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AMERICAN BAR ASSOCIATION

A Report by Defending Education

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KEY TAKEAWAYS

- According to 990 tax **documents**, the ABA took in \$461,320,718 in membership dues and accreditation fees from 2016-2023.
- The University of California, Berkeley Law **requires** the completion of “one or more race and law course(s) totaling at least two units (class of 2026 and beyond) from a menu of classes that substantially focus on how laws and legal institutions shape and are shaped by racism and other forms of systemic inequality.”
- The University of California, Irvine School of Law has a **Race and Indigeneity Requirement** that states that “students must complete a minimum of 2 credits in a graded course including substantial content relating to, race and indigeneity, structural inequity, and the historical bases for such inequity.”
- Loyola University Chicago School of Law claims its **mission** is to “prepare graduates who will be ethical advocates for justice and equity, who will lead efforts to dismantle legal, economic, political, and social structures that generate and sustain racism and all forms of oppression, and who will advance a rule of law that promotes social justice.”
- Boston University (MA) Law Professor **Jasmine Gonzales Rose**, a “leading critical race theorist,” was tasked in 2023 with implementing the school’s programming for ABA Standard 303(c). Gonzales Rose, who previously led legal research and policy projects at BU’s “Center for Antiracist Research,” **said** she aimed to “enhance our antiracist, anti-bias, and cross-cultural competence learning at BU Law.”
- Rutgers Law School’s (NJ) **Academic Requirements and Information** includes a “Racial Equity Requirement” which states that all J.D. students “must complete at least one elective course that includes content relating to structural inequality, discrimination, culture context, and cultural competency.” Racial equity themes include “discrimination, oppression, and/or systemic bias based on race,” “how law is shaped by race-based assumptions about justice, rights and morality,” and “how law historically influences and has been influenced by power, privilege, and biases based on race, ethnicity, and/or the intersections of race and national origin.”

In This Report

28

Number of states (plus the District of Columbia)

62

Total number of law schools that appear to still follow Standard 303(c)

\$461,320,718

Membership dues and accreditation fees collected from 2016-2023

- St. John’s University (NY) **School of Law** states that its mission is to “sustain and foster an equitable, inclusive, anti-racist community of diverse experiences and perspectives, emphasizing respect for the rights and dignity of every person.” The site states that when reviewing applications, the school considers the “challenges faced and overcome” by an applicant such as “adversity, socio-economic impacts, justice impacted, disability, etc.” and a commitment to “joining a community and service orientated institution with a long history and commitment to fairness, equity, anti-discrimination, and anti-racism goals.”
- Villanova University’s (PA) Charles Widger School of Law states in its **handbook** that it is “committed to an environment where diversity, equity and inclusion are crucial to the success of ALL students.” The school’s **Racial Justice Action Plan** includes the intention to “increase racial diversity of our student body” through affinity group outreach and making it “easier for applicants of color to apply,” expanding course offerings focused on race and social justice, and other actions focused on DEI.

SUMMARY

This report on the American Bar Association (ABA) highlights the accreditation organization's standards and goals that promote diversity, equity, and inclusion (DEI) practices in law schools. Despite the ABA suspending one of the two standards in February 2025, it appears that some law schools still have DEI and race-based requirements as necessary for degree completion.

Of the approximately 196 law schools accredited by the American Bar Association (ABA), 62 appear to still require students to complete DEI-related coursework or programming in order to graduate. In addition, 72 law schools appear to maintain DEI offices—or rebranded versions of them—that remain in operation.

However, because DEI policies are evolving and information is often incomplete—as in, this information is not publicly available or not accessible through Freedom of Information Act requests—it is difficult to determine whether some schools have fully eliminated DEI requirements and initiatives.

The following includes information about Standards 206 and 303(c), and the most current links to law schools that appear to still be requiring adherence to DEI standards. This is not a comprehensive report and will be updated as new information comes to light.

American Bar Association

The American Bar Association (ABA) is the primary accreditation organization for university law schools. The ABA **states** that it was founded on a “commitment to set the legal and ethical foundation for the American nation.” It “exists as a membership organization and stands committed to its mission of defending liberty and pursuing justice.”

The ABA includes two standards in its accreditation criteria that mandate diversity, equity, and inclusion (DEI) efforts at law schools and in degree completion requirements. While Standard 206 was suspended by the ABA on February 21, 2025, Standard 303(c) is currently still in effect. Each standard is highlighted next.

