

**American Bar Association
Section of Legal Education and Admissions to the Bar
Standards Review Committee**

Chapter 3 - PROGRAM OF LEGAL EDUCATION

REDLINE -- DRAFT for April 2012 Meeting

Strike-outs and underlines show changes from the current standards.
Changes from Draft reviewed at January 2012 meeting are shown in italics.

Standard 301. OBJECTIVES

~~(a)~~ A law school shall maintain an rigorous educational program that prepares its students for (1) admission to the bar, and (2) effective, ethical and responsible participation in the legal profession.

~~(b) A law school shall ensure that all students have reasonably comparable opportunities to take advantage of the school's educational program, co-curricular programs, and other educational benefits.~~

Interpretation 301-1

The Standards in this chapter are designed to ensure that the law school's educational program is rigorous and prepares its students both to be admitted to the bar and then, once admitted, to participate effectively, ethically, and responsibly in the legal profession.

Interpretation ~~301-1~~ 301-2

Satisfying the requirements of Standard 303 is not, alone, sufficient to comply with this or any other of the Standards. To demonstrate how well it prepares its students for admission to the bar but also how well it prepares them for effective, ethical and responsible participation in the legal profession, the law school will need to use a variety of additional means to demonstrate compliance with these standards.

Interpretation 301-1

~~A law school shall maintain an educational program that prepares its students to address current and anticipated legal problems.~~

Interpretation 301-2

~~A law school may offer an education program designed to emphasize certain aspects of the law or the legal profession.~~

Interpretation 301-3

~~Among the factors to be considered in assessing the extent to which a law school complies with this Standard are the rigor of its academic program, including its assessment of student performance, and the bar passage rates of its graduates.~~

Interpretation 301-4

Among the factors to consider in assessing compliance with Standard 301(b) are whether students have reasonably comparable opportunities to benefit from regular interaction with full-time faculty and other students, from such co-curricular programs as journals and competition teams, and from special events such as lecture series and short-time visitors.

Interpretation 301-5

For schools providing more than one enrollment or scheduling option, the opportunities to take advantage of the school's educational program, co-curricular activities, and other educational benefits for students enrolled under one option shall be deemed reasonably comparable to the opportunities of students enrolled under other options if the opportunities are roughly proportional based upon the relative number of students enrolled in various options.

Standard 302. CURRICULUM LEARNING OUTCOMES

- (a) ~~A law school shall require that each student receive substantial instruction in:~~ **identify, define, and disseminate/publish** each of the learning outcomes it seeks for its **graduating students and for its program of legal education.**
- (b) **The learning outcomes shall include competency as an entry-level practitioner in the following areas:**
- (1) **knowledge and understanding of the substantive law, legal theory and procedure generally regarded as necessary to effective and responsible participation in the legal profession;**
 - (2) **the professional skills of:**
 - (i) **legal analysis and reasoning, critical thinking, legal research, problem solving, written and oral communication in a legal context; and**
 - (ii) **the exercise of professional judgment consistent with the values of the legal profession and professional duties to society, including recognizing and resolving ethical and other professional dilemmas.**
 - (3) **a depth in and breadth of other professional skills generally regarded as necessary sufficient for effective, and responsible and ethical participation in the legal profession; and**
 - (4) **knowledge, understanding and appreciation of the following values:**
 - (i) **ethical responsibilities as representatives of clients, officers of the courts, and public citizens responsible for the quality and availability of justice;**
 - (ii) **the legal profession's values of justice, fairness, candor, honesty, integrity, professionalism, respect for diversity and respect for the rule of law; and**
 - (iii) **responsibility to ensure that adequate legal services are provided to those who cannot afford to pay for them.**

- (5) **any other learning outcomes the school identifies as necessary or important to meet the needs of its students and to accomplish the school's mission and goals.**

Interpretation 302-1

Training with respect to individual skills can be delivered in a variety of ways and the Standard does not require individual classes with respect to individual professional skills.

