say so.

STUDENT COMPLAINTS

- Standard 510. Student Complaints Implicating Compliance with the Standards.
- Describe the Law School’s Policy and Indicate Where it is Published.
- Does Policy Address Procedures for Filing and Addressing Complaints, any Appeal Rights and Timelines?
- Review Record of Complaints, if any, and Policy as to Retention, including Resolution.
- Must keep records for Most Recent Period of Accreditation.
STUDENT MEETING
- Obtain Students Opinions on Availability and Satisfaction with Services Provided
  - Accommodations
  - Academic Advising
  - Debt Counseling
  - Career Services
  - Complaint Process
- Diversity and Inclusion

SITE VISITORS: WHAT TO DO AFTER THE VISIT
- Make post-visit contacts for any missing information after conferring with chair.
- Draft and finalize your section of the report using the Site Report Template.
- Submit your section of the report by the deadline.
- Report facts and observations, not conclusions or opinions.
- Keep the report confidential.
- Respond promptly to internal review questions.
- Compete the Survey for Site Team Members.
- Destroy all materials after receipt of Decision Letter.
THE ABA SITE VISIT: THE STUDENT SECTION FOR SCHOOL REPRESENTATIVES

ABA Site Evaluation Workshop
October 21, 2017
Stephanie Giggetts

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- Student Support Services
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- Required Disclosures
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- Site Report Template-Questions 57-75
SCHOOL REPRESENTATIVES-
WHAT TO DO BEFORE THE VISIT
- Attend Site Evaluation Workshop
- Complete Student Section of Site Evaluation Questionnaire
- Review Site Report Template and Instructions
- Review Procedures for a Site Visit
- Prepare List of Key Contacts
- Assemble Information
  - Hardcopy or Electronic

SCHOOL REPRESENTATIVES-
WHAT TO DO DURING THE VISIT
- Have Files Ready for Review and Decide if they will be Provided in Hardcopy or Electronically.
  - Admissions-Admission Files
  - Student Affairs-Accommodation Files
  - Career Services-Employment Files
  - Registrar-Student Files, Transcripts
  - Financial Aid-Scholarship Letters, Entrance and Exit Interview Files
- Clear Schedules for (or provide information on availability of) Key Administrators and Committee Chairs.

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1. Admissions and First Year Class Profiles
   - Chart
   - Address Major Changes in Enrollment, Quality, Admits
2. Minority Admissions and First Year Class Profile
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    - foster and maintain equality of opportunity for students without discrimination or segregation.
- Quote the Non-discrimination Policy
  Applicable to Students and Student Admission.

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- Required under Standard 503.
- Report on use of test other than LSAT.

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- Charts.
  - Managing Director’s Office will provide charts to site team.
  - School and site inspector should confirm it is accurate and up-to-date.
- Admission Files.
  - Provide access to admits, denies, readmits (15).
  - Are GPA and LSAT in line with admission policies?
  - Should include evidence of bachelor’s degree and copy of transcript.
  - Should include statement for readmission.
  - Credit for prior law study-Does it meet Standard 505?
  - Any admission without LSAT?
- Nondiscrimination Policy.
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- First Time Bar Passage Reporting
  - Chart.
  - Observe trends.
- If Standard 316 [bar passage standard] is not satisfied by first-time results, must report ultimate data and include chart (Contact Managing Director’s Office).
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- Standard 508: Student Support Services.
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  - Financial aid and debt counseling.
  - Career counseling.
- Demonstrate Provision of Student Services to other than Full-time Students.

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- Provide link to 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.

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- See Guidance Memo on Standard 509
- Does the Law School have a link on its home page titled “ABA Required Disclosures?”
- Is the Employment Summary Report published in the manner and time frame specified?
  - Law schools must post their current and past two years’ Employment Summary Reports. The most recent three years’ data must be posted by April 15.
- Is the Standard 509 Report published in the manner and for the time frame specified?
  - A report for the most recent year must be posted by December 15 of the year.
- If the Law School makes public disclosure of its status as a law school approved by the Council, see the Guidance Memo on Standard 509(e), Regarding Accreditation Status.

FREQUENT DISCLOSURE ISSUES

- Conditional scholarship retention data. Must not only be published, but the same data must be provided to applicants offered such scholarships at the time the scholarship offer is extended. If no conditional scholarships are offered, say so.
- Transfer of credit. Policy must be disclosed, including statement of criteria and list of articulation agreements. If none, say so.

STUDENT COMPLAINTS

- Standard 510. Student Complaints Implicating Compliance with the Standards.
- Describe the Law School’s Policy and Indicate Where it is Published.
- Does Policy Address Procedures for Filing and Addressing Complaints, any Appeal Rights and Timelines?
- Review Record of Complaints, if any, and Policy as to Retention, including Resolution.
- Must keep for Most Recent Period of Accreditation.
STUDENT MEETING

Pick time when students will be available.

Provide sufficient notice of place and time of meeting.

