

Technical Standards for the J.D. and LL.M Degrees

Nova Southeastern University Shepard Broad College of Law

The Nova Southeastern University Shepard Broad College of Law (College 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 College 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 students for whom English is not their native language. The College 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.

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 as provided in the Code of Academic Regulations.
- Satisfy exam, paper, and other assignment policies in all enrolled courses and academic offerings.
- Engage in 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.
- 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 NSU Florida Official Student Handbook.
- Adhere to the College of Law's Code of Academic Regulations.

Communication Skills

- Communicate with others in a candid, respectful manner.
- Directly communicate and engage with members of the law school faculty and administration.
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Critical Thinking and Learning Skills

- Follow directions, make reasonable inferences, and organize and synthesize information.
- Research, solve problems, apply concepts, and navigate systems.
- Engage in critical reading.
- Understand large amounts of complicated material from a variety of sources.
- Extract and organize ideas that can be communicated to others.

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 and speaking in front of others, engaging in in-class individual and group activities, and in in-class discussions.

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.
- Set goals, formulate and execute plans, and adjust as needed.

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 College 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 College 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. All courses, both in person and online, at the College of Law comply with the American Bar Associations Standards which govern required time spent in regularly scheduled class sessions with direct faculty instruction.
3. Although some courses may be designated as online, the College of Law's JD program has been designed as an in-person program. Any alteration in the planned curricula of the program including permitting remote attendance of in-person classes may result in a fundamental alteration of the program, and will be evaluated on a case-on-case basis.

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. 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; Boston University School of Law's Technical Standards; and The University of Oregon School of Law's Technical Standards.