Interpretation 302-2

For the purposes of Standard 302(b)(3), a law school shall determine in which other professional skills its graduating students shall have competency, in a way that fulfills the mission of and uses effectively the strengths and resources available to the law school. Interviewing, counseling, negotiation, fact development and analysis, conflict resolution, organization and management of legal work, collaboration, cultural competency, and self-evaluation are among the professional skills that could fulfill Standard 302(b)(3).

Interpretation 302-3

A law school may determine tracks for students, such that graduates from different tracks have proficiency in differing bundles of professional skills.

Interpretation 302-4

The level of competency required is the level of competency that an entry level practitioner must have for effective, ethical and responsible participation in the legal profession. The level of competency of an entry-level practitioner may take into account the particular practice settings for which the law school prepares its students.

Standard 303. BAR PASSAGE ~~Interpretation 301-6~~

(a) A **fully approved** law school's bar passage rate shall be sufficient, for purposes of Standard ~~301(a)~~ **303**, if the law 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:

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

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

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

(2) That in each of at least three or more of the five most recently completed calendar years, the law 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 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 each year, starting with the jurisdiction in which the highest number of graduates took the bar examination 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) When seeking full approval, a provisionally approved law school's bar passage rate shall be sufficient, for purposes of Standard 303, if the law school demonstrates that it meets one of the following tests:

(1) That for students who graduated from the law school since provisional approval was received:

(A) 75 percent of these graduates who sat for a bar examination have passed a bar examination prior to the time in which the school is considered by the Council for full approval; or

(B) In each of at least two calendar years since the law school received provisional approval, at least 75 percent of the graduates who took a bar examination in those years have passed a bar examination prior to the time in which the law school is considered by the Council for full approval.

(2) In each of at least two calendar years since the law school received provisional approval, the school's annual first-time bar passage rate in the jurisdictions reported by the law 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.

(b)(c) A law 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) or (b)(1) or (2).

(e)(d) A law school found out of compliance under paragraph ~~(B)~~(c) and that has not been able to come into compliance within the two year period specified in Rule 13(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.**

Standard ~~302~~ 304. CURRICULUM

- (a) A law school shall offer a rigorous curriculum that is designed to produce graduates who have attained competency in the learning outcomes identified in Standard 302 and which, in addition, requires every student to complete satisfactorily at least;**
 - (1) one course of at least two semester hours (or equivalent quarter hours) in professional responsibility that includes ~~requires~~ substantial instruction in the**

history, goals, structure, values and responsibilities of the legal profession and its members;

- (2) ~~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, both of which are faculty supervised; and~~
- (3) ~~one or more faculty-supervised, *rigorous* course(s) totaling at least three semester hours (or equivalent quarter hours) after the first year. The course or courses must integrate doctrine, theory, skills and legal ethics and engage students in performance of one or more professional skills identified in Standard 302(b)(3). The course or courses shall be: (i) simulation course(s); (ii) live client clinic(s); or (iii) field placement(s) complying with Standard 310(e).~~

(b) A law school shall provide ~~offer~~ substantial opportunities to students for:

- (1) live-client clinics or other real-life practice experiences; appropriately supervised and designed to encourage reflection by students on their experiences and on the values and responsibilities of the legal profession, and the development of one's ability to assess his or her performance and level of competence; and
- (2) ~~student~~ participation in pro bono legal services or law-related public service activities; ~~;~~ and
- (3) ~~small group work through seminars, directed research, small classes, or collaborative work~~;

Interpretation 302-1 304-1

Factors to be considered in evaluating the rigor of writing instruction include: the number and nature of writing projects assigned to students; the opportunities for a student to receive ~~has to meet with a writing instructor for purposes of individualized assessment of the student's written products; the number of drafts that a student must produce of any writing project; and the form of assessment used by the writing instructor.~~

Interpretation 304-2

The course(s) described in Standard 304(a)(3) should have the following characteristics: development of concepts and theories underlying the skills being taught; multiple opportunities for students to perform tasks with appropriate feedback and self-evaluation; and evaluation of the students' performance by a qualified faculty member.