SCHOOL REPRESENTATIVES: WHAT TO DO AFTER THE VISIT

- Respond Promptly to any Post-Visit Inquiries.
- Review Site Report Carefully and Prepare an Appropriate Response.
- Review Decision Letter Carefully and Provide any Additional Information Requested to Establish Compliance with the Standards.
Site Visits: Finances

Standard 202(a)

- The current and anticipated financial resources available to the law school shall be sufficient for it to operate in compliance with the Standards and to carry out its program of legal education.

Section 202(c) and (d)(emphasis added)

- (c) A law school is not in compliance with the Standards if its current financial condition has a negative and material effect on the school's ability to operate in compliance with the Standards or to carry out its program of legal education.
- (d) A law school is not in compliance with the Standards if its anticipated financial condition is reasonably expected to have a negative and material effect on the school's ability to operate in compliance with the Standards or to carry out its program of legal education.
Self-Study—Resources Are Important

- **Standard 204. SELF STUDY**
- Before each site evaluation visit the law school shall prepare a self study comprising (a) a completed site evaluation questionnaire, and (b) a law school self assessment that includes (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.

The Crux of the Matter

- Develop the facts related to financial resources to allow the Accreditation Committee to decide whether the Law School has sufficient resources to operate in compliance with the Standards and carry out its program of legal educations.
- What’s generated and what’s available?
- Obviously the numbers are important but make sure to tie the numbers to the Law School’s mission, objectives (301(a)), learning outcomes (301(b)), etc.

On the Site Visit Template You Must Answer the Following “Financial” Questions

- 10. Standard 202(a), (c), and (d).
- (a) Report the Law School’s operating income and expenditures for the past two fiscal years and the budgeted amounts for the current year. Insert Report #3: Expenditure Summary.
- (b) Describe the Law School’s long-term financial projection process, how many future years are projected, and list the key assumptions used. How will the Law School’s current financial condition affect the Law School’s ability to carry out 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 Accreditation Committee to make a determination about the Law School’s compliance with Standard 202(a).
- (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 Accreditation Committee to make a determination.
On the Site Visit Template You Must Answer the Following Questions—cont’d

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

• (e) For Law Schools that are part of a University:
  • (1) Describe the University financial projection process, indicate how many years are projected, and describe how any University current fiscal year operating deficit would be met.
  • (2) Describe any significant litigation affecting the University or Law School.

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

What Tools Do You Have to Answer These Questions?

What Can You Expect?

You Will Receive Through the SEQ

• Attachment #7: A financial statement for the current fiscal year and audited financial statements for the previous two fiscal years, including supplementary schedules and management letters, for the Law School’s parent University or for the independent Law School or its parent.

• Attachment #8: The budget for the University and the Law School for the current fiscal year.

• Attachment #9: Future year(s) budgetary projections, if available. Include Law School projections as well as University projections.

• Attachment #10: The most recent budget-to-actual revenue and expenses report and the written report of the analysis of the variances, if available. Include Law School reports as well as University reports.
You Will Receive Through the SEQ

- Attachment #1: If a Law School is part of a University, copies of accountings and explanations as required by Standard 202(b) for each of the current and previous two fiscal years.

- Attachment #2: A summary of the endowment and quasi-endowment funds (and those acting as endowments, permanently and temporarily restricted investment funds for not-for-profit entities, and those acting as endowments) held at the end of the fiscal year, identifying the nature of the funds and the conditions for the Law School or University to access these funds.

- Attachment #3: A summary of the Law School's current long-term debt, including debt service schedules.

- Attachment #4: A copy of the Law School's most recent budget presentation to the University.

- Attachment #5: If the University or Law School has a bond rating from a national rating agency, the most recent general rating report from the agency.

And the Following Reports

- Report #2: University Income/Expenses
- Report #3: Expenditure Summary
- Report #4: Revenue Summary
- Report #5: Reserves

University Financial Report
SEQ Questions for the Law School Related to Financial Resources

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

(a) Describe the law school 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.

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

SEQ Questions Related to Financial Resources-cont’d

(e) For Law Schools that are part of a University:
   (1) Describe the University financial projection process, indicate how many years are projected, and describe how future projected deficits, if any, will be met.
   (2) Describe how any University current fiscal year operating deficit would be met.

(f) Describe any significant litigation affecting the Law School or University, if applicable, and summarize the applicable insurance procedures, policy limits, and deductibles. Provide a summary as to how the Law School or University will fund the deductible and any portion of any judgment or settlement 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 bonding ratings since the last review.

Revenue

• Start with revenue.

• Consider all revenue but it can only be counted (or reported) once.

• You will have a report to work from.
AQ Tuition and Fee Report Instructions

• A.1 – 2. Report the total of all tuition and fees the university and school collect from law school activities, whether or not the law school physically receives this money from the university and is permitted to spend this money. On line 1, include all tuition revenue generated by the J.D. program, including summer school. On line 2, include all non-J.D. program tuition revenue such as LL.M. tuition revenue and undergraduate tuition revenue the university attributes to the law school.

Independent Law Schools

• They should report tuition and fees as reported on their balance sheets.
AQ—Endowment Earnings

• B. Report endowment income, income from outside investments, and investment income received from university or law school foundations and available to the law school, as reflected on your school’s financial statements no matter the fiscal year the funds will be spent.

