

CRIMINAL LAW/INTRODUCTION TO LAWYERING SKILLS II
UNIVERSITY OF LA VERNE COLLEGE OF LAW
SPRING SEMESTER 2019
PROFESSOR MICHELE ASSAEL-SHAFIA

Meeting Days: Tuesday, Thursday 6:30-9:00pm
Classroom: 215
Office Hours: Tuesday, Thursday 2:30-6:00pm
Monday, Wednesday by appointment

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Phone: 909-460-2023
Course webpage: The course webpage is accessible through TWEN:<https://lawschool.westlaw.com/manage/HomePage.aspx?NavChoice=mycourses&task=coursehomepage&courseid=26609>

You should download course materials and upload assignments here.

COURSE DESCRIPTION:

Introduction to Legal Skills--This course integrates rigorous instruction in legal analysis, research and writing with substantive criminal law to give beginning law students an opportunity to combine skills and doctrine the way lawyers must in the practice of law. Legal analysis, research, and writing skills will be developed through course work that includes critical case reading, analysis, and briefing; common law principles and processes; factual analogy and distinction; rule synthesis and application; persuasive writing (motion and appellate briefs); case law and statutory research; citation form; and professional norms and ethics.

Criminal Law--Students will learn criminal law through statutory interpretation, case analysis and rule synthesis, print and online legal research, and legal writing projects. Doctrinal topics may include larceny, burglary, robbery, arson, and rape; murder, manslaughter, and self-defense; attempts and inchoate crime; principles in the first and second degree; sanity and competency; and conspiracy.

COURSE OBJECTIVES:

Upon completion of ILS/ Criminal Law, students should attain the level of advanced beginner competency in the following areas:

- ✓ Becoming familiar with basic and advanced criminal law concepts

- ✓ Learning substantive criminal law including: larceny, burglary, robbery, arson, rape, murder, manslaughter, and self-defense; attempts and inchoate crimes; principles in the first and second degree; sanity and competency; and conspiracy
- ✓ Engaging in thorough, deep and active case reading
- ✓ Effectively briefing cases for the purposes of legal writing
- ✓ Exhaustive and thorough research of a relevant legal issue or issues
- ✓ Synthesizing case law into a cohesive and coherent body of rules
- ✓ Understanding how to apply a set of rules in trial court and appellate court settings
- ✓ Understanding how to apply a set of rules to resolve questions of law, questions of fact, and/or mixed questions of law and fact
- ✓ Creating persuasive, professional writing free of grammatical and structural errors
- ✓ Engaging in oral advocacy appropriate for the trial and appellate arenas

Advanced beginners are able to demonstrate marginally acceptable performance in a simulated situation. They, independently or through a mentor, are able to point out the meaningful components of a situation and formulate experiential principles to guide them. Accordingly, an advanced beginner in ILS/Criminal Law will be able to research, plan, and draft a motion and appellate brief on a legal issue or issues with the guidance of their professor for the purpose of developing a strategy and process for drafting such briefs in the future.

COURSE PROCEDURES:

Professionalism: The entire 2015 Policy on Professionalism is hereby incorporated by reference.

Attendance and class participation: Class attendance is mandatory, and you will receive no credit for this course if you miss more than 20% of the class sessions; also, I reserve the right to mark you absent if you are late or unprepared for any class. You are responsible for finding out about announcements made in class and material covered during the class you missed. As a professional student, you are expected to come to class prepared (with the required texts and handouts), having completed the assigned readings for the class session. Class participation is strongly encouraged, and I welcome questions about the material.

Important: Important announcements, including those elaborating on or modifying assignments, are sometimes made in class and only in class—i.e., those announcements are sometimes not broadcast via email or TWEN or by any other means. Again, it is your responsibility to be aware of announcements made in class.

Electronics use policy: Electronic devices may **NOT** be utilized in class.

Recording notice: Classrooms are equipped with cameras and microphones that can record video and audio from the entire room. From time to time, I may make use of this recording ability. I will always give you verbal notice before I begin recording.

Writing specialists: The writing specialist for the ILS program is available to provide assistance with grammatical and structural issues related to your writing; for substantive questions, please consult me. The writing specialist will not proofread entire documents, and your meetings with him will be more fruitful if you identify particular areas of concern you desire feedback on. You may sign up for appointments with the writing specialist on TWEN.