Interpretation 302-2

Each law school is encouraged to be creative in developing programs of instruction in professional skills related to the various responsibilities which lawyers are called upon to meet, ~~using the strengths and resources available to the school. Trial and appellate advocacy, alternative methods of dispute resolution, counseling, interviewing, negotiating, problem solving,~~

~~factual investigation, organization and management of legal work, and drafting are among the areas of instruction in professional skills that fulfill Standard 302(a)(4).~~

Interpretation ~~302-10~~ 304-3

~~Each law school is encouraged to be creative in developing substantial opportunities for student participation in pro bono activities. Pro bono opportunities should at a minimum, involve the rendering of meaningful law-related service to persons of limited means or to organizations that serve such persons or other public service organizations not able to afford legal representation. Law-related service includes, among other things, activities providing information about justice, the law or the legal system to those who might not otherwise have such information and activities enhancing the capacity of the law and legal institutions to do justice. ; however, volunteer programs that involve meaningful services that are not law related also may be included within the law school's overall program. Law related Ppro bono and public service opportunities need not be structured to accomplish any of the professional skills training outcomes required by Standard 302(a)(4). While most existing law school law-related pro bono programs include only activities for which students do not receive academic credit, this Standard 302(b)(2) does not preclude the inclusion of credit-granting activities within a law school's overall program of law-related pro bono opportunities so long as law-related non-credit bearing initiatives are also part of that program.~~

Interpretation 304-4

A law school's curriculum should encourage reflection by students on their values and experiences and on the values and responsibilities of the legal profession.

~~Interpretation 302-3~~

~~A school may 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. To be "substantial," instruction in professional skills must engage each student in skills performances that are assessed by the instructor.~~

~~Interpretation 302-4~~

~~A law school need not accommodate every student requesting enrollment in a particular professional skills course.~~

~~Interpretation 302-5~~

~~The offering of live client or real life experience may be accomplished through clinics or field placements. A law school need not offer these experiences to every student nor must a law school accommodate every student requesting enrollment in any particular live client or other real life practice experience.~~

~~Interpretation 302-6~~

~~A law school should involve members of the bench and bar in the instruction required by Standard 302(d) (2).~~

Interpretation 302-8 (concepts now part of Standard 304)

A law school shall engage in periodic review of its curriculum to ensure that it prepares the school's graduates to participate effectively and responsibly in the legal profession.

Interpretation 302-9

The substantial instruction in the history, structure, values, rules, and responsibilities of the legal profession and its members required by Standard 302(d)(2) includes instruction in matters such as the law of lawyering and the Model Rules of Professional Conduct of the American Bar Association.

Standard 305. ASSESSMENT OF STUDENT LEARNING

A law school shall apply a variety of formative and summative assessment methods across the curriculum to provide meaningful feedback to students.

Interpretation 305-1

Formative assessment methods are measurements at different points during a particular course or over the span of a student's education that provide meaningful feedback to improve student learning. Summative assessments methods are measurements at the culmination of a particular course or the culmination of any part of a student's legal education that measures the degree of student learning.

Interpretation 305-2

A law school need not apply a variety of assessment methods in each individual course; instead a law school shall apply a variety of assessment methods and activities over the course of a student's education. Assessment methods are likely to be different from school to school and law schools are not required by Standard 305 to use any particular activities or tools.

Interpretation 305-3

Law schools should encourage development of one's ability to assess his or her performance, professionalism and level of competence.

Standard 306. INSTITUTIONAL EFFECTIVENESS

In measuring its institutional effectiveness pursuant to Standards 202 and the rigor of its education program pursuant to Standard 301, the dean and faculty of a law school shall:

- (a) conduct regular, ongoing assessment of whether its learning outcomes, curriculum and delivery, assessment methods and the degree of student attainment of competency in the learning outcomes are sufficient to ensure that its students are prepared to participate effectively, ethically, and responsibly as entry level practitioners in the legal profession; and**
- (b) use the results of the this review in subsection (a) to improve its curriculum and its delivery with the goal that all students attain competency in the learning outcomes.**

Interpretation 306-1

As part of measuring institutional effectiveness, law schools should gather a variety of types of qualitative and/or quantitative evidence, as appropriate, to measure the degree to which its students, by the time of graduation, have attained competency in its learning outcomes.