AQ—Independent Law Schools

• If the law school has an established endowment spending policy, the law schools should report the amount available for spending under that policy regardless of the actual investment return.

AQ—Gifts

• C. Report the total of all gifts received by the school that were available for operations. Do not report “non-operating” gifts to endowments or to support future capital projects. Do not report gift pledges or in-kind gifts. Report payments received this year under pledges made in prior years.
• Report all operating gifts received, as reflected on your school’s financial statements, no matter the fiscal year the funds will be spent. For example, if a gift of $300,000 is received during the year and is intended to provide $100,000 of support each year for a three-year program, you should report all $300,000 on this line.
**AQ-Other Income**

D. Report the total value of all other income that was generated by law school activities that was available for operations, and was not already captured in Lines A, B, or C. Report all income received, as reflected on your school’s financial statements, no matter the fiscal year the funds will be spent.

**AQ-Independent Law Schools**

Independent law schools should report the total value of all other income available for operations, and not already captured in Lines A, B, or C, as reflected on your school’s financial statements (accrual basis).

- Be careful not to double count revenue. For example, if the university retained all of the $10 million of tuition revenue generated by the school and instead gave the school a $5 million “budget allocation,” you would report $5 million of tuition revenue on Line A and $5 million on Line E as a University Contribution.

**AQ—The Rest**

E. Report the total of all funds the law school receives for operational purposes through state appropriations, an allocation from the central university, or a contribution from investors in the case of for-profit schools, in addition to income already reported in Lines A-D. Report only funds that were transferred to the school and were under control of the school, as reflected on the school’s financial statements.

- Do not report in-kind university services that are not on the law school’s books. For example, a school may rely on a university office to provide student counseling services at no charge to the school; other than that, it employs counselors. This should not be counted as a university contribution. There is one possible exception, however. Since it is important to capture the full operation of the law library, if a law library is not part of the law school and is funded by the university, a school should report the university’s financial contribution to the library in this section.
Independent Law Schools

• Independent law schools should report the total of all funds received as capital contributions from investors or from a parent entity.

Line F

• Add it up

Financial Aid and Grants—Report

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Report No. (Financial Aid Information)

This section of the FAFSA should be filled out only if you have been awarded an offer of financial aid and wish to list the amounts of aid you will accept or expect to receive.
AQ—Instructions on Financial Aid

• G. Report the total of all financial aid grants/scholarships disbursed, including tuition remission scholarships, to students enrolled at the law school. A scholarship is awarded by an outside entity if that entity holds the funds. The school must exclude scholarships that are not awarded by the school, but rather are awarded by an outside entity, such as the Rotary or Kiwanis Club. Do not report loans (such as student financial aid loans disbursed through the federal direct loan program or any commercial loan agency) or loan forgiveness payments made to graduates.

AQ—Charges

• Does your University retain funds or charge the law school fees for which no services are received by the law school? Yes/No

• H. If yes, what is the amount retained or charged?

What Does H Mean? AQ!

• H. This line is not attempting to capture the amount schools pay for services received from their central administration, rather it is attempting to capture amounts paid to or retained by the university or investors for which clearly identifiable services are not received. Whether a school pays a human resources manager or a development officer directly, or instead pays an assessment to the university in return for the services or apportioned share of services of such manager or officer, is unimportant. Both models provide a service to the school commensurate with the cost to the school. Line H asks schools only to identify funds retained by the university or investors where no clearly identifiable service was provided to the law school in return. It is often difficult to determine whether a university assessment represents a fair price for the services received. The purpose of this line is to capture amounts paid to or retained, for which the dollars are not being used to benefit the law school in a clearly identifiable way. Funds used to pay the university president and vice presidents, or run a university publication or public relations office (unless identified in a way that demonstrates expenditures to specifically serve or promote the law school) are within the category of funds paid to or retained by the university.
AQ-Independent Law Schools

- Independent law school should report the total of funds retained by investors or a parent entity where no service was provided to the law school in return. Understanding that it is often difficult to determine whether an administrative/management fee represents a fair price for the services received, schools should err on the side of reporting only those amounts for which it is clear benefits are not received by the law school in any way. For example, schools should report profits kept by investors or a parent entity.

AQ—1(I)

- Add it all up and make any appropriate subtraction and you have:

1. Net Revenue Available for Program

Reserves—Sometimes Revenue is Just Not Enough—The Report

<table>
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<td>C. Reserve funds available at the end of the fiscal year as required</td>
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<td>D. Reserve funds available at the end of the fiscal year as required</td>
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<tr>
<td>E. Reserve funds available at the end of the fiscal year as required</td>
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</tr>
</tbody>
</table>
AQ-What Are Reserves?

• A. Enter the total number of all operating reserve funds held at year end. These are funds that the law school has within its control and are available to use for operational expenses in future years. Funds from private gifts for operations that have not yet been fully expended should be counted in this category. Some funds may be restricted for specific expenditures. Report the value of both unrestricted and restricted operating reserves.