Disability Accommodations Statement: Students with disabilities should refer to the policies described at the University of La Verne Disabled Student Services Handbook [as of September 13, 2017 located at <https://sites.laverne.edu/disabled-student-services/disabled-student-services-handbook/>], which can be found on the website of the University of La Verne Disabled Student Services website (<https://laverne.edu/dss/wp-content/uploads/sites/19/2018/01/University-of-La-Verne-DSS-Handbook.pdf>) or at their office. Temporary accommodations are offered on a case by case basis. All required documentation must be submitted by the student before any formal accommodations and should be made directly to the Director of Student Affairs.

Any student eligible for and requesting academic accommodations due to a documented disability (or a suspected disability) is asked to contact the College of Law Director of Student Affairs and Americans with Disability Act Compliance Officer, Akita Mungaray by email at amungaray@laverne.edu or by phone at (909) 460-2017. Her office is located on the first floor of the College of Law, Office # 107. You can also contact Cynthia Denne at the University of La Verne Disabled Student Services office at (909) 448-4441. The office is located at the La Verne campus Health Center. In order to be considered for accommodations, disabilities must be documented and the proper medical evaluations must be submitted. The office is here to help you succeed in law school. Visit it online at <https://sites.laverne.edu/disabled-student-services/>.

COURSE TEXTS:

1. *The Bluebook, A Uniform System of Citation* (Columbia Law Review Ass'n et al. eds., 20th ed. 2015). The book is also available online (subscription fee required) at <http://www.legalbluebook.com/>.
2. Linda J. Barris, *Understanding and Mastering the Bluebook: A Guide for Students and Practitioners* (Carolina Academic Press 3rd ed. 2015).
3. Joan Rocklin, et al., *An Advocate Persuades* (Carolina Academic Press 2016).
4. Joshua Dressler & Stephen P. Garvey, *Cases and Materials on Criminal Law* (West Academic Publishing 7th ed. 2016).

GRADES:

You will receive two separate grades for this class. Your Criminal Law grade (3 credits) will be based upon the following:

1. Midterm Exam (20%)
2. Final Exam (75%)
3. Class participation and completion of ungraded assignments (5%)

Your Introduction to Lawyering Skills grade (2 credits) will be based upon the following:

- | | |
|---|-------|
| 1. Annotated Research List | -2.5% |
| 2. Motion brief draft | -15% |
| 3. Motion brief final draft | -25% |
| 4. Appellate brief outlining assignment | -10% |
| 6. Appellate brief final draft | -40% |
| 7. Oral argument | -7.5% |

ASSIGNMENTS:

Assignment format: Unless you receive contrary instructions, all assignments must be in Microsoft Word format and have all actually and/or potentially identifying information (including metadata) removed. Documents must include a centered footer indicating pagination. The text of the assignment should be in 12-point Times New Roman type (with normal spacing in between letters), double-spaced and left justified, with each paragraph indented and each page having one-inch margins on all sides. Assignments contravening any of these requirements will be penalized; similar formatting rules govern

submission of briefs in court,¹ and judges have rejected briefs that flout court rules.² All assignments are graded using Microsoft Word and you are responsible for ensuring that your submission's content and format is correct when displayed in, or printed from Microsoft Word.

ASSIGNMENT PENALTIES:

Lateness penalty: Each assignment must be uploaded to the both the appropriate TWEN drop box and to Lexis/Nexis by the date and time stated on this syllabus unless I make an announcement to the contrary, and 10% of the assignment's total possible raw score will be deducted per late 24 hour period, beginning from the date and time the assignment was originally due. Lexis/Nexis uses SafeAssign, a program that checks documents for plagiarism by examining national databases and papers submitted at universities across the United States. A malfunctioning computer is not a legitimate excuse for a late submission, either in this class or in practice;³ and readable (not corrupted) files must be uploaded to avoid sanctions.

Please note: When submitting your assignment via TWEN, it is your responsibility to ensure that you have uploaded/submitted the correct document and version. If you upload a file that does not contain your assignment, you will be subject to the same lateness penalty that you would have been if you had failed to upload anything at all. Similarly, if you upload a file that is not readable / corrupted, you will be subject to the same lateness penalty that you would have been if you had failed to upload anything at all.