STANDARD 206 – DIVERSITY AND INCLUSION

The ABA’s Rules of Procedure for Approval of Law Schools, Standard 206, **states**, “A school shall demonstrate by concrete action a commitment to diversity and inclusion.” Under the rule, law schools must **commit** to having a student body, faculty, and staff that are “diverse with respect to gender, race, and ethnicity.”

Standard 206 has been suspended until August 31, 2026 amid backlash against diversity, equity, and

inclusion (DEI) and widespread criticism from the legal community on the standard’s apparent illegality.

Attorney General Pam Bondi has called Standard 206 **unconstitutional** and urged the ABA to repeal it entirely, warning that the organization could face punitive action from the U.S. Department of Justice and lose its accrediting authority if it does not comply.

Standard 206. DIVERSITY AND INCLUSION - SUSPENDED UNTIL 8/31/26

- (a) **Consistent with sound legal education policy and the Standards, a law school shall demonstrate by concrete action a commitment to diversity and inclusion by providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and a commitment to having a student body that is diverse with respect to gender, race, and ethnicity.**
- (b) **Consistent with sound educational policy and the Standards, a law school shall demonstrate by concrete action a commitment to diversity and inclusion by having a faculty and staff that are diverse with respect to gender, race, and ethnicity.**

STANDARD 303(c)

The ABA’s Rules of Procedure, Standard 303(c), **requires** law schools to “provide education to law students on bias, cross-cultural competency, and racism” at the start of their program and at least once again before graduation. The requirement may be **satisfied** by orientation sessions, lectures, courses, or “other educational experiences.”

The ABA **notes** that law students have an “obligation as future lawyers to work to eliminate racism in the legal profession.” It also **states** that law schools “have the discretion to choose the type of instruction” for this requirement.

At its February 2022 meeting, the ABA House of Delegates **approved** Standard **303(c)** by a 348 to 17 vote. This standard is reportedly the **first time** the ABA has mandated non-legal coursework in law school curriculum.

- (c) **A law school shall provide education to law students on bias, cross-cultural competency, and racism:**
 - (1) **at the start of the program of legal education, and**
 - (2) **at least once again before graduation.**

Interpretation 303-7

Standard 303(c)’s requirement that law schools provide education on bias, cross-cultural competency, and racism may be satisfied by, among other things, the following:

- (1) *Orientation sessions for incoming students;*
- (2) *Lectures on these topics;*
- (3) *Courses incorporating these topics; or*
- (4) *Other educational experiences incorporating these topics.*

While law schools need not add a required upper-division course to satisfy this requirement, law schools must demonstrate that all law students are required to participate in a substantial activity designed to reinforce the skill of cultural competency and their obligation as future lawyers to work to eliminate racism in the legal profession.

GOAL III: ELIMINATE BIAS AND ENHANCE DIVERSITY

The ABA’s **mission** consists of four goals, including Goal III: “Eliminate Bias and Enhance Diversity.” Specifically, Goal III calls to “eliminate bias in the legal profession and the justice system.”

The ABA **states**, “all ABA entities and members are responsible for advancing ABA Goal III—it permeates everything we do internally and externally as an Association.”

The ABA’s **Diversity, Equity, and Inclusion Center** “provides guidance, spearheads projects, and enhances collaboration and communication to advance ABA Goal III.” The DEI Center **houses** nine entities charged

with advancing Goal III, such as the “**Coalition on Racial and Ethnic Justice**,” the “**Commission on Sexual Orientation and Gender Identity**,” and the “**Diversity, Equity, and Inclusion Advisory Council**.”

The ABA maintains a “**clearinghouse**” of “information and resources for attorneys, the legal profession and the public on a wealth of issues addressing bias, racism and prejudice in the justice system and society.” It also **produces** “short daily assignments (e.g., readings, videos, podcasts etc.) designed to educate and make participants more aware of the historic and current challenges impacting unrepresented communities.”

Goal III: Eliminate Bias and Enhance Diversity:

Objectives:

- Promote full and equal participation in the association, our profession, and the justice system by all persons.
- Eliminate bias in the legal profession and the justice system.