• A. Reserve funds available to school for day-to-day operations (these could be restricted or unrestricted. If a school’s revenues exceeded expenditures the difference should be reflected here)

AQ-Independent Law Schools

• Independent law schools should report the total cash and investment balances available for operations at year end. These are funds available to use for operational expenses in future years and are generally held in short-term or mid-term investment vehicles. Not-for-profit entities should report the value of both unrestricted and restricted operating funds. This line is not the place to report funds available for operations that are functioning as an endowment such as board-designated endowment funds.

AQ-Other Reserves

• B. Include the balance of all other reserve funds not already reported in Line A. Examples of funds to include are funds set aside for a major capital/construction project, bond reserve funds or funds available for revolving student loans.

• B. Non-Operating Reserve funds not included in A. (example would be capital funds/gifts set aside for construction and not available for day to day operations)
AQ-Endowment

• C. Report the market value of endowment funds and funds functioning as endowments at year end. Use the standard accounting definitions for market value.

• C. Market value of endowment and quasi-endowment funds

AQ-Debt

• D. Report the total amount owed on bank loans, lines of credit, bonds payable or other amounts owed to creditors or the central university. Do not report amounts advanced from the federal government under the Perkins loan program.

• D. Total debt owed by the school (report all debt including debt owed to University)

Next? Expenditures—You Will Have Report From the AQ!
Which Expenditures? AQ Instructions Say...

• Include all law school expenditures, regardless of the source of funding. For example, law school expenditures from grants, private funds, endowment funds, university-provided funds, and state subsidies should all be included.

What Does “All” Mean?

• 2. Ordinarily, include expenditures only if they are included in the law school “budget” or under the control of the law school. Also do not include direct expenditures (imputed cost of services from other university units that do not benefit the law school). To which the law school is not a party, the difference between the imputed market value of services purchased from outside vendors and the actual reduced cost of those services, e.g., do not include the imputed cost of instruction that law students receive by taking courses outside the law school (or the difference between the imputed market value of Lexis or Westlaw services and the reduction prior that the law school pays for those services). Again, the inclusion of expenditures not in the law school budget should be done rarely and with caution.

• In no circumstances, however, should a portion of the salary of the head of a university department (such as the university chief development officer or chief financial officer) be allocated as a direct law school expense.

• Only in rare instances would it be appropriate to include a central university expenditure as part of this expenditure section, and only if omitting that expenditure would distort the true resources allocated to the program of legal education. For example, if the law library is funded outside of the law school budget, it would be inappropriate to include the cost of the library for the law school budget. If, however, the library is reported as an expenditure of the law school, then the funds necessary to cover those expenditures should be included within the “University Contributions” in Line E(Revenue).

AQ--I See Three Parts...

• 3. The Expenditure Section has three major parts: (A) Salaries, (B) Benefits, and (C) Operating Expenditures. The following instructions are keyed to the line numbers of the Expenditure Section.
AQ-Faculty/Instructor Salaries

• A.1. Faculty/Instructor Salaries: This includes only instructional personnel without library or administrative titles reported elsewhere. Do not, for example, allocate the salary of an associate dean who teaches between this and the administrative salaries—include the associate dean’s entire salary in the administrative lines. Include in this line all tenured, tenure-track and other full-time faculty (except those with administrative or library rank), and all part-time and adjunct faculty. Salaries reported should include all compensation for the fiscal year, including summer salaries, sabbatical and any other special compensation that was paid from law school funds. Note that this asks for actual expenditures from the fiscal year most recently concluded (last year).

AQ-Administrative and Student Services Salaries

• A.2. Administrative and Student Services Salaries: Report all salaries of personnel whose main function is to provide administrative support for the law school. Do not include library personnel, instructional personnel, research personnel, security, building/grounds maintenance, custodial, or food service personnel. Report only the salaries of personnel who report to the law school and are paid from law school funds. Note: only salaries are reported in this section; do not include other expenditures here.

AQ-Library Salaries

• A.3. Library Salaries: Consult with the director of the law library in completing this section. Remember, only salaries, not other expenditures, should be included in this section. Whereas Faculty/Instructional and Administrative Salaries should only be reported if paid by law school funds, the full cost of Library Salaries should be reported here whether or not the Law Library reports to and is funded by the law school.
AQ--And...Other Salaries

**A.4. Other Salaries:** Report all other salaries paid from law school funds that do not fit into A.1, A.2, or A.3, such as research assistants, building/grounds maintenance salaries paid by the law school, security personnel paid by the law school, custodial and food service salaries paid by the law school.

AQ-Fringe Benefits?

**B. Fringe Benefits:** Report the cost of fringe benefits paid with law school funds for each of the personnel categories in section A. Do not report fringe benefits if they are not charged directly to the law school.

AQ-Operating Expenses

**C. Operating Expenditures:** Report all non-salary operating expenditures, except for financial aid/scholarship expenditures and funds transferred to the central administration that were reported in the Revenues Section. Do not report expenditures that are not paid for directly by law school funds.
AQ-Including What...Exactly?