Word-count penalty: An assignment exceeding the specified word limit will be penalized, with 1% of the assignment's total possible raw score deducted per 25 words in excess of the limit; each assignment with a word count limitation must be accompanied by an accurate word count and veracity certification (see the template posted on TWEN), as is typically required when attorneys file briefs in court.⁴

Anonymity requirements and penalty: Unless I explicitly instruct you to include your real name or an anonymous identification number on an assignment, all assignments must be submitted devoid of any names or ID numbers. Assignment submissions may not include

¹ See, e.g., Federal Rule of Appellate Procedure 32, available at <http://www.uscourts.gov/file/rules-appellate-procedure>

² See, e.g., *Reyes-Garcia v. Rodriguez & Del Valle, Inc.*, 82 F.3d 11, 12 (1st Cir. 1996).

³ See *Martinelli v. Farm-Rite, Inc.*, 785 A.2d 33, 35-36 (N.J. 2001).

⁴ See, e.g., Federal Rule of Appellate Procedure 28(e)(3), available at <http://www.uscourts.gov/file/rules-appellate-procedure>

or make known to me your name or any other actually or potentially identifying information (including in the document text, in the document file name, or within the metadata). For assignments that require anonymity, inclusion of any actually or potentially identifying information in your document, the file name, or its metadata, shall result in a penalty of 10% of the assignment's total possible raw score. You are responsible for making sure that you know how to, and do, remove all metadata from your documents prior to submission.

Plagiarism and non-collaboration policy: Law school graduates found guilty of plagiarism have been denied admission to the bar based on an adverse moral character determination;⁵ and students suspected of plagiarism will be reported to the Director of Student Affairs for disciplinary action, with possible penalties ranging from receiving a zero on the offending assignment to being expelled from law school. You are responsible for reviewing and abiding by the plagiarism policy contained in the College of Law's Manual of Academic Policies and Procedures⁶ for all assignments submitted in this course. **Unless instructed otherwise, you must complete all assignments independently, without consulting classmates or anyone else (aside from the writing specialists and me) for assistance with substantive, stylistic, or any other matters. Even mere discussion of an assignment or any of its components constitutes "collaboration" and is forbidden. Questions about this policy should be addressed to me.**

ABA Standard 310

Criminal Law is designed to satisfy the requirements of ABA Standard 310. Standard 310 requires that for each hour of in-class time, students spend two hours preparing for class (reading or completing class assignments or assessments).

ILS is also designed to satisfy the requirements of ABA Standard 310. Standard 310 requires that for each hour of in-class time, students spend two hours preparing for class (reading or completing class assignments or assessments), and researching and writing the required paper.

WEEKLY READING AND ASSIGNMENT SCHEDULE:

All readings are required, as they often cover background information that will not be reviewed in class. To ensure that you benefit from class instruction (which may include

⁵ See Matthew C. Mirow, *Plagiarism: A Workshop for Law Students* 8-9, <http://www.lwionline.org/publications/plagiarism/lawschool.pdf>.

⁶ This document is available at: <https://law.laverne.edu/students/files/2018/06/Manual-of-Academic-Policies-and-Procedures.pdf>

reading quizzes) and excel on your legal writing assignments, you should complete the reading designated below before class. Note that the schedule of readings and assignment due dates may be modified, and supplementary exercises may be distributed in class or posted on TWEN as needed.

REQUIRED ASSIGNMENTS:

Assignment	Due Date
<i>Research/Citation List Assignment</i> 2.5%	Week 3: Jan. 22-25 Electronic copy due on TWEN and Lexis 10 minutes before class begins. Hard copy due in class at the beginning of the class session.
<i>Motion Brief Draft</i> 15%	Week 5: Feb. 4-6 <i>All Sections Due</i> Friday, Feb. 8, at 11:59 PM Electronic copy due on TWEN and Lexis/Nexis.
<i>Motion Brief Final Draft</i> 25%	Week 7: Feb. 18-22 <i>All Sections Due</i> Friday, Feb. 22, at 11:59 PM Electronic copy due on TWEN and Lexis/Nexis.
<i>Appellate Brief Outlining Assignment</i> 10%	Week 10: March 18-22 <i>All Sections Due</i> Friday, Mar. 22, at 11:59 PM Electronic copy due on TWEN and Lexis/Nexis.
<i>Appellate Brief Final Draft</i> 40%	Week 12: Apr. 1-5 <i>All Sections Due</i> Friday, Apr. 5, by 11:59 PM. Electronic copy due on TWEN and Lexis/Nexis; an additional copy must be emailed to oral argument opponent.
<i>Oral Argument</i> 7.5%	Week 13: Apr. 13 Sign-up for date and time

READING SCHEDULE:

The schedule that follows contains specific reading assignments for each class. Much of the reading is background information that I will not cover specifically in class. However, you will get the most out of class and improve your performance on legal writing assignments if you do the reading in advance of each class, as we will do in-class exercises directly related to and/or involving the reading. Being prepared to fully engage with the course materials in each class is a significant component of your participation grade.