Interpretation 306-2

The following methods, when properly applied and given proper weight, are among the acceptable methods to measure the degree to which students have attained competency in the school's student learning outcomes: review of the records the law school maintains to measure individual student achievement pursuant to Standard 305, 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 to measure the degree of student achievement of learning outcomes are likely to be different from school to school and law schools are not required by this standard to use any particular methods.

Standard 303 307. ACADEMIC STANDARDS AND ACHIEVEMENTS

- (a) A law school shall ~~have~~ **publish** ~~adopt~~ and adhere to sound academic standards, ~~including clearly defined standards~~ for good standing, ~~and graduation and dismissal~~. **A law school shall publish these standards.**
- ~~(b) A law school shall monitor students' academic progress and achievement from the beginning of and periodically throughout their studies.~~
- (b) **A law school shall adopt** ~~publish~~ and adhere to due process policies that are fairly and consistently applied for taking any action that adversely affects the good standing or graduation of a student. **A law school shall publish these standards.**
- (c) **A law school shall provide a system of academic advising to students that communicates effectively the school's academic standards and graduation requirements, and that provides guidance regarding course selection and sequencing. Academic advising shall provide students with opportunities to plan a program of study consistent with that student's goals.**
- (d) **A law school shall provide the academic support necessary to assure each student a satisfactory opportunity to complete the program, graduate, and become a member of the legal profession.**
- (e) ~~(e) A law school shall not continue the enrollment of a student whose inability to do satisfactory work performance reasonably indicates is sufficiently manifest so that the student's continuation in school would inculcate false hopes, constitute economic exploitation, or detrimentally affect the education of other students. that the student will not successfully complete the course of study at the law school and be admitted to the bar.~~

Interpretation 303-1

~~Scholastic achievement of students shall be evaluated by examinations of suitable length and complexity, papers, projects, or by assessment of performances of students in the role of lawyers.~~

Interpretation 303-2

~~A law school shall provide academic advising to students to communicate effectively to them the school's academic standards and graduation requirements, and guidance regarding course selection and sequencing. Academic advising should include assisting each student with planning a program of study consistent with that student's goals.~~

Interpretation 303-3

~~A law school shall provide the academic support necessary to assure each student a satisfactory opportunity to complete the program, graduate, and become a member of the legal profession. This obligation may require a school to create and maintain a formal academic support program.~~

Standard 308. REASONABLY COMPARABLE OPPORTUNITIES

~~[301(b)]~~ A law school providing more than one enrollment or scheduling option shall ensure that all students have reasonably comparable opportunities to take advantage of the school's educational program academic programs, and student services including courses taught by full-time faculty, student services, co-curricular programs, and other educational benefits.

Interpretation 301-4 308-1

Among the factors to consider in assessing compliance with Standard 308 are whether students have reasonably comparable opportunities to benefit from regular interaction with full-time faculty and other students, from such co-curricular programs as journals and competition teams, and from special events such as lecture series and short-time visitors.

Interpretation 301-5 308-2

For schools providing more than one enrollment or scheduling option, the opportunities to take advantage of the school's educational program, co-curricular activities, student services and other educational benefits for students enrolled under one option shall be deemed reasonably comparable to the opportunities of students enrolled under other options if the opportunities are roughly proportional based upon the relative number of students enrolled in various options.

Standard 309 304. COURSE OF STUDY AND ACADEMIC CALENDAR

(a) A law school shall have an academic year of not fewer than 130 days on which classes are regularly scheduled in the law school, extending into not fewer than eight calendar months. The law school shall provide adequate time for reading periods, examinations, and breaks, but such time does not count toward the 130-day academic year requirement.

(b) A law school shall require, as a condition for graduation, successful completion of a course of study in residence of not fewer than 83 semester credit hours, or 129 quarter

credit hours 58,000 minutes of instruction time, except as otherwise provided. At least 45,000 64 of these minutes semester credit hours or the equivalent in quarter credit hours shall be by attendance in regularly scheduled class sessions at the law school. To achieve the required total of 58,000 minutes of instruction, a law school must require at least 83 semester hours of credit or 129 quarter hours of credit. A credit hour must be at least 700 minutes of instruction per semester credit, exclusive of examination time, or 450 minutes of instruction per quarter hour, exclusive of examination time.