Goal III builds on the earlier Goal IX, which was adopted in 1986. In the last few decades, the ABA has undertaken a wide range of diversity, equity, and inclusion efforts in furtherance of Goal IX and Goal III. Accordingly, all ABA entities and members are responsible for advancing ABA Goal III—it permeates everything we do internally and externally as an Association.³



AMERICAN BAR ASSOCIATION

**Diversity, Equity,
and Inclusion Center**

Commission on Women in the Profession	Commission on Racial and Ethnic Diversity in the Profession	Commission on Sexual Orientation and Gender Identity
Commission on Hispanic Legal Rights and Responsibilities	Coalition on Racial and Ethnic Justice	Council for Diversity in the Educational Pipeline
Legal Opportunity Scholarship Fund	Diversity, Equity, and Inclusion Advisory Council	Commission on Disability Rights

ADDITIONAL DEI ACTIVISM

In 2021, the ABA published an article **defending** the teaching of critical race theory (CRT). The organization **wrote** that CRT “recognizes that racism is codified in law, embedded in structures, and woven into public policy.” The ABA **claimed** CRT has been “misunderstood” and “distorted,” adding that CRT education is “vital for the civil rights lawyer who seeks to eradicate racial inequality in this country.”

In 2022, the ABA **filed** an amicus brief with the U.S. Supreme Court arguing that race should continue to be considered as a factor in college admissions. The ABA **wrote**, “Eliminating race-conscious admissions policies would inflict great harm on the legal profession and the nation. Such policies play a vital role toward eliminating the taint of racism from our justice system and from other areas where lawyers perform vital functions.”

In 2023, the ABA published **courses** detailing the “**importance**” of promoting DEI. One **course**, titled “Being an Activist in the Legal Field,” discussed how to be a “legal activist dedicated to championing justice and equality.”

The ABA offers several online courses studying how to “continue to **support** DEI initiatives,” “**future-proof** your DEI strategy,” “**maintain** inclusive practices,” and “**continue** DEI initiatives” amid anti-DEI pushback from the Trump administration. It also supports left-wing criminal justice reforms including **eliminating cash bail**, **eliminating** mandatory minimum sentences, and expanding “alternatives to incarceration.”

EXPANDED EXAMPLES

University of San Diego

In 2022, the University of San Diego School of Law **published** its ABA Standard 303(c) compliance efforts.

The school **said** its student orientation includes a “dedicated session focused on diversity, equity and inclusion in the legal profession” that “explores how implicit bias manifests in the practice of law.”

San Diego’s 2025 **orientation** included a session on “cultural competency training” and redlining.

The school’s required “Experiential Advocacy Practicum I **course**” includes “teaching on juries, implicit biases in jury selection, how to engage in self-reflection about students’ own biases and how to mitigate these biases.”

The school also **touted** several other Standard 303 compliance efforts including upper-level requirements and DEI-related elective options.

3:00 p.m.	4:15 p.m.	Cultural Competency Training and Redlining Case Study Specialized training on cultural competency skills as a core lawyering skill essential for effective legal practice.
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Standard 303(c)'s requirement that law schools provide education on bias, cross-cultural competency, and racism may be satisfied by, among other things, the following: (1) Orientation sessions for incoming students; (2) Lectures on these topics; (3) Courses incorporating these topics; or (4) Other educational experiences incorporating these topics. While law schools need not add a required upper-division course to satisfy this requirement, law schools must demonstrate that all law students are required to participate in a substantial activity designed to reinforce the skill of cultural competency and their obligation as future lawyers to work to eliminate racism in the legal profession.

- Orientation:** Each year, the students are led through a dedicated session focused on diversity, equity and inclusion in the legal profession, and that explores how implicit bias manifests in the practice of law. This session includes discussions and reflections by members of the faculty, alumni, and administration.
- Experiential Advocacy Practicum II year:** The required Experiential Advocacy Practicum I course includes teaching on juries, implicit biases in jury selection, how to engage in self-reflection about students’ own biases and how to mitigate these biases. The required Experiential Advocacy Practicum II course includes teaching on navigating cultural differences in the transactional negotiation process. Diverse adjunct professors are brought in to teach these courses, and panelists touch on issues of race and gender in the law during panel discussions.