Date	Reading	Assignments
Week 1: Jan. 7-11 Crim. Law: Presumption of Innocence, Principles of Punishment, Introduction to MPC; ILS: Persuasive Techniques, Ethics, Researching Common Law Issues, Developing a Research Plan and Research Notes, Structuring the Research Citation List, Litigation and Motion Practice	Read Motion Brief Case File on TWEN Rocklin: Chapters 1-4 pp. 3-58, Barris: Chapter 10, pp. 131-135 <i>The American Model Penal Code: A Brief Overview</i> , 10 New Crim. L. Rev. 319 (2007) posted on TWEN Dressler: Chapter 1, pp. 1-29; Chapter 2, pp. 52-72	Motion Brief Assignment Distributed Motion Brief Record and Research List Assignment Distributed
Week 2: Jan. 14-18 Crim. Law: Principles of Legality, Actus Reus; ILS: Developing a Persuasive Theme, Organizing and Structuring Arguments,	Rocklin: Chapter 6 & 7, pp. 99-160 Barris: Chapter 1, pp. 3-24 Dressler: Chapter 3, pp. 93-121, Chapter 4, pp. 133-149	Mandatory Library Training. You must attend one of the following sessions: Tuesday, Jan. 15, at 10:15, 4:15, or 5:30

<p>Week 3: Jan. 21-25 Crim. Law; Mens Rea General Issues and Strict Liability; ILS: Persuasive Techniques, Drafting Point Headings, Use of Quotations and Citations</p>	<p>Rocklin: Chapter 8 & 9, pp. 161-216 Barris: Chapter 1, pp. 26-28 Dressler: Chapter 5, pp. 157-205; Model Penal Code §§ 1.04, 2.04 & 2.05 posted on TWEN No Class Jan. 21—Martin Luther King Day</p>	<p>Research List Assignment due on TWEN and Lexis/ Nexis 10 minutes before the beginning of class on 1/24.</p>
<p>Week 4: Jan. 28- Feb. 1</p>	<p>Court Observation Week for All 1L Students</p>	<p>Mandatory Library Training. You must attend one of the following sessions: Thursday, Jan. 31, at 10:15, 4:15, or 5:30</p>
<p>Week 5: Feb. 4-8 Crim. Law; Mistake of Law, Mistake of Fact, Actual Cause, Proximate Cause, Concurrence of the Elements; ILS: Crafting a Motion and Memorandum, Following Formatting Rules, Writing a Persuasive Statement of Facts</p>	<p>Rocklin: Chapter 10, 217-227; Chapter 12, pp. 251-279 Barris: Chapter 2, pp. 29-63 Dressler: Chapter 5, pp. 206-227; Chapter 6, pp. 229-252</p>	<p>Motion Brief Rough Draft due Friday, Feb. 8 at 11:59 PM. Must submit electronic copies on TWEN and Lexis/Nexis.</p> <p>-</p>

<p>Week 6: Feb. 11-15 Crim. Law; Intentional Killings, Voluntary Manslaughter, Unintentional Killings; ILS: Editing a Motion for Persuasion and Clarity, Creating an Editing Checklist</p>	<p>Rocklin: Chapter 13, pp. 281-306</p> <p>Barris: Chapter 3, pp. 65-76</p> <p>Dressler: Chapter 7, pp. 273-292, 303-313, 316-333</p> <p>Model Penal Code §§ 210.3 (1) (a) & 210.4</p> <p>Read <i>New York Times</i> article posted on TWEN</p>	<p>Mandatory Library Training. You must attend one of the following sessions: Tuesday, Feb. 12, at 10:15, 4:15, or 5:30</p>
<p>Week 7: Feb. 18-22 Crim. Law: Felony Murder, Capital Murder; ILS: The Art of Oral Argument – The Motion Brief, Final Polishing, Using Citation Effectively</p>	<p>Rocklin: Chapter 14, pp. 311-358</p> <p>Barris: Chapter 6, pp.91-95</p> <p>Dressler: Chapter 7, pp. 333-382</p> <p>Model Penal Code §§210.2(1)(b)</p> <p>Feb. 18 President’s Day/No Crim/ ILS on Tuesday 2/19</p>	<p>Motion Brief Final Draft Assignment due Friday, Feb. 22, at 11:59 PM. Must submit electronic copies on TWEN and Lexis/Nexis.</p>
<p>Week 8: Feb. 25-Mar. 1 Crim. Law: Rape; ILS: Oral Advocacy in a Trial Court</p>	<p>Review Rocklin Chapters 6-10</p> <p>Barris: Chapter 8, pp. 113-117</p> <p>Dressler: Chapter 8, pp. 407-418, 440-451, 454-496</p> <p>Model Penal Code §§213.0-213.6 Read Deborah W. Denno’s <i>Why the Model Penal Code’s Sexual Offense Provisions Should Be Pulled and Replaced</i>, posted on TWEN</p>	<p>In-Class Motion Brief Arguments</p> <p>Appellate Brief assignment and case file distributed</p> <p>Outlining Assignment Distributed</p>
<p>Mar. 4-8</p>	<p>Spring Break</p>	<p>Spring Break</p>

