

**Technical Standards for the J.D. and LL.M Degrees**  
**University of Oregon School of Law**  
**Adopted by Faculty Vote on May 16, 2023**

The University of Oregon School of Law strives to create an inclusive and accessible learning environment that will prepare our students for success in law school and their careers. We are committed to providing an outstanding legal education that reflects our commitment to the principles of equity and justice.

As a professional school, our graduates must have a predictable level of competence across the range of knowledge and skills expected of lawyers. Such competence allows clients, licensing and credentialing authorities, and other interested parties to rely on these competencies. The American Bar Association and state bar associations require some of these competencies; others come from widespread industry practice and expectations in the legal profession, as reported by the National Association for Law Placement and the Institute for the Advancement of the American Legal System. To achieve these competencies, students at the University of Oregon School of Law must perform various functions, either with or without reasonable accommodation consistent with applicable law, and must practice and maintain these abilities throughout law school. These competencies, known as Technical Standards, are listed and described below.

All students are expected to meet the same Technical Standards, including students with disabilities and LL.M. students for whom English is not their native language. The University of Oregon School of Law is committed to providing reasonable accommodations for students who experience access barriers and require accommodations to satisfy the Technical Standards, as well as consideration of language-based adjustments for non-native English speakers in the LL.M. Program.

**Description of Technical Standards**

**Attendance and Assessment**

- Adhere to the law school's attendance policy, course-specific requirements, and punctually attend classes prepared and ready to participate.
- Satisfy exam, paper, and other assignment policies in all enrolled courses and academic offerings.
- Give and receive feedback to facilitate learning and develop one's professional identity in the legal profession.

**Behavioral Skills**

- Exercise the good judgment, honesty, integrity, and interpersonal skills required to work under stressful conditions and changing circumstances.
- Manage course loads and academic demands that may be mentally and emotionally taxing.

- Monitor one's own behavior and identify when one needs to access and utilize available resources.
- Effectively work alone, and with others, including students, faculty, and staff.
- Adhere to the University of Oregon's Community Standards Affirmation, Student Conduct Code, and the School of Law's Oath of Professionalism.

### **Communication Skills**

- Communicate with others in a candid, respectful manner.
- Initiate communication and engage with members of the law school faculty and administration without the assistance and intervention of third parties.

### **Critical Thinking and Learning Skills**

- Follow directions, make reasonable inferences, and organize and synthesize information.
- Research, solve problems, apply concepts, and navigate systems.
- Understand large amounts of complicated material from a variety of sources (e.g. written material, lectures, and audio and video presentations, etc.).
- Extract and organize ideas that can be communicated to others.
- Set goals, formulate and execute plans, and adjust as needed.

### **Participation**

- Be prepared to respond, with or without advance warning, to questions from the instructor, guest speakers, or other students in a classroom or other instructional setting.
- Satisfy participation policies in all enrolled courses and academic offerings, which may include presenting in front of others.

### **Time Management Skills**

- Meet deadlines, keep scheduled appointments, and complete classroom assignments, exams, and administrative tasks within the approved timeframe.
- Practice strategic time management, including prioritization, short and long-term task planning, accountability, and exercising judgment in scheduling.
- Respond to emails and other correspondence from faculty, administration, and staff in a timely manner.
- Manage competing demands and heavy workloads.

## **Notes on Accommodations**

While these technical standards delineate the necessary abilities of all students and the fundamental learning objectives, they are not intended to deter or exclude students for whom reasonable accommodations for a disability will allow successful participation in and

completion of the program. The University of Oregon School of Law is committed to training lawyers with disabilities and provides reasonable accommodations for qualified individuals who apply for admission and are enrolled as law students. Otherwise qualified individuals will not be excluded from admission or participation in the School of Law's education programs and activities based on their status as a person with a disability. Students should be aware that:

1. All students must be able to meet these requirements, either with or without reasonable accommodation consistent with applicable law.
2. The University of Oregon School of Law adheres to a formal process for assessing need and assigning accommodations through the Accessible Education Center (AEC). Reasonable accommodations are reviewed on a case-by-case basis through an interactive process between the student and AEC, in accordance with these technical standards and consistent with applicable law. Accommodations are deemed unreasonable if they fundamentally alter an essential academic requirement that is necessary to the curriculum of the student's particular program. This includes competence, knowledge, and general lawyering skills inside the classroom and in the practical environment. In those cases, the request for accommodations may be denied.
3. It is the responsibility of a student with a disability, or a student who develops a disability, to self-disclose to the AEC and request accommodations. The AEC will engage in the interactive process to determine eligibility and potential reasonable accommodations, which may or may not be consistent with accommodations a student was assigned in the past. Prospective and current students with questions regarding these Technical Standards are also encouraged to contact the Law School Student Affairs Team for assistance.

### **Notes on LL.M. Students**

LL.M. students are expected to meet the same Technical Standards as J.D. students. LL.M. students whose native language is not English must fulfill these requirements consistent with their level of English proficiency presented at the time of admission. Admitted students who anticipate needing a language-based adjustment to satisfy their anticipated program requirements must contact the Director of the LL.M. program to explore eligibility.

### **Acknowledgements**

Resources consulted in the development of these standards include the National Association of Law Placement Report on 2020 Survey of Law Firm Competency Expectations for Associate Development; Institute for the Advancement of the American Legal System's 2014 Foundations Project; Suffolk Law's Essential Performance Standards; and Boston University School of Law's Technical Standards.