IMPLEMENTATION PLAN FOR REVISED ABA STANDARD 303’s REQUIREMENTS

Approved by Faculty on August 16, 2022

A. Revised 303(b)(3)—“provide substantial opportunities to students for . . . the development of a professional identity.”

1. Orientation: Administration of the “Professionalism Oath” by a Virginia Supreme Court Justice or Court of Appeals Judge. The Professionalism Oath is modeled after the oath given to new members of the Virginia State Bar about their professional duties and responsibilities; students take the Oath after being sworn and sign the Oath as well.
2. During Orientation/early during 1L year: Organize a visit to a Court, preferably a federal court; give students opportunities for reflection on their experience.
3. Fall Semester, 1L year: Revise “Introduction to Community Service” course to incorporate at least three lectures/sessions about concepts of professionalism and professional identity formation. Rename course: “Building a Professional Identity.”
	1. Possible examples of topics may include: What kind of lawyer do I want to be? What character/personality strengths do I possess and what does that mean for my career choices? How do I conduct myself in a professional manner? How do I incorporate community service and pro bono service into my career?
4. Spring Semester, 1L year: Lecture series for 1Ls (3 events) involving professionalism and/or professional identity formation.
	1. This would be incorporated as part of the Dean’s new “Professionalism, Leadership, and Transition to Practice” (“PLT”) program.
5. Summer after 1L year: Students participate in an Externship placement and keep a journal documenting their experiences and self-reflections.
6. 2L year: The PLT program will incorporate four formal sessions on leadership; at least one session will discuss and encourage leadership within the legal profession.
7. Annually: Professionalism Dinner event (part of PLT program). Select a bar leader to receive a Professionalism Award from ASL. Invite attorneys and judges to attend, with professors, to engage in discussion with students regarding professionalism/ethical issues.

B. New 303(c)—“provide education to law students on bias, cross-cultural competency, and racism … at the start of the program … and at least once again before graduation.” “For students engaged in law clinics or field placements, the second educational occasion will take place before, concurrently with, or as part of their enrollment in clinical or field placement courses.”

1. Orientation: Lecture/session by ASL Diversity Mentor Virginia Supreme Court Justice Cleo Powell. (Fulfills the requirement for one educational experience at the start of the J.D. program)
2. Spring Semester, 1L year: Incorporate into the required “Introduction to Externships” course at least one mandatory session on bias, cross-cultural competency, and/or racism. (Fulfills the requirement for a second educational experience prior to/concurrently with externships and other field placements.)
3. Spring Semester, 2L year: Incorporate into the required “Professional Responsibility” course at least one mandatory session on bias, cross-cultural competency, and/or racism.
4. 3L year: The Professionalism, Leadership, and Transition to Practice (“PLT”) program will include six sessions on Transition to Practice; at least one session will incorporate discussion of issues involving bias/cross-cultural competency/racism that arise in legal practice.
5. Curriculum-wide: Encourage all faculty to incorporate discussions of racism/cross-cultural competency/bias into their courses, wherever the regular course of study offers such an opportunity. The subject matter should be documented in the Course Description and in the Course’s Syllabus by the professor.
6. Elective Courses: Offer electives with a significant component addressing bias, cross-cultural competency, and/or racism. Currently, ASL offers “History of Race and the Law” as a general elective in both Fall and Spring semesters, and “Poverty, Health, and the Law” as a general elective in Fall and Spring semesters as well as summer sessions. Elective courses will outline in their Course Descriptions/Syllabi how bias, cross-cultural competency, and/or racism are addressed in the course.