(c) A law school shall require that the course of study for the 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 law study at the law school or a law school from which the school has accepted transfer credit.

(d) A law school shall adopt and adhere to a require regular and punctual publish its policy requiring regular class attendance. A law school shall publish this policy.

(e) Except in extraordinary circumstances, aA law school shall not permit a student to be enrolled at any time in coursework that, if successfully completed, would exceed 20 percent of the total coursework required by that school for graduation (or a proportionate number for schools on other academic schedules, such as a quarter system).

~~(f) A student may not be employed more than 20 hours per week in any week in which the student is enrolled in more than twelve class hours.~~

Interpretation 309-1 304-1

This Standard establishes a minimum period of academic instruction as a condition for graduation. Equal division is not required. The Standard accommodates deviations from a conventional semester system, including such as quarter systems and trimesters, and mini-terms.

Interpretation 309-2 304-2

A law school may not count more than five class days each week toward the 130-day requirement. Only class days that are part of the mandatory school calendar can be counted toward the 130 day requirement. For example, voluntary winter intersession or summer programs do not count toward the 130 day requirement.

Interpretation 309-3 304-3

In calculating the 45,000 minutes 64 semester credits of “regularly scheduled class sessions” for the purpose of Standard ~~304~~ 309(b), the time may include:

(a) coursework at a law school for which a student receives credit toward the J.D. degree by the law school, so long as that work itself meets the requirements of Standard 309 304;

(b) coursework for which a student receives credit toward the J.D. degree that is work done in a foreign study program that qualifies under Standard 312 307;

(c) law school coursework that meets the requirements of Standard 311(e) 306(e);

(d) in a seminar or other upper-level course other than an independent research course, the minutes allocated for preparation of a substantial paper or project if the time and effort required and anticipated educational benefit are commensurate with the credit awarded; and

(e) in a law school clinical course, the minutes allocated for clinical work so long as (i) the clinical course includes a classroom instructional component, (ii) the clinical work is done under the direct supervision of a member of the law school faculty or instructional staff whose primary professional employment is with the law school, and (iii) the time and effort required and anticipated educational benefit are commensurate with the credit awarded.

~~A law school shall not include in +~~ The ~~45,000 minutes~~ 64 semester credits required by Standard ~~309(b) 304(b)~~ to be by attendance in regularly scheduled class sessions at the law school does not include any other coursework such as:, ~~including but not limited to~~ (i) work qualifying for credit under Standard ~~310 305~~; (ii) coursework completed in another department, school or college of the university with which the law school is affiliated or at another institution of higher learning; and (iii) co-curricular activities such as law review, moot court, and trial competitions.

Interpretation 309-4 ~~304-4~~

Law schools may find the following examples useful. ~~Law schools on a conventional semester system typically require 700 minutes of instruction time per “credit,” exclusive of time for an examination. A quarter hour of credit requires 450 minutes of instruction time, exclusive of time for an examination. To achieve the required total of 58,000 minutes of instruction time, a law school must require at least 83 semester hours of credit, or 129 quarter hours of credit.~~ 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. If such a law school offers classes in units of 75 minutes per class, it can provide 700 minutes of instruction in 10 classes. If a law school on a quarter system offers classes in units of 50 minutes per class, it can provide 450 minutes of instruction in 9 classes. If such a law school offers classes in units of 65 minutes per class, it can provide 450 minutes of instruction in 8 classes. If such a law school offers classes in units of 75 minutes per class, it can provide 450 minutes of instruction in 6 classes.

In all events, the 130-day requirement of Standard ~~309(a) 304(a)~~ and the ~~58,000-minute~~ 83 semester credit hour requirement of Standard ~~309(b) 304(b)~~ should shall be understood as separate and independent requirements.

Interpretation 309-5 ~~304-5~~

Credit for a J.D. degree ~~shall~~ is only to be given for course work taken after the student has matriculated in a law school. A law school may not grant credit toward the J.D. degree for work taken in a pre-admission program.