- C.1. Instructional and Academic Support: This includes all operational support for teaching and academic programs, and non-revenue activities, such as conferences and guest speakers.
- C.2. Library: Include all non-salary costs of operating the Law Library, including the cost of library materials. Include the cost of this whether or not the Law Library reports to and is funded by the law school.
- C.3. Student Support: Include the operating costs of all student support offices such as student affairs, career services, etc. Also report the expenditures that support student activities, such as moot court, journal, student organizations, and student travel.
- C.4. Other Administration: Report the operational costs of all other offices in the law school, such as development, human resources, and information technology costs not captured above.

AQ-Including What...Exactly? cont’d

- C.6. Interest and Debt Service Payments: Include the cost of all interest and debt service payments made to similar educational institutions or the University administration.
- C.7. Depreciation: Report depreciation here only if charged against school funds.
- C.8. University Charges for services: The Revenue Section requires schools to report funds retained by the university at a proportionate share of the operational expenses charged to the school. This was included in the law school in prior (Reaper see Annual Questionnaire instructions). Do not duplicate this on Line C.8. Schools should report on Line C.8 all charges that are a part of the law school budget and have not already reported elsewhere in the Revenue Section. If a charge represents an item charged to the law school, that charge and all similar charges for service should be reported here. Even if the law school is directly charged for university services that primarily benefit the entire university rather than the law school, those charges should be included on Line C.8. Where a charge is a normal part of an existing charged line (such as lines 3(E), 3(F), or 3(G) Section), the school should indicate this in the Revenue Section; they should be reported on the N of the Revenue Section, Funds Retained by University or Investors.

AQ-And...?

- Is there a net operating surplus or loss?
- This will show up on the AQ—LOOK FOR TRENDS!
- In Section 3 (the one in which we have been spending all our time). Line 3(E) is where Expenditures are Subtracted from Revenues
- What if there is a loss?
  - Are reserves adequate to cover the difference?
  - Is there a commitment from the University to assure that the Law School can continue to conduct a sound program of legal education consistent with its mission?
  - Does the University have the resources to back up that commitment?
SEQ: University Financial Information

- Remember as part of the SEQ you will have:
- Attachment 7, a financial statement for the current fiscal year and audited financial statements for the previous two fiscal years, including supplementary schedules and management letters, for the Law School’s parent University (or for the independent Law School or its parent);
- Attachment 8, which includes the University budget for the year;
- Attachment 9, which includes the University budgetary projections, if available; and

And from the AQ You Will Have—For Three Years—LOOK FOR TRENDS

- Current Revenues:
  - Tuition Fees
  - Federal Appropriations
  - State Appropriations
  - Local Appropriations
  - Federal Grants and contracts
  - Endowment Income
  - Sales & Service of Educational activities
  - Sales & Service of auxiliary Enterprises
  - Expired Term Endowment
  - Other Sources
  - Total Revenues

And from the AQ You Will Have—For Three Years cont’d.

- Educational and General Expenditures:
  - Instruction
  - Research
  - Public service
  - Academic support
  - Student Services
  - Institutional Support
  - Operation and Maintenance of plant
  - Scholarships and Fellowships
  - Total Education and General Expenditures
And from the AQ You Will Have—For Three Years cont’d.—LOOK FOR TRENDS

- Mandatory Transfers:
- Principal and Interest
- Renewals and Replacements
- Total Auxiliary Enterprises
- Total Expenditures and Mandatory Services

- Other Transfers:
- Excess of restricted receipts over transfers to revenues
- Refunded to Grantors
- Unrestricted gifts allocated to other funds
- Portion of quasi-endowment gains appropriated
- Net increase in fund balances

Standard 202(b) and (e)-Budget Presentation and Accounting

- (b) A law school that is part of a university shall obtain at least annually from its 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.

- (e) A law school shall be 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.
SEQ Questions Related to Presentation and Accounting

- 9. 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:

(1) an accounting and explanation from the University for all charges and costs assessed against resources generated by the Law School; and

(2) an accounting and explanation from the University for any use of resources generated by the Law School to support non-law school activities and central University services.

From the SEQ You Will Also Receive...

- Attachment #11: If a Law School is part of a University, provide copies of accountings and explanations as required by Standard 202(b) for each of the current and previous two fiscal years.
Program of Legal Education

Template Questions 11 through 38

Guidance memos:

http://www.americanbar.org/groups/legal_education/accreditation/consultants_memos.html

- Standard 303: Curriculum and 304: Simulation Courses and Law Clinics (regarding experiential learning) (March 2015)
- Standards 301, 302, 314, 315: Learning Outcomes (June 2015)
- Interpretation 305-2 regarding reasonable expenses related to a field placement
- Standard 310: Determination of Credit Hours for Coursework (May 2016)

Selected Template Questions


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

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

[COMMENT: see Req. Supp. Material Attach. 16]

14. Standard 311(c)

How does the Law School limit 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.)

[COMMENT: The 20% may not be exceeded even with “permission of the dean.” The requirement cannot be waived by the School]
16. Standards 301(b) and 302 and Interpretations 302-1 and 302-2.