<p>Week 9: Mar. 11-15 Crim. Law: Self Defense; ILS: Introduction to Appellate Writing, Standard of Review, Federal Rules of Appellate Procedure, Following Local Rules</p>	<p>Rocklin: Chapter 5, pp. 61-98 Barris: Chapter 9, pp. 119-129 Dressler: Chapter 9, pp. 521-565,</p>	<p>Midterm Exam TBA Mandatory Library Training. You must attend one of the following sessions: Tuesday, Mar. 12, at 10:15, 4:15, or 5:30</p>
<p>Week 10: Mar. 18-22 Crim. Law: Defenses —Necessity, Duress, Intoxication; ILS; Choosing Issues on Appeal, Statement of Jurisdiction, Statement of the Case, Statement of the Issues, Organizing Authorities</p>	<p>Rocklin: Chapter 11, pp. 229-250 Barris: Chapter 11, pp. 139-143 Dressler: Chapter 9, pp. 575-591, 613-616, 622-626, 634-642 Model Penal Code §§ 2.09, 3.02</p>	<p>Outlining Assignment due Friday, March 22 at 11:59 PM. Must submit electronic copies on TWEN and Lexis/Nexis.</p>
<p>Week 11: Mar. 25-29 Crim. Law: Defenses, Insanity; ILS: Developing a Theme, Overview of the Argument, Organizing Arguments</p>	<p>Review Rocklin; Chapters 6 & 7, pp. 99-160 Dressler: Chapter 9, pp. 642-676</p>	

<p>Week 12: Apr. 1-5 Crim. Law: Defenses —Diminished Capacity, Inchoate Offenses Overview; ILS: Drafting Effective Point Headings, Avoiding Plagiarism Drafting Persuasive Arguments, Drafting a Summary of the Argument, Drafting a Statement of the Facts</p>	<p>Review Rocklin: Chapters 8 & 9, pp. 161-216</p> <p>Dressler: Chapter 9, pp. 683-699; Chapter 10, pp. 761-765, 769-778, 792-800</p>	<p>Final Appellate Brief due Friday, April 5 at 11:59 PM. Must submit electronic copies on TWEN and Lexis and email a copy to assigned oral argument opponent</p>
<p>Week 13: Apr. 8-12 Crim. Law; Inchoate Offenses—Special Defenses, Attempt; ILS: Remaining Appellate Brief Requirements (Cover Page, Table of Contents, Table of Authorities, Certificate of Service, Certificate of Compliance), Final Polishing</p>	<p>Review Rocklin: Chapters 6-9 & 11-13</p> <p>Dressler: Chapter 10, pp. 800-820, 823-829</p> <p>Model Penal Code §5.03</p>	<p>Oral Arguments— April 13</p>
<p>Week 14: Apr. 15-19 Crim. Law: Inchoate Offenses—Solicitation and Conspiracy; ILS: Introduction to Oral Advocacy in the Appellate Arena, Creating Your Oral Advocacy Script and Materials</p>	<p>Rocklin: Chapter 14, pp. 311-364</p> <p>Dressler: Chapter 10, pp. 830-841, 844-864, 870-879</p> <p>Model Penal Code §§5.02, 5.03</p> <p>No Class Apr. 19—Good Friday</p>	

Week 15: Apr. 22-26 Crim. Law: Conspiracy Defenses, Accomplice Liability	Dressler: Chapter 11, pp. 879-889, 891-934 Model Penal Code §2.06	
May 1-3	Make-up days	
May 1-12	Final Exam period	

ATTENTION: I reserve the right to modify, add, or delete items from the readings schedule based on time considerations and learning progress.

