

UC HASTINGS JD PROGRAM LEARNING OUTCOMES

1. **Doctrinal and Substantive Knowledge** : Students will be able to identify, explain, and employ basic concepts, theories, procedures, and rules of law in both core legal areas and in their own chosen area(s) of specialization.
2. **Problem Solving and Critical Thinking** : Students will be able to analyze, assess, and form independent judgments on a variety of legal issues, and will use these skills to solve client legal problems.
3. **Practical and Communication Skills** : Students will be able to gather and analyze evidence, communicate effectively in appropriate written and oral formats with a multiplicity of audiences, and demonstrate other professional skills.
4. **Research Skills**: Students will be able to independently retrieve, organize, analyze and evaluate paper and electronic legal and interdisciplinary sources, and differentiate between the types and relevance of authorities.
5. **Professionalism**: Students will demonstrate the professional skills necessary for effective and ethical participation in the legal profession.
6. **Public Service** : Students will be able to describe the roles and responsibilities of lawyers in overcoming obstacles to legal access and in promoting social justice.

At the individual class level, faculty are asked to articulate and include in the syllabus student learning outcomes and proposed methods of assessment of achievement of those outcomes. Additionally, consistent with our Strategic Plan, faculty are asked to incorporate at least two of the following components into every course:

1. A comparative component providing a detailed understanding of approaches in other legal systems or cultures
2. An experiential component enabling students to engage in and reflect upon simulated or real lawyering activities.
3. A problem-solving component or exercises promoting development of judgment skills for solving clients' problems, rather than simply claim spotting.
4. An interdisciplinary component exposing students to basic skills and knowledge outside of law, including information about the economic, social, institutional, cultural, political, and historical contexts that shape participants' interests, knowledge and behavior, important to the area.
5. An ethics component providing students a grounded understanding of common competing tensions in the area and skills/mindsets for effectively resolving them.