Describe the learning outcomes that have been established by the Law School and indicate where the learning outcomes are published. [Note: See Managing Director's Guidance Memo on Standards 301, 302, 314 and 315 (June 2015): Site teams visiting schools in the 2016-17 academic year and thereafter will be asked to report on the progress schools are making in establishing learning outcomes and in developing an assessment plan. Schools will be expected to show steady work and progress toward the adoption of a full set of learning outcomes. Those outcomes should be in place by the end of the 2017-2018 year. Schools must have adopted an assessment plan and be able to demonstrate that they are implementing it by the end of the 2018-2019 academic year.]


How does the Law School meet the two-credit professional responsibility course requirement? Does the course include substantial instruction in rules of professional conduct, and the values and responsibilities of the legal profession and its members?

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

Describe how the Law School requires at least one writing experience in the first year that is faculty supervised and that provides opportunities for individualized assessment and multiple drafts. Include a description of the rigor of the writing experience noting factors such as class size, the number and nature of writing assignments, the form and extent of individualized assessment of a student’s written products, and the number of drafts required.
21. Standard 303(a)(2) and Interpretations 303-1 and 303-2

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

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


(a) Describe how the Law School requires at least six credit hours in experiential courses. [Note: The requirement of six credit hours of experiential courses applies beginning with Fall 2016 1L students. Until then, the requirement is that each student receive at least one credit of instruction in “other professional skills.”] Report on progress toward meeting the new requirement.

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


If the Law School offers any simulation courses to satisfy the experiential course requirement of Standard 303(a)(3), how does the Law School ensure that the courses meet the requirements of Standard 304(a) [direct faculty supervision of student performance; opportunities for performance, faculty feedback, and self-evaluation; and a classroom instructional component] as well as Standard 303(a)(3)? [Note: This requirement applies beginning with Fall 2016 1L students.] Report on progress toward meeting this requirement.
25. Standard 304(b).

If the Law School offers any law clinics to satisfy the experiential course requirement of Standard 303(a)(3), how does the Law School ensure that the law clinics meet the requirements of Standard 304(b) [direct faculty supervision of student performance; opportunities for performance, faculty feedback, and self-evaluation; and a classroom instructional component] as well as Standard 303(a)(3)? [Note: This requirement applies beginning with Fall 2016 1L students.] Report on progress toward meeting this requirement.

26. Standard 304(c) Domestic Field Placement Program

If the Law School has a field placement program, ensure that it meets all for the requirements of (c)

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

Does the Law School grant credit toward the J.D. degree for courses (other than field placements) that involve student participation in studies or activities in a format that does not involve attendance at regularly scheduled class sessions, including moot court, law review, and directed research? If yes, how does the Law School satisfy the requirements of Standard 305 as to these activities, in particular, the requirement of Standard 305(c) that each student’s academic achievement shall be evaluated by a faculty member?
38. Standard 315 and Interpretation 315-1.

Explain how the Law School conducts an ongoing evaluation of its program of legal education, learning outcomes, and assessment methods. (Note: See Managing Director’s Guidance Memo on Standards 301, 302, 314 and 315 (June 2015): Schools will be expected to show steady work and progress toward the adoption of a full set of learning outcomes. Those outcomes should be in place by the end of the 2017-2018 year: Schools must have adopted an assessment plan and be able to demonstrate that they are implementing it by the end of the 2018-2019 academic year.)
ABA Site Evaluation Workshop for Law School Representatives and New Site Evaluators

Chicago - Saturday, October 21, 2017

Information Resources, Technology, and Facilities

I. Prior to Visit

A. Read report from last ABA site evaluation and focus on any concerns raised during visit seven years ago that relate to the library, technology or facilities.

B. Review the School’s self-study with special attention to:

1. Library’s and technology department’s roles within the School and the services these units provide various constituencies including students, faculty, staff, and other relevant patron groups.

2. Look for patterns in regard to finances, staffing, acquisitions, interlibrary loan, numbers of computers, etc.

3. Note changes to facilities including additions, renovations, and reconfiguration of facilities to accommodate technologies - take special note of any perceived decline in the state of the facility or problems identified in last self-study that have not yet been addressed; also, note any reductions of space allotted to the School and its programs.

C. If the site evaluation team chair agrees that it is appropriate, prior to the visit contact the library director as well as whoever manages technology and the building to schedule appointments with relevant faculty, managers, and staff. (Note: if a law library is not autonomous from the University Library or has a particularly close relationship with that entity, definitely schedule a meeting with the University Librarian.)

II. Subsequent to Visit - Writing Sections on Information, Technology and Facilities

INFORMATION RESOURCES

A. Generally/Finances (Questions 76 to 79)

1. Describe the library’s role in supporting scholarship and curricular activities through service programs and collection development;
2. Describe the librarians’ roles in supporting the curriculum including participating in first-year legal research and writing courses, teaching upper division course such as Advanced Legal Research, and serving as guest lecturers in substantive law classes.

3. Discuss how the law library regularly engages in planning and assessment with the dean and faculty and how it remains informed and adopts appropriate technologies.

4. Discuss whether the library’s funding comes directly from the School, the University, or through other channels such as the state legislature.