- Clinics and Externships:** All new clinic students are required to attend an orientation, which will include substantial examination of racism, bias, and cross-cultural competency in the legal profession. In addition, professors in the clinic incorporate discussion on these topics in case rounds, as relevant issues arise. The instructional components of externships will include dedicated sessions on cultural differences, cross-cultural competencies, and racism and bias in the legal profession. These sessions will include substantial reading, journal, and discussion assignments.
- Elective Courses:** Currently, USD offers a number of electives that significantly address bias, cross-cultural competency, and racism. Examples include: “Civil Rights Theories,” “Discrimination Law & Diversity,” “Constitutional Law II,” “Employment Discrimination,” “Reparations,” “Death Penalty,” “Education Law,” “Jurisprudence,” “Native American Law,” and “Poverty Law.”
- Cross-Curricular Efforts:** Through the benefit of faculty learning circles on how to best bring DEI into the classroom, faculty are being supported in their efforts to incorporate discussions of racism, bias, and cross-cultural competency into their courses, regardless of subject matter. A roster of alumni guest speakers with expertise and practice experience that speaks to racism, bias, and cross-cultural competency is being developed for faculty to draw upon in their courses, and for administrative offices to draw upon for co-curricular programming.
- Co-Curricular Programming:** Law Student Affairs co-curricular programming explores the themes of racism, bias, and cross-cultural competency with student panel discussions, and speaker series with diverse experts on these topics. A new leadership development program will support students to develop a deeper understanding of their own identities, experiences, and biases, and how to be effective allies in the pursuit of a legal profession that reflects and is inclusive of practitioners from a greater diversity of backgrounds.

University of Wisconsin

In January 2024, UW Law **required** first-year law students to **attend** a mandatory “re-orientation” session on DEI. A UW-Madison spokesman **told** The Federalist the session “was held in partial fulfillment of ABA (American Bar Association) Standard 303.”

Students had also been **required** to attend a separate DEI training session during their orientation the prior semester.

Students were instructed to review an **article** about “28 Common Racist Attitudes and Behaviors” and complete a “Race Timeline **Worksheet**” before the two-hour-plus sessions.

The article detailed behaviors that “indicate a detour or wrong turn into white guilt, denial or defensiveness,” followed by a “reality check and consequence for harboring such attitudes.”

The worksheet required students to “create a timeline of significant life events around race.”

A **worksheet** titled “Tell the Truth” instructed students to respond to prompts from a list, including a “racist belief I am struggling with,” a “time I said/behaved in a racist way,” and “how deep racism goes in my life.”

28 COMMON RACIST ATTITUDES AND BEHAVIORS THAT INDICATE A DETOUR OR WRONG TURN INTO WHITE GUILT, DENIAL OR DEFENSIVENESS.

Below is a list of 28 common racist attitudes and behaviors that indicate a detour or wrong turn into white guilt, denial or defensiveness. Each is followed by a statement that is a reality check and consequence for harboring such attitudes.

1. **I'm Colorblind.**
"People are just people; I don't see color; we're all just human." Or "I don't think of you as Chinese." Or "We all bleed red when we're cut." Or "Character, not color, is what counts with me."

REALITY CHECK + CONSEQUENCE:
Statements like these assume that people of color are just like you, white; that they have the same dreams, standards, problems, and prejudices that you do. "Colorblindness" negates the cultural values, norms, expectations and life experiences of people of color. Even if an individual white person could ignore a person's color, society does not. By saying we are not different, that you don't see the color, you are also saying you don't see your whiteness. This denies the people of color's experience of racism and your experience of privilege.

"I'm colorblind" can also be a defense when afraid to discuss racism, especially if one assumes all conversation about race or color is racist. Speaking of another person's color or culture is not necessarily racist or offensive. As my friend Rudy says, I don't mind that you notice that I'm black." Color consciousness does not equal racism.

individual, regardless of color or gender, or disability, etc., has the same access to the rights, benefits and responsibilities of the society. The rationalization continues: since slavery is ended and people of color have civil rights, the playing field has now been leveled. It follows, then, that there is no reason for a person of color to "fail" (whether manifested in low SAT scores or small numbers in management positions) EXCEPT individual character flaws or cultural inadequacies. These "failures" could have no roots in racism and internalized racism.

3. **Reverse Racism.**
A. "People of color are just as racist as white people."
B. "Affirmative action had a role years ago, but today it's just reverse racism; now it's discriminating against white men."
C. "The civil rights movement, when it began, was appropriate, valuable, needed. But it's gone to the extreme. The playing field is now level. Now the civil rights movement is no longer working for equality but for revenge." Or
D. "Black pride, black power is dangerous. They just want power over white people." (Include here any reference to pride and empowerment of any people of color.)