**AGREEMENT TO ABIDE BY COURSE POLICIES FOR CRIMINAL LAW/INTRODUCTION TO
LEGAL SKILLS II**

I, _____, have read the syllabus for this course and understand the course requirements; I agree to abide by the course policies delineated in the syllabus.

Signed: _____

Dated: _____

This form should be detached, completed, and returned to your professor at the beginning of the second class held this semester.

APPENDIX OF MISSION, VALUES AND LEARNING OUTCOMES

University of La Verne Mission and Values

It is the mission of the University of La Verne to provide opportunities for students to achieve their educational goals and become contributing citizens to the global community.

The University of La Verne shares four core values that promote a positive and rewarding life for its students through fostering a genuine appreciation and respect for:

1. **Values Orientation.** The University affirms a philosophy of life that actively supports peace with justice, the health of the planet and its people. Therefore, in light of this affirmation, it encourages students to become reflective about personal, professional, and societal values. It also encourages values-based ethical behavior.
2. **Community and Diversity.** The University promotes the goal of community within a context of diversity. Therefore, it encourages students to understand and appreciate the diversity of cultures that exists locally, nationally, and internationally. It also seeks to promote appreciation and preservation of biodiversity by helping students understand the impact/dependence of human beings on their environment.
3. **Lifelong Learning.** The University commits itself to promoting education that facilitates lifelong learning. Therefore, it teaches students how to learn, to think critically, to do constructive research, and to access and integrate information in order to prepare them for continued personal and career growth.
4. **Community Service.** The University believes that personal service is a primary goal of the educated person. Therefore, it encourages students to experience the responsibilities and rewards of serving the human and ecological community.

University of La Verne College of Law Vision, Mission, and Values

VISION

La Verne Law is an incubator for innovation in legal education, thought, and advocacy for individuals passionate about serving their communities and promoting access and justice.

MISSION

The mission of La Verne Law is to guide our students in the discovery of law and self as they prepare for the practice of law or other professional careers. Our faculty of scholars and teachers is committed to creating an innovative, collaborative learning environment designed to develop the knowledge and skills relevant to achieving individual and professional success.

Our mission encompasses educating, as well as enhancing the professional lives of, the members of the local, regional, national, and international communities we encounter – students, faculty, staff, administrators, alumni, members of the bench and bar, and others who pursue social justice.

Our mission is grounded in the core values of the University of La Verne – life-long learning, ethical reasoning and decision-making, diversity & inclusivity, and community & civic engagement.

Difference-making is our legacy.

CORE VALUES

University Values: As a College within the University of La Verne we adopt and endorse the University core values of Lifelong Learning, Diversity and Inclusivity, Community Engagement, and Ethical Reasoning.

College of Law Core Principles and Values: As an institution dedicated to teaching and training the next generation of lawyers and leaders, we operate institutionally and individually on the principles of professionalism, innovation, ethics, student centeredness and community enhancement. In our actions and interactions, we are and seek to be affirming, respectful, humble, accountable, committed, inclusive, empathetic, responsive, passionate, and positive.

University of La Verne College of Law Program Objectives

- A. Upon completion of the program of legal education, students will possess the skills and knowledge to enable them to pass any bar examination of their choosing.
- B. Upon completion of the program of legal education, students will possess those skills to participate as respected members of the legal profession.
- C. Upon completion of the program of legal education, students will model ethical, responsible, and professional behavior.
- D. Upon completion of the program of legal education, students will embrace cultural differences and civic and community engagement.

American Bar Association 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.

In compliance with ABA Standard 302, the University of La Verne College of Law has established the following.

University of La Verne College of Law Program Learning Outcomes

1. Students shall demonstrate knowledge and understanding of substantive and procedural law.
2. Students shall demonstrate competence in legal analysis and reasoning.
3. Students shall demonstrate competence in conducting legal research.
4. Students shall demonstrate competence in problem-solving.
5. Students shall demonstrate competence in written and oral communication.
6. Students shall be able and motivated to exercise proper professional and ethical responsibilities to clients, the legal system, and the wider community.
7. Students shall demonstrate competent litigation skills.
8. Students shall demonstrate competent transactional skills.
9. Students shall apply cultural competency while exercising their legal skills.
10. Students shall demonstrate competence in answering bar-style multiple-choice, essay, and performance test questions.