5. Discuss the pattern of funding since last inspection, including percentage increases or decreases each year, and relation of annual budgets to inflation.

6. If the library’s funding is insufficient to support its operations, give specific examples of how this lack of funding has a material and negative impact on the faculty and students.

B. Administration (Questions 79-80)

1. Is the law library autonomous enough from the university library to enable it to operate effectively and efficiently? What is the extent of authority the university library has over the law library (including role in budget and personnel decisions)?

2. Does the law library share any services or systems with the university library?

3. To whom does the Director report?

4. How is the library budget funded and who manages the budget?

5. Describe the preparation, submission, and approval of the budget.

6. Provide as much detail as needed to give a clear picture of the budget, especially in situations where the budget may be in decline and/or inadequate. If the library has adequate and consistent funding, an extensive discussion is not necessary.

7. Discuss whether the Dean and the Director determine library policy, and what other constituencies are consulted in this process, including students and faculty.

8. If the School has a faculty library committee, discuss who sits on this committee and its role in the administration of the library.

9. Discuss who is responsible for personnel, collection, administrative, service, and policy decisions for the library.
C. Director (Question 81)

1. Briefly describe the education, experience, length of service, scholarship, professional activities and other achievements of the director.

2. Describe the rank and tenure status of the director.

3. Describe whether this status is sufficient to allow the director to perform his/her job effectively. If not, describe in detail how the director’s status precludes him/her from performing his/her duties effectively.

4. If the director was hired under a short-term or long-term contract, discuss the basic terms of that contract (length of contract, whether renewable, conditions of renewal, possibility of migrating to a tenure track position, etc.)

5. Discuss who in the law school or university administration has the authority to select and determine the retention of the Director. If the Director has been hired since the last sabbatical site evaluation, describe the selection process.

D. Personnel (Question 82)

1. Describe the staffing of the library in terms of numbers of professional and para-professional positions.

2. Discuss any significant changes in staffing since the last sabbatical evaluation and the impact of these staffing changes.

3. Discuss any vacancies and the current efforts to fill those vacancies.

4. Discuss any unique demands or circumstances related to staffing.

5. Discuss whether the staffing level of the library is adequate to support all essential library operations and to support the mission and goals of the institution.

6. If the staffing level appears inadequate, provide specific details about the negative and material impact this situation has on the ability of the library to support the scholarly, research, and curricular needs of the School. Provide examples as appropriate.

E. Services (Question 83)

1. Discuss library hours, number of hours during which professional staff are on duty; describe weekend and evening hours and staffing.

2. Describe reference desk hours and staffing of reference desk; describe staffing
in terms of who is providing reference service (professional librarians, interns, paraprofessional staff, students, etc.)

3. Describe services provided by the library which respond to scholarly, research, and curricular needs of faculty and students, including document delivery services, interlibrary loan services, and library liaison programs to faculty, law journals, and/or student organizations. Describe any unique outreach services such as reference or document delivery services to outside constituencies.

4. Discuss librarians’ role in fulfilling the teaching mission of the law school including participation in first-year legal research and writing course, advanced legal research courses, occasional lectures in substantive law classes, etc.

5. Describe library publications (including those in electronic format) such as maps, acquisitions lists, and research guides.

6. Describe type and extent of information available through library web pages; describe other resources available electronically such as course materials, past exam collections, study aids, and course reserve materials.

7. Briefly describe aspects of the library that facilitate use of its collections and services such as public computers, wireless networks, printers, photocopiers, fax machines, etc.

8. Evaluate the quality of library services and how this effectiveness is measured (student surveys, annual conversations with faculty, focus groups, etc.) Discuss any deficiencies in current service programs and/or any necessary services that are not offered. Be specific if the lack of a library service has a material and negative impact on the scholarly or research needs of the students and faculty.

F. Collection (Questions 84-86)

1. Briefly describe the collection, highlighting strengths, weaknesses, and condition; comment on document holdings and depository status, and on any special collections. Discuss whether the library acquires additional copies and provides sufficient access to heavily used materials. Include statistics as appropriate such as volume count, title count, etc.

2. Briefly describe the library’s collection development policy; discuss which members of the library staff participate in collection development, and the extent of faculty and student involvement/consultation. Discuss coordination between law library and university library (or other relevant libraries) in collection development efforts. Discuss any consortia arrangements or easily accessed local libraries such as county bar libraries.

3. Discuss any major shifts in collection development policies and/or major weeding efforts.
4. Discuss how electronic resources, including LEXIS, WESTLAW, Bloomberg, HeinOnline, etc., have been integrated in collection development policies and practices.

5. Discuss any conservation or preservation projects, or other efforts relevant to the maintenance of the collection.

6. Discuss access to the collection including bibliographic access. Comment on percentage of collection that is fully cataloged, extent of cataloging backlog, percentage of bibliographic records available through library’s online catalog, ability to access online databases, etc. Discuss how online catalog is accessed (available through wireless network, the law school intranet, etc.)

7. Describe microform collections and equipment available to access these materials.

8. Discuss whether the library has sufficient and appropriate equipment and staffing to access its electronic, microform and other non-print materials.