Interpretation 309-6 ~~304-6~~

A law school ~~shall~~ must demonstrate that it has adopted and enforces policies insuring that individual students satisfy the requirements of this Standard, including the implementation of policies relating to class scheduling and; attendance, ~~and limitation on employment.~~

Interpretation 309-7 ~~304-7~~

Subject to the provisions of this Interpretation, a law school shall require a student who has completed work in an LL.M. or other post J.D. program to complete all of the work for which it will award the J.D. degree following the student's regular enrollment in the school's J.D. program. A law school may accept transfer credit as otherwise allowed by the Standards.

A law school may award credit toward a J.D. degree for work undertaken in a LL.M. or other post J.D. program offered by it or another law school if:

- (a) that work was the successful completion of a J.D. course while the student was enrolled in a post-J.D. law program;
- (b) the law school at which the course was taken has a grading system for LL.M. students in J.D. courses that is comparable to the grading system for J.D. students in the course, and
- (c) the law school accepting the transfer credit will require that the student successfully complete a course of study that satisfies the requirements of ~~Standards 302(a)-(b)~~ Standard 304 and that meets all of the school's requirement for the awarding of the J.D. degree.

Interpretation 309-8

Whenever a student is permitted on the basis of extraordinary circumstances to exceed either the 84 month program limitation in Standard 309(c) or the 20 percent enrollment limitation of 309(e), the law school shall place in the student's file a statement signed by the dean, associate dean or registrar, explaining the extraordinary circumstances leading the law school to permit an exception to this program or enrollment limitation. Such extraordinary circumstances, for example, might include an interruption of a student's legal education because of an illness or family exigency.

Standard 310 ~~305~~. STUDY OUTSIDE THE CLASSROOM

- (a) A law school may grant credit toward the J.D. degree for courses or a program that permits or requires student participation in studies or activities away from or outside the law school or in a format that does not involve attendance at regularly scheduled class sessions.**
- (b) Credit granted shall be commensurate with the time and effort required and the anticipated quality of the educational experience of the student.**
- (c) Each student's academic achievement shall be evaluated by a faculty member. For purposes of Standard 310 ~~305~~ and its Interpretations, the term "faculty member" means a member of the full-time or part-time faculty. When appropriate a school may use faculty members from other law schools to supervise or assist in the supervision or review of a field placement program.**

(d) The studies or activities shall be approved in advance and periodically reviewed following the school's established procedures for approval of the curriculum.

(e) A field placement program shall include:

(1) a clear statement of the goals and methods, and a demonstrated relationship between those goals and methods to the program in operation;

(2) adequate instructional resources, including faculty teaching in and supervising the program who devote the requisite time and attention to satisfy program goals and are sufficiently available to students;

(3) a clearly articulated method of evaluating each student's academic performance involving both a faculty member and the field placement supervisor;

(4) a method for selecting, training, evaluating, and communicating with field placement supervisors;

(5) periodic on-site visits or their equivalent by a faculty member if the field placement program awards four or more semester academic credit hours (or equivalent) for field work in any academic term or if on-site visits or their equivalent are otherwise necessary and appropriate;

(6) a requirement that students have successfully completed one academic year of study prior to participation in the field placement program;

(7) opportunities for student reflection on their field placement experience, through a seminar, regularly scheduled tutorials, or other means of guided reflection. Where a student can earn four or more academic semester credit hours (or equivalent) in the program for fieldwork, the seminar, tutorial, or other means of guided reflection must be provided contemporaneously.

Interpretation 310-1 ~~305-1~~

Activities covered by Standard 310(a) ~~305(a)~~ include field placement, moot court, law review, and directed research programs or courses for which credit toward the J.D. degree is granted, as well as courses taken in parts of the college or university outside the law school for which credit toward the J.D. degree is granted.

Interpretation 310-2 ~~305-2~~

The nature of field placement programs presents special opportunities and unique challenges for the maintenance of educational quality. Field placement programs accordingly require particular attention from the law school and the Accreditation Committee.

Interpretation 310-3 ~~305-3~~

A law school may not grant credit to a student for participation in a field placement program for

which the student receives compensation. This Interpretation does not preclude reimbursement of reasonable out-of-pocket expenses related to the field placement.

