

**Maurice A. Deane School of Law, Hofstra University –
Learning Outcomes (Approved by Faculty October 21, 2019)**

Students will develop reasonable competency in the following:

1. Knowledge and understanding of substantive and procedural law.

Performance Indicators and Examples:

- *Substantive rules of law and policies* – The first-year curriculum (Contracts, Civil Procedure, Torts, Property, Criminal Law, and Constitutional Law I); upper-division required courses (Constitutional Law II, Evidence, and Professional Responsibility); an advanced knowledge of the rules and policies in at least one area of substantive law covered in Hofstra Law’s elective curriculum.
- *Preparation for the bar examination* – Sufficient courses covering subjects typically tested on the bar examination.
- *Sources of law and the process of law creation and evolution* - The roles and differing characteristics of sources of law (common law, legislation, administrative regulations, treaties, and judicial interpretation of legislation, regulations, treaties and constitutions); the processes through which law is made and changed and how those processes differ from one source of law to another; the different roles that state and federal law play in the process of lawmaking; and at least some of the leading perspectives on the analysis of law (economic, comparative, empirical, historical, jurisprudential).

2. Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context.

Performance Indicators and Examples:

- *Writing* – Writing analytically and persuasively, and drafting legal documents such as contracts, statutes, client communications, opinion letters and the like.
- *Basic legal analysis, fact development and law-finding* – Extracting rules and policy from cases, statutes, and administrative regulations and analyzing, interpreting and arguing differing interpretations of rules and statutes; conducting investigation of facts and constructing a coherent narrative based on that investigation; identifying legal issues in facts and applying rules and policy to facts; weighing evidence to reach factual inferences; constructing arguments and identifying flaws in an argument; performing comprehensive legal research; analyzing and structuring transactions; presenting analysis orally and arguing orally; using policy to analyze and persuade.

3. Exercise of proper professional and ethical responsibilities to clients and the legal system.

Performance Indicators and Examples:

- *Professional identity and perspectives* – A student shall learn how to: present written and oral communications and conduct him or herself in professional settings in a manner that meets the standards of the legal profession; conduct him or herself in accordance with standards of professional conduct; fulfill a lawyer’s commitment to competence, integrity, accountability, and social responsibility; and apply the principles and policies reflected in the law governing lawyers, including a lawyer’s duty of loyalty to clients, fiduciary duties, and obligation of zealous representation.

4. Entry-level lawyering capabilities needed for competent and ethical participation as a member of the legal profession.

Performance Indicators and Examples:

- At the level of proficiency required for effectiveness as an entry-level lawyer, and in a manner appropriate to a student's professional goals, examples of such capabilities include: strategic planning and developing a plan to accomplish a goal; problem solving in light of a client's objectives, anticipating consequences and assessing risks; recognizing the most common ethical and professional liability dilemmas and resolving them with high professional standards; negotiating in both dispute and transactional contexts; counseling clients; interviewing; performing basic trial tasks (including using the rules of evidence); using procedural tools such as motions and discovery; utilizing experts and expert knowledge; working collaboratively; learning from experience through self-critique; managing projects within time and resource limitations; presenting orally outside of litigation; and using technology in legal practice.

5. Knowledge and understanding of the lawyer's professional responsibility to advance the mission of providing service to the underrepresented and access to justice.

Performance Indicators and Examples:

- *Experiential learning* – Students may participate in one or more externships or clinics in which pro bono legal services are provided and the need for such services are discussed.
- *Upper-division courses and professional responsibility courses* – Students may develop an appreciation for and understanding of the importance of service to the underrepresented and access to justice in certain upper-division courses or in legal ethics courses.