FACILITIES, EQUIPMENT, TECHNOLOGY

A. Technology (Question 87)

1. Describe generally the technology available to support law school operations, and discuss whether the school has adequate technology to support its mission, operations, and services. Be specific as to whether faculty, administration, and staff have adequate technology to perform their duties.

2. Describe the technical support staff including number and space for operations.

3. Describe the financial resources available to maintain and adopt new technology.

B. Facilities (Question 88-90)

1. Provide specifics in terms of the number, capacity, and configuration of classrooms and seminar rooms. Indicate if these rooms are suitable to support the current and future needs of the School.

2. Provide details regarding acoustics, lighting, sight lines, technology to support innovative teaching methodologies, adequate seating, etc. Indicate whether there are sufficient electrical outlets available.

3. Describe library space including age of building, number of floors, square footage, linear feet of shelving, and location of library in relation to other law school facilities. Comment on amount of space available for growth of collections. Discuss types of shelving utilized such
as compact shelving. Note if the library is using off-site facilities to store materials. Provide information on study space.

4. Discuss space designated for staff, equipment, and records in terms of whether such space is adequate in size and location. Comment on any concerns such as lack of security for files.

5. Discuss adequacy of faculty space for full-time faculty. Include a discussion of space available for part-time faculty, including specifics about space for adjunct faculty to meet with students and prepare for class lectures. Discuss adequacy of office space for faculty support staff.

6. Discuss the adequacy of spaces utilized by clinical courses and programs, including whether there is adequate space for meetings with clients, skills training, etc. Provide specifics about any skills training facilities which are located outside of the law school, including a discussion of how accessible these facilities are for students and faculty. Discuss the adequacy of space for activities such as student journals, moot court, trial teams and other co-curricular activities.

7. Discuss any serious concerns regarding ventilation, heating, or air conditioning. There is no need to go into great detail unless serious facilities problems are in evidence or if an area has been renovated/added since last sabbatical evaluation.

8. Confirm whether all facilities and equipment meet all applicable health and safety codes. If not, describe plans to address any deficiencies.

9. Confirm whether all facilities provide reasonable access and accommodations to person with disabilities. If, not describe plans to address any deficiencies.

10. Briefly describe whether the School’s facilities are owned, leased, or subject to a mortgage. If leased or mortgaged, discuss the provisions of the financial arrangement.

11. Comment on whether the facilities are under the exclusive control of the School. If not, discuss whether this lack of control has a negative and material impact on any aspect of the School’s operations, including delivery of its educational programs.
Hyde Park College of Law  
ABA/AALS Sabbatical Site Visit  
November 13 - 16, 2016  

**Schedule**  
(for site team member responsible for law library, technology, and facilities sections of site report)  
Prepared by Joan Howland

**Sunday, November 13**

1:00 pm  Initial team meeting in hotel conference room

4:15 pm  Pick up at hotel, transport to College of Law

4:30 pm  College of Law building tour  
Van transport to hotel

6:30 pm  Dinner with College of Law administrators-Dean, Assoc. Dean, Asst. Dean of Students, Faculty Chair of Self Study/Site Visit/Strategic Planning Committee, Faculty Chair of Appointments Committee, Director of Law Library

**Monday, November 14**

8:15 am  Van pick up at hotel, transport to College of Law

8:30 am  Team arrives, settles in site team conference room

9:00 am – 9:45 am  In depth tour of the law library given by Director or other staff member

9:45 am  Meeting with Director of the Law Library

10:30 am  Meeting with Head of Faculty and Public Services

11:00 am  Meeting with Head of Collection Development

11:30  Meeting with professional librarians
12:15     Team Lunch with faculty
1:15      Observes two classes for 20 minutes each
2:15      Meeting with Head of Information Technology
2:45      Meeting with Head of College’s Facilities Operations
3:30      Meeting with faculty member
4:00 pm   Open team meeting with students in auditorium
5:45 pm   Walk to Alumni Center
6:00      Reception with alumni
7:30 pm   Team working dinner, private room in Alumni Center
           Van transport to hotel after dinner

**Tuesday, November 15**
8:30 am   Van pick up at hotel, transport to College of Law
9:00 am   Meeting with Director of Finance
10:00 am  Informal coffee and pastry meeting with library
           paraprofessional staff
11:15 am  Meeting with University Librarian
1:00 pm   Lunch with student group leaders, Faculty Lounge
2:00 pm   Observe classes and conduct faculty office visits
5:00 pm   Van transport to hotel
6:00 pm   Team working dinner in private room at restaurant

**Wednesday, November 16**
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:15 am</td>
<td>Van pick up at hotel, transport to Main Building</td>
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<tr>
<td>8:45 am – 9:45 am</td>
<td>Exit conversation with University President and Provost</td>
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<tr>
<td>10:00 am – 11:00 am</td>
<td>Exit conversation with Dean</td>
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<tr>
<td>11:00 am</td>
<td>Brief team meeting if necessary</td>
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<tr>
<td></td>
<td>Van transport to hotel, check out</td>
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<tr>
<td></td>
<td>Van transport to airport as needed</td>
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