Interpretation 310-4 ~~305-4~~

(a) A law school that has a field placement program shall develop, publish and communicate to students and field instructors a statement that describes the educational objectives of the program.

(b) In a field placement program, as the number of students involved or the number of credits awarded increases, the level of instructional resources devoted to the program should also increase.

Interpretation 310-5 ~~305-5~~

Standard 310 ~~305~~ by its own force does not allow credit for distance education courses.

Standard 311 ~~306~~. DISTANCE EDUCATION

(a) ~~(b)~~ Distance education is an educational process in which more than one-third of the instruction of the course is characterized by: (1) the separation, in time or place, or both, between instructor and student; and (2) the use of technology to provide deliver instruction. It includes courses offered principally by means of:

- (1) technological transmission, including Internet, open broadcast, closed circuit, cable, microwave, or satellite transmission;**
- (2) audio or computer conferencing;**
- (3) video cassettes or discs; or**
- (4) correspondence.**

(b) ~~(a)~~ A law school may offer credit toward the J.D. degree for study offered through distance education consistent with the provisions of this Standard and Interpretations of this Standard. Such Distance education credit shall be awarded only if the academic content, the method of course delivery, and the method of evaluating student performance are approved as part of the school's regular curriculum approval process.

(c) A law school shall have the technological capacity, staff, information resources, and facilities needed to provide the support and the training needed for instructors and students involved in distance education at the school.

(d) A law school shall establish mechanisms to assure that faculty who teach distance education courses, and students who enroll in them, have the skills, training, and access to the technology necessary to enable them to participate effectively.

(e)~~(c)~~ A law school may award credit for distance education and may count that credit toward the ~~45,000 minutes of instruction~~ 64 semester credits (or their equivalent) required by Standard 309(b) ~~304(b)~~ if:

- (1) there is regular ample interaction with the instructor and other students both**

inside and outside the formal structure of the course throughout its duration so as to provide students in distance education courses opportunities to interact with instructors and other students that are comparable to opportunities for such interaction in non-distance learning settings; and

(2) there is ~~ample~~ regular monitoring and feedback of student effort and accomplishment as the course progresses, and

(3) The outcome standards for the course are consistent with Standard 304.

~~(d)(f)~~ A law school shall not grant a student more than a total of 15 semester credit hours (or equivalent) one-sixth of the total credit hours required for four credit hours in any term, nor more than a total of 12 credit hours, toward the J.D. degree for courses qualifying under this Standard.

~~(e)(g)~~ No student A law school shall not enroll a student in courses qualifying for credit under this Standard until that student has completed instruction equivalent to 28 hours one year of full time instruction toward the J.D. degree.

~~(f)(h)~~ No credit otherwise may be given toward the J.D. degree for any distance education course.

(i) A law school shall establish a process that is effective for verifying the identity of students taking distance education courses and protects student privacy. If any additional student charges are associated with verification of student identity, students must be notified at the time of registration or enrollment.

Interpretation 311-1 ~~306-1~~

To allow the Council and the Standards Review Committee to review and adjust this Standard, law schools shall report each year on the distance education courses that they offer.

Interpretation 311-2 ~~306-2~~

Distance education presents special opportunities and unique challenges for the maintenance of educational quality. Distance education accordingly requires particular attention from the law school and by site visit teams and the Accreditation Committee.

Interpretation ~~306-3~~

~~Courses in which two-thirds or more of the course instruction consists of regular classroom instruction shall not be treated as “distance education” for purposes of 306(d) and (e) even though they also include substantial on-line interaction or other common components of “distance education” courses so long as such instruction complies with the provisions of subsections (1) and (2) of Standard 306(e).~~

Interpretation 311-3 ~~306-4~~

Law schools ~~shall~~ should take steps to provide students in distance education courses opportunities to interact with instructors and other students that is comparable to equal or exceed

~~the opportunities for such interaction with instructors and students in non-distance learning in a traditional classroom settings.~~

~~Interpretation 306-5~~

~~Law schools shall have the technological capacity, staff, information resources, and facilities required to provide the support needed for instructors and students involved in distance education at the school.~~