REALITY CHECK + CONSEQUENCE:
A. Let's first define racism with this formula:
Racism = racial prejudice + systemic, institutional power.

RACE TIMELINE WORKSHEET

NAME: _____

Use this space on the front and/or back to create a timeline of significant life events around race—things that happened to you, experiences you had, decisions made, realizations you came to, news events, etc. Then add in moments about your social identities that shaped you—recognizing difference, facing discrimination, consuming media, etc. Your completed timeline will be used both for our second workshop. A completed timeline should include at 7 significant moments at least but more are encouraged.

Please bring this document or your timeline on a plain sheet of paper to our second orientation anti-racism workshop, Friday 1/20.

TELL THE TRUTH

Pick two to answer for yourself

1. A racist belief I am struggling with
2. A time I said/behaved in a racist way
3. My interactions with BIPOC have honestly been ...
4. I feel ... talking about race because
5. I learned ... about race/racism
6. I see how deep racism goes in my life when ...
7. I am afraid of ... with race

UNIVERSITIES

The following is a list of university law programs that still appear to include Standard 303(c) and/or its language as requirements for completion of the degree program. Schools that are accredited by the ABA, but are not included below, appear to have removed the inclusion of Standard 303(c) or its language in publicly available information. This does not imply they have stopped implementing it as a requirement for degree completion, but just that the standard and language has been removed from public view.

In our search, we looked through school learning outcomes, degree requirements, course descriptions, and other sources for “Standard 303(c),” the standard’s specific language such as “cross-cultural competence” or similar language, “racism,” and forms of “diversity requirement.”

Because a number of law schools have their handbooks and other documents behind a student login, they were not accessible and could not be vetted, and therefore were not included in this list.

This is not an exhaustive list and will be updated as new information is identified and vetted. To see a full list of law schools accredited by the ABA, go [here](#).

1) For students entering in Fall 2025, to earn the Penn State Dickinson Law J.D. degree, a student must:

- a) Earn at least 88 credits, including all first-year required courses;
- b) Be in residence for six semesters;
- c) Meet good standing requirements;
- d) Complete an upper-level writing seminar with at least a C;
- e) Complete Professional Responsibility with at least a C;
- f) Complete the required credits for experiential learning (see below); and
 - i) To earn a J.D. degree students must complete with a grade of at least C, or a grade of Credit in Credit/No Credit courses, 9 credits in Experiential Learning courses from the upper-level curriculum. The student must earn at least 3 of the required 9 credits in either a law clinic [LWCLI], an externship [LWEXT 901], or a semester-in-practice [LWEXT 902; LWEXT 903; LWEXT 904] course. The student may earn the remaining experiential learning credits in a law clinic [LWCLI], an externship [LWEXT 901], a semester-in-practice [LWEXT 902; LWEXT 903; LWEXT 904], or an experiential skills [LWEXP] course.
- g) Complete one course that satisfies [ABA Standard 303\(c\)](#) (a course on bias, cross-cultural competency, and racism) with at least a C.
- h) Legal Writing and Analysis and Legal Research Grade Requirements:
 - i) A student must earn a grade of “C” or better to earn credit for the Legal Analysis & Writing I and II courses.



ALABAMALAW
THE UNIVERSITY OF ALABAMA*

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Intro to Study of Law

LAW 713 | 1 Hours

This course will focus on preparing students for their upcoming law school experience. It will provide information on what to expect in law school, review the fundamentals of the legal system, introduce legal analysis skills, and preview various techniques, concepts, and strategies to assist your law school studies. Consistent with accreditation requirements, this course includes instruction on bias, cross-cultural competency, and racism.

Alabama

University of Alabama Law
Law 713 – Intro to Study of Law

California

Loyola Marymount University – Loyola Law School
J.D. Program Learning Outcomes

Pepperdine University – Caruso School of Law
2025 Academic Planning Guide

Southwestern Law School
Graduation Requirements Policy

University of California, Berkeley Law
Mission and Learning Outcomes

University of California, Davis School of Law
Degree Requirements

University of California, Irvine School of Law
Academic Requirements

University of California, Los Angeles School of Law
Law 618 – Your Professional Identity and Diversity, Equity, and Inclusion in the Law

University of San Diego School of Law
Implementation Plan for ABA Revised Standards 303(b) and 303(c)

University of San Francisco School of Law
Program Learning Outcomes

Connecticut

University of Connecticut School of Law
Academic Regulations Governing the Juris Doctor Program

Yale Law School
Requirements for the Degree of Juris Doctor (J.D.)

