

Scantron

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Introduction

The Faculty Council recently adopted seven learning outcomes for the J.D. Upon conferral of the Juris Doctor degree, students will be able to: (1) demonstrate understanding of substantive and procedural law; (2) employ legal analysis, reasoning, and problem-solving; (3) engage in factual development and legal research; (4) communicate effectively in both written and oral form; (5) fulfill professional and ethical responsibilities to clients and the legal system; (6) use interpersonal skills to participate competently and ethically as a member of the legal profession; and (7) engage with legal concepts, policies, and values at a scholarly level.

This survey, which will take about 5 minutes to complete, will present each learning outcome in turn and ask you whether student learning for the course is at the level of "Introduction," "Competence," or "Advanced." The learning outcomes cover the entire J.D. and are not expected to be learned in every course a student takes. Therefore, please select "Not Applicable" if your course does not endeavor to teach the outcome in question. Your course may address only a few of the learning outcomes, or perhaps none at all. In addition, you may have course goals other than those listed above, but for now we are interested only in the seven that have been identified for the J.D. as a whole.

Please use the following definitions:

"Introduction" means key ideas, concepts, or skills related to the learning outcome are introduced, but it is expected that they will be developed later in a student's course of study.

"Competence" means students must demonstrate proficiency in the learning outcome by the end of the course.

"Advanced" means students have advanced instruction in and/or additional practice with the knowledge, value, or skill, such that they demonstrate the learning outcome with high level of independence and a level of understanding and sophistication expected of graduates, not students. It is doubtful that a student will achieve this level of mastery of a subject or skill in a first year course.

If you are unsure which of these applies, please select the descriptor that most closely matches how you expect students to perform. If a course spans multiple levels, please select the one that, on balance, best describes the level of mastery you expect. For example, if your course introduces a concept or skill but then also builds to a level of increasing proficiency, please select "competence." For doctrinal courses to which the first learning outcome applies ("Demonstrate understanding of substantive and procedural law"), please select the descriptor that reflects the level of mastery in the particular subject. Finally, if a course contributes to learning of only one aspect of an outcome (e.g., written, but not oral, communication), please indicate the level of mastery for the portion that you teach.

You can find an explanation for each learning outcome by clicking on "Performance Indicators" here: <http://www.stjohns.edu/law/academic-programs/assessment-studentlearning-outcomes>.

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1. Demonstrate understanding of substantive and procedural law.

To what extent is this learning outcome an objective for your course?

- Not Applicable** — this is not a learning outcome for my course.
- Introduction.** Key ideas, concepts, or skills related to the learning outcome are introduced, but it is expected that they will be developed later in a student's course of study.
- Competence.** Students must demonstrate proficiency in the learning outcome by the end of the course.
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If this is a learning outcome for your course, please indicate if you use any of these tools to assess whether students have achieved the desired level of proficiency **for the outcome in question**. An "assessment" may be graded or ungraded. Check all that apply. If this outcome is not assessed, please continue on to the next question.

- Not Assessed
- Final Exam
- Midterm Exam
- Quiz
- Short research paper (10 or fewer pages)
- Long research paper (> 10 pages)
- Brief, memorandum, contract, or other writing in a simulated matter
- Oral presentation (e.g., appellate argument, board presentation, etc.) in a simulated matter
- Simulated interview, client counseling, negotiation, mediation, or mock trial
- Work on behalf of clients in a clinic
- Other

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2. Employ legal analysis, reasoning, and problem-solving.

To what extent is this learning outcome an objective for your course?

- Not Applicable** — this is not a learning outcome for my course.
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3. Engage in factual development and legal research.

To what extent is this learning outcome an objective for your course?

- Not Applicable** — this is not a learning outcome for my course.
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4. Communicate effectively in both written and oral form.

To what extent is this learning outcome an objective for your course?

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5. Fulfill professional and ethical responsibilities to clients and the legal system.

To what extent is this learning outcome an objective for your course?

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6. Use interpersonal skills to participate competently and ethically as a member of the legal profession.

To what extent is this learning outcome an objective for your course?

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7. Engage with legal concepts, policies, and values at a scholarly level.

To what extent is this learning outcome an objective for your course?

- Not Applicable** — this is not a learning outcome for my course.
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