~~Interpretation 306-6~~

~~Law schools shall establish mechanisms to assure that faculty who teach distance education courses and students who enroll in them have the skills and access to the technology necessary to enable them to participate effectively.~~

~~Interpretation 311-4 306-7~~

~~Faculty approval of credit for a distance education course shall must include a specific explanation of how the course credit was determined. Credit shall be awarded in a manner consistent with the requirement of ~~Interpretation 304-4~~ Standard 309(b) that requires 700 minutes of instruction for each credit awarded. If the course is being offered asynchronously, class discussion time on a discussion board may be used in calculating the class time.~~

~~Interpretation 311-5 306-8~~

~~A law school that offers more than an incidental amount of credit for distance education shall adopt a written plan for distance education at the law school and shall periodically review the educational effectiveness of its distance education courses and programs, particularly methods of instruction and student interaction appropriate to the courses offered.~~

~~Interpretation 311-6 306-9~~

~~“Credits” in this Standard means semester hour credits as provided in ~~Interpretation 304-4~~ Standard 309(b). Law schools that use quarter hours of credit ~~shall~~ should convert these credits in a manner that is consistent with the provisions of ~~Interpretation 309-4~~ 304-4.~~

~~Interpretation 311-7~~

~~Methods to verify student identity as required in 311(i) include, but are not limited to: (i) a secure login and pass code; (ii) proctored examinations; and (iii) new or other technologies and practices that are effective in verifying student identity.~~

~~Standard 312 307. PARTICIPATION IN STUDIES OR ACTIVITIES IN A FOREIGN COUNTRY~~

~~A law school may grant credit for student participation in studies or activities in a foreign country only if the studies or activities are approved in accordance with the Rules of Procedure and Criteria as adopted by the Council. The total credits for student participation in such studies or activities may not exceed one third of the credits required for the J.D. degree.~~

~~Interpretation 312-1 307-1~~

In addition to studies or activities covered by Criteria adopted by the Council, a law school may grant credit for (a) studies or activities in a foreign country that meet the requirements of Standard 310 ~~305~~ and (b) brief visits to a foreign country that are part of a law school course approved through the school's regular curriculum approval process.

The three Criteria adopted by the Council are: Criteria for Approval of Foreign Summer and Intersession Programs Established by ABA-Approved Law Schools; Criteria for Approval of Foreign Semester and Year-Long Study Abroad Programs Established by ABA-Approved Law Schools; and Criteria for Student Study at a Foreign Institution.

Standard 313 ~~308~~. DEGREE PROGRAMS IN ADDITION TO J.D.

A law school may not establish a degree program other than its J.D. degree program without obtaining the Council's prior acquiescence. A law school may not establish a degree program in addition to its J.D. degree program unless the school is has been fully approved. The additional degree program may not detract from a law school's ability to maintain a J.D. degree program that meets the requirements of the Standards.

Interpretation 313-1 ~~308-1~~

Reasons for withholding acquiescence in the establishment of an advanced degree program include:

- (1) Lack of sufficient full-time faculty to conduct the J.D. degree program;
- (2) Lack of adequate physical facilities, which has a negative and material effect on the education students receive;
- (3) Lack of an adequate law library to support both a J.D. and an advanced degree program; and
- (4) A J.D. degree curriculum lacking sufficient diversity and richness in course offerings.

Interpretation 313-2 ~~308-2~~

Acquiescence in a degree program other than the first degree in law is not an approval of the program itself, and, therefore, a school may not announce that the program is approved by the American Bar Association.

EFFECTIVE DATE

The effective date of new Standards 302, 304 and 305 is three years from the date of adoption. The effective date of new Standard 306 is five years from the date of adoption. Prior to three years after the date of adoption, law schools may elect, for the purpose of their sabbatical inspections, to be evaluated under either (a) existing Standard 302; (b) new Standards 302, 304 and 305; or (c) new Standards 302, 304, 305, and 306. From the period of three years after the

date of adoption to five years after the date of adoption, law schools may elect whether or not to be evaluated under Standard 306.

TRANSITION

In the initial phases of implementation of the outcome measures standards set forth in Standards 301, 302, and 305, 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 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 306, 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 program of legal education.