Delaware

Wilmington University School of Law
Learning Outcomes for the J.D. Degree

District of Columbia

George Washington Law
JD Degree Requirements

Florida

Barry University Law
Statement of Institutional Learning Outcomes

Florida International University College of Law
J.D. Student Handbook

Jacksonville University College of Law
Student Learning Outcomes

Georgia

Emory Law
2025-2026 Student Bulletin

Illinois

DePaul University College of Law
Diversity, Equity and Inclusion Requirement

Loyola University School of Law
Student Handbook

Northwestern University Pritzker School of Law
JD Graduation Requirements

The University of Chicago – The Law School
Handbook – 2.2 Learning Outcomes

University of Illinois Chicago Law
JD Concentration in Critical Race & Gender Studies

Iowa

Drake University Law School
Collaborative Culture

University of Iowa College of Law
2024-2025 Student Handbook

Louisiana

Loyola University New Orleans College of Law
2025-2026 Academic Regulations

Maine

University of Maine School of Law
Learning Outcomes

Massachusetts

Boston College Law School
2025-2026 Student Policies & Procedures Handbook

Northeastern University School of Law
Legal Skills in Social Context course

Suffolk University Boston Law School
Juris Doctor (JD) Curriculum and Requirements

Western New England University School of Law
Learning Outcomes

Michigan

Detroit Mercy Law
Student Learning Outcomes

Wayne State University Law School
Requirements for the Juris Doctor (J.D.) degree

Minnesota

Mitchell Hamline School of Law
Academic Requirements

- Culture and Inclusion requirement

Missouri

University of Missouri-Kansas City School of Law
J.D. Degree Requirements

Washington University Law
J.D. Degree Requirements

Montana

University of Montana Alexander Blewett III
School of Law
Graduate Learning Outcomes

Nebraska

Creighton University School of Law
Cross-Cultural Competency Requirement

New Jersey

Rutgers University
Center for Inclusion & Diversity

North Carolina

Duke Law
JD Degree Requirements

New York

New York University Law
Experiential Program Student Learning Objectives

Pace University Elisabeth Haub School of Law
Learning Outcomes

St. John's University
2025-2030 Programmatic Learning Outcomes
Assessment Plan

Yeshiva University – Benjamin N. Cardozo School of Law
Community & Professional Development,
Diversity & Inclusion

Ohio

Capital University Law School
[Juris Doctor Required Courses](#)

Oregon

Lewis & Clark Law School
[Learning Outcomes](#)

University of Oregon School of Law
[JD Degree Requirements – Diversity Requirement](#)

Willamette University School of Law
[Learning Outcomes for Graduating Law Students](#)

Pennsylvania

Duquesne University Thomas R. Kline School of Law
[2025-2026 Policies & Procedures](#)

Pennsylvania State University Dickinson Law
[2025-2026 Unified Student Academic Handbook](#)

Temple University Beasley School of Law
[Practicums](#)

South Carolina

Charleston School of Law
[Requirements for J.D. Degree](#)

University of South Carolina Joseph F. Rice School of Law
[LAWS 554 – Problems in Professional Responsibility and LAWS 55 – Professional Responsibility](#)

Tennessee

The University of Tennessee Knoxville Winston College of Law
[Learning Outcomes](#)

Texas

University of Houston Law Center
[J.D. Student Handbook](#)

University of North Texas at Dallas College of Law
[LAW 7237 Legal Profession](#)

Virginia

Appalachian School of Law
[Student Handbook](#)
[Learning Outcome Evaluation Curriculum Map](#)

University of Virginia School of Law
[Academic Policies and Procedures](#)

Washington

Seattle University School of Law
[Learning Outcomes](#)

University of Washington School of Law
[Student Handbook](#)
[J.D. Graduation Requirements](#)

Wisconsin

Marquette University Law School
[2025 Academic Regulations](#)

University of Wisconsin Law School
[Graduation Requirements for JD Students](#)

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